



An-Najah National University
Faculty of Graduate Studies

**LEADERSHIP SKILLS ACQUIRED FROM
THE LEADERSHIP DIPLOMA AND THEIR
RELATIONSHIP TO THE PERFORMANCE OF
GOVERNMENT SCHOOL PRINCIPALS IN THE
NORTHERN DIRECTORATES AND THEIR
MOTIVATION TOWARDS ACHIEVEMENT
AND A PROPOSED VISION FOR IMPROVEMENT**

By
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**This Dissertation is submitted in Partial Fulfillment of the Requirements for the
Degree of PhD in Learning and Education, Faculty of Graduate Studies, An-Najah
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In accordance with An-Najah National University Deans Council regulations for the award of Doctor of Philosophy, the following paper has been published after its extraction from the dissertation:

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Dedication

This work is dedicated to:

My dear husband, my sons Wissam and Majd, and my daughter Sara, who shared my journey and endured suffering with me, their support providing me with the strength to continue on my journey.

The souls of my mother and father, who eagerly awaited this day but were unable to share this occasion with me.

My brothers and sisters, my friends, school principals, teachers, and colleagues at Qabatiya Directorate, whose support clearly contributed to the completion of this work.

And to my esteemed professors at the College of Graduate Studies at An-Najah National University, whose guidance enriched my knowledge.

With deep gratitude and appreciation, I dedicate this work to all of you.

Ra'eda Abed Al-Rahman Al-Sa'ad

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Finally, I extend my sincere thanks to all those who supported this work either through encouragement or support.

Thank you all.

Ra'eda Abed Al-Rahman Al-Sa'ad

Declaration

I, the undersigned, declare that I submitted the thesis entitled:

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I declare that the work provided in this Dissertation, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

Student's Name: _____ راتمة عبد الرحمن أحمد العسر

Signature: _____ راتمة العسر

Date: _____ ٢٠٢٦/١/٥

List of Contents

Dedication.....	iv
Acknowledgement.....	v
Declaration.....	vi
List of Contents.....	vii
List of Tables.....	x
List of Appendices.....	xi
Abstract.....	xii
Chapter one: Introduction.....	1
1.1 Introduction.....	1
1.2 Problem Statement.....	2
1.3 Research Questions.....	3
1.4 Study Objectives.....	4
1.5 Significance of the Study.....	4
1.6 Study Hypotheses.....	5
Chapter Two: Theoretical Background.....	6
2.1 Theoretical Background.....	6
2.1.1 Leadership Theories.....	7
2.1.2 Managers and leaders.....	12
2.2 School Principals' performance.....	13
2.2.1 Planning.....	15
2.2.2 School Principals' Supervision and Follow-up of Teachers and School Operations.....	18
2.2.3 School Principals' Role in Professional Development.....	21
2.2.4 Monitoring of Teaching and Learning.....	24
2.2.5 Managing Internal and External Communication.....	26
2.2.6 Managing the School Environment.....	28
2.3 Achievement Motivation.....	30
2.3.1 Intrinsic Motivation toward performance.....	30
2.3.2 Extrinsic Motivation toward performance.....	32

2.3.3 Sense of Responsibility toward performance	34
2.3.4 Self-efficacy	36
2.4 Definition of Terms and Operational Definitions	37
Chapter Three: Methodology	40
3.1 Research Design	40
3.2 Population of the Study.....	41
3.3 Sample of the Study.....	41
3.4 Study Tools	42
3.4.1 Performance questionnaire	42
3.4.2 Motivation questionnaire	46
3.5 Translation Process	49
3.6 Statistical Treatment	49
3.7 Study Procedures	50
3.8 Ethical Approval	50
Chapter Four: Results	51
4.1 Results related to the first hypothesis which states.....	52
4.2 Results related to the second hypothesis which states:.....	54
4.3 Results related to the third hypothesis:	54
4.4 Results related to the Fourth hypothesis	58
4.5 Results related to the fifth Hypothesis	61
4.6 Results related to the sixth Hypothesis	61
4.7 Results related to the seventh Hypothesis.....	61
4.8 Results related to the eighth Hypothesis.....	61
4.9 Results related to the ninth Hypothesis.....	61
Chapter Five: Discussions and Conclusions.....	63
5.1 Discussion.....	63
5.1.1 Discussion of the results of the first question and its subordinate hypothesis.....	63
5.1.2 Discussion of the results of the second question and its subordinate hypothesis ..	67
5.1.3 Discussion of the results of the third question and its subordinate hypothesis.....	69
5.1.4 Discussion of the results of the fourth question and its subordinate hypothesis ...	71

5.1.5 Discussion of the results of the fifth to ninth questions and their subordinate hypotheses.....	72
5.2 Study Limitations.....	72
5.3 Conclusion	73
5.4 recommendations	75
5.5 Proposed Vision for Improvement.....	75
References.....	78
Appendices.....	88
الملخص.....	ب

List of Tables

Table (1): Sample of the study according to its demographic variables.....	42
Table (2): Pearson correlation coefficients between total score and all domains of performance scale	44
Table (3): Pearson correlation coefficients between each item and its domain total score of performance scale.....	45
Table (4): Pearson correlation coefficient between total scores and all items of Performance Scale	46
Table (5): Results of Chronbach's alpha for performance scale	46
Table (6): Pearson correlation coefficients between total score and all domains of motivation scale.....	48
Table (7): Pearson correlation coefficients between each item and its domain total score of motivation scale.....	48
Table (8): Pearson correlation coefficient between total scores and all items of motivation scale.....	49
Table (9): Results of Chronbach's alpha for motivation scale.....	49
Table (10): PERAM-ANCOVA analysis results for the effect of the (control and experimental) groups on the post-implementation of performance levels	53

List of Appendices

Appendix (A): Training Program	88
Appendix (B): First Draft Questionnaire	89
Appendix (C): List of Expert Reviewers	93
Appendix (D): Final Draft Questionnaire	94
Appendix (E): Questionnaire Translation	98
Appendix (F): Arabic Questionnaire	99
Appendix (G): Institutional Review Board (IRB)	105
Appendix (H): Pairwise comparisons and MME (means marginal estimated) for the experimental and control groups regarding the post-test performance levels	106
Appendix (I): PERAM-ANCOVA analysis results for the effect of the (control and experimental) group on the post-test of motivation levels	107
Appendix (J): Pairwise comparisons and MME (means marginal estimated) for the (experimental and control) groups with respect to the post-application of motivation levels	108
Appendix (K): Results PERAM-ANCOVA analysis of the effect of variables (gender, academic qualification, specialization, practical experience) on the post-application of performance levels	109
Appendix (L): Pairwise comparisons and MME (means marginal estimated) for statistically significant variables at each performance level	113
Appendix (M): PERAM-ANCOVA analysis results for the effect of the variables (gender, academic qualification, specialization, age, and practical experience) on the post-test of motivation levels	115
Appendix (N): Pairwise comparisons and MME (Mean Marginal Estimate) for statistically significant variables in the motivation domains	118
Appendix (O): Results of the PERAM-ANCOVA analysis of the effect of variables (gender, academic qualification, specialization, age, and practical experience) on motivation and performance	120
Appendix (P): Certificate of acceptance of the research extracted from the dissertation	122

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Abstract

This study intended to investigate the effect of leadership skills acquired from the Leadership Diploma on the performance and motivation of government school principals in northern directorates. The study population includes 315 school principals in Jenin, Qabatya, and Tubas directorates. A quasi-experimental design was used, comparing the control group to an experimental group included 100 principals who had received training through the Leadership Diploma. A questionnaire was used to gather the data from the participants of the study. The results showed that there were statistically significant differences between the experimental group and the control group at all levels of performance in favor of the experimental group. The results also showed that principals who obtained the Leadership Diploma possessed higher intrinsic and extrinsic motivation, a sense of responsibility, and self-efficacy compared to the control group. The study also showed that there was no impact of the leadership diploma on the performance and motivation due to gender, age, and specialization. However, there was an impact of the principals' experience, in favor of 5 to 10 years. The study recommends expanding the Educational Leadership Diploma program to all public-school principals in various directorates. The study offers insights for the Ministry of Education regarding the importance of the Leadership Diploma in developing principals' performance and motivation.

Keywords: Leadership skills, Leadership Diploma, Performance, Motivation, School Principals.

Chapter one

Introduction

1.1 Introduction

Schools are the core stone institutions for providing education, functioning as micro-communities where students are developed cognitively, morally, and socially. They are centers where students are provided with knowledge and skills. Teachers play a vital role in the educational process; they affect student performance and achievement. The success of teachers depends on the principal. So, good administration is important to the success of schools. School principals play an important role in creating a good environment to learning (Dinampo & Balones, 2023).

Leadership is considered as the main element of educational administration; it steers schools towards achieving goals. Educational leadership involves inspiring and guiding the staff towards a shared vision. It requires a deep understanding of assessment, forming a team, planning, and communication. Educational leadership is not about authority; but performance and achievement (Rachman et al., 2023). Also, it is a process that involves influencing individuals or groups towards achieving goals, inspiring and motivating others, and fostering a collaborative environment where responsibilities are shared among team members (Jambo & Hongde, 2020). Leadership plays a vital role in influencing teachers' performance and motivation, impacts the whole school culture and the motivation of educators (Hasibuan, 2022).

Being a successful leader means to be a principal who seeks to improve his performance, and be motivated to achieve. Leadership development programs, such as the Leadership training, equip school principals with the knowledge, strategies, and skills needed to excel in their roles. Good leadership training assist principals in dealing with challenges, applying good practices, and implementing effective strategies. As a result, school principals who go through the training are well prepared and they achieved high levels of performance and achievement (Elfarargy et al., 2022). A principal who has strong leadership qualities, fosters a collaborated environment, supports the professional growth among workers in the school, and enhances teachers' performance (Hasibuan, 2022).

Moreover, leadership plays an important role in motivating principals to achieve their goals, strengthens their sense of responsibility and commitment, helps them to be perfect in their professional ambitions, and encourages critical thinking and problem-solving skills. This, in turn, improves their motivation to achieve and their performance (Faisal, 2023). Effective leaders have good communication skills and inspire their team at schools, which in turn leads to good educational outcomes for students, teachers, and the whole school (Hasibuan, 2022). When principals understand the goals of their institution, they will feel motivated to align their efforts with the overall mission. A strong vision helps principals understand their role in achieving it (Qomariah et.al, 2022).

The Palestinian Ministry of Education places a great emphasis on qualifying school principals, recognizing the important role they play in developing the quality of education. The ministry organizes training programs aimed at improving the performance of principals, these programs encompass many topics, including strategic planning, supervision, professional growth, teaching and learning, effective communication, and schools' environment (Ziada, 2021).

1.2 Problem Statement

Leadership is important for the effectiveness and success of educational institutions; it requires a set of leadership skills that enable the leader to motivate and guide individuals to achieve their goals (Yada & Jäppinen, 2022). It is important for school principals to possess a set of skills to be an effective leader. These skills such as developing strategic plans and directing teams, as well as communication skills to build positive relationships with teachers, students, and parents (Alene et al., 2025).

The researcher works as a supervisor for school principals in Qabatiya Directorate, she visits principals at their schools in order to evaluate their performance, she also trains them within the Leadership Diploma program. Through repeated meetings with principals and during their visits at their schools, the researcher noted that principals who had finished the diploma have better leadership skills such as planning and supervision more than those who haven't join the training program yet. Also, some principals stated that the Diploma had improved their performance and increased their

motivation to achieve. This aroused the researcher's curiosity to examine whether the training had a real effect on school principals' performance and their motivation.

In contrast, other school principals stated that they didn't benefit from the training program. This difference in principals' experiences was a reason to study the effect of Leadership Diploma on principals' performance and motivation, and to study if these differences are influenced by additional personal factors. Therefore, this study aims to investigate the real effect of the leadership skills acquired from Leadership Diploma on the performance of school principals in Northern Directorates and their motivation.

The researcher also noticed that most of the previous studies have focused on the role of leadership in improving teacher performance and motivation. However, there is no single study that concerns with the performance of the principals themselves. This gap in the literature captured the researcher's attention and encouraged her to explore this topic in depth.

1.3 Research Questions

Main Question

What is the effect of the leadership skills acquired from the Leadership Diploma on the performance of government school principals in the northern directorates, and their motivation towards achievement?

Sub-questions

- RQ1: Do the average performance levels of the experimental group and the control group differ at ($\alpha \leq 0.05$)?
- RQ2: Do the average levels of motivation in the experimental group and the control group differ at ($\alpha \leq 0.05$)?
- RQ3: Do the average levels of performance differ due to gender, age, academic qualification, specialization, and practical experience?
- RQ4: Do the average levels of performance motivation differ due to gender, age, academic qualification, specialization, and practical experience?
- RQ5: Are there any statistically significant differences at ($\alpha \leq 0.05$) in the averages of performance and motivation attributed to the gender variable?

- RQ6: Are there any statistically significant differences at ($\alpha \leq 0.05$) in the averages of performance and motivation attributed to the specialization variable?
- RQ7: Are there any statistically significant differences at ($\alpha \leq 0.05$) in the averages of performance and motivation due to the academic qualification variable?
- RQ8: Are there statistically significant differences at ($\alpha \leq 0.05$) in the averages of performance and motivation due to the experience variable?
- RQ9: Are there any statistically significant differences at ($\alpha \leq 0.05$) in the averages of performance and motivation for a variable due to the age variable?

1.4 Study Objectives

The objective of the study is to identify the leadership skills acquired by government school principals through the Leadership Diploma program, value the effect of these skills on the performance of school principals in Northern Directorates, evaluate the levels of motivation towards achievement among school principals after the completion of the Leadership Diploma, explore the relationship between the leadership skills and the principals' achievement motivation, and provide recommendations for encouraging the Leadership Diploma program based on the findings, aimed at improving the principals' performance and motivation.

1.5 Significance of the Study

The study is important in several ways both in theory and practice. From theoretical perspective, it addresses an important topic, which is measuring the effect of the Leadership Diploma on managers' performance and their motivation to achieve, and it is the first study, to the researcher's knowledge, that addresses the effect of leadership training on principals. Evaluating how such leadership training programs affect the performance and motivation of school principals. Also, it offers important insights into the development of leadership in education (He et al., 2024).

From a practical perspective, the study provides information for The Ministry of Education, policymakers, and educators on how is the leadership Diploma important for each school principal. Leadership skills such as communication and planning are important for school principals (Leithwood et al., 2020), and principals should improve these skills through training (Nebieridze, 2023).

Moreover, this study offers a proposed vision that may introduce a framework for developing the leadership diploma in order to offer leadership skills that each school principal needs.

1.6 Study Hypotheses

- H1: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) between the average performance levels in the experimental group and the control group.
- H2: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) between the average levels of motivation in the experimental group and the control group.
- H3: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) between the averages of performance levels due to the variables of gender, age, academic qualification, specialization, and practical experience.
- H4: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) between the average levels of motivation due to the variables of gender, age, academic qualification, specialization, and practical experience.
- H5: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the averages of performance and motivation due to the gender variable.
- H6: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the averages of performance and motivation due to the specialization variable.
- H7: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the averages of performance and motivation attributed to the academic qualification variable.
- H8: There are no statistically significant differences at a significance level of ($\alpha \leq 0.05$) in the averages of performance and motivation attributed to the age variable.
- H9: There are no statistically significant differences at a significance level of ($\alpha \leq 0.05$) in the averages of performance and motivation due to the experience variable.

Chapter Two

Theoretical Background

2.1 Theoretical Background

Leadership is important for success and progress in many fields such as education, politics, business, or even in personal life. It represents the ability to direct principals themselves and others towards developing their performance, be motivated to achieve expected goals in an effective way. While the successful leader is a person who has many skills such as strategic planning, motivating teachers towards achieving their goals. These skills influence the overall school performance, help in creating a suitable educational environment, and lead to better outcomes (Bibi et al., 2022).

Leadership is necessary for the leader himself, his team, and for the whole school. It influences the principal's performance, student achievement and the whole learning environment (Hasibuan, 2022). Leadership involves guiding students and inspiring them towards achieving their goals. Effective leaders create a positive school culture in which workers and students feel motivated and valued. On the other hand, they promote collaboration among their staff, and they build good relationships with students' parents and the community (Jambo & Hongde, 2020). Leaders who are committed to professional development can change within their schools by supporting teachers in their growth, enhancing instructional quality, that lead to student performance improvement (Njah et al., 2021). So, it is essential for every principal to join leadership training to become an efficient leader and to help in guiding his team and inspiring them to achieve their goals.

Understanding the meaning of leadership, leadership theories, leadership styles, the differences between managers and leaders, leadership skills, and the characteristics of successful leader, remains a critical area of research. On the other hand, it is difficult to understand leadership away of other variables as performance and achievement motivation. In this section, the mentioned topics will be discussed.

Hasibuan (2022) defined leadership as a process of inspiring and guiding groups or individuals towards the achievement of their goals and objectives. It involves the ability to guide, motivate, inspire, and direct others while fostering an environment that

encourages cooperation and innovation. Jambo & Hongde (2020) defined leadership as distributing roles, authority, and responsibilities among employees in an organization. It emphasizes decision-making, collaboration, and shared vision, where leaders motivate and inspire followers to achieve goals, adapt to changing circumstances, and encourage a culture of continuous improvement.

2.1.1 Leadership Theories

There are many leadership theories, including traditional, behavioral, situational, instructional, and transformational leadership and other theories, that help in understanding the role of principals in schools. These theories emphasize many aspects of leadership, from motivating and inspiring staff to manage daily operations and encouraging a collaborative environment. Traditional theories (1880 – 1940), such as the "trait" theory, as well as the "great man" theory which claims that the leadership style of the leader is a result of the presence of many characteristics, and that the leader is not made, but is born carrying these characteristics (Salah et al., 2024). These theories assume that certain inborn traits distinguish leaders from non-leaders, indicating that effective leadership is based on personal attributes. They also tend to view leadership as a linear process that is based on the personal characteristics and behaviors. The Great Man Theory emphasizes male dominance and excludes women from leadership roles. So, it faced criticism for gender prejudice. But the Trait Theory suggests that leadership characteristics can be both inborn and grew over time. It focuses on recognizing specific personality traits, such as confidence, integrity, and intelligence (Sivaruban, 2021).

Despite the theoretical influence of these theories, their relevance to this study is limited. They concentrate on the leader's personal characteristics, that limits their ability to show leadership effectiveness according to the performance dimensions. In addition, these theories offer limited descriptive power concerning professional growth, communication, and the school environment, because these dimensions need dynamic leadership approaches. So, while the traditional theories are recognized for their significance, the researcher regards them insufficient as a framework for school performance.

Behavioral theories (1940 – 1960), where concepts were changed about leadership, they started to believe that leadership can be learned (Salah et al., 2024). They focus on the

actions of leaders rather than their attributes or the context. They ensure that effective leadership comes from learned behaviors that can be developed through experience and training. So, these theories shifted emphasis from inherent characteristics to visible behaviors that can be modeled and taught (Sivaruban, 2021). These theories set the groundwork for comprehending leadership but have been critiqued for their restricted adaptability to context and their tendency to ignore cultural, environmental, and gender-based factors that affect leadership effectiveness (Mishra & Ahir, 2023).

According to the Situational theories (1960 – 1980), the leader only appears as a successful leader when the suitable conditions are available to him in his surrounding environment, where he can use his skills and achieve his aspirations (Salah et al., 2024). So, they emphasize that leadership depends on readiness of followers and the context. They suggest that leaders should modify their style according to the demands of the situation. They present flexible leadership behaviors, ranging from delegating to directing, to achieve top performance. They also advocate that there is no specific best leadership style but rather that leadership should be Adapted to specific circumstances (Sivaruban, 2021). So, leaders' success depends on their ability to adapt their leadership style according to the situation (Mishra & Ahir, 2023).

Contemporary and modern theories which appeared since 1980 include the Transactional Leadership theory; Transformational Leadership theory; and Management by Objectives (Salah et al., 2024). These theories show a change from one-size-fits-all approaches to more active, ethical, and culturally relevant models of leadership. They identify the different characteristics of modern leaders in the world. For example, Transformational Leadership, which focuses on vision and inspiration, where leaders inspire followers to achieve goals and to grow professionally. Modern theories also focus on the importance of communication skills and emotional intelligence. These characteristics are important to manage teams in complex environments (Mishra & Ahir, 2023).

The progression of leadership theories shows the continuous changing nature of organizational environments. Traditional theories emphasized innate qualities of leaders, which sometimes may ignore the importance of situational adaptability (Salah et al., 2024). While these theories show important characteristics of successful leaders, they have a tendency to simplify leadership by concentrating on inherent characteristics

rather than developing behaviors to particular situations (Mishra & Ahir, 2023). The behavioral theories, in contrast, admit the importance of flexibility, which the researcher finds more relevant in modern business world. The researcher believes that effective leadership needs a combination of characteristics, learned behaviors, and the ability to modify according to culture, environmental challenges, and team needs, rather than relying only on innate qualities.

Based on the review of theories, it becomes clear that leadership effectiveness cannot be properly explained through a single theoretical framework. It is clear that contemporary leadership theories provide a more holistic framework that matches with the dimensions of performance appeared in this study. So, the researcher uses modern leadership perspectives as the most suitable theoretical perspective for evaluate the relationship between leadership and principals' performance.

In light of the previous theories, there are many leadership types. The first type is Autocratic Leadership, the word autocracy which comes from the Greek language, consists of two syllables, autos that means self, and Kratos which means power (Sule et al., 2020). This type of leadership shows that the leader acts as a dictator over his staff. He has authority because of his position, his knowledge, and power to reward or punish. So, he considered the organization as a private property and doesn't accept criticism, suggestions, or opinions, also he retains power and control by forcing his staff to work according to his rule(Arifin et al., 2023). The autocratic leader is distinguished by making decisions individually, and by his full authority to organize work and make decisions (Bibi et al., 2022). This style can be effective if the leader has high intelligence, can be effective during difficult periods, give clear directions, and make decisions quickly (Sule et al., 2020).

Democratic leadership concentrates on involving all individuals in the process of decision-making. This encourages a positive learning environment by motivating communication and cooperation among employees. It also promotes creativity within organizations, as employees are encouraged to participate in improving practices and presenting new ideas (Maqbool et al., 2024). It relies on agreement and participation among the principal and the team, as they set goals together to achieve progress and success. Leaders believe in the team members, work together, and responsibilities are distributed equally (Bibi et al., 2022). This type of leadership became famous in the

20th century. It encourages commitment among workers, leading to higher levels of motivation and satisfaction. It is recommended for organizations that require cooperation between all the workers. In this style, leaders trust, motivate and encourage their staff by implementing and sharing their ideas. Also, they give workers the freedom to choose their work methodologies (Sule et al., 2020).

Salah et al. (2024) in their study showed a positive relationship between the democratic leadership style and creativity on institutional performance. Also, they recommended to improve leadership practices in Palestinian educational institutions. Despite the many benefits that democratic leadership has in educational settings, it can face some challenges. Among these, delays may occur in the decision-making process due to the need for the participation of all staff, and it may not be possible to reach an agreement quickly due to differences in views and opinions. Democratic leadership may also face challenges in achieving a balance between meeting the needs and desires of the individual and achieving the goals of the educational institution in general.

Transformational Leadership style was introduced by Burns in 1978. It focuses on inspiring and motivating others to achieve the organization's goals and vision. Leaders of this style show charisma and the ability to affect others (Welson, 2024), they also encourage innovation, creativity, and a sense of purpose among staff. In addition, they tend to try new methodologies to solve problems and to get the most out of the employees, empower them and create an appropriate climate for innovation, and achieving competitive advantages(El Achi et al., 2025). They encourage workers to think outside the box, give them ownership by exploring multiple alternatives to solve problems. They are good communicators who help workers become more efficient without judging them. This leadership involves employees' beliefs, needs, and values, and the relationship in this style is based on their positive relationships, trust and confidence (Sule et al., 2020).

Bureaucratic leadership style is based on adherence to laws, specific procedures and structural organization in making decisions and managing educational institutions. This style is characterized by an emphasis on effective management and precise organization of resources and tasks, and is characterized by structure and hierarchy in the distribution of authority and decision-making (Woelert & Stensaker, 2025). The concept of bureaucracy is to accurately define responsibilities, direct work based on laws, and

ensure balance in organizational performance. Leaders in this style are the central unit in decision-making, as they have broad authority in managing educational processes (Sjamsoddin et al., 2023). An advantage of bureaucratic leadership is that it offers

a solid structure and organization that supports stability and regulation in organizational performance. It also provides a framework for making decisions that are based on pre-defined standards and procedures (Wibowo et al., 2020). Even so, bureaucratic leadership may face some disadvantages, such as decline in the decision-making process because of complex procedures, which restricts innovation and development in the education environment, and may lead to an absence of flexibility in facing challenges in the educational field (Arshad et al., 2021).

Situational leadership focuses on adapting leaders to different situations. According to this style, leaders choose a suitable style to deal with each situation according to a set of factors such as specific aims, team skill level, and environmental situations (Khaleel et al., 2024). The role of the leader is shown in the ability to analyze the situation correctly and choose the suitable strategy to deal with it. This may be difficult in situations requiring quick decision-making, while the style can be more strategic in situations requiring negotiation (Lukyamuzi, 2024). However, situational leadership face some challenges, such as difficulty in determining the appropriate decision, and the need to make quick decisions with the participation of the whole team. Therefore, success in situational leadership requires leaders to have the ability to analyze carefully, think strategically, and communicate effectively with the team in all circumstances and situations (Khaleel et al., 2024).

Through examining the various leadership styles, the researcher believes that effective leadership is not limited to a single fixed style, but rather needs a leader's ability to switch between various styles according to the needs of individuals and the situation. Leaders who are effective in a particular environment may not be the same in another if they are inflexible in their approach. Therefore, they are to adopt the eclecticism approach. Discussing leadership styles helps in understanding how school principals apply the leadership skills acquired from the Leadership Diploma. Examining these styles explains how the leadership skills may be translated into behaviors within the school.

Based on the discussion of leadership styles, this study relies on constructivism which focuses on learning as a process in which learners build knowledge by experience, interaction, and reflection. In this study, following a constructivist perspective helps in explaining how school principals gain leadership skills through the training and how they are utilized in their performance. Constructivism is a learning theory that emphasizes individuals' role in constructing knowledge through collaboration, interaction, and reflection. Leaders usually serve as facilitators rather than directors, encouraging staff to participate in shaping their learning process (Dilekçi et al., 2025). Therefore, collaborative planning, professional development and other leadership skills such as planning are consistent with constructivism learning theory (Çibukçiu, 2025). Therefore, leadership skills participate in enabling a learning process based on constructivist principles, by creating stimulating, interactive, and collaborative learning environments that encourage teachers and students to construct knowledge effectively (Ghamrawi et al., 2024).

2.1.2 Managers and leaders

The words "manager" and "leader" are sometimes used interchangeably, but managers are linked with administrative tasks, while leaders are distinguished by their ability to inspire and motivate others. During the training to have leadership diploma, principals recognize that not all managers are leaders, and conversely, not all leaders are managers. Managers prefer stability and control, and tend to solve problems quickly, sometimes before fully understanding their significance. On the other hand, leaders tolerate chaos, lack of structure, and didn't end problems without deeper understanding of issues. Not every manager is a leader and distinguished the characteristics of a leader from a manager with characteristics that contribute to his success and effectiveness. This includes self-confidence, transparency in dealing, good listening and communication, the ability to motivate and encourage the team, the ability to make difficult decisions, the ability to inspire others, and to cooperate and build good relationships within the team. These qualities are essential for achieving institutional goals and enhancing collective performance in the working environment (Jambarsang et al., 2025). A manager is not a leader because he focuses on managing resources and organizing work, concerned with achieving specific goals and tasks, manages daily operations, develops plans and strategies, and has the ability to organize and direct the

team towards achieving goals (Espejo-Pereda et al., 2025). On the other hand, the leader is not a manager as he inspires the team and directs others towards a common vision, and motivates the workers and develop their capabilities. He also has the ability to build strong relationships and enhance team spirit, takes responsibility and makes discuss decisions when necessary (Saha et al., 2024).

Faisal (2023) stated that there are many qualities that leaders need in order to succeed in guiding their team efficiently, to improve their own performance, and to gain motivation to achieve. Jambarsang et al. (2025) also stated that successful leaders have the skill of good communication as they deal with many sectors in the society such as the Ministry of Education, local community members, and curriculum developers. Also, they encourage working together within a team with contributions of all the members, encourage collaboration, and promote a sense of belonging, treat their staff well, know their needs, help them solve their problems, help them in their professional development, foster their team's belief in their own abilities in order to help them grow and succeed. They can achieve this through positive reinforcement, setting goals, celebrating their successes, and value their effort and progress.

Understanding the differences between managers and leaders provides a fundamental perspective to examine the effect of the Leadership Diploma on school principals. Whereas managers are responsible for managing organizational operations, leaders concentrate on guiding and motivating their teams. In this study, explaining these roles helps in explaining how the skills acquired from the Leadership Diploma affect principals' performance and motivation.

2.2 School Principals' performance

Principals' performance can be defined as the efficiency and effectiveness of individuals, particularly principals and teachers to carry out their responsibilities well (Hasibuan, 2022), While Salah et al. (2024) stated that Performance is the ability of individuals or groups to achieve their goals. It encompasses quality, efficiency, and the effectiveness of the work produced. It is necessary in shaping the educational process, principals are tasked with a lot of responsibilities more than administrative duties; they are responsible of strategic planning, form a development team that can share in planning, implementing and evaluation, also principals are responsible of supervision,

and they manage human and material resources in a good way (Simić, 2020). A principal's performance is an important element in schools' success, directly affecting student discipline, the learning environment, and academic outcomes. Also, principals with effective leadership skills contribute to their schools' overall performance (Bibi et al., 2022). Yulita et al., (2023) showed that principal leadership skills affect the workers performance. Also, Simanjuntak et al., (2023) examined the effect of principal leadership skills and the workers' performance, they show that effective principal leadership, along with job satisfaction and work motivation, can improve teachers' performance. Also, Jambo & Hongde (2020) explained in their study the impact of principals' leadership practices on the academic achievement and they indicated that leadership has a positive effect on performance. Precioso & Chua (2025) explained in their study that the performance of school principals did not vary due to age or years of experience, but it is influenced more by leadership competencies, the school environment, and management styles. Also, Solanki & Mansuri (2023) stated in their study that there is no significant difference in performance due to gender at school, both the male and female school teachers work at the same level.

These leadership skills are necessary for achieving good performance and employee motivation to work. For example, it is essential for leaders to have communication skills that help them to guide and motivate their team. Also, researchers found that good communication skills help in building positive relationships between the leader and employees, and they enhance understanding and achieving their shared goals(Hajiali et al., 2022). On the other hand, leaders have the ability to set educational goals and develop long-term plans, taking into consideration the challenges and the available opportunities (Guo, 2023), leaders also have the ability to identify problems, analyze them, find solutions, and prevent other similar problems from happening, which contributes to developing the learning environment (Salah et al., 2024). So, the school principal' performance directly affects the success of the staff and the achievement of their goals. Their leadership qualities, such as accountability, empathy, and integrity play an important role in motivating teachers to perform better. Furthermore, effective principal performance requires continuous training programs that help develop their leadership skills (Dinampo & Balones, 2023). Bibi et al. (2022) indicated that demographic variables such as specialization, age, gender, and educational qualification

have no direct relationship with school principals' performance, the number of years of experience has a clear relationship.

2.2.1 Planning

One of the most important leadership skills that shows the best performance of the school principal is his ability to put and carry out plans. It is known among Ministries of Education that principals must be trained to be good at planning because it has many benefits, for example it helps principals establish long-term goals and a clear vision, guide their staff towards achieving these objectives, utilization of material and human resources, saving time and effort. Additionally, strategic planning enhances collaboration among principals and stakeholders, which in turn develops the overall effectiveness of school leadership (Jambo & Hongde, 2020). Planning is also an important skill for principals because it involves determining how to use resources effectively, such as school staff, budgets, and facilities, to achieve the school goals. Planning includes developing programs that address students' and teachers' needs. When school principals possess good planning skills, they can organize their efforts in a way that meets these needs (Causirhom et al., 2024). According to Bibi et al. (2022), using good planning tools helps principals to develop suitable strategies to deal with challenges and find processes that ensure ongoing development in school.

Environmental analysis is one of the most important steps in planning, it enables school principals to identify the strengths and weaknesses inside the school, the opportunities and challenges in the surrounding environment (Gunnulfsen & Hall, 2024). Environmental analysis is a necessary tool to know the existing state of the school, as it helps school principals identify the strengths, weaknesses, opportunities, and threats (SWOT). It helps principals in evaluating present and future school performance and enabling them to make suitable decisions according to the results (Hernandez et al., 2022). Environmental analysis also helps school principals to concentrate on evaluating external factors such as social, economic, political, environmental, and legal factors that influence schools (Mande & Diokno, 2023). After the environmental analysis comes the identification of needs, where the principal evaluates the available to determine how he can meet the needs of teachers and students to achieve satisfaction and enhance performance (Gunnulfsen & Hall, 2024). Needs identification begins with collecting information from different sources, such as interviews, surveys, and observations, to

understand teachers and student's needs. Then this data analyzed to identify needs, prioritizing the most important needs based on their effect on developing education, then they develop action plans to address these needs (Moraal et al., 2024).

Another crucial step of planning is the school's vision and mission that are important components of any school's educational identity, they form the foundation upon which learning and educational management is built, also they outline the school's future goals, define the path that principals seek, and create a learning environment that motivates progress and development (Moraal et al., 2024). The Vision and Mission serve as the foundation of the school, steering its direction, assuring coordination with community needs, enhancing decision-making, stakeholder engagement, organizational performance, cultural unity, and resource attraction. To develop an effective school vision, the principal should engage stakeholders, carry out surveys, and ensure clear communication (Mande & Diokno, 2023). The school principal also as a good planner should put the school's vision that should focus on collaboration among students, teachers, and parents; professional development; curriculum alignment; community engagement; innovation; and student development (Gunnulfsen & Hall, 2024). On the other hand, the school principal takes many key steps, including determining the core values that reflect the school's identity and evaluating the internal and external environment, then he sets long-term strategic goals that show the vision and achieve a positive effect on the school. Also, the principal interacts with students, teachers, and parents to ensure that the vision reflects their needs and achieve their goals (Moraal et al., 2024). To implement these goals, the school principal employs strategies such as meetings, resource allocation, mentoring systems, feedback mechanisms, values integration, professional learning communities, continuous evaluation, and parent involvement activities (Gunnulfsen & Hall, 2024).

Another essential area of planning is the strategic plan, as it helps in defining the institution's long-term goals (Dalelo et al., 2025). It consists of specific steps and directions through which an organization aims to achieve its goals. It depends on the results of an analysis of the external and internal environment to understand the present state of the organization, put measurable and clear goals, and develop procedures that are necessary to achieve these goals (Sarto et al., 2024). It is written by the development team in the school that is consisting of the principal, teachers, local representatives, and

parents. It aims to achieve many outcomes, including improving the quality of education and curricula, improving management performance, and enhancing community involvement and increasing parent-school interaction (Dalelo et al., 2025). To evaluate the plan, questionnaires are used to gather information from students and teachers about the effectiveness of the plan, conducting interviews with teachers and students to gain a deeper understanding of successes and challenges, analyzing test results to measure academic progress, classroom observations to assess teacher performance and student engagement, and collecting feedback from parents or the local community (Yarnita et al., 2024).

Another key area of planning is constructing a weekly lesson schedule, which is a core component in organizing the educational process, it helps in distributing study materials in a well-organized manner and allocates specific times for lessons, which promotes commitment to schedules and the achievement of educational goals (Rombouts et al., 2025). Organizing the schedule helps guarantee that all learning activities are related to the learning objectives, making it easier to measure learning success, enhances student participation and interest in the subject matter, leading to a more efficient learning experience, provides a framework that helps teachers in organizing their ideas and resources and reducing workload, also, they will become better in improving their teaching skills and creativity, contributing to the improvement of their role as educators (Kopp et al., 2025).

Creating a daily lesson schedule is not an easy task, it requires a great effort and various skills from the principal, the Leadership Diploma provides school principals with these skills during a year of training, enabling them to develop a well-organized schedule that considers the number of classes assigned to each teacher per week and the specializations (Ziada,2021). Kopp et al., (2025) pointed out some of these skills such as allocating specific time for each lesson and teacher to make sure that all content is covered and each teacher has one lesson at a time, another skill is creating alternative plans to be flexible in facing any changes or challenges that may occur in the teaching of lessons. Moreover, it is important to have an alternative plan as part of a lesson planning strategy in case of problems such as technology failure or the need to modify the schedule, this alternative plan helps teachers adjust to changing circumstances, to deal with challenges, and make sure that the educational goals are achieved even in

unexpected circumstances. Kotherja & Hamzallari (2022) in their study stated that there is no relationship between performance and years of experience, but there is a meaningful relationship between performance and academic qualification. Also, Berhanu (2025) stated that there were no differences in the principals' performance between males and females, but there are differences due to years of experience.

Through training, school principals learn how to develop alternative plans in case of emergencies, such as weather conditions, school closures and the transition to distance learning. Additionally, principals learn how to effectively assign tasks to teachers to make sure that the school environment is well-organized and structured. These tasks include delegating responsibilities such as monitoring students during break time and while they are inside the classrooms, maintaining their safety and discipline, and starting and finishing each lesson. Principals learn how to distribute the duties in a fair way (Ziada,2021).

2.2.2 School Principals' Supervision and Follow-up of Teachers and School Operations

School principals during the training learn how to control the daily attendance of both teachers and students, to organize exchange visits between teachers at the same school or other schools to promote professional development and collaboration. Additionally, they learn how to conduct individual, group, and general meetings to discuss academic matters. They also learn how to inform the teachers about official correspondence. Furthermore, they learn how to attend classes to evaluate teachers' performance and write reports that they use for assessment (Ziada,2021). Monitoring and supervising teachers is essential because it helps evaluating the performance of students and teachers, also recognizing strengths and weaknesses in the educational process, improving the ability to make decisions to improve performance, and achieving goals. Monitoring involves practical steps, such as creating clear plans that include objectives to be achieved, using tools such as questionnaires and classroom observations to collect data, and conducting meetings with teachers (Chaula, 2023). Furthermore, principals create a supportive school culture where they monitor the attendance of both teachers and students to make sure that they are well, doing their duties, and that the students are receiving their education well (Berhanu, 2024).

One of the key areas of supervision and professional monitoring carried out by principals is the arrangement of peer visits among teachers to attend each other's lessons, exchange ideas, and reflect on the teaching strategies that they use. Such visits play an important role in fostering collaboration, exchange of experiences, promoting professional development, teachers provide constructive feedback to each other that lead to improvement in their performance, they also share the good practices and help create an interactive learning and teaching environment where they can work as a team. These visits also encourage building trust between teachers, which causes the development of positive attitudes toward the process of teaching (Chaula, 2023).

Mahmud & Malik (2024) stated that carrying regular meetings with the school team is a necessary part of successful management, principals arrange and implement these meetings to assess academic performance, activities, teaching methods, and teachers' professional development. They also stated that these meetings are necessary to encourage communication among the team to think together and solve problems, achieve educational goals, and develop successful strategies to improve the process of teaching and learning. These meetings also enhance cooperation between teachers, help in exchanging experiences and expertise, and identifying areas for improvement. This ensures the implementation of objectives, which positively affect the quality of the achievement of better academic outcomes for students.

To improve supervisory practices and increase collaboration within schools, principal hold meetings with teachers either individually or in groups. Chaula (2023) explained in his study that 91.5% of teachers think that effective communication, including regular meetings, contributes to raising performance levels and improving educational services, provides an opportunity for teachers and principals to exchange ideas and views, enables teachers to discuss educational challenges and propose appropriate solutions, encourages building team spirit and trust between teachers and principals, also they will be able to set common goals and work toward achieving them.

When principals support teachers, guide them, and monitor their performance, they can easily evaluate their performance. Ziyi (2024) in his study defined teacher performance evaluation as a process based on scientific and fair criteria to evaluate teachers' achievement and professional development, also he stated that fair evaluation develops teachers' teaching ability and increases their motivation to work. He used in his study

different tools for evaluating teachers, such as sensor networks that gather classroom environment information (such as lighting, humidity, and temperature) to analyze its effect on teaching quality, also he used neural networks that analyze quantitative data such as teacher and student attendance rates.

One of the important elements that contribute to developing educational and administrative performance in schools is the skill of evaluation. The principal must be able of setting goals and precise evaluation criteria for staff performance, guiding them to make effort toward achieving the desired outcomes. Utilizing evaluation skills, the principal can provide the teachers with constructive feedback to help them develop their skills, and improve their performance, that in turn help them to learn from experiences (Mahmud & Malik, 2024). The principal also can identify strengths and weaknesses of teachers' performance through periodic analysis, then, he makes decisions concerning their progress and reward their success which strengthen team spirit and increase motivation. Based on the results, the principal develops plans to improve their performance (Hasibuan, 2022). Monitoring teachers and evaluating their performance are core responsibilities of school leaders, enabling early discovery of issues and continuous remedial actions. They also help in improving students' educational progress through regular assessment of teachers' performance and student achievement, enhance educational quality, and allow all stakeholders to clearly and continuously monitor students' progress (Mahmud & Malik, 2024).

Teachers' performance evaluation is also important because it leads to an important improvement in their use of new teaching methods and strategies of teaching in addition to their understanding of educational content too, it helps discover knowledge gaps among teachers, design effective training programs for them, also it enhances the use of technology and reveals the effectiveness of integrating technology into education, evaluation also helps school principals in discovering differences in performance among teachers and their adhere to school rules (Nkundabakura et al., 2022). Principals monitor teachers' performance through regular meetings, periodic reports, and classroom observations, enabling them to evaluate the effectiveness of teaching methods and the achievement of educational objectives. This evaluation enhances teachers' skills and motivating them to adopt modern teaching strategies. Providing feedback is also an important part of supporting professional development, as it helps

teachers recognize strengths and opportunities to improve their performance, which positively affects learning outcomes and the quality of the educational process (Mejia-Tiamwatt, 2023). Cuevas et al. (2018) explained another way to evaluate teachers that is based on their students' performance or academic outcomes, he also stated that this type of evaluation can have negative effects on teachers' motivation, because it increases demotivation, weakens intrinsic motivation and their desire to teach, reduces teachers' a sense of energy and accomplishment, increases emotional exhaustion, and student performance is influenced by factors outside the teacher's control, such as their prior abilities and the social environment.

The training provided in the Leadership Diploma helped managers in how to evaluate teachers based on several standards approved by the Palestinian Ministry of Education and how to write the report that is adopted when setting the final mark for the teacher's annual performance evaluation.

2.2.3 School Principals' Role in Professional Development

Professional growth contributes to the development of the capabilities and competencies of staff in schools. It enables principals and teachers to update their knowledge and skills, enabling them to keep pace with pedagogical and technological changes in the educational sector. Continuous training programs also help teachers implement best practices in schools and positively affect the overall performance of schools and student outcomes (Dinampo & Balones, 2023). So, developing teaching staff is the responsibility of school principals who play an important role in enabling teachers and promoting their professional growth that leads to improvement in their performance and helps them take on greater responsibility (Nambinga & Haufiku, 2024).

Training teachers is necessary for preparing them and developing their teaching skills. The principals nominate teachers who need to develop their skills, and then they evaluate the effect of these courses on teachers' performance and the application of the acquired skills in the classroom (Hisherik et al., 2025). Researchers have shown that training teachers not only improves teachers' teaching competencies but also positively affects students' learning experiences, showing that changes in teachers' knowledge, practices and beliefs are interconnected and can impact student learning outcomes. Training also encourages teachers to adopt more novel instructional techniques and

methods in their classrooms, enables them to focus on areas for development, and increases relationships between teachers and their supervisors (Paufler et al., 2020)

On the other hand, it is crucial to identify teachers' needs to determine the required support and training, and when principals meet these needs, teachers' educational performance will improve. Principals can identify needs using several methods, such as surveys, interviews, or correspondence (Corbett et al., 2025). Al-Akbari et al. (2025) also state that school principals can identify teachers' needs through the use of a questionnaire that provide them with valuable information that may help them identify the needed training areas, then the principal analyzes the data and prioritize them (Corbett et al., 2025). The data from these questionnaires, both qualitative and quantitative, identifies gaps in skills and knowledge among teachers, also, it enhances principals' ability to make decisions about the suitable professional training for teachers that help them become up-to-date with modern teaching practices (Al-Akbari et al., 2025). In addition, identifying teachers' needs helps in designing suitable training programs for them, helping in achieving educational goals, developing their capabilities, helps in identifying their' strengths and weaknesses, and assures that efforts and resources are directed towards areas that need development (Mejia-Tiamwatt, 2023), helps reduce burnout rates among teachers, positively affecting the quality of the process of teaching and learning, improving teachers' performance, it also strengthens relationships among teachers, creates a climate of cooperation, by identifying teachers' needs, effective support programs can be designed. Focusing on the needs of teachers is not just the school principal's responsibility; it is a collective responsibility that needs collaboration among teachers, principals, and the whole education systems to achieve the desired results (Corbett et al., 2025).

Another important area of teachers' professional development is supervision which is an important component of ensuring teacher success. Good supervision encourages the development of teachers' teaching skills and supports their practical experiences. Additionally, supervisors play a crucial role in the educational process, providing continuous guidance and feedback, which contributes to improving the process of teaching and learning in schools (Bjørndal et al., 2024). By following up on the educational supervisors' recommendations, the school principal achieves a lot of educational goals that contribute to raising the quality of the educational process,

making sure that teachers receive the needed guidance to improve their teaching methods, implementing supervisors' recommendations, which may include modern teaching methods and assessment techniques. Furthermore, converting supervisory suggestions into procedures provides teachers with practical support and encourages team spirit among supervisors and teachers, which leads to a more effective educational environment (Ziyi, 2024).

A further domain of teachers' professional development is the principal's monitoring new teachers, offering them advice and guidance in various areas that contribute to improving their professional performance. One of the principal's most important roles is providing professional guidance in domains such as academic assessment, classroom management, parental relations, technology use, and classroom management. Principals also evaluate new teachers' performance and provide them with constructive feedback, encourage collaboration among new and old teachers, encourage the sharing of knowledge and experiences within the educational team, provide support by building good relationships that promote a sense of confidence and belonging among new teachers (Skytterstad et al., 2025). Supporting new teachers is one of the most important educational roles that assures their success in performing their teaching duties efficiently. Continuous training and professional guidance help in developing their skills and enhancing their ability to interact within the school environment effectively. On the other hand, providing a positive work environment and appropriate guidance increase their confidence in applying effective teaching methods, and reduces the challenges they may face (Mejia-Tiamwatt, 2023).

The Leadership Diploma plays a vital role in empowering school principals with the necessary skills and knowledge to effectively manage various aspects of teacher performance and their professional development. For example, principals are taught how to follow up on teachers' portfolios, where they document their achievements, professional resumes, and annual accomplishments. Leaders are also trained how to nominate teachers for training programs according to their needs. Furthermore, the diploma improves their ability to evaluate and identify teachers' needs and to fulfill these needs. In addition, principals become experienced in monitoring the feedback and recommendations provided by supervisors during classroom visits, also the learn how to

guide new teachers in order to become teachers who possess modern teaching skills and methods and face challenges with strength (Ziada,2021).

2.2.4 Monitoring of Teaching and Learning

Teaching and learning are an essential component of the educational process, and the school principals have a crucial role in monitoring this field to assure the achievement of educational goals and the improvement of academic performance. The principal monitors student learning through classroom visits, promoting the diversity of teaching strategies and methods used by teachers and how effectively they apply modern teaching methods and strategies that align with the 21st century requirements (Chaula, 2023). He also involves teachers in professional training programs aimed at improving their skills and introducing them to the newest trends in education, such as project-based learning, active learning, and blended learning (Mejia-Tiamwatt, 2023). Moreover, principals monitor tests and analyzing their results in order to identify students' weaknesses and strengths, develop recovery plans to support students with academic difficulties, and monitor their implementation. In addition, principals monitor educational and extracurricular activities and the work of school committees, encouraging their engagement into the educational plan because of their positive impact on improving students' social and personal skills, they also monitor disciplinary violations and works to address them in an educational manner that strengthen self-awareness among students and school discipline (Rohim et al., 2023). It is worth noting that the Leadership Diploma Program has contributed to enabling the school principals to perform these tasks more efficiently, as they acquired the necessary skills that have helped them lead the school towards attaining excellence in teaching and learning.

As the process of teaching and learning is very important, school principals monitor it regularly to identify strengths and weaknesses, improve teachers' performance, and offer a positive environment for teachers' professional growth by improving their skills and equipping them to use modern teaching strategies that positively affect students' learning. Principals also monitor educational resources to ensure that they are prepared in a manner that achieves effective knowledge transfer to students (Mejia-Tiamwatt, 2023). Additionally, principals encourage communication with teachers and their participation in decision-making, which promotes motivation (Botha & Aleme, 2023). Also, principals monitor teacher participation in school committees and activities that

play an important role in promoting the learning environment and developing school performance, they also monitor teachers' participation in clubs, committees, and guidance and counseling activities that contributes to achieving educational goals and developing the school environment (Plaatjies, 2024). The principals monitor students learning through continuous classroom visits, providing feedback, supporting teachers to improve their teaching methods, and promoting a stimulating classroom environment. In addition, principals monitor the process of student results analysis and guide teachers to use effective strategies to achieve educational goals and improving achievement (Mejia-Tiamwatt, 2023). This monitoring is necessary in raising student achievement. Through evaluating teachers' performance, attending classes, guiding them, and providing them with support, principals can ensure educational goals achievement. School principals use modern tools to evaluate the performance of teachers such as regular meetings, reports, and memos (Botha & Aleme, 2023).

School principals also follow up teachers' participation in training programs that is necessary for their professional development and updating their experiences and skills. Teachers who participate in these training programs learn modern teaching strategies, encourage student to participate which develop their learning outcomes. Moreover, these training courses help teachers to improve their classroom management abilities, merge modern educational technologies, and adopt good teaching strategies. Through this support, teachers' teaching abilities may improve which contributes to achieving better educational outcomes for students (Mejia-Tiamwatt, 2023).

Moreover, school principals play a crucial role in controlling test results and building remedial plans to support academically weak students, they make sure that teachers cover the curriculum on time and achieve intended learning goals. They also promote periodic evaluation of student performance and provide useful feedback. These practices help in early identification of students' academic difficulties, allowing for the improvement of remedial plans to ensure they benefit from the educational process and improve their academic performance (Plaatjies, 2024). Also, one of the principals' responsibilities in the field of teaching and learning is to care for gifted students in order to improve their abilities, schools create a stimulating learning environment that provides them with opportunities to expand their knowledge and develop their skills by

offering programs that enhance their creativity and promote their critical thinking and problem-solving skills (Mejia-Tiamwatt, 2023).

2.2.5 Managing Internal and External Communication

Internal communication contributes to strengthening social ties within the school and building confidence between the principal, teachers, and students, principals exchanging information through periodic meetings and organizing activities that promote continuous interaction between teachers and students, such as establishing clubs and organizing social activities (Berhanu, 2024). Leaders possess the skill of forming a team who is responsible of improving educational performance and developing the work environment. This team consists of members who like to share the principal in setting the school's vision, motivating other teachers to work together towards success (Faisal, 2023). The team must be varied, it should include principals, teachers, and persons from the local community. Members share their opinions and ideas as they work together through a collaborative environment created by the school principal. Cooperation among the members of the team promotes creativity and leads to successful solutions to the challenges that may face the school (Qomariah et al., 2022). Principals should provide support and training for their team members, this includes workshops, training programs, and other opportunities for their professional development (Salah et al., 2024). It is necessary to build positive relationships between school principals and the workers to achieve educational goals. Effective teamwork requires principals to promote a collaborative environment marked by trust, harmony, and good communication. Cooperation between team members is essential for handling challenges, guiding teachers, enhancing their motivation, which affects their performance positively and supports ongoing development. Therefore, the principals' relationship with the team becomes the basis of educational solidity and a foundation to attain success within schools (Mahmud & Malik, 2024).

However, external communication between the school and the local community is important to build trust and reinforcing social ties. School principals work to encourage the local community participation in school activities through inviting them to join meetings and activities. Also, they make efforts to engage parents in their children's learning, which promotes common trust and supports the educational process (Berhanu, 2024). Interaction with the local community, encourages trust, fosters cooperation,

supports belonging, reduces misunderstandings, and makes a climate that supports the development of students learning and teachers' professional development (Botha & Aleme, 2023). Also, it is important to keep a good relationship between school principals with parents to improve the quality of education in schools, understand students' needs, and share in developing students' learning. Close cooperation allows the school to understand students' needs and enhances their motivation to take part in the learning process. Thus, the principal carries the responsibility for creating strong connections with parents, and helps establish a more collaborative and supportive environment among all stakeholders. Parental contribution to activities this way enhances collaboration and build a supportive learning environment, improves students' performance, and enhances the quality of education (Mahmud & Malik, 2024). Parents with the local community contribute to school development by promoting school activities and supplying the necessary resources to support these activities, such as improving infrastructure, and contributing to the purchase of educational equipment. So, school principals should reply to parents' inquiries in order to strengthen their relationship with schools, these responses help build bridges of mutual cooperation and trust, that enhance parental participation in supporting their children's education (Berhanu, 2024). In order to strengthen the relationship with parents, principals should develop effective communication strategies based on mutual understanding and trust (Reid, 2021).

On the other hand, school principals monitor relationships within schools and intervene early when problems arise, they also maintain continuous communication with teachers and students to build a more cooperative and motivating school environment, ensure a positive climate that encourages effective interaction inside the school that cause an improvement in student achievement and teacher job performance (Zeinstra et al., 2023).

The School Leadership Diploma program enhanced principals' communication skills, which positively affected the school work environment, it helped principals build strong relationships with school staff, promoting a sense of belonging and cooperation, it also enabled them to improve communication with parents by strengthening the role of the Parents' Council and organizing meetings to discuss educational issues. Furthermore, the diploma equipped them with collaboration skills with local institutions, providing

them with opportunities to support school activities and enforce initiatives that improve the educational process (Ziada,2021).

2.2.6 Managing the School Environment

The school environment plays an important role in shaping students' characters and developing their skills. For example, classrooms are carefully designed to be a comfortable place for students to stay in for long hours every day and perform classroom activities, playgrounds provide students with the necessary space to practice physical activities, cafeterias also play a role in fostering positive social behaviors such as discipline and honesty through interactions, libraries foster self-directed learning and reading love, while science laboratories help students connect theory with practice, while activity rooms offer opportunities for students to discover and develop creative skills through art and music, technology laboratories promote research capabilities. Together, these elements create the school environment that has an impact on students' academic and social development (Azis et al., 2024).

Principals make sure that classrooms are clean and comfortable, provided with comfortable furniture, good ventilation, good heating and cooling systems, and suitable lighting. Also, they make sure that laboratories are well-equipped with necessary elements, sufficient work space, appropriate safety measures, and efficient ventilation systems (Vasile et al., 2024). They also prepare and maintain laboratories and make sure of safety and security procedures to ensure an effective and safe learning environment that promotes practical learning for students, they provide laboratories with the necessary tools and equipment, develop maintenance plans to ensure their consistent efficiency and readiness, they also ensure that safety regulations are regularly implemented, ensuring the protection of teachers and students during experimental activities (Haedar et al., 2024). Furthermore, school principals monitor the cafeteria to ensure that healthy food is provided to students, they control the cleanliness of the place and the tools used in food preparation, they also monitor student food buying procedures, striving to reduce noise and overcrowding, that may negatively affect student comfort, they evaluate student satisfaction with services and food to develop the cafeteria and to support student health (Piochi et al., 2025).

They also monitor student behavior during the school day to make sure they follow safety procedures in a safe environment that prevents injuries or accidents, they also guarantee having a first aid kit and its maintenance to facilitate a rapid reaction to any health emergency, moreover, they make sure that communication lines are available to enable them to contact quickly in case of an emergency. In addition, they monitor safety procedures after laboratory use, particularly regarding dangerous materials, and ensure that electrical and gas appliances are turned off to ensure no leaks, they also make regular checks of school facilities to make sure that lighting and ventilation are sufficient (Al-Ansary et al., 2023). School principals also promote security and safety by defining responsibilities and roles to ensure implementation of safety procedures, they ensure the renewing of the school emergency plan to cover potential scenarios, they use periodic performance assessment tools and organize training programs for teachers and students to ensure their awareness of safety procedures and correct behavior during emergencies. Additionally, principals conduct continuous facility checks to ensure the presence of emergency exits and early warning systems (Tong et al., 2024). The physical environment in schools is important to support teaching and learning processes and contributes to educational success (Papilaya & Nanda, 2024). Also, Rachman et al. (2023) in their study showed that school environment significantly affects teachers' performance and their motivation.

The School Leadership Diploma program has effectively enabled school principals to develop the school environment, it equipped them with a set of administrative skills that helped them monitor the school environment to ensure a healthy, safe, and stimulating learning environment for students and teachers. One of the most important impacts of this program was the ability of principals to monitor the cleanliness of the school building and make sure that the basic supplies are available. This helps maintain student health. The acquired leadership skills also helped in creating a comfortable and safe classroom environment by providing appropriate furniture, ensuring student comfort and helping them achieve academically, furthermore, principals equip laboratories with the necessary tools and equipment to enhance applied learning, they also monitor the quality of cafeteria services to ensure the safety of food provided to teachers and students. The diploma also helped the principal to develop safety procedures within the school; this creates a safe learning environment that protects teachers and students (Ziada,2021).

2.3 Achievement Motivation

Motivation to achievement refers to the desire of principals to reach their goals and succeed in tasks, it is linked with professional ambitions, personal aspirations, and educational objectives, it can be fueled by many factors, such as self-improvement, the desire for recognition, and financial rewards (Hasibuan, 2022) . There is a positive relationship between having leadership skills and the workers' motivation and performance (Marselina et al., 2023).

The Leadership Diploma enhances the school principals' internal motivation, it fosters a deep sense of pride in their position as leaders who are responsible for shaping the future of coming generations, it also inculcates in them a sense of responsibility toward their schools, causes their sense of confidence in their ability to make critical decisions and solve problems. Externally, the Leadership Diploma shows that the community's acceptance of the principals' role enhances their motivation, also, working within a team increases the principals' productivity, they realize that the success of their team is their responsibility, so, they contribute to their development, guidance, and training (Ziada,2021).

2.3.1 Intrinsic Motivation toward performance

This type comes from within the individual, as people are driven by personal satisfaction, the joy of learning, or the sense of accomplishment. For example, a principal may feel motivated and think to improve his methods when he finds fulfillment in helping teachers and students succeed (Faisal, 2023). An important indicator of intrinsic motivation among school principals is a sense of responsibility, which promotes their performance as effective leaders, this sense also enables them to motivate teachers toward superior performance and commitment, and helps them build a positive work environment which focus on teamwork and cooperation (Rohim et al., 2023). Principals are responsible of dealing with school problems and making decisions to resolve them effectively, this requires them to be ready to assume their responsibilities and to be aware of their role in organizing the educational environment. This sense of responsibility encourages principals to develop their leadership skills to enable them to manage the school with high efficiency (ÇETİN et al., 2023). Moreover, principals express a deep sense of responsibility for managing their schools, emphasizing the significance of cooperation with all stakeholders to ensure a purposeful

and disciplined environment, they believe that the school's success depends on their ability of making suitable decisions and achieving the school's goals by collaborating with students, teachers, and parents with awareness and seriousness (Velody & Koskei, 2023). Principal also recognize that understanding a shared goals and vision is important, which motivates them to adopt a positive attitude based on cooperative behavior, this promotes relationships between teachers and students and supports a work environment based on teamwork (Yada & Jäppinen, 2022).

When school principals are self-motivated, they will be able to fulfill their responsibilities in addressing challenges, their role will not be only to identify and analyze problems, but also to guide teachers, foster a positive work environment which promotes interaction (Alene et al., 2025), and solves problems that affect teachers' performance (Rohim et al., 2023). To solve problems effectively, a principal needs to think flexibly, along with self-confidence and the ability to plan. There are many steps to solve difficulties include identifying the problem, collecting information, analyzing causes, evaluating solutions, and then implementing the results(Ekren et al., 2025). The principals who possess problem-solving skills, depending on creative thinking and decision-making abilities can reduce student suffering from inappropriate behavior and achieve school stability, they also utilize their skills in managing problems and finding appropriate solutions (Velody & Koskei, 2023).

A principal's sense of leadership causes success in the school because it enhances the principal's ability to motivate and guide teachers, builds an enthusiastic school environment, and promotes trust between the principal and teachers. Therefore, a principal who feels a sense of responsibility for achieving educational goals will be better able to lead the team (Rohim et al., 2023). Principals positively affect students through solving problems, motivating teachers, and providing a learning environment that encourages students to achieve academic progress. During critical times, they support and motivate teachers to reduce the impact of external pressures on students. Accordingly, effective leadership raises student achievement and builds a learning environment that encourages success and excellence (Alene et al., 2025). When school principals are flexible, they create an environment that helps students to innovate and be confident in their abilities (ÇETİN et al., 2023), encourages teachers to participate in making decisions and use methods of dialogue rather than punishment with students.

This fosters a sense of responsibility among students, which affects their academic performance positively (Velody & Koskei, 2023). Also, this encourages their motivation to succeed and contributes to improving their social behavior and academic results, which positively affects the entire educational process (ÇETİN et al., 2023). In addition, principals play an important role in developing students' behavior and their personalities, they encourage student participation in decision-making processes (Velody & Koskei, 2023).

Principals' sense of responsibility and confidence plays an important role in their feelings of leadership, especially in the challenging circumstances that face the school, the school environment also plays an important role in fostering their sense of leadership, as it requires dealing with challenges that students, teachers, and parents face. To foster a sense of leadership, principals should develop communication skills, provide ongoing training, encourage participation, and offer moral support (Alene et al., 2025), build a relationship of trust with school members, direct and motivate their teams in order to achieve desired educational goals (Velody & Koskei, 2023). principals reflect their sense of leadership through their sense of responsibility toward the school. Also, they develop their leadership skills through training and awareness of their role in motivating students and teachers, they feel integral to the success of their schools and strive to create an environment that supports creativity, innovation, and fosters teamwork (Alene et al., 2025). A sense of leadership is part of the competencies that enable principals to participate effectively in achieving their goals, it is enhanced through mutual trust and positive relationships among team members, it connects behavior, knowledge, and attitudes that contribute to building a collaborative work environment. It encourages the exchange of ideas, and leads individuals to develop a sense of belonging and collective responsibility, this supports the achievement of educational goals and enhances the effectiveness of teams (Yada & Jäppinen, 2022).

2.3.2 Extrinsic Motivation toward performance

Extrinsic motivation is a significant factor that affects people's behavior and motivates them to perform. Principals are motivated to achieve goals in order to receive praise, rewards, promotions, or other forms of recognition. For example, a principal may work hard to achieve high performance ratings to receive a recognition from the ministry of education (Hasibuan, 2022).

In addition, social acceptance and appreciation are the most important motivators that inspire individuals to achieve professional and personal goals, as individuals feel respected and valued by society, this positively affects their motivation, as they strive to prove themselves through achievement. Respect from family, friends, or society acts as a form of external support that enhances an individual's self-confidence and encourages them to make greater effort, especially when they feel they are enhancing the reputation of their community, also, this acceptance plays an important role in fostering a positive attitude toward commitment and motivates individuals to keep up their efforts toward success (Hernandez et al., 2022). In addition, community acceptance of the school enhances school effectiveness and sustains educational outcomes, it also contributes to building a relationship based on understanding, respect, and trust, leads to collaboration in educational activities and participation in school affairs. This acceptance increases trust in educational leadership, facilitates the implementation of educational initiatives and programs. It also promotes transparency and encourages community participation in the educational process, which positively affects principals' performance (Kumar et al., 2024). Community acceptance of a school principals is affected by several factors, most notably the communication between the school and the community, the participation of the community in decision-making, and the level of community awareness. This acceptance can be enhanced by building relationships of trust and respect, and organizing workshops to increase community cooperation (Berhanu & Naidoo, 2024).

Positive attitudes within a team, such as mutual support, cooperation, and effective communication, lead to high levels of confidence among its members, when a team is identified by a high spirit of support and cooperation, this is directly reflected in the individuals, as each member of the team feels part of a successful system and is more motivated to interact and participate. A spirit of encouragement and optimism within the team encourages individuals to put in extra effort and reduces the hesitation or failure. Additionally, positive attitudes develop an interactive work environment, this increases the desire to innovate and improve performance (Hernandez et al., 2022). These attitudes also foster interactions among the team, which motivate them, help them develop good educational practices, build strong professional relationships among the school team, and promote teamwork (Zeinstra et al., 2023). Having a clear educational system important for achieving success at school. This system provides a framework for fulfilling tasks, creates an environment that allows individuals to work effectively, and

defines responsibilities. Furthermore, a good educational system creates an environment of trust among employees that motivates them to be proactive. Thus, a well-designed system contributes to increased productivity and achievement of goals (Hernandez et al., 2022).

In addition to conventional forms of extrinsic motivation, support and encouragement from colleagues strengthens professional performance, positively affects team interaction, leads to improved learning outcomes, and promotes a positive school environment that supports professional growth (Zeinstra et al., 2023). Also, encouragement and support from colleagues play an important role in enhancing performance and motivating professional development. When individuals' efforts are appreciated and praised, their self-confidence and their motivation to work increase. Continuous motivation and positive feedback create a good work environment that encourages innovation and enhances a sense of belonging, that motivates individuals to make greater effort and leads to increased commitment Hernandez et al., 2022).

The Leadership Diploma provided the school principals with many leadership skills that enhanced their extrinsic motivation. For example, it helped them earn acceptance within the community of education and enhance their professional image in the eyes of colleagues and parents. The positive work environment also played an important role in raising their level of achievement. They also benefited from an effective educational system within the school, which facilitated the achievement of goals and the implementation of plans. Extrinsic motivation has been complete with the encouragement and support those principals received from their colleagues and the Ministry of Education which provided a strong motivation to continue improving their educational performance (Ziada,2021).

2.3.3 Sense of Responsibility toward performance

A school principal's sense of responsibility contributes to the success of the school team and the achievement of their goals. When principals have a genuine sense of responsibility for the success of their team members and the schools' development, they show greater commitment to managing the school efficiently and inspiring teachers and students to work with a spirit of positivity and commitment. This sense of responsibility also encourages mutual trust between principals and their team members and

encourages them to take their responsibilities seriously. In this way, schools work to achieve their vision and strategic goals through responsible leadership (Rohim et al., 2023). Also, principals support teachers and help them to focus on their teaching tasks by using effective strategies, provide them with professional support, and continuous supervision. They depend on many methods, such as regular feedback, that enhance teachers' commitment to their duties and affects their performance (Alene et al., 2025).

Principals take full responsibility for the educational decisions inside the school; these decisions have an impact on the team performance. Also, they are responsible of the consequences of decisions, as their outcomes may affect employee performance, the achievement of their goals, and relationships among the team. So, decision-making is not only an administrative procedure; it is a responsibility that demands wisdom and a desire to bear the consequences, whether positive or negative (Zeinstra et al., 2023). Making decisions demands a suitable level of competence and awareness, if school principals are not managed effectively, that may negatively affect the quality of education. However, hesitation in making decisions declines principals' responsibility to face the consequences of their decisions and weakens school discipline (Alene et al., 2025). School discipline is important for the educational environment, it enforces regulations, builds a school culture that is based on respect and trust. So, adopting positive disciplinary practices, away from punishments, helps in strengthening relationships between principals, teachers, and students and increases their sense of belonging and security. Furthermore, improving disciplinary policies contributes to a decline in disruptive behavior and an increase in respect inside the school, which reflects academic performance (Rafid et al., 2023), supports the success of the school team, fosters respect and trust among all school members, and helps teachers to focus on effective teaching (Fabersunne et al., 2023).

Moreover, school principals play an important role in professional development and teacher training, as the responsible for organizing training programs within the school, they support teachers through guidance and continuous communication (Chaula, 2023), the principal is also committed to enhancing their skills, and developing their capabilities, which contributes to achieving their schools goals and raising the effectiveness of performance within the school environment (Berhanu & Naidoo, 2024). Principals also make efforts to achieve high levels of school by improving teacher

performance, providing a supportive learning environment, and encouraging skill development and training programs, which motivate teachers to excel and enhance their commitment (Chaula, 2023).

2.3.4 Self-efficacy

Self-efficacy means the principals' belief in their abilities; it is important for them because it helps them feel confident and motivated. Also, it affects their commitment to implementing their tasks and causes the feeling of job satisfaction (Boudouaia et al., 2024). In addition, it indirectly fosters cooperation between the principal and teachers (Prakash et al., 2024). When school principals have sufficient skills and knowledge about their job, they can improve school culture. These skills and knowledge encourage cooperation among the employees (Boudouaia et al., 2024). Principals should develop themselves in many areas such as communication skill in order to foster their relationships with teachers and create a positive work environment. In addition, professional development and being exposed to the modern administrative methods are important for developing leadership capabilities because it helps them in responding successfully to varied challenges and asking teachers to share their ideas and opinions (Prakash et al., 2024).

A principal's ability to manage workload and provide support to teachers are essential factors in motivation. The more responsible principals are and the more capable they are of directing their team appropriately, the more this contributes to developed team performance and a supportive learning environment. There are several strategies that help principals to manage workloads efficiently and effectively such as the fair distribution of tasks among team members, which helps reduce stress and promotes teamwork and cooperation (Boudouaia et al., 2024). In addition, having skills such as understanding others' feelings reduce negative behaviors and promotes the ability of teachers to influence the whole team's performance (Prakash et al., 2024). So, principals should develop their skills through participation in training programs and continuous learning, this helps them in developing their performance and achieving goals (Alene et al., 2025). Principals can develop their knowledge and skills through various practices that increase their leadership competence. Among these practices is communication skills; by building good relationships with teachers, they create a positive work environment (Boudouaia et al., 2024). Developing Principals' skills such as self-

regulation, emotional management, and resilience, helps in enhancing their ability to cope with workloads, deal with the challenges, and face difficulties (Prakash et al., 2024). It is important for principals to be confident in themselves in order to deal with challenges or crisis that may face them. They should be able to make right decisions, keep a safe school environment despite difficult circumstances (Ramos-Pla et al., 2021). Principals' confidence in their abilities helps them in improving their performance, increases their competence in facing difficulties (Collie et al., 2024). Kiliñç et al. (2023) stated in their study that the principals' self-efficacy doesn't change due to factors such as gender or age.

Based on the above discussion, it can be said that the Educational Leadership Diploma is necessary for enabling principals to possess this competency and employ it in the workplace. This program provides the principal with an integrated set of leadership skills that enhanced their confidence in their abilities and develop their professional performance. Through the practical and theoretical training included in the diploma, principals become more capable of positively influencing others,, engaging in a continuous learning process, and efficiently shouldering work responsibilities. This directly affect the quality of their performance.

Motivation contributes to explaining one of the psychological aspects related to the effect of leadership skills acquired from the Leadership Diploma. This concept is used to know how these skills may be shown in principals' motivation towards achievement. In addition, this it serves the main question of the study by explaining the effect of leadership skills on principals' motivation.

2.4 Definition of Terms and Operational Definitions

leadership skills: Administrative capabilities demonstrated by school principals as an evident in their performance in the areas of planning, supervision, improving the school environment, and developing relationships with the local community (Leithwood et al., 2020), theses abilities also enable principals to plan, lead, organize, and control resources effectively to attain organizational goals and help principals be motivated and motivate staff, coordinate activities, solve problems, and make decisions within an organization (Papilaya & Nanda, 2024).

In this study, leadership skills are the required managerial and instructional competencies for successful school leadership, including planning, school principals role in teachers' professional development, supervision and follow-up of teachers and school operations, monitoring of teaching and learning, internal and external communication, managing the school environment. These skills form the framework for assessing principals' performance, as they outline the main dimensions of successful school leadership practice.

Leadership Diploma: A specialized training program for school principals, implemented under the supervision of the Ministry of Education, with the aim of equipping principals with leadership skills that is necessary to meet the demands of modern school management. It lasts for a year that includes 141 training hours. Principals join face-to-face session and online sessions, maintaining a balance between theoretical and practical activities. It includes ten units covering different leadership skills such as planning, communication, teaching and learning, and monitoring schools' environment (Appendix A). During the training period, principals are assigned practical tasks that help them apply these concepts to their school context, enhancing their leadership and development capabilities. At the end of the program, each principal is required to prepare a project and procedural research that reflect the knowledge and skills they have acquired during the training period. The program is implemented in training centers geographically distributed across the country. The northern region includes the Qabatiya Directorate Center, which includes the Tubas, Jenin, and Qabatiya Directorates, as well as the Nablus Center. There is a training center in Ramallah for the central region, and another for the southern region (Ziada,2021).

Performance: Rachman et al. (2023) defined performance as the effectiveness and efficiency with which individuals or groups accomplish their tasks and responsibilities. And Wardani et al. (2023) defined performance as the ability of a teacher to effectively carry out their educational responsibilities and tasks within a school setting.

In this study, performance represents the degree to which school principals apply leadership skills in the areas of planning, professional development, supervision, teaching and learning, internal and external communication, managing the school environment.

Motivation: According to Bandhu et al. (2024) motivation means the intention to direct behavior, the force that initiates and drives actions towards a goal requiring energy and sustained effort. But Morris et al. (2022) defined motivation as recognizing an unsatisfied need and establishing a goal to fulfill it. It can be driven by rewards. It can be intrinsic, arising from the satisfaction derived from the work itself, or extrinsic, driven by external rewards.

In this study, motivation represents the intrinsic and extrinsic psychological factors which motivate school principals to perform efficiently, pursue excellence and strengthen self-efficacy, and assume responsibility.

School Principals: leaders who shape teaching practices, direct school operations, mentor teachers, allocate resources, and maintaining relationships with staff to improve school performance (Hoque & Raya, 2023).

In this study school principals are teachers who are officially appointed by the Ministry of Education to be chief administrative leaders of public schools in the directorates of Tubas, Jenin, and Qabatiya. Their responsibilities include planning, supervising teachers, monitoring the process of teaching and learning in their schools, provide students with the suitable and comfortable school environment, maintain communication with parents and local community.

Chapter Three

Methodology

This chapter discusses the study design, the study population, and the sample, explaining the practical steps and procedures followed in constructing and describing the study tools. It then explains the study design outline, its variables, validity and reliability

3.1 Research Design

The study follows the quasi-experimental approach because it is appropriate for the study objectives, using a nonequivalent control group design. A completely randomized experimental design was not possible because school principals could not be assigned randomly to experimental and control groups without the assignment by the Ministry of Education. To decrease the effect of nonequivalence between the groups, pretest was provided to them both. The main risk in this design is sampling bias, as principals are not randomly chosen; this was dealt with comparing pretest and posttest responses. achievement motivation.

The Non-equivalent control-group design contains an experimental and control group where the subjects are not randomly assigned to groups. The fact there is no random assignment means that subjects in the experimental group and control group may not be equivalent on all variables. For example, you could have more low ability principals in the control group compared to the experimental group. In the Non-equivalent control-group design both groups are given first a pretest and then a posttest [after the treatment is given to the experimental group]. The pretest score and the posttest score are compared to determine if there are significant differences. An advantage of this design is that it involves intact groups (i.e., keeps the participants in natural settings), thus allowing a higher degree of external validity

Experimental group

- Pre-test: O_1
- Treatment: X
- Posttest: O_2

Control group

- Pre-test: O₃
- Treatment: -
- Posttest: O₄

3.2 Population of the Study

The study population consists of all public-school principals in Qabatya, Jenin, and Tubas Directorates, their number was 315 according to the Ministry of Education in the year 2024- 2025.

Not all principals have same opportunity to join the training program. Each directorate nominates school principals provided that they have completed at least three years of service, then the Ministry of Education officially approved them.

3.3 Sample of the Study

The sample was selected based on their participation in the Educational Leadership Diploma training program for the 2024/2025 academic year. The experimental group consisted of all principals enrolled in the training program during the year from Jenin, Qabatiya, and Tubas directorates, totaling (100) participants, and the control group consisted of (100) principals who did not enroll in the diploma program in the same year. They were selected purposively because the participants in the diploma training program had already been determined by the Ministry of Education, making purposive sampling the most suitable for achieving the study's objectives. Table (1) illustrates the sample of study distribution according to the demographic variables:

Table (1): *Sample of the study according to its demographic variables*

Demographic variables of the control group			Demographic variables of the experimental group			
	Frequency	Percentage		Frequency	Percentage	
Age	25-35	39	39%	Age	8	8%
	36-45	37	37%		27	27%
	More than 46	24	24%		65	65%
	Total	100	100%		100	100%
qualification	BA	54	54%	qualification	83	83%
	MA	46	46%		17	17%
	Total	100	100%		100	100%
experience	Less than 5 years	5	5%	experience	30	30%
	5 - Less than 10 years	33	33%		33	33%
	More than 10 years	62	62%		37	37%
	Total	100	100%		100	100%
gender	Male	49	49%	gender	52	52%
	female	51	51%		48	48%
	Total	100	100%		100	100%
Directorate	Tubas	34	34%	Directorate	18	18%
	Jenin	32	32%		27	27%
	Qabatiya	34	34%		55	55%
	Total	100	100%		100	100%
Specialization	Humanities	42	42%	Specialization	72	72%
	Natural Sciences	58	58%		28	28%
	Total	100	100%		100	100%

3.4 Study Tools

The researcher used the following tools:

3.4.1 Performance questionnaire

This questionnaire is extracted from previous studies, especially the study by Bafadal et al. (2020), which developed similar tools to measure the school principals' performance, in addition to the tool which is authorized by the Ministry of Education.

The questionnaire in its first draft consists of thirty-seven items, covering six domains that reflect the basic dimensions of school principals' professional performance. These domains include: planning, monitoring, professional growth, teaching and learning, communication, and school environment. The scale was based on a five-point Likert scale, ranging from (1 = strongly disagree) to (5 = strongly agree), to measure the level of agreement with each item (Appendix B).

Validity of the questionnaire

The following types of validity were taken into consideration:

Content Validity

To ensure the validity of the questionnaire, it was reviewed by eight experienced experts in educational administration, teaching, and learning (Appendix C). They were asked to provide feedback on the items' suitability to the field and their wording, either approving, modifying, or deleting them. According to their comments, the questionnaire was in its current form. The percentage of who agreed on the questionnaire items reached 80%, which means that the questionnaire has acceptable content validity (Zamanzadeh et al., 2015). So, the final draft contains thirty-seven items, covering six domains (Appendix D).

Construct Validity and Internal Consistency

Pearson correlation was used to test the correlations between the six domains and the total score. It ranged from 0.802 to 0.915, that show high levels of validity. In the first domain, the correlation 0.858, and a validity rate of 85.8%. This shows that this domain can measure the concept of performance. In the second domain, the findings indicated a correlation of 0.853, or 85.3%. This shows a high correlation. The correlation of the third domain with the total score was 0.913, or 91.3%. This also reflects the concept it measures. The fourth domain showed the highest correlation with the total score at 0.915 (91.5%), showing its strong reliability and accuracy in measuring performance. The fifth domain showed a strong *positive* correlation of 0.871. The sixth domain also achieved a correlation of 0.802 (80.2%), which is lower than the others but remains within acceptable reliability standards as shown in table (2).

Table (2): *Pearson correlation coefficients between total score and all domains of performance scale*

domain	correlation	domain	correlation
planning	.858**	Teaching and learning	.915**
Supervision	.853**	Communication	.871**
Professional development	.913**	Environment	.802**

Also, to ensure the internal consistency of the questionnaire, Pearson correlation coefficients were calculated between the score of each item in the domain and the total domain score to which it belongs. In the planning domain, the results show that the correlation coefficients between the items and the total domain score ranged from (0.632 to 0.792), which indicates that all items in the domain have a high degree of internal consistency and are valid for measurement in the planning domain. In the supervision domain, the correlation coefficients between the items and the total domain score ranged from (0.748 to 0.884), reflecting a very strong correlation between the items and the domain. In the domain of professional development, the correlation coefficients between score ranged from (0.761 to 0.858), that shows high internal consistency. In the same way, the domain of teaching and learning, correlation coefficients were between (0.709 and 0.849), that shows a strong correlation between the items and their domain. Similarly, the results of the domain of communication showed correlation coefficients ranging from (0.760 to 0.832), revealing high internal consistency. Finally, the correlation between the items in the environment domain and their total showed a strong correlation, with values ranging between (0.776 and 0.849), indicating high internal consistency as shown in table (3).

Table (3): *Pearson correlation coefficients between each item and its domain total score of performance scale*

planning		Supervision and follow up		Professional development	
item	correlation	item	correlation	item	correlation
1	.747**	7	.748**	12	.858**
2	.632**	8	.876**	13	.804**
3	.694**	9	.822**	14	.816**
4	.792**	10	.884**	15	.761**
5	.745**	11	.826**	16	.830**
6	.792**				
Teaching and learning		Communication		Environment	
item	correlation	item	correlation	item	correlation
17	.845**	26	.797**	33	.776**
18	.726**	27	.832**	34	.809**
19	.849**	28	.817**	35	.815**
20	.824**	29	.795**	36	.849**
21	.823**	30	.760**	37	.828**
22	.778**	31	.803**		
23	.790**	32	.781**		
24	.780**				
25	.709**				

To further confirm the validity of the instrument, Pearson's correlation coefficients were analyzed between all items and their total, and the results showed that they were positively correlated with the overall domain, with correlation coefficients ranging between 0.471 and 0.773, indicating that each item measures an important aspect and contributes effectively to the instrument, as shown in Table (4).

Table (4): *Pearson correlation coefficient between total scores and all items of Performance Scale*

item	correlation	item	correlation	item	correlation	item	correlation	item	correlation
1	.631**	9	.673**	17	.772**	25	.739**	33	.663**
2	.471**	10	.752**	18	.687**	26	.644**	34	.632**
3	.553**	11	.738**	19	.748**	27	.741**	35	.649**
4	.663**	12	.773**	20	.763**	28	.678**	36	.717**
5	.658**	13	.701**	21	.707**	29	.673**	37	.611**
6	.773**	14	.760**	22	.699**	30	.690**		
7	.634**	15	.737**	23	.709**	31	.697**		
8	.747**	16	.746**	24	.711**	32	.731**		

Reliability of the questionnaire

To evaluate the reliability of the scale, the researcher distributed it to a sample consisting of 80 principals of public-school principals in the directorates of Tubas, Qabatiya and Jenin. The researcher used Cronbach's alpha coefficient, the results showed that the alpha coefficient of the instrument reached (0.970), which is above (0.90) that shows high degree of reliability (Tavakol & Dennick, 2011). As shown in table (5).

Table (5): *Results of Chronbach's alpha for performance scale*

N of Items	Cronbach's Alpha
37	.970

3.4.2 Motivation questionnaire

This questionnaire in its first draft was designed to measure principals' level of their motivation to work. It consists of twenty-one items related to four domains to identify the factors that motivate principals to achieve better. It was based on two previous scientific studies: the first, by Erdem & Cicekdemir (2016), who designed a scale to evaluate motivation in schools, and the second, by Ling et al. (2015). The scale focused on four domains representing motivations; intrinsic motivation, extrinsic motivation, sense of responsibility, and self-efficacy. A five-point Likert scale was used for this tool,

with responses ranging from (1 = strongly disagree) to (5 = strongly agree) (Appendix B).

The researcher suggests that the motivation dimensions are based on the concept of motivation as an inner psychological construct which clarifies the underlying factors of professional conduct rather than its visible outcomes. These dimensions illustrate cognitive, personal, and ethic-based factors that affect principals' work and persistence. On the other hand, the performance dimensions represent visible professional methods and behaviors. As a result, differentiating between performance and motivation dimensions is methodologically appropriate and increases the theoretical validity of both scales.

Validity of the questionnaire

Content Validity

The questionnaire was reviewed by a group of expert evaluators specializing in educational leadership, teaching, and learning to ensure the validity, accuracy, and relevance of the items to their respective fields, in order to modify, delete, or add items (Appendix C). The percentage of evaluators who agreed on the questionnaire items reached 80%, according to research standards for content validity. This indicates that the questionnaire has acceptable content validity. So, the questionnaire in its final draft consists of 21 items, covering four domains (Appendix D).

Construct Validity and Internal Validity

The tool validity was proven through computing correlation coefficients between each domain and the total score. The results showed that all domains expressed strong statistical significance at the significance level of 0.01, showing a high degree of consistency between the domains.

The correlation between the first domain and the total score was ($r = 0.914^{**}$), a high value statistically significant at the 0.01 level, showing the high validity of this domain. The results in the second domain showed that the correlation coefficient was ($r = 0.922^{**}$), reflecting the reliability and accuracy of the items related to this domain and their consistency with the general structure of the scale. The third domain achieved a correlation coefficient of ($r = 0.907^{**}$), that is also statistically high. The fourth domain

recorded ($r = 0.889^{**}$), which indicates a high correlation between this domain and the overall scale as shown in (6).

Table (6): *Pearson correlation coefficients between total score and all domains of motivation scale*

domain	correlation	domain	correlation
intrinsic motivation	.914 ^{**}	sense of responsibility	.907 ^{**}
extrinsic motivation	.922 ^{**}	self-efficacy	.889 ^{**}

Also, to ensure the validity of the questionnaire, Pearson's correlation coefficients were calculated between the total score for each domain and the score of each item within it, and it was found that all domains have high degrees of validity. In the domain of intrinsic-motivation, the correlation coefficients ranged between (0.713 – 0.853), while in the domain of extrinsic motivation they ranged between (0.717 – 0.853), also the correlation of the domain of sense of responsibility coefficients ranged between (0.619 – 0.855), and the results for the fourth domain, self-efficacy, showed that the correlation coefficients between its items and the total ranged between (0.758 – 0.816). These results indicate the strength of the relationship between the items and the domain to which they belong, and that the items measure the same dimension as shown in table (7).

Table (7): *Pearson correlation coefficients between each item and its domain total score of motivation scale*

intrinsic-motivation		extrinsic motivation		sense of responsibility		self-efficacy	
item	correlation	item	correlation	item	correlation	item	correlation
1	.832 ^{**}	7	.822 ^{**}	12	.756 ^{**}	17	.812 ^{**}
2	.853 ^{**}	8	.853 ^{**}	13	.838 ^{**}	18	.802 ^{**}
3	.826 ^{**}	9	.817 ^{**}	14	.855 ^{**}	19	.808 ^{**}
4	.713 ^{**}	10	.744 ^{**}	15	.785 ^{**}	20	.758 ^{**}
5	.846 ^{**}	11	.717 ^{**}	16	.619 ^{**}	21	.816 ^{**}
6	.775 ^{**}						

Also, to ensure the validity of the questionnaire, the correlation between all items and the total was examined, and it ranged between (0.489) and (0.805), all of which were positive and indicate a strong relationship. This is an indication that the items are interconnected and consistent in measuring the targeted phenomenon, which confirms

the validity of the tool and its suitability for use in the current research as shown in table (8).

Table (8): *Pearson correlation coefficient between total scores and all items of motivation scale*

item	correlation	item	correlation	item	correlation	item	correlation
1	.762**	7	.783**	13	.751**	19	.721**
2	.788**	8	.758**	14	.781**	20	.712**
3	.805**	9	.735**	15	.792**	21	.756**
4	.627**	10	.698**	16	.489**		
5	.735**	11	.703**	17	.683**		
6	.694**	12	.678**	18	.681**		

Reliability of the Scale

Cronbach's alpha coefficient was employed to assess the reliability of the questionnaire, the results show a value of (0.92) which is above 0.90 that considered excellent and enhances the reliability of the scale as shown in table (9)(Zakariya, 2022).

Table (9): *Results of Chronbach's alpha for motivation scale*

N of Items	Cronbach's Alpha
21	0.929

3.5 Translation Process

The final version of the questionnaire was translated into Arabic, then an Arabic language supervisor, who holds a PhD in Arabic language and Literature proofread it grammatically and linguistically (Appendix E), and it was distributed to the school principals for completion (Appendix F).

3.6 Statistical Treatment

The Statistical Package for the Social Sciences (SPSS) program was used to process the data, using the following statistical methods:

- Percentages, means, and the standard deviation to answer the study questions.
- Pearson correlation coefficient to verify the validity of tools.
- Cronbach's Alpha to measure reliability by calculating internal consistency
- Analysis of Covariance (ANCOVA) to control for the effect of the pretest

- PERAM-ANCOVA using R (Permucos package, lmPerm package & Emmeans package)
- Pairwise Comparisons.

Descriptive analysis, including means, percentages, and standard deviations, were used to interpret the study variables. Pearson correlation coefficients were used to study the validity of the scales, Whereas Cronbach's Alpha was used to examine their reliability. Moreover, PERAM-ANCOVA was used in R for non-parametric assumptions. Pairwise comparisons were used to examine differences between groups.

3.7 Study Procedures

- Preparation: secondary data was collected from various sources to establish the theoretical framework for this study and to use it to develop questionnaires.
- Data Collection: After completing the questionnaire design, and ensuring its validity and reliability, the researcher distributed it to the sample members.
- Data Revision: After completing the questionnaire, the data collection process was completed, then reviewed to ensure its validity and exclude any unsuitable items.
- Data Analysis: The researcher analyzed quantitative data from questionnaires.
- Results discussion: The researcher discussed the results obtained through data analysis to clarify the effect of the skills acquired from the Leadership Diploma on principals' performance and motivation to achieve.

3.8 Ethical Approval

This study was conducted in compliance with ethical research guidelines. Ethical approval was obtained from An-Najah National University Institutional Review Board (IRB) before data collection. Then it was granted under reference number [2025/16] (Appendix G).

Chapter Four

Results

This chapter discusses the results of testing the study's hypotheses. PERAM-ANCOVA tests were used to analyze the data, which are a nonparametric alternative to ANCOVA analysis when the basic assumptions of ANCOVA are not met. ANCOVA supposes that the residuals are distributed normally, the connection between dependent variables and covariates is linear, the variation across groups is homogeneous. As these assumptions are broken, the results of ANCOVA will be considered as unreliable. So, PERAM-ANCOVA is used to resolve this problem by using permutation tests, that do not depend on distributional assumptions. These assumptions are:

The normal distribution test revealed that the data did not follow a normal distribution. The p-value for the Shapiro test was 0.0001, which is less than the statistical significance level of 0.05, and therefore does not follow a normal distribution. The second assumption is homogeneity of variances between study groups. This means that the variances between study groups and the levels of the independent variables relative to the dependent variable are unequal. The p-value for the ILeven test for homogeneity was 0.001, which is less than the statistical significance level of 0.05.

The third assumption is homogeneity of regression slopes. This assumption assumes that the control variable (pretest) has no effect on the dependent variable (protest), and that the interaction between the independent variables and the pretest has no effect on the posttest. This assumption was often not met in most cases in the study data. Since the normal distribution assumption was not met, the alternative was to use PERAM-ANCOVA, available in the R package "permuco", which provides a non-parametric version of ANCOVA, using permutation tests. The idea of this package is to calculate the reference distribution by rescaling the data (number of permutations) thousands of times (Frossard & Renaud, 2019), and in this study, it was performed 5000 times. As a result, F is more accurate and flexible even if the assumptions were not met. A linear regression model (lm) available in the lmPerm package was used to obtain the mean marginal estimated (MME) using the emmeans package, and then to calculate the pairwise comparisons.

4.1 Results related to the first hypothesis which states

“1. There are no statistically significant differences at the level of ($\alpha \leq 0.05$) between the average performance levels in the experimental group and the control group.”

The results of the analysis in Table (10) indicate that there is an effect of the groups (experimental, control) on the performance levels ($\alpha = 0.05$). After adjusting the effect of the Pretest, the value of the resampled P (F) for the group at the planning level reached 0.0002, which is less than ($\alpha \leq 0.05$). This indicates the effect of the group (experimental, control) on the post-application of the planning level. Similarly, for the levels of supervision and follow-up, the results showed that the (experimental and control) groups had an impact on the post-implementation of the supervision and follow-up levels. The resampled P(F) value was 0.0002, which is below the significance level ($\alpha = 0.05$). The same value was found for the level of teachers' professional development and follow-up, and the rest of the performance levels. In conclusion, the (experimental and control) groups had an impact on the performance levels of planning, supervision, and follow-up, teachers' professional development and follow-up, student learning and teaching, communication, and finally, the school environment ($\alpha \leq 0.05$). Regarding overall performance, the results showed that the (experimental and control) groups had an impact on overall performance. The resampled P(F) value was 0.0002, which is below the significance level ($\alpha = 0.05$).

Table (10): PERAM-ANCOVA analysis results for the effect of the (control and experimental) groups on the post-implementation of performance levels

Planning					
	SS	df	F	parametric P(>F)	resampled P(>F)
Group	91.2747	1	90.3655	0.0000	0.0002
Pretest	0.2238	1	0.2215	0.6384	0.6292
Residuals	198.9820	197			
Supervision and Follow-up					
Group	71.49	1	83.453	0.000	0.0002
Pretest	1.97	1	2.299	0.131	0.1404
Residuals	168.76	197			
Professional development					
Group	92.8053	1	108.0011	0.0000	0.0002
Pretest	0.1484	1	0.1727	0.6782	0.6848
Residuals	169.2820	197			
Teaching and learning					
Group	77.8345	1	89.2706	0.0000	0.0002
Pretest	0.1612	1	0.1849	0.6677	0.6636
Residuals	171.7631	197			
Communication					
Group	96.99322	1	119.1380	0.0000	0.0002
Pretest	0.09908	1	0.1217	0.7276	0.7392
Residuals	160.38257	197			
Environment					
Group	102.6877	1	146.6533	0.0000	0.0002
Pretest	0.2688	1	0.3839	0.5362	0.5320
Residuals	137.9409	197			
Total (Performance)					
Group	81.57259	1	118.70625	0.0000	0.0002
performance Pretest	0.01214	1	0.01767	0.8944	0.8890
Residuals	135.37450	197			

Pairwise comparisons across all performance levels indicate that the comparison was statistically significant. The p-value for all comparisons reached 0.001, which is statistically significant ($\alpha \leq 0.05$) in favor of the experimental group (Appendix H).

4.2 Results related to the second hypothesis which states:

There are no statistically significant differences ($\alpha \leq 0.05$) between the averages of motivation levels in the experimental group and the control group.

The results of the PERAM-ANCOV analysis indicate an effect of the group (experimental, control) on motivation levels at a significance level of ($\alpha = 0.05$). After controlling for the pretest effect, the resampled P (F) value for the group at the intrinsic motivation level reached 0.0002, which is less than the statistical significance level of ($\alpha = 0.05$). This indicates an effect of the group (experimental, control) on the post-application level of intrinsic motivation. Similarly, for the level of extrinsic motivation, the results showed that the (experimental and control) group had an impact on the post-test of extrinsic motivation. The resampled P(F) value was 0.0002, which is less than the significance level of ($\alpha = 0.05$). The same resampled p-value was observed for the level of sense of responsibility and self-efficacy. In conclusion, the (experimental, control) group had an impact on the levels of motivation (intrinsic motivation, extrinsic motivation, sense of responsibility, self-efficacy) at a significance level of ($\alpha \leq 0.05$). Regarding overall motivation, the results showed that the (experimental, control) group had an impact on overall motivation. The resampled P(F) value was 0.0002, which is less than the significance level of ($\alpha \leq 0.05$) (Appendix I).

Pairwise comparisons across all motivation levels indicate that the comparison was statistically significant across all motivation levels. The p-value for all comparisons reached 0.001, which is statistically significant at a statistical significance level of ($\alpha \leq 0.05$) in favor of the experimental group (Appendix J).

4.3 Results related to the third hypothesis:

There are no statistically significant differences ($\alpha \leq 0.05$) between the average performance levels attributed to the variables of age, gender, academic qualification, specialization, and practical experience.

The PERAM-ANCOV results indicate that, after controlling for the pre-implementation effect of the planning level, neither gender, specialization, nor age was statistically significant. The resampled P(F) values were 0.3784, 0.3864, and 0.051, respectively, which are greater than the statistical significance level of ($\alpha = 0.05$). Therefore, there is

no effect of these variables on the post-implementation of the planning level. Meanwhile, the resampled P(F) values for the academic qualification and years of experience variables were 0.0032 and 0.006, which are less than the statistical significance level of ($\alpha = 0.05$). Therefore, there is an effect of these variables on the post-implementation of the planning level.

Regarding the post-test of the supervision and follow-up level, after controlling for the pre-test effect, the results showed that the resampled (F) values for the variables of gender, specialization, and age were 0.5722, 0.4764, and 0.7316, which were not statistically significant. All values were greater than the statistical significance level of ($\alpha = 0.05$). Therefore, there was no effect of these variables on the post-test of the supervision and follow-up level. Meanwhile, the resampled (F) values for the academic qualification and years of experience variables were 0.0468 and 0.0006, respectively. Both values were less than the statistical significance level of ($\alpha = 0.05$). Therefore, there was an effect of the academic qualification and years of experience variables on the post-test of the supervision and follow-up level, after controlling for the pre-test effect of the supervision and follow-up level.

After controlling for the pre-test effect of the teachers' professional development level, the resampled (F) values for the variables of gender, academic qualification, specialization, and age were 0.7376, 0.2830, 0.8248, and 0.2564, respectively. All of these variables were greater than the statistical significance level of ($\alpha \leq 0.05$), which is not statistically significant. Therefore, these variables have no effect on the post-test of teachers' professional development and follow-up. Meanwhile, the resampled (F) value for the "years of experience" variable was 0.0002, which is less than the statistical significance level of ($\alpha = 0.05$). Therefore, there is an effect of the "years of experience" variable on the post-test of teachers' professional development.

Regarding the students' learning and teaching levels and their follow-up, after controlling for the pre-test effect, the results showed that the resampled (F) values for the variables "age," "gender," "academic qualification," and "specialization" were 0.7258, 0.4670, 0.2064, and 0.9832, respectively. All values were greater than the statistical significance level. $\alpha=0.05$, and thus there is no effect of these variables on the post-test of students' learning and teaching levels and their follow-up. Meanwhile, the

(F resampled) value for the years of experience variable was 0.0002. 04, which is less than the statistical significance level of ($\alpha = 0.05$), meaning that the years of experience variable had an effect on the post-test of students' learning and teaching levels and their follow-up.

Regarding the post-test of communication level, after controlling for the effect of the pre-test of the level, the results showed that the resampled p-values for the variables of gender, academic qualification, specialization, and age were 0.8356, 0.1536, 0.5522, and 0.1666, all of which were greater than the statistical significance level of ($\alpha \leq 0.05$). Thus, there is no effect of these variables on the post-test of communication level. Meanwhile, the resampled p-value for the years of experience variable was 0.0002, which is less than the statistical significance level. ($\alpha = 0.05$), meaning that the variable of years of experience had an impact on the post-application of communication and interaction.

Regarding the post-application of the school environment level, after controlling for the pre-application effect of the level, the results showed that the resampled (F) values for the variables of gender, academic qualification, specialization, and age reached, respectively, 0.7754, 0.2718, 0.2866, and 0.05264, all of which were greater than the statistical significance level of ($\alpha = 0.05$). Therefore, there was no effect of these variables on the post-application of the school environment level. In contrast, the resampled (F) value for the variable of years of experience reached 0.0004, which is less than the statistical significance level of ($\alpha = 0.05$), meaning that the variable of years of experience had an impact on the post-application of the level of post-application of the school environment level. It can be concluded that the variable of years of experience had an impact on the post-application of all levels of performance ($\alpha = 0.05$) (Appendix K).

Comparisons were made between the variables of academic qualification and years of experience that had an impact on the post-application of performance levels. As for the post-application of the planning level, binary comparisons show that the difference between the two levels of academic qualification (postgraduate studies, diploma, bachelor's degree) is statistically significant. The difference value reached -0.557 and the p.value for binary comparison was 0.0031, which is less than the level of statistical significance $\alpha=0.05$, and the difference was in favor of the academic qualification

(diploma - bachelor's degree). The difference was statistically significant for the years of experience variable. The difference value between (5 years, 1- (5-10 years) was -0.826, and the p-value was 0.0014, which is less than the statistical significance level ($\alpha \leq 0.05$). Therefore, the difference was statistically significant in favor of the years of experience category (5-10 years). The difference value between (5-10 years) - more than 10 years was 0.964, which is statistically significant. The p-value was 0.0002, which is less than the statistical significance level ($\alpha \leq 0.05$). The difference was in favor of the category (5-10 years). Regarding the post-test of the level of supervision and follow-up, the academic qualification variable had an impact on the post-test of the level of supervision and follow-up. The results of the pairwise comparisons between the two categories of academic qualifications show that the difference, which reached a value of -0.342, was statistically significant at the significance level ($\alpha \leq 0.05$). In favor of the (Diploma - Bachelor's) category, regarding years of experience, the difference between the ((1-5 years) - (5-10 years)) categories was -0.578, with a p-value of 0.0235, which is statistically significant at a significance level of ($\alpha \leq 0.05$) in favor of the (5-10 years) category. The difference between the (5-10 years) - more than 10) categories was 0.906, with a p-value of 0.0001, which is statistically significant at a significance level of ($\alpha \leq 0.05$) in favor of the (5-10 years) category. Regarding the post-test of the teachers' professional development level and its follow-up, the years of experience variable had an impact on the post-test of this level. The results of the pairwise comparisons between the years of experience categories show that the difference between the (1-5 years - (5-10 years)) categories was -0.868, with a p-value of 0.0004, which is significant. Statistically, at a significance level of ($\alpha \leq 0.05$), the difference between the (5-10 years) - more than 10) categories was 0.9508, with a p-value of 0.0001, which is statistically significant at a significance level of ($\alpha \leq 0.05$) in favor of the (5-10 years) category. Regarding the post-test application of the students' learning, teaching, and follow-up levels, the variable of years of experience had an impact on the post-test application of this level. The results of the pairwise comparisons between the years of experience categories show that the difference between the (1-5 years) - (5-10 years) categories was -0.731, with a p-value of 0.0030, which is statistically significant at a significance level of ($\alpha \leq 0.05$) in favor of the (5-10 years) category. The difference between the (5-10 years) - more than 10) categories was 0.988, with a p-value of 0.988. 0.0001, which is statistically significant at a significance level of $\alpha=0.05$ in favor of the 5–10-year group.

Regarding the post-test for the communication level, the years of experience variable had an impact on the post-test for this level. The results of the pairwise comparisons between the years of experience categories show that the difference between the 1-5 years - 5-10 years categories was -0.823, with a p-value of 0.0007, which is statistically significant at a significance level of $\alpha=0.05$ in favor of the 5–10-year group. The difference between the 5-10 years - more than 10 years categories was 0.961, with a p-value of 0.0001, which is statistically significant ($\alpha \leq 0.05$) in favor of the 5–10-year group.

Similarly, for the post-test for the school environment level, the years of experience variable had an impact on the post-test for this level. The results of the comparisons show that The difference between the categories of years of experience was -0.791, with a p-value of 0.0007, which is statistically significant ($\alpha \leq 0.05$) in favor of the category of 5-10 years. The difference between the categories of (5-10 years) - more than 10 was 0.928, with a p-value of 0.0001, which is statistically significant ($\alpha \leq 0.05$) in favor of the category of 5-10 years (Appendix L)

4.4 Results related to the Fourth hypothesis

There are no statistically significant differences at a significance level of ($\alpha \leq 0.05$) between the average levels of motivation due to the variables of gender, age, qualification, specialization, and experience.

The PERAM-ANCOV results indicate that both gender and specialization variables are not statistically significant at a significance level of ($\alpha = 0.05$). The resampled F values were 0.8264 and 0.7146, respectively, which are greater than the statistical significance level. Therefore, these two variables do not have any effect on the post-application of the intrinsic motivation level after controlling for the post-application of the level. However, the variables of academic qualification, years of experience, and age were statistically significant at a significance level of ($\alpha = 0.05$). The resampled F values were 0.0230, 0.0014, and 0.0034, respectively, which are less than the statistical significance level. Therefore, these variables have an effect on the post-application of the intrinsic motivation level.

Regarding the post-test of the extrinsic motivation level, after controlling for the pre-test effect, it was found that both gender and specialization variables were not statistically

significant at a significance level of ($\alpha = 0.05$). The resampled F values were 0.6110 and 0.5816, which is greater than the statistical significance level. Therefore, these two variables had no effect on the post-test of the extrinsic motivation level after controlling for the pre-test effect. Meanwhile, the academic qualification, years of experience, and age variables were statistically significant at a significance level of ($\alpha = 0.05$). The resampled F values were 0.0260, 0.0024, and 0.0102, respectively, which is less than the statistical significance level. Therefore, these variables had an effect on the post-test of the extrinsic motivation level.

Regarding the post-test of the sense of responsibility, after controlling for the effect of the pre-test, it was found that the variables of gender, specialization, academic qualification, and age were not statistically significant at a significance level of ($\alpha = 0.05$). The resampled F values were 0.9134, 0.1290, 0.0680, and 0.051, respectively, which are greater than the statistical significance level. Therefore, these variables had no effect on the post-test of the sense of responsibility after controlling for the pre-test. Meanwhile, the variable of years of experience was statistically significant at a significance level of ($\alpha = 0.05$). The resampled F value was 0.0014, which is less than the statistical significance level. Therefore, this variable had an effect on the post-test of the sense of responsibility.

Concerning the post-test of self-efficacy, after controlling for the pre-test effect, it was found that the variables of gender, specialization, academic qualification, and age were not statistically significant at a significance level of ($\alpha \leq 0.05$). The resampled F values were 0.6078, 0.1730, 0.7976, and 0.0814, respectively, which are greater than the statistical significance level. Therefore, these variables had no effect on the post-test of self-efficacy after controlling for the pre-test. Meanwhile, the years of experience variable was statistically significant at a significance level of ($\alpha = 0.05$). The resampled F value was 0.0010, which is less than the statistical significance level. Therefore, this variable had an effect on the post-test of self-efficacy (Appendix M).

The variables of academic qualification, years of experience, and age had an impact on the post-application of the level of intrinsic motivation. The value of the difference between the two categories of the academic qualification variable was -0.444, and the p.value of this difference was 0.0207, which is statistically significant at a statistical significance level of ($\alpha \leq 0.05$). The difference was in favor of the category (diploma -

bachelor's). As for the variable of years of experience, the difference between the two categories (from 1-5 years) - (5-10 years) was -0.8246, and the p.value of this difference was 0.0017, which is statistically significant at a statistical significance level of ($\alpha \leq 0.05$). The difference was in favor of the category (5-10 years). The value of the difference between the two categories (5-10 years) – (more than 10) was 0.8558, and the p.value of this difference was 0.0013. It is statistically significant at a statistical significance level of $\alpha = 0.05$, and the difference was in favor of the category (5-10 years). For the age variable, the difference between the categories (25-35 years) - more than 46 was 0.811, and the p.value for this difference was 0.0025, which is statistically significant ($\alpha \leq 0.05$), and the difference was in favor of the category (25-35 years).

Regarding the post-application of the level of extrinsic motivation, the variables of academic qualification and years of experience had an impact on the post-application of the level. The value of the difference between the two categories of the academic qualification variable was -0.424, and the p.value for this difference was 0.0271, which is statistically significant ($\alpha = 0.05$), and the difference was in favor of the category (diploma - bachelor's). As for the years of experience variable, the difference between the categories (1-5 years) - (5-10 years) was -0.80865, and the p.value This difference is 0.0020, which is statistically significant at a statistical significance level of ($\alpha \leq 0.05$). The difference was in favor of the (5-10 years) category. The value of the difference between the (5-10 years) - (more than 10) categories was 0.80051, and the p-value for this difference is 0.0031, which is statistically significant of ($\alpha \leq 0.05$). The difference was in favor of the (5-10 years) category.

Regarding the post-test of the level of sense of responsibility, the variable of years of experience had an impact on the post-test of the level. The difference between the two categories (1-5 years) and (5-10 years) was -0.8078, and the p-value for this difference was 0.0010, which is statistically significant at a statistical significance level of ($\alpha \leq 0.05$). The difference was in favor of the category (5-10 years). The difference between the two categories (5-10 years) and (more than 10 years) was 0.7744, and the p-value for this difference was 0.0023, and the difference was in favor of the category (5-10 years).

Regarding the post-test of self-efficacy, the variable of years of experience had an impact on the post-test of the level. The difference between the two categories (1-5

years) and (5-10 years) was -0.8638, with a p-value of 0.0009, which is statistically significant at a statistical significance level of $\alpha=0.05$. The difference was in favor of the (5-10 years) category. The difference between the (5-10 years) and (more than 10) categories was 0.7870, with a p-value of 0.0033, and the difference was in favor of the (5-10 years) category. It can be concluded from the comparisons that years of experience (5-10 years) had an impact on the post-test of motivation levels (Appendix N).

4.5 Results related to the fifth Hypothesis

There are no statistically significant differences ($\alpha \leq 0.05$) in the average performance and motivation scores due to the gender variable.

4.6 Results related to the sixth Hypothesis

There are no statistically significant differences ($\alpha \leq 0.05$) in the average performance and motivation scores due to the specialization variable.

4.7 Results related to the seventh Hypothesis

There are no statistically significant differences ($\alpha \leq 0.05$) in the average performance and motivation scores due to the academic qualification variable.

4.8 Results related to the eighth Hypothesis

There are no statistically significant differences ($\alpha \leq 0.05$) in the average performance and motivation scores due to the age variable.

4.9 Results related to the ninth Hypothesis

There are no statistically significant differences ($\alpha \leq 0.05$) in the average performance and motivation scores due to the experience variable.

The results of the data analysis related to the fifth hypothesis, to examine the effect of the gender variable on motivation and performance, indicate that the resampled P (F) value is 0.9506, which is greater than the statistical significance level of ($\alpha \leq 0.05$). Therefore, there is no effect of the gender variable on performance and motivation. The results of the data analysis related to the sixth hypothesis, to examine the effect of the specialization variable on motivation and performance, indicate that the resampled P (F)

value is 0.9558, which is greater than the statistical significance level of ($\alpha \leq 0.05$). Therefore, there is no effect of the specialization variable on performance and motivation. The results of the data analysis related to the seventh hypothesis, examining the effect of the academic qualification variable, indicate that the resampled P (F) value is 0.0654, which is greater than the statistical significance level of ($\alpha \leq 0.05$). Therefore, there is no effect of the academic qualification variable on performance and motivation.

The results of the data analysis related to the eighth hypothesis, examining the effect of the age variable, indicate that the resampled P (F) value is 0.0658, which is greater than the statistical significance level of ($\alpha \leq 0.05$). Therefore, there is no effect of the age variable on performance and motivation.

The results of the data analysis related to the ninth hypothesis, examining the effect of the years of experience variable, indicate that the resampled P(F) value is 0.0002, which is less than the statistical significance level of ($\alpha \leq 0.05$). Therefore, there is an effect of the years of experience variable on performance and motivation.

The results of the pairwise comparisons between the categories of years of experience with respect to performance and motivation indicate that the difference between the categories (5-10 years) and (5-10 years) was -1.487, with a p-value of 0.0007, which is statistically significant at a significance level of ($\alpha \leq 0.05$). The difference was in favor of the category (5-10 years). The difference between the categories (5-10 years) and (more than 10 years) was 1.681, with a p-value of 0.0001, and the difference was in favor of the category (5-10 years). The comparisons indicate that years of experience (5-10 years) had an impact on performance and motivation (Appendix O).

Chapter Five

Discussions and Conclusions

This chapter discusses the results obtained through statistical analysis of the study questions and hypotheses. The researcher employs a systematic approach by discussing the results according to the theoretical framework. The results were not only analyzed to report relationships but also to link them meaningfully to core concepts.

5.1 Discussion

5.1.1 Discussion of the results of the first question and its subordinate hypothesis

The results showed that there are statistically significant differences between the average scores of the experimental group and the control group in the post-test in all areas of performance (planning, follow-up and supervision, monitoring teachers' professional development, monitoring student teaching and learning, communication, monitoring the school environment), as well as overall performance. These differences were in favor of the experimental group. This result indicates that undergoing training through the Educational Leadership Diploma has clearly contributed to developing the performance of government school principals in the northern directorates in several areas, including planning, which is considered one of the most important leadership skills that every school principal should possess because it helps them develop a future vision for their school and set goals and procedures to achieve these goals. They can also evaluate the extent to which these goals have been achieved within the specified time period in a way that serves the interests of the school, its staff, and students. Another benefit of planning is that the principal utilizes all human and material resources, which is consistent with the study of (Jambo & Hongde, 2020; Causirhom et al., 2024; Bibi et al., 2022).

Through planning training, principals learn how to conduct an environmental analysis to diagnose their schools' reality annually, identifying strengths, weaknesses, opportunities, and threats. This helps them develop the school's annual plan based on the findings of the environmental analysis. It also helps principals make decisions regarding the work they intend to undertake in the school. They can also recruit school staff to work within the plan based on their strengths, which were revealed through the environmental analysis. They also identify the needs of students and teachers and work

to meet them. This is consistent with the study by (Gunnulfsen & Hall, 2024), who emphasized the importance of training in environmental analysis. It is also consistent with the studies by (Hernandez et al., 2022; Moraal et al., 2024).

The results also showed that school principals, after participating in the training provided by the Educational Leadership Diploma, were able to develop a clear, comprehensive, and accurate vision and mission for their schools. This vision defines the image that... The school will be in the following years, which are estimated between 3 to 5 years, then he sets the mission, which includes the actions that the principal and the development team in the school will take in order to achieve the vision. This is consistent with the study (Mande & Diokno, 2023), which focused on the importance of setting a clear vision and mission that defines what the school will be like in the future. It is also consistent with the study (Moraal et al., 2024; Gunnulfsen & Hall, 2024).

The results also showed that principals who received training during the Leadership Diploma were more efficient in developing administrative plans because they learned during the training how to set goals and procedures and build plans that fit the reality of their schools. This plan, developed by the school principal and the development team, must be consistent with the strategic objectives of the Ministry of Education and stem from the vision and mission set by the school principal after conducting an environmental analysis and identifying all human and material resources that can be utilized to achieve the school's goals. This is consistent with studies by (Dalelo et al., 2025; Sarto et al., 2024).

It was also clear that principals who underwent training during the Leadership Diploma were able to easily develop the weekly lesson schedule, distributing the class load for each subject among the specialized teachers, ensuring equitable distribution and allocation by specialization. Principals must possess the skill to develop the weekly lesson schedule so as not to conflict with teachers' class schedules, which is consistent with studies by (Rombouts et al., 2025; Kopp et al., 2025).

They were also better at developing emergency plans for their schools. These plans are used in the event of crises or problems at school. Principals who learned during the training were also able to develop work schedules in the event of a faculty member's absence and a daily shift schedule. This skill is essential for controlling the flow of

work by alerting students to the start of classes, the arrival and departure of students, and the teachers' adherence to classes, or when the schedule is changed due to an emergency. This is consistent with the study by Kopp et al., (2025).

Principals also learned during the training how to develop a schedule for exchange visits within the school between teachers or outside of the school with teachers from other schools. This skill is important because exchange visits allow teachers to exchange opinions, ideas, methods, and teaching strategies with other teachers, consistent with the study by Chaula (2023).

The training through the Educational Leadership Diploma also had a significant impact on developing the skills of school principals in holding meetings of various types, whether general meetings for all members of the teaching and administrative staff and workers in the school, or group meetings at the level of specialized teachers or committees, or individual meetings with one teacher or one of the committee members. The skill of holding meetings is very necessary and the principal must acquire it because these meetings create an atmosphere of cooperation and exchange of opinions and also reveal strengths and areas that need development. This is consistent with the study of (Mahmud & Malik, 2024; Chaula, 2023).

In addition, they were able to exercise their role in objectively evaluating the job performance of teachers, administrators, and school staff. This skill is crucial for providing teachers with feedback on their performance, enabling them to develop and improve, acquire more knowledge and skills, and identify their strengths and weaknesses. This is consistent with studies by (Mahmud & Malik, 2024; Mejia-Tiamwatt, 2023; Cuevas et al., 2018).

Also, through training, principals were able to help teachers develop their professional performance to continually update their knowledge, methods, and strategies used in the teaching process. This is achieved by nominating them for workshops and training courses based on their needs, which leads to improved job performance and positively impacts the quality of student learning. This is consistent with studies by (Dinamo & Balones, 2023; Nambinga & Haufiku, 2024; Nambinga & Haufiku, 2024; Hisherik et al., 2025; Paufler et al., 2020).

It also helped them follow up on the observations made by educational supervisors when visiting teachers and attending their classes, and how to monitor the implementation of their recommendations by the teachers. This helps them improve their teaching methods and learn and apply modern teaching methods and assessment techniques. Following up on supervisors' recommendations and suggestions also provides teachers with support and encourages the removal of barriers and teamwork between supervisors and teachers, leading to a more effective learning environment. This is consistent with studies by (Ziyi, 2024; Bjørndal et al., 2024).

In addition to assisting and supervising new teachers and helping them integrate into the work environment, they provide them with advice and guidance on various topics, such as teaching methods, communication, assessment methods, and the integration of technology into education. This is consistent with studies by (Skytterstad et al., 2025; Tiamwatt, 2023).

In the field of teaching and learning, the training program helped school principals in monitoring teachers' performance. Principals make sure that teachers use modern teaching strategies, and they nominate those who need for training courses. This is consistent with study by Mejia-Tiamwatt (2023) which focuses on the important of principals' monitoring. School principals also learn, through training, to monitor the process of assessment, analyzing test results, and developing plans to address the weaknesses in students' achievement, as it was shown in the study by Rohim et al. (2023). Principals also became able to monitor teachers' participation in committees and implement activities to create a suitable environment for students. This is consistent with a study by Plaatjies (2024).

In addition, the results indicated that the training program helped principals to identify the clever students, support them, and help them acquire further skills. This is also clear in the study by Tiamwatt (2023).

The results also showed that the training program promoted the principal's desire to build positive relationships with teachers, students, and other workers at school. This relationship is important because it helps them to work together in a positive environment to achieve the shared educational goals (Mahmud & Malik, 2024). This is consistent with the studies by (Faisal, 2023; Qomariah et al., 2022). Moreover, the

training helped principals in building relationships outside the school with the local community. Encouraging members of the local community to participate in the school activities, and answering their inquiries, plays an important role in achieving the school's goals. It also helps them in building mutual trust between the school and the local community and enhances their sense of belonging. This is consistent with studies by (Botha & Aleme, 2023; Mahmud & Malik, 2024; Berhanu & Naidoo, 2024; Reid, 2021; Zeinstra et al., 2023).

The results also showed that the training program concentrated on environmental aspects within the school, as this is considered one of the key functions that school principals must master. These include monitoring the cleanliness of classrooms, playgrounds, facilities, and bathrooms, providing basic supplies, and ensuring a comfortable and safe classroom environment for students, including adequate lighting, ventilation, and heating. The principal also learns how to monitor science and computer labs, equip them with the latest equipment, and maintain any damaged ones. He also learns how to monitor the school cafeteria to ensure the provision of healthy meals for students, and to check production and expiration dates, as well as storage and display methods for food provided to students. This is consistent with the studies of (Azis et al., 2024; Haedar et al., 2024; Piochi et al., 2025).

5.1.2 Discussion of the results of the second question and its subordinate hypothesis

The results in the previous chapter showed statistically significant differences between the members of the experimental and control groups in favor of the experimental group in the area of motivation. The results showed that principals who received training were more motivated to achieve their goals. Principals feel proud of being leaders, and when they are satisfied with themselves, this encourages them to work harder and shoulder the workload. This is reflected in their school staff, as principals who possess internal motivation feel responsible and motivate them to work. Also, because the principal is responsible for solving problems in the school, they have a sense of responsibility. They are responsible for providing a good environment for teachers and students and working with them to achieve the school's goals, most importantly raising student achievement. This motivates them to work as successful, self-satisfied leaders. This is consistent with studies by (Faisal, 2023; Rohim et al., 2023; ÇETİN et al., 2023; Velody & Koskei, 2023; Ekren et al., 2025).

The results also showed that school principals who received training through the Educational Leadership Diploma are more extrinsically motivated, as they prefer to perform their jobs well in order to receive recognition, praise, or thanks from their superiors at the Ministry of Education. Their sense of social value among the public also motivates them to prove themselves and appear as influential leaders who are respected in the community. Furthermore, the community's confidence in the principal's performance at the school makes them supportive of the school, both materially and morally, which increases the principal's sense of extrinsic motivation. On the other hand, the results showed that the principal who received training is able to work as a team and motivate his employees, which makes them more confident in him and work with all their energy to gain his trust and support. This is consistent with the studies of (Hernandez et al., 2022; Zeinstra et al., 2023; Berhanu & Naidoo, 2024; Kumar et al., 2024; Hasibuan, 2022).

The results also showed that principals with a leadership diploma have a sense of responsibility for their team and the development of their schools. Principals are responsible for making administrative and educational decisions that directly relate to the work of school staff, and they are also responsible for the consequences of these decisions. Principals are also responsible for enacting school rules, regulating internal and external relationships, and providing a safe and attractive environment for learning and teaching. Principals are also responsible for the professional development of teachers, contributing to their nomination for training courses according to their needs and the requirements of their work in the school. This results in many accomplishments and the creation of trust between principals and staff, consistent with studies by (Chaula, 2023; Berhanu, 2024; Fabersunne et al., 2023; Rafid et al., 2023; Zeinstra et al., 2023; Alene et al., 2025).

On the other hand, the results showed that principals who received training and earned an Educational Leadership Diploma were more efficient, as they possessed sufficient knowledge and skills to lead teams and achieve their school's goals. These skills include effective communication skills, team leadership and direction skills, and social intelligence, which enables principals to understand teachers' feelings and desires. This motivates them to lead and work because they achieve success and gain external motivation when they receive appreciation from their team and administrators, as well

as internal motivation through their sense of self-satisfaction. This is consistent with studies by (Collie et al., 2024; Ramos-Pla et al., 2021; Boudouaia et al., 2024; Alene et al., 2025; Prakash et al., 2024).

5.1.3 Discussion of the results of the third question and its subordinate hypothesis

Statistical results showed no differences in planning performance between male and female school principals attributable to gender, specialization, or age. This indicates that principals who received training during the Educational Leadership Diploma possessed equally effective planning skills, regardless of age group or specialization, whether natural sciences or humanities. This is consistent with the study by Solanki & Mansuri (2023).

However, the effect of educational qualification on the post-application of planning was evident, favoring those with diplomas and bachelor's degrees. This can be explained by the fact that those with diplomas and bachelor's degrees are more interested in administrative work, including planning, while those with higher degrees are more interested in research aspects than planning. This is consistent with the study by Kotherja & Hamzallari (2022).

As for years of experience as school principals, there were differences in principals' performance at the planning level. The 5-10 year group achieved the highest results compared to the other groups. This indicates that this group is enthusiastic. The activity is due to them being at the beginning of their careers. Moreover, increasing years of experience does not necessarily mean continuous improvement in the performance of the school principal. This is consistent with the studies by (Berhanu, 2025; Kotherja & Hamzallari, 2022).

Also, regarding the level of supervision and follow-up, the results showed that the performance of principals after training within the Educational Leadership Diploma did not differ according to gender, specialization, or age. However, it did differ according to the educational qualification variable, with the difference being in favor of the qualification category (diploma to bachelor's). This can be explained by the fact that those who hold diplomas and bachelor's degrees tend to benefit from training programs, develop themselves, and apply what they learned during training through follow-up and supervision in their schools. The study also found that those who hold postgraduate

degrees have previously studied similar subjects related to supervision and leadership and possess skills that make them less likely to benefit from training programs. This is consistent with the study by (Berhanu, 2025).

As for the variable of years of experience as a principal, the category (5–10 years) was the category that benefited most from the training. According to the researcher, this category has sufficient practical experience while maintaining the vitality and flexibility to apply modern methods of follow-up and supervision; while the older group (over 10 years) may be resistant to change, the younger group (1–5 years) lacks sufficient experience to supervise effectively.

The results also showed no differences in the performance of principals who underwent training at other levels in the performance domain, namely, monitoring teaching and learning, monitoring the school environment, communication skills, and teachers' professional development, based on age, gender, specialization, or academic qualifications. It appears that the diploma program focuses on providing all trainees with the same knowledge and skills, regardless of their personal or academic backgrounds. This result is consistent with the findings of Bibi et al. (2022), who demonstrated in their study that characteristics such as age do not contribute significantly to differences in leadership skills and practices.

However, the results showed a clear difference in the variable of years of experience on principals' performance at these levels of the performance domain, favoring the 5–10-year group. The researcher explains this by saying that principals with intermediate experience are more capable of applying the skills they learned from the training in practice. This is consistent with the findings of Causirhom et al. (2024) found that leadership skills are positively affected by practical experience, which helps improve performance. However, Jambo & Hongde (2020) disputed this finding, noting that leadership skills are unrelated to a manager's years of experience. (Gunnulfsen & Hall (2024) also indicated in their study that educational planning skills are not significantly affected by demographic variables such as experience or academic qualifications.

5.1.4 Discussion of the results of the fourth question and its subordinate hypothesis

The results related to the fourth question showed that gender and specialization variables had no statistically significant effect on the field of motivation at all its levels (level of intrinsic motivation, level of extrinsic motivation, sense of responsibility, and self-efficacy). In contrast, the results indicated that variables of age, academic qualifications, and years of experience had a clear effect on some levels of the motivation field. The researcher explains this by stating that the Leadership Diploma program is designed to ensure that all managers are equipped with the same knowledge and skills, regardless of their gender or specialization. Therefore, the uniformity of training content and activities assures that all principals benefit from the program. This result is similar to the findings of a study by (Bibi et al. (2022) which indicated that gender and age variables do not explain differences in leadership practices, while the variable of years of experience play a clear role in principals' performance. concerning age, academic qualifications, and years of experience, the results showed that they had a clear effect on the principals' intrinsic and extrinsic motivation. It was clear that principals with intermediate experience applied what they had learned from the training better than those who haven't join the training. This is similar to what (Causirhom et al. (2024) indicated about years of experience which enhances principals' leadership competencies, increase their motivation, and employ the leadership skills to improve their performance. Some studies disagreed with this result such as the study by Jambo & Hongde (2020) which showed that leadership skills are not different due to variables such as age or years of experience.

Regarding the level of sense of responsibility and self-efficacy, the results showed that the variables (age, gender, specialization, and academic qualification) were not statistically significant among school principals. However, years of experience is the only statistically significant variable, favoring the 5–10-year group. This is consistent with the study by Kiliñç et al. (2023), which demonstrated that principals' competence does not improve with age or change depending on gender. The results also indicated that years of practical experience gained through administrative work positively impacts principals' sense of responsibility and self-efficacy, with the effect of training being most evident among principals with intermediate experience (5-10 years). The researcher explains this by suggesting that this group possesses a good understanding of

the school's reality and sufficient flexibility to adopt new strategies. This is consistent with the study by Rohim et al. (2023).

5.1.5 Discussion of the results of the fifth to ninth questions and their subordinate hypotheses

The results indicate that the variables of age, gender, specialization, and academic qualification did not have a statistically significant effect on the performance and motivation of school principals after the training was applied to them. This is consistent with the study of Bibi et al. (2022).

The results showed that the years of experience variable had an effect on the principals' performance and motivation, the differences benefited school principals with experience of (5–10 years), compared with (more than 10 years) or (1–5 years). This disagrees with the study by Jambo & Hongde (2020), which indicated that leadership skills and performance are not affected by the years of experience.

The researcher believes that the training program is designed to be provided to all principals regardless of their age, gender, specialization, and academic qualifications. As for the years of experience, the researcher believes that school principals with experience of (5–10 years) benefited most from the training because they have enough experience and the motivation to work. While school principals with less experience (1–5 years) don't have enough experience to apply what they had learned during the training, and they don't know the importance of acquiring leadership skills which affect their performance. But principals with more experience (over 10 years) refuse change and cling to traditional methods in manages their schools. This is consistent with the study by Causirhom et al. (2024), which showed that the years of experience variable cause better principals' performance, and the study by Gunnulfsen & Hall's (2024) that found no relationship between years of experience and principals' performance.

5.2 Study Limitations

- The accuracy of sample members' questionnaire responses.
- The study sample was just from Qabatiya, Tubas, and Jenin directorates. The researcher couldn't include Nablus, Tulkarm, and Qalqilya directorates.

- The sample was not selected randomly, as the Ministry of Education assigned the participants for training every year. The random selection may restrict the generalizability of the results.
- The researcher is the school principals' supervisor and one of the trainers in the Program. This may cause researcher bias while implementing the training or collecting data, in spite of the researcher's attempts to ensure objectivity.
- The study was carried out during a specific period; accordingly, the results demonstrate the effect of training only throughout the period of implementation.
- The study was restricted to school principals. This may limit the generalization of the results in different educational settings or institutions.

5.3 Conclusion

This study showed that school principals who joined training within the Leadership Diploma program acquired leadership skills better than the principals in the control group. This positive effect was clear across all domains of performance, including planning, teacher supervision and follow-up, monitoring teachers' professional development, monitoring the process of learning and teaching, communication, and monitoring the school environment. This indicates the effectiveness of the Leadership Diploma in improving the principals' leadership skills.

Moreover, principals who join the training became skilled in writing the school's vision and mission, develop plans with clear objectives, put a weekly class schedule, write emergency plans, put a schedule in case of teacher's absence, and arrange visits between teachers inside and outside the school. This helped in improving their performance.

The training also helped school principals follow up on teachers by conducting class visits, providing them with feedback, evaluating their performance, attending supervisors' discussions, and following up on the supervisors' recommendations. The training also helped principals in supporting new teachers, monitoring evaluation and result analysis process, and developing plans to identify weaknesses. Additionally, it helped them in monitoring committee achievements and implementing extracurricular activities.

The results also showed that the principals who joined the training build good relationships with all the workers at schools and with the local community. This builds

mutual respect, trust, and cooperation that makes them support the school morally and financially.

Furthermore, principals who finished the diploma concerned more about the school environment. They maintain the damaged equipment and school furniture, monitor the cleanliness of classrooms, equip science and computer labs with the necessary devices, and provide students with suitable environment, including lighting, ventilation, comfortable furniture, monitor the availability of necessary equipment, and monitor the cafeteria and the healthy meals provided to students.

It was also found that the training improved the intrinsic and extrinsic motivation of school principals. They developed a greater sense of responsibility toward their schools, teachers, and students, in addition to their desire to achieve success, excellence, and the appreciation of others. This is reflected in the school principal's ability to motivate teachers and students.

The results also showed that the training program designed to obtain a diploma in educational leadership is suitable for all ages and specializations for principals, both males and females. This makes it easier for the Ministry of Education to deliver it to principals without specifying the target group and its characteristics. However, academic qualifications had an impact in some areas, as those with diplomas or bachelor's degrees were more skilled in planning, follow-up, and supervision than those with postgraduate degrees. The managers who belonged to the category with 5 to 10 years of experience possessed leadership skills in all fields because they had experience, vitality, and a love of experimentation.

The researcher believes that the diploma has a positive impact on the school principals' performance and their motivation because the training offers theoretical knowledge and translates it into applied leadership skills that improve principals' performance, teachers' performance, and student achievement. Also, the researcher highlights the integration of training within professional development programs in order to achieve educational reform. Moreover, by highlighting leadership skills such as planning, supervision, and communication, the training connects theory with practice which is consistent with international trends.

Additionally, the researcher emphasizes that leadership development should be a continuous process, not limited to a one-time course. Continuous training and periodic workshops are important to ensure that school principals retain and develop their leadership skills continuously.

5.4 recommendations

According to the study results, the researcher suggested recommendations to improve school principals' performance and increase their achievement motivation. These recommendations are:

- Disseminating the Leadership Diploma program to all school principals in all directorates, because of its positive effect on principals' performance and motivation.
- Continuous development of the knowledge and leadership skills acquired from the training every year after completion, so that principals can update their knowledge and skills.
- Enroll school principals' in the Leadership Diploma program from their first year of work as principals, and continue updating it through workshops and training courses during the following years.
- Conduct future studies to address the effect of the Leadership Diploma program on student academic achievement.

5.5 Proposed Vision for Improvement

In light of the study results, that showed a positive effect of the leadership skills acquired from the Leadership Diploma training program on school principals' performance and motivation. The researcher proposes the following points for developing the program:

- Principals who finished the training reported that the present training program duration is insufficient to achieve its intended goals. They suggested an increase in the number of training hours to 250 training hour or more. As a result, principals would be provided with greater opportunities for practical application of the learned skills.
- Principals' weekly teaching load ought to be reduced during their participating in the training program in order to enable them to effectively implement the tasks associated with the program. The reduction ensures the success of the program without affecting the effectiveness of school operations negatively.

- It is preferred to award a certificate when principals finish the program that can be considered as one academic year that can be counted if the principal want to have a master's or doctoral degree.
- A financial salary increase is recommended for principals when they had the certificate. This increase would motivate principals and encourages them to enroll in the Diploma. Also, this would cause job satisfaction and organizational commitment.
- The program ought to include training that help in enhancing the principal's role as a supervisor who monitors the performance of teachers and all the workers at school. This role includes offering feedback meant to improve instructional practices and support workers' professional development. Moreover, the program should provide the principals with skills that help them in monitoring the use of modern teaching strategies that promote students' learning outcomes. Additionally, the program should improve principals' competencies in analyzing evaluation results and identifying learning gaps among students, designing remedial plans for students with low achievement, and improving programs that meet the gifted students' needs.
- Monitoring teachers' professional growth ought to be enhanced through the training program The program should provide principals with skills that help them in diagnosing teachers' needs. Also, they should learn how to nominate teachers for suitable training programs according to their needs. Moreover, the program is expected to provide training on arranging classroom visits between teachers. Also, principals should be provided with training on how to monitor the supervisors' notes concerning teachers' performance.
- Motivation ought to be strengthened through the training program to enhance the principals' both intrinsic and extrinsic motivational abilities. The program ought to concentrate on promoting principals' intrinsic motivation by supporting their leadership identity and a sense of pride in their leadership role. At the same time, it ought to support extrinsic motivation through the providing the principals with rewards after finishing the training. Also, the program should develop the principals' sense of responsibility by equipping them with the skills for decision-making and working with the school team. In addition, it should concentrate on enhancing self-efficacy by strengthening principals' self-confidence, developing their skills in problem-solving, and encouraging continuous professional development. As a result,

principals will be able to lead their schools with resilience, qualifications, and motivation.

- A new unit entitled “Motivational Leadership” ought to be added to the program. This unit may strengthen principals’ ability to inspire, guide, motivate their team. It should also reinforce principals’ self-efficacy, helping them in leading confidently, have a positive influence on staff, and deal with challenges proactively. Through training sessions, principals would improve a greater belief in their leadership capacity and develop their skills in problem-solving. Furthermore, the unit should promote a sense of responsibility. Training should support principals in building cooperative school environment where the staff feel valued, engaged actively in improvement efforts, and responsible for outcomes.
- A new unit in emotional intelligence is preferred to be added. This unit will help school principals in managing complex and sensitive situations more efficiently, resolve conflict in a professional manner, and enhance constructive dialogue. By improving principals’ emotional perception, compassion, and communication skills, the training would enhance their ability to build good relationships with teachers, students, and the local community.

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Appendices
Appendix (A)
Training Program

State Of Palestine
Ministry of Education & Higher Education



دولة فلسطين
وزارة التربية والتعليم العالي

Deputy Minister's Office

مكتب الإكمال

مرفق (1): برنامج تدريب الدبلوم المهني المتخصص في القيادة المدرسية للعام الدراسي 2026/2025

رقم المجمع	عنوان المجمع	تاريخ اللقاءات الوجاهية/أيام السبت فقط 9:00-2:30	طبيعة اللقاء	حلقات التعلم الإلكترونية / تعقد عبر منصة تيمز/ أيام السبت فقط 9:00-12:00	
				الأولى	الثانية
1	مدخل الى برنامج القيادة	11-10-2025	وجاهي	18-10-2025	
2	التقويم الذاتي وعمل الفريق	25-10-2025	وجاهي	1-11-2025	8-11-2025
3	التقويم الذاتي وعمل الفريق	22-11-2025	وجاهي	29-11-2025	6-12-2025
4/أ	التخطيط 1	13-12-2025	وجاهي	20-12-2025	27-12-2025
4/ب	التخطيط 2	3-1-2026	إلكتروني	10-1-2026	17-1-2026
5	بناء علاقات داخلية وخارجية تساعد المدرسة في أداء واجباتها	24-1-2026	إلكتروني	31-1-2026	7-2-2026
6	التلويح في أساليب التقويم	14-2-2026	إلكتروني	21-2-2026	28-2-2026
7	تفعيل التكنولوجيا	7-3-2026	إلكتروني	14-3-2026	28-3-2026
8/أ	التعليم والتعلم 1	4-4-2026	إلكتروني	11-4-2026	18-4-2026
8/ب	التعليم والتعلم 2	25-4-2026	إلكتروني	2-5-2026	9-5-2026
9	تعزيز المواطنة ضمن المدرسة صديقة للطلاب	16-5-2026	إلكتروني	23-5-2026	6-6-2026
10	إدارة الموارد	2026-6-13	إلكتروني	20-6-2026	27-6-2026

توزيع المدربين على المجموعات المستهدفة

مركز التدريب	المديرة	المدربين
جنين	جنين	سهاد سمودي، والدة ربابعة

Appendix (B)

First Draft Questionnaire

Public- School Principals,

The researcher is preparing her doctoral dissertation in Learning and Teaching, entitled:

The Effect of Leadership Skills Acquired from the Leadership Diploma on the Performance of Government School Principals in Northern Directorates and their Motivation towards Achievement: A Proposed Vision for Improvement.

To achieve the study's objectives, I kindly request your responses to the two sections of the questionnaire: the first section deals with demographic variables, and the second with the measurement tools. Please note that the data provided is just for scientific research purposes and will be treated with the utmost confidentiality.

Section 1: Demographic Information

Please put a checkmark (✓) in the appropriate place:

1. Age: 25-35 years 36-45 years more than 46
2. Qualification: Bachelor's/Diploma Postgraduate
3. Experience in Management: 1-less than 5 years 5-less than 10 years More than 10 years
4. Gender: Male Female
5. Specialization: Humanities Natural Sciences

Section Two: Performance Measurement

1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree

no	item	1	2	3	4	5
planning						
1	The Leadership Diploma helped me do an environmental analysis to know the school's needs.					
2	The Leadership Diploma deepened my experience in writing the school's vision and mission.					
3	The Leadership Diploma developed my skills in improving strategic plan for the school aligned with the Ministry of Education's plan.					
4	The skills acquired from the Leadership Diploma helped me prepare the weekly class timetable.					
5	The Leadership Diploma enabled me to develop an emergency plan					
6	The Leadership Diploma developed my skills in creating a daily schedule.					

no	item	1	2	3	4	5
supervision						
7	The Leadership Diploma enabled me to monitor staff and student attendance.					
8	The Leadership Diploma increased my experience in arranging and documenting teacher exchange visits.					
9	The Leadership Diploma helped me develop my skills in conducting meetings					
10	The Leadership Diploma enabled me to handle official correspondence and circulars effectively.					
11	The Leadership Diploma helped me in evaluating the school staff performance.					
Professional development						
12	The Leadership Diploma enhanced my skills to evaluate teacher portfolios.					
13	The Leadership Diploma helped me nominate teachers for training courses according to their needs.					
14	The Leadership Diploma enhanced my ability to know teachers' needs.					
15	The Leadership Diploma improved my skills in monitoring supervisors' recommendations to teachers during class visits.					
16	The Leadership Diploma enabled me to monitor new teachers.					
Teaching and learning						
17	The Leadership Diploma increased my ability to monitor teachers' teaching for students.					
18	The Leadership Diploma enhanced my readiness to follow up teachers' use of modern teaching methods.					
19	The Leadership Diploma helped me involve teachers in teaching methodologies training.					
20	The training I received in the Leadership Diploma helped me monitor tests and analyze results.					
21	The skills I acquired in the Leadership Diploma equipped me to create plans to address students' learning gaps.					
22	The Leadership Diploma provided me with the experience to follow up with school committees and extracurricular activities.					
23	The training in the Leadership Diploma helped me identify student violation.					
24	It empowered me to track good students' performance and develop support plans for them.					
25	The Leadership Diploma enabled me monitor teachers' monthly, weekly, and daily planning.					
Communication						
26	The Leadership Diploma increased my responsibility towards to maintain good relationship with school staff.					
27	The Leadership Diploma helped me build good relationships with the local community.					
28	The Leadership Diploma helped me contact with local institutions and enhance collaboration with them.					
29	The skills I gained from the Leadership Diploma helped me encourage parents to participate in school activities.					
30	The Leadership Diploma helped me track parents' inquiries and provide quick responses.					

no	item	1	2	3	4	5
31	The Leadership Diploma enabled me to form community councils.					
32	The Leadership Diploma helped me to involve the local community in improving the teaching process.					
Environment						
33	The skills I learned in the Leadership Diploma helped me monitor the cleanliness of sanitary units and ensure the availability of essential materials.					
34	The training I received in the Leadership Diploma enabled me to provide a safe and comfortable classroom environment for students.					
35	The guidance I received from the Leadership Diploma helped me maintain the science laboratories and equip them with the necessary equipment.					
36	The skills I acquired from the Leadership Diploma enabled me to monitor the quality of services in the school cafeteria and ensure that students are provided with healthy food.					
37	The training experience I gained from the Leadership Diploma helped me monitor safety and security procedures in the school to ensure secure school environment.					

Section Three: Motivation Measurement

no	item	1	2	3	4	5
Intrinsic motivation						
1	The knowledge and leadership skills I acquired from the Leadership Diploma have made me feel proud to be a leader.					
2	The Leadership Diploma gave me a sense of responsibility.					
3	The experiences I gained from the Leadership Diploma helped me to develop the ability to solve problems I encounter at work.					
4	The Leadership Diploma increased my belief that a principal has a positive impact on students.					
5	The Leadership Diploma helped me to feel as a leader.					
Extrinsic Motivation						
6	The Leadership Diploma gave me social acceptance.					
7	The Leadership Diploma enabled me to understand the effect of the work environment on my level of performance.					
8	The Leadership Diploma guided me to recognize the importance of teamwork, which increases my level of performance.					
9	The Leadership Diploma enabled me to be influenced by the positive attitudes of my school staff.					
10	The Leadership Diploma enabled me to benefit from having a good educational system at the school.					
11	The Leadership Diploma guided me recognize the importance a of encouragement from colleagues and superiors.					
Sence of Responsibility						
12	The Leadership Diploma empowered me to take responsibility for the success of my school team.					
13	The Leadership Diploma has increased my ability to take responsibility for the consequences of my decisions at work.					
14	The Leadership Diploma enabled me to maintain the discipline that contributes to the success of my team.					

15	The leadership skills I gained from the Leadership Diploma helped me take responsibility for training and supporting my team.					
16	The Leadership Diploma guided me to strive for high levels of school performance.					
Self-Efficacy						
17	The Leadership Diploma helped me to acquire the skills required for performing my job effectively.					
18	The Leadership Diploma increased my ability to affect the performance of others.					
19	The Leadership Diploma helped me cope with the workload.					
20	The professional guidance I received from the Leadership Diploma helped me pursue continuous learning and develop myself.					
21	The leadership experiences I gained in the Leadership Diploma strengthened my confidence in my abilities.					

Appendix (C)

List of Expert Reviewers

No	Name of Expert	Academic Degree	Affiliation
1	Doa' Wahbeh	Ph.D.	Ministry of Education
2	Suhad Samoodi	Ph.D.	Ministry of Education
3	Ibraheem Al-Noori	Ph.D.	Ministry of Education
4	Abed Al-Wahab Hanaysheh	Ph.D.	Ministry of Education
5	Mazen Rabay'a	Ph.D.	Al-Quds Open University
6	Abbas Mujahed	Ph.D.	Ministry of Education
7	Nader Nayrokh	Ph.D.	School principal
8	Zahera Amer	Ph.D.	Ministry of Education

Appendix (D)

Final Draft Questionnaire

Public- School Principals,

The researcher is preparing her doctoral dissertation in Learning and Teaching, entitled: The Effect of Leadership Skills Acquired from the Leadership Diploma on the Performance of Government School Principals in Northern Directorates and their Motivation towards Achievement: A Proposed Vision for Improvement.

To achieve the study's objectives, I kindly request your responses to the two sections of the questionnaire: the first section deals with demographic variables, and the second with the measurement tools. Please note that the data provided is just for scientific research purposes and will be treated with the utmost confidentiality.

Section 1: Demographic Information

Please put a checkmark (✓) in the appropriate place:

1. Age: 25-35 years 36-45 years more than 46
2. Qualification: Bachelor's/Diploma Postgraduate
3. Experience in Management: 1-less than 5 years 5-less than 10 years More than 10 years
4. Gender: Male Female
5. Specialization: Humanities Natural Sciences

Section Two: Performance Measurement

1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree

no	Item	1	2	3	4	5
1	The Leadership Diploma helped me perform an environmental analysis to identify the school's needs.					
2	The Leadership Diploma deepened my experience in formulating the school's vision and mission.					
3	The Leadership Diploma improved my skills in developing a strategic plan for the school aligned with the Ministry of Education's plan.					
4	The skills acquired from the Leadership Diploma assisted me prepare the weekly class timetable.					
5	The Leadership Diploma enabled me to develop an emergency plan					
6	The Leadership Diploma improved my skills in creating a daily schedule.					
7	The Leadership Diploma enabled me to monitor staff and student attendance.					

8	The Leadership Diploma enhanced my experience in arranging and documenting teacher exchange visits.					
9	The Leadership Diploma helped me develop my skills in conducting meetings					
10	The Leadership Diploma enabled me to handle official correspondence and circulars effectively.					
11	The Leadership Diploma helped me in evaluating the school staff performance.					
12	The Leadership Diploma enhanced my skills to evaluate teacher portfolios.					
13	The Leadership Diploma helped me nominate teachers for training courses according to their needs.					
14	The Leadership Diploma enhanced my ability to identify teachers' needs.					
15	The Leadership Diploma improved my skills in monitoring supervisors' recommendations to teachers during class visits.					
16	The Leadership Diploma enabled me to follow up with new teachers.					
17	The Leadership Diploma increased my ability to monitor teachers' teaching for students.					
18	The Leadership Diploma enhanced my readiness to follow up teachers' use of modern teaching methods.					
19	The Leadership Diploma helped me involve teachers in teaching methodologies training.					
20	The training I received in the Leadership Diploma helped me monitor tests and analyze results.					
21	The skills I acquired in the Leadership Diploma equipped me to create plans to address students' learning gaps.					
22	The Leadership Diploma provided me with the experience to follow up with school committees and extracurricular activities.					
23	The training in the Leadership Diploma helped me identify student violation.					
24	It empowered me to track gifted students' performance and develop support plans for them.					
25	The Leadership Diploma enabled me monitor teachers' monthly, weekly, and daily planning.					
26	The Leadership Diploma enhanced my responsibility towards to maintain good relationship with school staff.					
27	The Leadership Diploma helped me build good relationships with the local community.					
28	The Leadership Diploma helped me network with local institutions and enhance collaboration with them.					
29	The skills I gained from the Leadership Diploma helped me encourage parents to participate in school activities.					
30	The Leadership Diploma helped me track parents' inquiries and provide quick responses.					
31	The Leadership Diploma enabled me to form community councils.					
32	The Leadership Diploma helped me to involve the local community in improving the teaching process.					

33	The skills I learned in the Leadership Diploma helped me monitor the cleanliness of sanitary units and ensure the availability of essential materials.					
34	The training I received in the Leadership Diploma enabled me to provide a safe and comfortable classroom environment for students.					
35	The guidance I received from the Leadership Diploma helped me maintain the science laboratories and equip them with the necessary equipment.					
36	The skills I acquired from the Leadership Diploma enabled me to monitor the quality of services in the school cafeteria and ensure that students are provided with healthy food.					
37	The training experience I gained from the Leadership Diploma helped me monitor safety and security procedures in the school to ensure secure school environment.					

Section Three: Motivation Measurement

no	Item	1	2	3	4	5
1	The knowledge and leadership skills I acquired from the Leadership Diploma have made me feel proud to be an educational leader.					
2	The Leadership Diploma gave me a sense of responsibility.					
3	The experiences I gained from the Leadership Diploma helped me to develop the ability to solve problems I encounter at work.					
4	The Leadership Diploma increased my belief that a principal has a positive impact on students.					
5	The Leadership Diploma helped me to feel as a leader.					
6	The Leadership Diploma gave me social acceptance.					
7	The Leadership Diploma enabled me to understand the effect of the work environment on my level of performance.					
8	The Leadership Diploma guided me to recognize the importance of teamwork, which increases my level of performance.					
9	The Leadership Diploma enabled me to be influenced by the positive attitudes of my school staff.					
10	The Leadership Diploma enabled me to benefit from having a good educational system at the school.					
11	The Leadership Diploma guided me recognize the importance a of encouragement from colleagues and superiors.					
12	The Leadership Diploma empowered me to take responsibility for the success of my school team.					

13	The Leadership Diploma has increased my ability to take responsibility for the consequences of my decisions at work.					
14	The Leadership Diploma enabled me to maintain the discipline that contributes to the success of my team.					
15	The leadership skills I gained from the Leadership Diploma helped me take responsibility for training and supporting my team.					
16	The Leadership Diploma guided me to strive for high levels of school performance.					
17	The Leadership Diploma helped me to acquire the skills required tfor performing my job effectively.					
18	The Leadership Diploma increased my ability to affect the performance of others.					
19	The Leadership Diploma helped me cope with the workload.					
20	The professional guidance I received from the Leadership Diploma helped me pursue continuous learning and develop myself.					
21	The leadership experiences I gained in the Leadership Diploma strengthened my confidence in my abilities.					

Appendix (E)

Questionnaire Translation



نادي أحباب اللغة العربية الفلسطينية

بسم الله الرحمن الرحيم

حضرة السادة جامعة النجاح الوطنية

تحية طيبة وبعد...

الموضوع

استبانة أدوات قياس الدراسة

يشهد نادي أحباب اللغة العربية الفلسطينية أن استبانة أطروحة الدكتوراة الموسومة بـ : " المهارات القيادية المكتسبة من دبلوم القيادة وعلاقتها بأداء مديري المدراس الحكومية..." للباحثة رائدة رباينة قد استوفت إجراءات التقيق اللغوي والإملائي.

وتفضلوا بقبول فائق الاحترام والتقدير .

رئيس النادي

د.عباس مجاهد



Appendix (F)

Arabic Questionnaire

حضرة الكادر التربوي المحترم، من: مديري/ مديرات المدارس الحكومية المحترمين

تحية طيبة وبعد،

تقوم الباحثة بالإعداد لأطروحة الدكتوراة في التعلّم والتعليم، الموسومة ب: اثرالمهارات القيادية المكتسبة من دبلوم القيادة على أداء مديري المدارس الحكومية في مديريات الشمال ودافعيتهم نحو الإنجاز وتصور مقترح للتحسين.

ولتحقيق أهداف الدراسة، فإنني آمل من حضرتكم التّكرم بالإجابة على نحوٍ جديٍّ وموضوعيٍّ عن فقرات أدوات قياس الدراسة المكوّنة من قسمين، الأول: المتغيّرات الديموغرافية، والثاني: أدوات قياس الاستبانة؛ وذلك لتحقيق غرض الدراسة، علماً أنّ البيانات المقدّمة، إنما هي لأغراض البحث العلميّ فقط، وستُعامل بسريّة تامّة.

مع فائق الاحترام والتقدير،

القسم الأول: المعلومات الديموغرافية

الرجاء وضع إشارة (√) في المكان المناسب:

1. العمر:

() 25-35 عاماً () 36-45 عاماً

() 46 عاماً فما فوق

2. المؤهل العلمي:

() بكالوريوس / دبلوم () دراسات عليا

3. سنوات الخبرة في الإدارة:

() من 1 - أقل من 5 سنوات () 5 - أقل من 10 سنوات

() أكثر من 10 سنوات

4. عام الالتحاق بالدبلوم:

() 2016-2011

() 2010 - 2005

() 2025 - 2017

5. النوع الاجتماعي:

() مديرة

() مدير

6. المديرية:

() جنين

() طوباس

() قباطية:

7. التخصص:

() علوم طبيعية

() علوم إنسانية

القسم الثاني: مقياس الاداء

يعرف الأداء بأنه الفعالية والكفاءة التي ينجز بها الأفراد أو المجموعات مهامهم ومسؤولياتهم(رحمان، وآخرون، 2023). كما عرف ورداني وآخرون (2022) الأداء بأنه قدرة المدير على القيام بمسؤولياته ومهامه بشكل فعال داخل البيئة المدرسية.

تم تصميم هذا المقياس بهدف استخدامه كأداة موضوعية في تشخيص أداء مديري المدارس الذين خضعوا لعام كامل من التدريب وحصلوا على دبلوم في القيادة المدرسية في مديريات جنين ، وطوباس ، وقباطية، حيث تم الاستعانة بمقياس الأداء المعدّ من قبل وزارة التربية والتعليم من أجل تقييم أداء مديري المدارس، كما تم الاستعانة بالمقياس الوارد في دراسة Bafadal& Gunawan (2020)، حيث تم استخراج المجالات الرئيسية للأداء، وصياغة فقرات المقياس في صورته الأولية التي تشمل (30) فقرة، موزعة على ستة مجالات رئيسية تصح كالاتي: أوافق بشدة (5 درجات)، أوافق (4 درجات)، محايد (3 درجات)، اعارض (2)، أعارض بشدة (درجة).

الرقم	الفقرة	1	2	3	4	5
1	ساعدني دبلوم القيادة بإجراء التحليل البيئي لأقدر احتياجات المدرسة.					
2	زاد دبلوم القيادة من خبرتي بإعداد رؤية ورسالة المدرسة.					
3	زاد دبلوم القيادة من مهارتي في بناء خطة استراتيجية للمدرسة في ضوء خطة وزارة التربية والتعليم.					
4	ساعدتني المهارات المكتسبة من دبلوم القيادة في إعداد جدول الدروس الأسبوعي.					
5	أدى دبلوم القيادة إلى مساعدتي في إعداد خطة للطوارئ.					
6	زاد دبلوم القيادة من مهارتي في إعداد جدول المناوبات اليومية.					
7	مكنني دبلوم القيادة من متابعة دوام العاملين والطلبة.					
8	زودني دبلوم القيادة بالخبرة في تنظيم زيارات تبادلية بين المعلمين وعتوثيقها.					
9	ساعدني دبلوم القيادة على تطوير مهارتي لأعقد اجتماعات (عامية، زمرية، فردية).					
10	مكنني دبلوم القيادة من التعامل مع المراسلات والتعميمات وفق الأصول.					
11	أعانني دبلوم القيادة على تقييم الأداء الوظيفي للعاملين في المدرسة.					
12	أمدتني دبلوم القيادة بالمعرفة لمتابعة ملفات إنجاز المعلمين.					
13	ساعدني دبلوم القيادة في ترشيح المعلمين للدورات حسب حاجاتهم.					
14	عزز دبلوم القيادة قدرتي على تحديد احتياجات المعلمين والعمل على توفيرها.					
15	رفع دبلوم القيادة من جاهزيتي في متابعة ملاحظات وتوصيات المشرفين التربويين للمعلمين عند حضور حصص لهم.					
16	منحني دبلوم القيادة القدرة على متابعة المعلمين الجدد.					
17	زاد دبلوم القيادة من قدرتي على متابعة تدريس المعلمين للطلبة.					
18	رفع دبلوم القيادة من جاهزيتي في متابعة كيفية استخدام المعلمين لأساليب التدريس الحديثة.					
19	ساعدني دبلوم القيادة في أن أشرك المعلمين في دورات أساليب التدريس.					
20	ساعدني التدريب الذي تلقينته في دبلوم القيادة على متابعة الاختبارات وتحليل النتائج.					
21	زودتني المهارات التي اكتسبتها من دبلوم القيادة على وضع خطط لعلاج الضعف لدى الطلبة.					

				زودني دبلوم القيادة بالخبرة لمتابعة عمل اللجان المدرسية والأنشطة اللاصفية.	22
				ساعدني التدريب في دبلوم القيادة على رصد مخالفات الطلبة ومعالجتها.	23
				زودني دبلوم القيادة بالقدرة على متابعة أداء الطلبة الموهوبين ووضع خطط لدعمهم.	24
				ساعدني دبلوم القيادة على متابعة التخطيط الشهري والأسبوعي واليومي للمعلمين.	25
				عزز لدي دبلوم القيادة الحرص على وجود علاقة جيدة مع العاملين في المدرسة.	26
				ساعدني دبلوم القيادة على بناء علاقات جيدة مع المجتمع المحلي.	27
				ساهم دبلوم القيادة بمساعدتي على التشبيك مع المؤسسات المحلية وتعزيز التعاون معها.	28
				ساعدتني المهارات التي اكتسبتها في دبلوم القيادة على تشجيع أولياء الأمور على المشاركة الفاعلة في الأنشطة المدرسية.	29
				مكنني دبلوم القيادة من متابعة استفسارات أولياء الأمور والردّ السريع عليها.	30
				منحني دبلوم القيادة القدرة على تشكيل مجالس من المجتمع المحلي.	31
				مكنني دبلوم القيادة من إشراك المجتمع المحلي في تطوير العملية التدريسية.	32
				ساعدتني المهارات التي تعلمتها من دبلوم القيادة على متابعة نظافة الوحدات الصحية والحرص على توفر المستلزمات الأساسية فيها.	33
				مكنني التدريب الذي تلقينته في دبلوم القيادة من توفير بيئة صفية آمنة ومريحة للطلبة.	34
				ساعدتني الإرشادات التي تلقيتها من دبلوم القيادة على صيانة المختبرات العلمية وتجهيزها بالمعدات اللازمة.	35
				مكننتي المهارات المكتسبة من دبلوم القيادة من متابعة جودة خدمات المقصف المدرسي ، والتأكد من تقديم أغذية صحية للطلبة.	36
				ساعدتني الخبرات التدريبية التي اكتسبتها في دبلوم القيادة من متابعة إجراءات الأمن والسلامة في المدرسة لضمان بيئة خالية من المخاطر.	37

القسم الثالث: مقياس الدافعية للإنجاز

وفقاً ليفصل وآخرون (2023) تعرف الدافعية بأنها النية لتوجيه السلوك، وهي القوة التي تبدأ وتدفع الإجراءات نحو هدف يتطلب طاقة وجهداً مستمرين، أما علي وأنور، (2021) فقد عرفوا الدافعية على أنها الاعتراف بالحاجة غير الملابة وتحديد هدف لتحقيقها، والتي يمكن أن تكون مدفوعة بالمكافآت، كما يمكن أن تكون نابعة من داخل الشخص. تم تصميم هذا المقياس بهدف استخدامه كأداة موضوعية في تشخيص الدافعية للإنجاز لدى مديري المدارس في المحافظات الشمالية (قباطية وجنين وطوباس) بناء على مقياس الدافعية للإنجاز في دراسة Erdem & Cicekdemir (2016)، ودراسة Ling & Ismail (2006). صيغت فقرات المقياس في صورتها الأولية التي تشمل (20) فقرة، موزعة على أربعة مجالات رئيسية، تصحح كالاتي: أوافق بشدة (5 درجات)، أوافق (4 درجات)، محايد (3 درجات)، معارض (2 درجات)، أعارض بشدة (درجة).

الرقم	الفقرة	1	2	3	4	5
1	ساعدتني المعرفة والمهارات القيادية التي اكتسبتها من دبلوم القيادة على الشعور بالفخر أنني قائدٌ تربوياً.					
2	منحني دبلوم القيادة شعوراً بالمسؤولية.					
3	ساعدتني الخبرات التي تلقيتها في دبلوم القيادة على امتلاك القدرة في حل المشكلات التي تواجهني في العمل.					
4	زاد دبلوم القيادة من اعتقادي أن للمدير تأثيراً إيجابياً على الطلبة.					
5	مكنني دبلوم القيادة من الشعور بالقيادة.					
6	منحني دبلوم القيادة قبولاً مجتمعياً.					
7	مكنني دبلوم القيادة من فهم تأثير بيئة العمل على مستوى إنجازي.					
8	أرشدني دبلوم القيادة إلى أهمية العمل بروح الفريق، مما يزيد من مستوى إنجازي.					
9	مكنني دبلوم القيادة في التأثر بالاتجاهات الإيجابية للطاقتم في مدرستي.					
10	مكنني دبلوم القيادة من الاستفادة من وجود نظام تعليمي جيد في المدرسة.					
11	أرشدني دبلوم القيادة إلى أهمية التشجيع من الزملاء والرؤساء وضرورته.					
12	مكنني دبلوم القيادة من تحمل مسؤولية نجاح فريقي في المدرسة.					

					13	زاد دبلوم القيادة من قدرتي على تحمل عواقب قراراتي في العمل.
					14	ساعدني دبلوم القيادة على الانضباط الذي يسهم في نجاح فريقي.
					15	مكنتني المهارات القيادية التي اكتسبتها من دبلوم القيادة على تحمل مسؤولية تدريب ومساعدة فريقي.
					16	أرشدني دبلوم القيادة إلى السعي نحو تحقيق مستويات عالية من الأداء المدرسي.
					17	مكنني دبلوم القيادة على امتلاك المهارات المطلوبة لأداء وظيفتي بشكل جيد.
					18	زاد دبلوم القيادة من قدرتي على التأثير على أداء الآخرين.
					19	ساعدني دبلوم القيادة على تحمل أعباء العمل.
					20	ساعدني التوجيه المهني الذي تلقيتَه في دبلوم القيادة على التعلم المستمر وتطوير ذاتي.
					21	زادت الخبرات القيادية التي تلقيتها في دبلوم القيادة من ثقتي بقدراتي.

Appendix (G)

Institutional Review Board (IRB)



جامعة النجاح الوطنية
An-Najah National University

مكتب مجلس المراجعة المؤسسية
Office of Institutional Review Board (IRB)

Dear Dr.:Alia Yahya Assali,

We are pleased to inform you that your research proposal titled "*Leadership Skills Acquired from the Leadership Diploma and their Relationship to the Performance of Government School Principals in Northern Directorates and their Motivation Towards Achievement and a Proposed Vision*" has been approved by the Institutional Review Board (IRB) at An-Najah National University.

Please note that the approval is granted on the condition of obtaining approval from the Ministry of Education and the school administration where the study will be conducted.

Here are the approval details:

Submitted by:	Alia Yahya Assali, Majed Al-Khatayba, Ra'eda Abed Al-Rahman Ahmed Al-Sa'ad.
Approval Date:	10th March. 2025
IRB Protocol Number:	Fgs/Hum. March. 2025/16

Please report any changes to the study protocol to the IRB for review. If you have any questions, contact us at irb@najah.edu. Thank you for your commitment to ethical research.

Best regards,

Naim Kittaha, Dr.

IRB, Chairperson



University

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Appendix (H)

Pairwise comparisons and MME (means marginal estimated) for the experimental and control groups regarding the post-test performance levels

Planning					
Group	emmean	SE	df	lower.CL	upper.CL
Control	1.97	0.122	197	1.73	2.21
Experimental	3.86	0.122	197	3.62	4.10
binary comparison					
Contrast	estimate	SE	df	t.ratio	p.value
control – experimental	-1.89	0.199	197	-9.506	<.0001
Supervision and follow up					
Control	1.97	0.115	197	1.74	2.20
Experimental	3.71	0.115	197	3.48	3.93
binary comparison					
control – experimental	-1.74	0.19	197	-9.135	<.0001
Professional development					
Control	1.7	0.125	197	1.45	1.94
Experimental	3.9	0.125	197	3.66	4.15
binary comparison					
control -experimental	-2.21	0.213	197	-10.392	<.0001
Teaching and learning					
Control	1.76	0.123	197	1.52	2.00
Experimental	3.72	0.123	197	3.47	3.96
binary comparison					
Control - experimental	-1.96	0.207	197	-9.448	<.0001
Communication					
Control	1.74	0.117	197	1.51	1.97
Experimental	3.87	0.117	197	3.64	4.10
binary comparison					
control -experimental	-2.13	0.195	197	-10.915	<.0001
Environment					
Control	1.89	0.107	197	1.68	2.10
Experimental	4.04	0.107	197	3.83	4.25
binary comparison					
control - experimental	-2.15	0.178	197	-12.110	<.0001

Appendix (I)

PERAM-ANCOVA analysis results for the effect of the (control and experimental) group on the post-test of motivation levels

Intrinsic motivation					
	SS	df	F	parametric P(>F)	resampled P(>F)
Group	92.069	1	93.057	0.0000	0.0002
Pretest	1.408	1	1.423	0.2343	0.2350
Residuals	194.910	197			
Extrinsic motivation					
Group	94.026	1	95.40	0.0000	0.0002
Pretest	1.833	1	1.86	0.1742	0.1656
Residuals	194.162	197			
Sence of responsibility					
group	90.0387	1	106.370	0.000	0.0002
pretest	0.2827	1	0.334	0.564	0.5604
Residuals	166.7541	197			
self-efficacy					
Group	121.783	1	145.571	0.00000	0.0002
Pretest	4.332	1	5.178	0.02395	0.0242
Residuals	164.808	197			
Total (Motivation)					
Group	94.650	1	130.8	0.0000	0.0002
motivation Pretest	1.809	1	2.5	0.1155	0.1138
Residuals	142.542	197			

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Appendix (J)

Pairwise comparisons and MME (means marginal estimated) for the (experimental and control) groups with respect to the post-application of motivation levels

Intrinsic motivation					
Group	emmean	SE	df	lower.CL	upper.CL
Control	1.94	0.131	197	1.69	2.20
Experimental	4.08	0.131	197	3.82	4.34
binary comparison					
Contrast	estimate	SE	df	t.ratio	p.value
Control- experimental	-2.14	0.222	197	-9.647	<.0001
Extrinsic motivation					
Control	1.91	0.124	197	1.67	2.16
Experimental	3.91	0.124	197	3.67	4.16
binary comparison					
Control experimental	-2	0.205	197	-9.767	<.0001
Sence of responsibility					
Control	1.92	0.12	197	1.69	2.16
Experimental	3.99	0.12	197	3.76	4.23
binary comparison					
control – experimental	-2.07	0.201	197	-10.314	<.0001
Intrinsic motivation					
Control	1.74	0.117	197	1.51	1.98
Experimental	4.11	0.117	197	3.88	4.34
binary comparison					
Control- experimental	-2.36	0.196	197	-12.065	<.0001
Total (motivation)					
Control	1.87	0.112	197	1.65	2.09
Experimental	4.04	0.112	197	3.81	4.26
binary comparison					
control - experimental	-2.17	0.189	197	-11.437	<.0001

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Appendix (K)

Results PERAM-ANCOVA analysis of the effect of variables (gender, academic qualification, specialization, practical experience) on the post-application of performance levels

Planning					
	SS	df	F	parametric P(>F)	resampled P(>F)
Gender	1.117	1	0.7608	3.841e-01	0.3784
Pretest	74.397	1	50.6891	1.975e-11	0.2
Residuals	289.140	197			
	SS	df	F	parametric P(>F)	resampled P(>F)
Qualification	12.63	1	8.964	3.107e-03	0.0032
Pretest	57.20	1	40.585	1.302e-09	0.2
Residuals	277.62	197			
	SS	df	F	parametric P(>F)	Resampled P(>F)
Years of experience	23.90	2	8.794	2.201e-04	0.006
Pretest	55.19	1	40.610	1.299e-09	0.24
Residuals	266.36	196			
	SS	df	F	parametric P(>F)	resampled P(>F)
specialization	1.033	1	0.7034	4.026e-01	0.3864
Pretest	68.167	1	46.4306	1.127e-10	0.21
Residuals	289.224	197			
	SS	df	F	parametric P(>F)	resampled P(>F)
Age	8.565	2	2.98	5.312e-02	0.0510
Pretest	72.456	1	50.41	2.236e-11	0.22
Residuals	281.692	196			
Supervision and follow up					
	SS	df	F	parametric P(>F)	resampled P(>F)
Gender	0.4155	1	0.3413	0.5597	0.5722
Pretest	120.3388	1	98.8463	0.0000	0.0002
Residuals	239.8343	197			
	SS	df	F	parametric P(>F)	resampled P(>F)
Qualification	4.702	1	3.932	0.04875	0.0468

Pretest	100.396	1	83.966	0.00000	0.0002
Residuals	235.548	197			
	SS	df	F	parametric P(>F)	resampled P(>F)
specialization	0.5805	1	0.4772	0.4905	0.4764
Pretest	108.9490	1	89.5524	0.0000	0.0002
Residuals	239.6693	197			
	SS	df	F	parametric P(>F)	Resampled P(>F)
Years of experience	19.58	2	8.695	2.409e-04	0.0006
Pretest	93.19	1	82.773	1.110e-16	2,00E-04
Residuals	220.67	196			
	SS	df	F	parametric P(>F)	resampled P(>F)
Age	0.7786	2	0.3186	0.7275	0.7316
Pretest	118.0808	1	96.6456	0.0000	0.0002
Residuals	239.4712	196			
Professional development					
	SS	df	F	parametric P(>F)	resampled P(>F)
Gender	0.1493	1	0.1123	0.7379	0.7376
Pretest	136.3101	1	102.5169	0.0000	0.0002
Residuals	261.9380	197			
	SS	df	F	parametric P(>F)	resampled P(>F)
Qualification	1.49	1	1.126	0.2898	0.2830
Pretest	118.11	1	89.282	0.0000	0.0002
Residuals	260.60	197			
	SS	df	F	parametric P(>F)	resampled P(>F)
Major	0.07136	1	0.05365	0.8171	0.8248
Pretest	126.31969	1	94.97504	0.0000	0.0002
Residuals	262.01597	197			
	SS	df	F	parametric P(>F)	Resampled P(>F)
Years of experience	23.77	2	9.775	8.986e-05	0.0002
Pretest	98.03	1	80.622	2.220e-16	0.0002
Residuals	238.32	196			
	SS	df	F	parametric P(>F)	resampled P(>F)
Age	3.642	2	1.381	0.2538	0.2564

Pretest	124.716	1	94.583	0.0000	0.0002
Residuals	258.445	196			
Teaching and learning					
	SS	df	F	parametric P(>F)	resampled P(>F)
Age	0.8228	2	0.3241	0.7235	0.7258
Pretest	121.5756	1	95.7847	0.0000	0.0002
Residuals	248.7748	196			
	SS	df	F	parametric P(>F)	resampled P(>F)
Gender	0.6548	1	0.5182	0.4725	0.4670
Pretest	127.3075	1	100.7443	0.0000	0.0002
Residuals	248.9428	197			
	SS	df	F	Parametric P(>F)	resampled P(>F)
Qualification	2.077	1	1.653	0.2	0.2064
Pretest	109.474	1	87.129	0.0	0.0002
Residuals	247.520	197			
	SS	df	F	parametric P(>F)	resampled P(>F)
specialization	7.064e-04	1	5.575e-04	0.9812	0.9832
Pretest	1.173e+02	1	9.260e+01	0.0000	0.0002
Residuals	2.496e+02	197			
	SS	df	F	parametric P(>F)	Resampled P(>F)
Years of experience	23.02	2	9.955	7.629e-05	0.0002.
Pretest	91.43	1	79.088	4.441e-16	0.0002.
Residuals	226.58	196			
Communication					
	SS	df	F	parametric P(>F)	resampled P(>F)
Gender	0.05746	1	0.04399	0.8341	0.8356
Pretest	141.80105	1	108.56128	0.0000	0.0002
Residuals	257.31833	197			
	SS	df	F	parametric P(>F)	resampled P(>F)
Qualification	2.581	1	1.995	0.1594	0.1536
Pretest	115.682	1	89.442	0.0000	0.0002
Residuals	254.795	197			
	SS	df	F	parametric P(>F)	resampled P(>F)
specialization	0.4551	1,00E+00	0.349	0.5554	0.5522

Pretest	130.6273	1	100.162	0.0000	0.0002
Residuals	256.9207	197			
	SS	df	F	parametric P(>F)	Resampled P(>F)
Years of experience	23.28	2	9.747	9.211e-05	0.0002
Pretest	105.11	1	88.006	0.000e+00	0.0002
Residuals	234.09	196			
	SS	df	F	parametric P(>F)	resampled P(>F)
Age	4.645	2	1.801	0.1678	0.1666
Pretest	133.597	1	103.609	0.0000	0.0002
Residuals	252.730	196			
Environment					
	SS	df	F	parametric P(>F)	resampled P(>F)
Gender	0.103	1	0.08438	0.7718	0.7754
Pretest	112.248	1	91.93523	0.0000	0.0002
Residuals	240.526	197			
	SS	df	F	parametric P(>F)	resampled P(>F)
Qualification	1.432	1	1.179	2.788e-01	0.2718
Pretest	94.787	1	78.065	5.551e-16	0.0002
Residuals	239.197	197			
	SS	df	F	parametric P(>F)	resampled P(>F)
specialization	1.338	1	1.101	2.953e-01	0.2866
Pretest	100.464	1	82.709	1.110e-16	0.0002
Residuals	239.291	197			
	SS	df	F	parametric P(>F)	resampled P(>F)
Years of experience	21.76	2	9.743	9.244e-05	0.0004
Pretest	83.25	1	74.552	1.998e-15	0.0004
Residuals	218.87	196			
	SS	df	F	parametric P(>F)	resampled P(>F)
Age	7.294	2	3.063	0.04897	0.0526
Pretest	104.808	1	88.039	0.00000	0.0002
Residuals	233.335	196			

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Appendix (L)

Pairwise comparisons and MME (means marginal estimated) for statistically significant variables at each performance level

Planning					
qualification	emmean	SE	df	lower.CL	upper.CL
Postgraduate	2.54	0.153	197	2.24	2.84
Diploma - Bachelor's	3.09	0.102	197	2.89	3.30
Contrast	estimate	SE	df	t.ratio	p.value
Postgraduate - Diploma - Bachelor's	-0.557	0.186	197	2.994	0.0031
Years of experience	emmean	SE	df	lower.CL	upper.CL
1-5 year	2.81	0.123	196	2.57	3.05
5- 10 years	3.64	0.193	196	3.25	4.02
more than 10	2.67	0.139	196	2.40	2.95

Contrast	estimate	SE	df	t.ratio	p.value
(1-5 years)- 5-10 years)	-0.826	0.232	196	-3.556	0.0014
(1-5 years) -mor than 10	0.137	0.186	196	0.738	1.0000
(5- 10 years)-more than 10	0.964	0.238	196	4.056	0.0002
Supervision and follow-up					
Qualification	emmean	SE	df	lower.CL	upper.CL
Postgraduate	2.60	0.1410	197	2.32	2.88
Diploma - Bachelor's	2.94	0.0945	197	2.76	3.13
Contrast	estimate	SE	df	t.ratio	p.value
Postgraduate - Diploma - Bachelor's	-0.342	0.172	197	-1.983	0.0488
Years of experience	emmean	SE	df	lower.CL	upper.CL
1-5 years	2.84	0.113	196	2.62	3.06
5- 10 years	3.42	0.178	196	3.07	3.77
more than 10	2.51	0.127	196	2.26	2.76
Contrast	estimate	SE	df	t.ratio	p.value
(1-5 years) - (5-10 years)	-0.578	0.215	196	-2.686	0.0235
(1-5 years) – more than 10	0.328	0.170	196	1.928	0.1658
(5- 10 years) – more than 10	0.906	0.218	196	4.162	0.0001
Professional development					
Years of experience	emmean	SE	df	lower.CL	upper.CL
1-5 year	2.66	0.117	196	2.43	2.89

5- 10 years	3.53	0.185	196	3.17	3.90
more than 10	2.58	0.132	196	2.32	2.84
Contrast	estimate	SE	df	t.ratio	p.value
(1-5 years) -(5- 10 years)	-0.8682	0.223	196	-3.895	0.0004
(1-5 years) - More than 10	0.0826	0.177	196	0.468	1.0000
(1-5 years) - More than 10	0.9508	0.226	196	4.204	0.0001
Teaching and Learning					
Years of experience	emmean	SE	df	lower.CL	upper.CL
(1-5 years)	2.69	0.114	196	2.46	2.91
5- 10 years	3.42	0.181	196	3.06	3.78
more than 10	2.43	0.129	196	2.18	2.68
Contrast	estimate	SE	df	t.ratio	p.value
(1-5 years) - (5-10 years)	-0.731	0.219	196	-3.344	0.0030
(1-5 years) - More than 10	0.257	0.172	196	1.499	0.4068
(5- 10 years) - More than 10	0.988	0.222	196	4.449	<.0001
Communicatin					
Years of experience	emmean	SE	df	lower.CL	upper.CL
(1-5 years) year	2.70	0.116	196	2.47	2.93
5- 10 years	3.52	0.183	196	3.16	3.88
more than 10	2.56	0.131	196	2.30	2.82
Contrast	estimate	SE	df	t.ratio	p.value
(1-5 years) -(5- 10 years)	-0.823	0.220	196	-3.741	0.0007
(1-5 years) - More than 10	0.138	0.174	196	0.790	1.0000
(1-5 years) - More than 10	0.961	0.224	196	4.282	0.0001
Environment					
Years of experience	emmean	SE	df	lower.CL	upper.CL
(1-5 years)	2.86	0.111	196	2.64	3.08
5- 10 years	3.65	0.176	196	3.31	4.00
more than 10	2.72	0.126	196	2.48	2.97
Contrast	estimate	SE	df	t.ratio	p.value
(1-5 years) -(5- 10 years)	-0.791	0.212	196	-3.741	0.0007
(1-5 years) - More than 10	0.137	0.168	196	0.815	1.0000
(5- 10 years) - More than 10	0.928	0.217	196	4.280	0.0001

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Appendix (M)

PERAM-ANCOVA analysis results for the effect of the variables (gender, academic qualification, specialization, age, and practical experience) on the post-test of motivation levels

Intrinsic motivation					
	SS	df	F	parametric P(>F)	resampled P(>F)
Gender	0.07231	1	0.04965	8.239e-01	0.8264
Pretest	96.08121	1	65.97259	4.918e-14	0.0002
Residuals	286.90700	197			
	SS	df	F	parametric P(>F)	resampled P(>F)
Qualification	7.717	1	5.444	2.065e-02	0.0230
Pretest	72.305	1	51.006	1.738e-11	0.0002
Residuals	279.263	197			
	SS	df	F	parametric P(>F)	resampled P(>F)
Specialization	0.1884	1	0.1294	7.194e-01	0.7146
Pretest	84.3540	1	57.9438	1.094e-12	0.0002
Residuals	286.7909	197			
	SS	df	F	parametric P(>F)	resampled P(>F)
Years of experience	20.21	2	7.423	7.808e-04	0.0014
Pretest	67.44	1	49.551	3.175e-11	0.0002
Residuals	266.77	196			
	SS	df	F	parametric P(>F)	resampled P(>F)
Age	17.25	2	6.267	2.301e-03	0.0034
Pretest	82.81	1	60.177	4.647e-13	0.0002
Residuals	269.73	196			
extrinsic motivation					
	SS	df	F	parametric P(>F)	resampled P(>F)
Gender	0.3913	1	0.2678	6.054e-01	0.6110
Pretest	68.9064	1	47.1672	8.322e-11	0.0002
Residuals	287.7968	197			
	SS	df	F	parametric P(>F)	resampled P(>F)
Qualification	7.078	1	4.96	2.707e-02	0.0260
Pretest	51.540	1	36.12	8.839e-09	0.0002

Residuals	281.110	197			
	SS	df	F	parametric P(>F)	resampled P(>F)
Specialization	0.4563	1	0.3124	5.768e-01	0.5816
Pretest	66.9909	1	45.8663	1.424e-10	0.0002
Residuals	287.7317	197			
	SS	df	F	parametric P(>F)	resampled P(>F)
Years of experience	18.77	2	6.827	1.360e-03	0.0024
Pretest	48.95	1	35.609	1.111e-08	0.0002
Residuals	269.42	196			
	SS	df	F	parametric P(>F)	resampled P(>F)
Age	12.24	2	4.346	1.423e-02	0.0102
Pretest	64.10	1	45.529	1.655e-10	0.0002
Residuals	275.95	196			
Sence of responsibility					
	SS	df	F	parametric P(>F)	resampled P(>F)
Gender	0.01487	1	0.01141	9.151e-01	0.9134
Pretest	106.61274	1	81.79327	2.220e-16	0.0002
Residuals	256.77797	197			
	SS	df	F	parametric P(>F)	resampled P(>F)
Qualification	4.223	1	3.294	7.105e-02	0.0680
Pretest	87.439	1	68.201	2.109e-14	0.0002
Residuals	252.570	197			
	SS	df	F	parametric P(>F)	resampled P(>F)
Specialization	2.946	1	2.286	0.1321	0.1290
Pretest	108.271	1	84.025	0.0000	0.0002
Residuals	253.847	197			
	SS	df	F	parametric P(>F)	resampled P(>F)
Years of experience	18.13	2	7.442	7.667e-04	0.0014
Pretest	78.14	1	64.171	9.970e-14	0.0002
Residuals	238.67	196			
	SS	df	F	parametric P(>F)	resampled P(>F)
Age	7.774	2	3.06	4.915e-02	0.051
Pretest	96.668	1	76.09	1.110e-15	0.0002
Residuals	249.018	196			
self-efficacy					

	SS	df	F	parametric P(>F)	resampled P(>F)
Gender	0.3847	1	0.2648	6.074e-01	0.6078
Pretest	88.3592	1	60.8190	3.559e-13	0.0002
Residuals	286.2061	197			
	SS	df	F	parametric P(>F)	resampled P(>F)
Qualification	2.786	1	1.934	1.659e-01	0.1730
Pretest	72.645	1	50.426	2.198e-11	0.0002
Residuals	283.805	197			
	SS	df	F	parametric P(>F)	resampled P(>F)
Specialization	0.09443	1	0.06493	7.991e-01	0.7976
Pretest	82.99339	1	57.06772	1.544e-12	0.0002
Residuals	286.49642	197			
	SS	df	F	parametric P(>F)	resampled P(>F)
Years of experience	20.12	2	7.398	7.988e-04	0.0010
Pretest	62.50	1	45.969	1.379e-10	2,00E-04
Residuals	266.47	196			
	SS	df	F	parametric P(>F)	resampled P(>F)
Age	7.064	2	2.477	8.665e-02	0.0814
Pretest	79.707	1	55.889	2.497e-12	0.0002
Residuals	279.527	196			

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Appendix (N)

Pairwise comparisons and MME (Mean Marginal Estimate) for statistically significant variables in the motivation domains

Intrinsic motivation					
Qualification	emmean	SE	df	lower.CL	upper.CL
Postgraduate	2.71	0.155	197	2.40	3.02
Diploma - Bachelor's	3.15	0.103	197	2.95	3.36
Contrast	estimate	SE	df	t.ratio	p.value
Postgraduate- Diploma - Bachelor's	-0.444	0.19	197	-2.333	0.0207
Years of experience	emmean	SE	df	lower.CL	upper.CL
1-5 years	2.87	0.124	196	2.62	3.11
5- 10 years	3.69	0.195	196	3.31	4.08
more than 10	2.84	0.139	196	2.56	3.11
Contrast	estimate	SE	df	t.ratio	p.value
(1-5 years)- (5-10 years)	-0.8246	0.236	196	-3.501	0.0017
(5 -1 من year)- more than 10	0.0313	0.187	196	0.167	1.0000
(5- 10 years)- more than 10	0.8558	0.239	196	3.580	0.0013
Age	emmean	SE	df	lower.CL	upper.CL
35-25 year	3.26	0.116	196	3.04	3.49
36-45 year	2.89	0.147	196	2.60	3.18
more than 46	2.45	0.208	196	2.04	2.86
Contrast	estimate	SE	df	t.ratio	p.value
(35-25 year)- (36-45 year)	0.378	0.188	196	2.016	0.1354
(35-25 year)- more than 46	0.811	0.239	196	3.391	0.0025
(36-45 year)- more than 46	0.432	0.254	196	1.701	0.2715
Extrinsic motivation					
Qualification	emmean	SE	df	lower.CL	upper.CL
Postgraduate	2.62	0.155	197	2.31	2.93
Diploma - Bachelor's	3.04	0.104	197	2.84	3.25
Contrast	estimate	SE	df	t.ratio	p.value
Postgraduate- Diploma - Bachelor's	-0.424	0.19	197	-2.227	0.0271
Years of experience	emmean	SE	df	lower.CL	upper.CL
1-5 years	2.75	0.123	196	2.51	3.00
5- 10 years	3.56	0.195	196	3.18	3.95
more than 10	2.76	0.140	196	2.49	3.04
Contrast	estimate	SE	df	t.ratio	p.value
(1-5 years)- (5-10 years)	-0.80865	0.234	196	-3.458	0.0020

(1-5 years)- more than 10	-0.00815	0.187	196	-0.044	1.0000
(5- 10 years)- more than 10	0.80051	0.240	196	3.330	0.0031
Age	emmean	SE	df	lower.CL	upper.CL
35-25 year	3.13	0.117	196	2.90	3.36
36-45 year	2.76	0.148	196	2.47	3.05
more than 46	2.49	0.210	196	2.08	2.90
Contrast	estimate	SE	df	t.ratio	p.value
(35-25 year)- (36-45 year)	0.374	0.189	196	1.979	0.1476
(35-25 year)- more than 46	0.645	0.240	196	2.682	0.0238
(36-45 year)- more than 46	0.270	0.257	196	1.053	0.8813
Sense of responsibility					
Years of experience	emmean	SE	df	lower.CL	upper.CL
1-5 year	2.79	0.116	196	2.56	3.02
5- 10 years	3.60	0.184	196	3.24	3.96
more than 10	2.83	0.132	196	2.57	3.09
Contrast	estimate	SE	df	t.ratio	p.value
(1-5 years)- (5-10 years)	-0.8078	0.221	196	-3.653	0.0010
(1-5 years)- more than 10	-0.0335	0.176	196	-0.190	1.0000
(5- 10 years)- more than 10	0.7744	0.226	196	3.422	0.0023
Self-efficacy					
Years of experience	emmean	SE	df	lower.CL	upper.CL
1-5 years	2.73	0.123	196	2.49	2.98
5- 10 years	3.60	0.194	196	3.22	3.98
more than 10	2.81	0.139	196	2.54	3.09
Contrast	estimate	SE	df	t.ratio	p.value
(1-5 years)- (5-10 years)	-0.8638	0.234	196	-3.696	0.0009
(1-5 years)- more than 10	-0.0769	0.187	196	-0.411	1.0000
(5- 10 years)- more than 10	0.7870	0.238	196	3.310	0.0033

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Appendix (O)

Results of the PERAM-ANCOVA analysis of the effect of variables (gender, academic qualification, specialization, age, and practical experience) on motivation and performance

The effect of gender on motivation and performance.					
	SS	df	F	parametric P(>F)	resampled P(>F)
Gender	0.01711	1	0.004047	0.949339	0.9506
motivation Pretest	1.29717	1	0.306835	0.580260	0.5752
performance Pretest	34.87116	1	8.248491	0.004527	0.0048
Residuals	828.60581				
The effect of specialization on motivation and performance.					
	SS	df	F	parametric P(>F)	resampled P(>F)
Specialization	0.01063	1	0.002515	0.96005	0.9558
motivation Pretest	1.32297	1	0.312935	0.57652	0.5726
performance Pretest	34.62279	1	8.189677	0.00467	0.0068
Residuals	828.61228	196			
The effect of qualification on motivation and performance.					
	SS	df	F	parametric P(>F)	resampled P(>F)
Qualification	13.8459	1	3.3307	0.069519	0.0654
motivation Pretest	0.7277	1	0.1751	0.676108	0.6822
performance Pretest	33.8443	1	8.1415	0.004791	0.0056
Residuals	814.7770	196			
The effect of age on motivation and performance.					
	SS	df	F	parametric P(>F)	resampled P(>F)
Age	23.185	2	2.8066	0.062853	0.0658
motivation Pretest	1.185	1	0.2869	0.592808	0.5898
performance Pretest	33.211	1	8.0406	0.005056	0.0066
Residuals	805.438	195			
The effect of years of experience on motivation and performance.					
	SS	df	F	parametric P(>F)	resampled P(>F)
Years of experience	72.471	2	9.3446	0.0001332	0.0002
motivation Pretest	1.417	1	0.3655	0.5461761	0.5434
performance Pretest	26.130	1	6.7386	0.0101528	0.0084
Residuals	756.152	195			
MME for experience					

Experience	emmean	SE	df	lower.CL	upper.CL
1-5 years	5.58	0.209	195	5.17	5.99
5- 10 years	7.07	0.330	195	6.42	7.72
more than 10	5.39	0.235	195	4.92	5.85
Pairwise comparison					
Contrast	estimate	SE	df	t.ratio	p.value
(1-5 years)- (5-10 years)	-1.487	0.398	195	-3.737	0.0007
(1- 5 years)- more than 10	0.194	0.315	195	0.617	0.8110
(5- 10 years)- more than 10	1.681	0.405	195	4.155	0.0001

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Appendix (P)

Certificate of acceptance of the research extracted from the dissertation

Research title: The Effect of Leadership Skills Acquired from the Leadership Diploma on the Motivation of Government School Principals in Northern Directorates: Proposed Vision for Improvement.





جامعة النجاح الوطنية
كلية الدراسات العليا

المهارات القيادية المكتسبة من دبلوم القيادة وعلاقتها بأداء مدراء المدارس الحكومية في مديريات الشمال ودافعيتهم نحو الإنجاز وتصور مقترح للتحسين

إعداد

رائدة عبد الرحمن احمد السعد

إشراف

د. علياء العسالي

أ. د. ماجد الخطايبية

قدمت هذه الأطروحة استكمالاً لمتطلبات الحصول على درجة الدكتوراه في التعلم والتعليم،
بكلية الدراسات العليا في جامعة النجاح الوطنية في نابلس - فلسطين.

المهارات القيادية المكتسبة من دبلوم القيادة وعلاقتها بأداء مدراء المدارس الحكومية في مديريات الشمال ودافعيتهم نحو الإنجاز وتصور مقترح للتحسين

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إشراف

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الملخص

تهدف هذه الدراسة إلى استقصاء أثر المهارات القيادية المكتسبة من دبلوم القيادة التربوية على أداء ودافعية مديري المدارس الحكومية في مديريات الشمال. تم استخدام تصميم شبه تجريبي، بمقارنة المجموعة الضابطة بمجموعة تجريبية تلقت تدريباً من خلال دبلوم القيادة. تم جمع المعلومات من خلال توزيع استبيان، ثم تم تحليل البيانات واختبار الفرضيات للوصول إلى استنتاجات. أظهرت النتائج وجود فروق ذات دلالة إحصائية بين المجموعة التجريبية والمجموعة الضابطة في جميع مستويات الأداء، بما في ذلك التخطيط، ومتابعة المعلمين والإشراف عليهم، والتعليم والتعلم، والاتصال والتواصل الداخلي والخارجي، والتطوير المهني للمعلمين، والبيئة المدرسية، لصالح المجموعة التجريبية. كما أظهرت النتائج أن المديرين الحاصلين على دبلوم القيادة يمتلكون دافعاً داخلياً وخارجياً أعلى للإنجاز، وشعوراً بالمسؤولية، وفعالية ذاتية مقارنةً بالمجموعة الضابطة. لم يظهر أن لبعض المتغيرات الديموغرافية، مثل النوع الاجتماعي والعمر والتخصص، تأثيراً على أداء أو دافعية مديري المدارس. ومع ذلك، كان تأثير سنوات الخبرة، وخاصةً لمن تتراوح خبرتهم بين 5 و10 سنوات، واضحاً، حيث استفادوا بشكل أكبر من البرنامج التدريبي. توصي الدراسة بتوسيع نطاق برنامج دبلوم القيادة التربوية ليشمل جميع مديري المدارس الحكومية في مختلف المديريات.

الكلمات المفتاحية: المهارات القيادية، دبلوم القيادة، الأداء، الدافعية، مديري المدارس.