



The Degree To Which School Principals Within The Green Line Practice The Principles Of Social And Psychological Foundations And Their Relationship To Improving Teachers' Performance

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Abstract

The study aimed to identify the degree to which school principals within the Green Line practice the principles of social and psychological foundations and their relationship to improving teachers' performance from the teachers' point of view. The descriptive correlational approach was used, and the questionnaire was a tool for collecting data. It was applied to a sample of (327) male and female teachers, chosen using a simple random method. The results showed that the degree to which school principals practiced the principles of social and psychological foundations was high, and that the level of improvement in teachers' performance was high, and that there was a moderate, statistically significant positive correlation at the significance level ($\alpha=0.05$) between school principals' practice of the principles of social and psychological foundations and improving teachers' performance. In light of this, the study recommended that the Ministry of Education should enhance school principals' use of the principles of social and psychological foundations due to their important role in improving work.

Keywords: Degree of practice, psychological and social foundations, teacher performance, school principals.

Introduction

Education is considered the society's primary means of preserving its continuity and ensuring the stability of its systems, social norms, values, and the transmission of experiences and knowledge from previous generations. Education achieves this purpose by transferring the cultural heritage to the new generation, thereby developing, modifying, and nurturing human behavior to align with prevailing societal norms. Thus, education aims to prepare and shape the individual to fulfill social roles within a specific time and place, based on societal expectations. Since the philosophy, objectives, methods, and criteria of education are determined by the society's culture, philosophy, systems, aspirations, and capabilities, the educational process naturally varies from one society to another and from one philosophical outlook to another.

Education reflects and operationalizes the philosophy of a nation. Philosophers have emphasized the importance of education since antiquity, from the eras of Socrates and Plato to modern times. Plato, for example, rejected the prevailing philosophy of his time and introduced a new philosophical vision in his book *The Republic*, representing idealistic philosophy (Karam, 2014).

In contemporary times, education has interacted dynamically with the major global events, striving to respond and adapt to these changes. It has aimed not only to keep pace with these developments but also to lead and guide them. Consequently, there has arisen an urgent need for an educational philosophy that can direct the educational process and respond to evolving demands, attitudes, and conceptual frameworks, while accounting for the surrounding values, traditions, and societal systems. Hence, the educational philosopher is required, through the educational process, to assist individuals in critically evaluating values and to provide them with effective methods for doing so, while clarifying diverse educational objectives (Qahwan, 2015).

The mission of educational philosophy is to deepen the understanding of the educational process and to view educational work in its totality and integrative nature. The educational philosopher is expected to grasp the social and psychological principles that underpin topics such as the degree of freedom granted to teachers, teacher authority, and student rights. They are also expected to study philosophical psychology to understand human development and the distinctions among various educational processes such as instruction, conditioning, and experiential learning. Ideally, the educational philosopher maintains both a theoretical and practical interest in education. Leading educational thinkers like Plato, Rousseau, Froebel, Spencer, John Dewey, and Bertrand Russell were also great philosophers whose educational theories were deeply informed by their philosophical outlooks. Their contributions played a significant role in advancing philosophical thought. These thinkers drew from their respective philosophical schools to define their educational ideals and subsequently devised educational methodologies that could realize those ideals. In essence, every educational methodology is built upon a foundational educational philosophy (Karam, 2014).

Arab thinkers were not isolated from the psychological and social principles advocated by Western philosophers. Al-Ghazali, for instance, believed that education plays a crucial role in refining individuals by eliminating destructive vices and guiding them towards virtuous morals. He asserted that those who engage in teaching undertake a great and serious responsibility, and thus must be fully aware of their mission, uphold ethical standards, and consider the psychological and social characteristics of their students. Ibn Khaldun, a pioneer in both education and the social sciences, offered monumental contributions to humanity. He founded the field of sociology and proposed pioneering ideas about educational systems, emphasizing the necessity for teachers to master the craft of instruction, follow a progressive and repetitive teaching style, avoid mixing two disciplines simultaneously, teach subjects in their original language, and refrain from using overly concise summaries in instruction, among other recommendations (Al-Kilani, 2009).

It is evident from the above that education plays a pivotal role in ensuring social and psychological integration and regulation, as it seeks to transform the individual from a biological entity into a socially and psychologically developed personality. In doing so, education draws upon principles, foundations, and laws from sociology, psychology, and anthropology to achieve its objectives. At its core, this process constitutes the individual's social and psychological upbringing. It involves multiple interrelated processes of educational significance that vary in complexity depending on the society in question.

The foundations of education rest on several key pillars: historical, philosophical, cultural, social, psychological, and economic. This study focuses particularly on two of these foundations: the social and psychological.

The social foundations are drawn from sociology and anthropology—the science of human development. These foundations have transformed education from an individual endeavor to a collective social process. As social life evolved and its institutions became more complex, the need for functional specialization increased. Individuals became responsible for specific sectors of life in which they specialized and excelled, including educational leaders. As societies progressed, informal education alone no longer sufficed for raising new generations, though it remained influential. The school, as an educational and social institution, is intricately linked to societal issues and is shaped by and responds to societal dynamics. Simultaneously, it aims to lead social transformation through the generations it nurtures. The social foundations of education are discussed through various dimensions: society and education, socialization, social relationships, group dynamics, social and educational change, and the link between democracy and education (Amer, 2008).

Psychological principles, on the other hand, are influenced by society and its culture. They contribute to directing educational practice and organizing learning experiences, considering the individual as the starting point of all educational activity. These principles derive numerous laws from psychology to guide learning, interpret human behavior, and devise effective ways to manage it. The school's mission is to align educational goals with the psychological characteristics of its students to fulfill its mission. Psychology provides educators with theoretical and empirical findings that explain human behavior and assist in choosing optimal teaching methods. School principals, teachers, curriculum planners, textbook authors, and others must understand students' developmental traits at each stage, the impact of environmental factors on their interests, and the best methods to engage with them. Thus, psychological foundations help select the most effective strategies to achieve educational goals (Al-Hazmi, 2017).

The school is considered one of the most vital social institutions due to its essential role in raising children and preparing future generations. This function demands effective administration that garners the respect of the school staff and the community at large. Modern school management has become significantly more complex due to rapid societal changes, the explosion of information, increased staff numbers, and the expansion of institutional goals. These shifts necessitate changes in management styles and practices, particularly in managing human resources and fostering healthy interpersonal relationships, which are now crucial for job satisfaction and organizational progress (Al-Shawabkeh, 2022).

Accordingly, educational institutions are increasingly required to invest in human capital, which serves as the primary driver of productivity and is just as vital as other institutional resources. Human resources are the most valuable asset of educational management. People are the decisive factor that ensures the success and effectiveness of administrative efforts—or conversely, may hinder them. One of the key challenges of modern administration is effectively engaging with people and creating a positive, structured environment that motivates them toward productive work. Work productivity is influenced primarily by the social and psychological conditions of employees more than material variables. Humans are complex beings with psychological, physical, and social dimensions; they interact with their groups through mutual influence. Therefore, fostering their psychological balance is essential for encouraging collaboration and achieving desired outcomes (Kashaf, 2006).

Given that social and psychological principles have a direct impact on raising teachers' morale and motivating them to work at their fullest potential, school administration has placed great emphasis on these principles and on establishing and maintaining them within the school environment. The school administration's attention to these principles reflects its acknowledgment of human dignity, individual opinions, emotions, and aspirations, while also creating a positive atmosphere conducive to work and productivity. The prevalence of social and psychological principles in the school contributes significantly to team cohesion, unity, and the cultivation of mutual respect and trust among teachers, ultimately leading to the achievement of the desired educational objectives (Al-Hayajneh & Abu Jalban, 2016).

Based on the above, the school has assumed a prominent role in modern society, a role shaped by the complexities of contemporary life. It has become a sensitive and vital educational nucleus responsible for preparing members of society according to moral and behavioral standards rooted in the nation's educational and political philosophies. This role now extends beyond the school's walls through its interaction with society across various occasions and circumstances. As a result, the educational leader is required to undertake a set of responsibilities toward teachers, students, and the local community.

The educational leader's role toward teachers includes: refraining from mentioning teachers' shortcomings in front of their colleagues, exercising self-restraint when dealing with infractions, avoiding condescension in interactions with staff, ensuring fairness in evaluation, fostering teamwork, encouraging teachers to serve as positive role models for students, showing concern for teachers' psychological well-being, and participating in their social occasions.

Regarding students, the educational leader is expected to: uphold the principle of equal treatment, adopt dialogue and persuasion, promote teamwork among students, guide them to respect school regulations and laws, encourage participation in social and cultural activities, respect their capabilities and readiness by listening to their opinions and suggestions, cultivate a culture of scientific dialogue, instill a sense of responsibility by involving them in discussions of school issues, encourage attention to public health, and foster leadership qualities.

The leader's role toward parents and the local community includes: cooperating in addressing students' social and psychological challenges and proposing suitable solutions, involving them in national and religious celebrations, providing regular reports on students' behavioral and academic performance, activating school councils and social committees, and strengthening school-home relationships by involving parents in school activities (Al-Shawabkeh, 2022).

The general goals of education emanate from the philosophy of education and aim to develop a citizen who believes in God, is loyal to their homeland and nation, and is characterized by moral virtues and holistic growth—physically, mentally, spiritually, emotionally, and socially. The social and psychological foundations of education are built on a set of principles, such as: equality of individuals in political, social, and economic rights and duties, with differentiation based on one's contributions and loyalty to the community; respect for individual freedom and dignity; societal cohesion as a necessity for individual and collective well-being; the importance of social justice; balancing individual and societal needs; cooperation and mutual support to achieve the public good; and a shared responsibility for social and national development. A society's progress is contingent upon the organization of its members in ways that serve national interests. Political and social participation within a democratic framework is both a right and a duty. Moreover, education is a societal necessity,

and learning is a right for all according to each individual's abilities and capacities (Mohammad, 2014).

Therefore, the principles of social and psychological foundations form the most critical inputs of any educational system. They serve as the source of its goals, which in turn shape its policies and direct its practices. In the absence of such foundations—or when they are underdeveloped or unclear—the system loses direction, becomes disconnected from its community, and suffers contradictions between its goals, policies, and practices, resulting in inefficiency and low productivity. These foundations serve as a guiding beacon for educational action, shaping both the present and future visions of the educational system and its role in community development and in meeting societal needs (Al-Askari, 2016).

Educational administration constitutes the backbone of the educational process. It is essential in advancing and improving education in institutions by providing the necessary material and moral resources and by enhancing the job performance of all personnel—especially teachers, who form the cornerstone of teaching and learning development. In the field of educational work, job performance has become a key concern for behavioral scientists and administrators alike, who study the various aspects, means, and sources of teachers' performance. This includes measuring their satisfaction with the teaching profession and identifying the causes and sources of dissatisfaction, as such factors directly affect teachers' work performance and their ability to fulfill their responsibilities. Ultimately, this impacts institutional stability and success, strengthening its ability to achieve its objectives and face emerging challenges (Abd Al-Ghaffar, 2013).

Job performance is considered the principal component of the administrative and organizational process within the school, as it represents its living, dynamic element. It is directly linked to the teacher, who manages the productive educational process. It can also be said that teachers' job performance is essentially a reflection of the competencies and management styles of school principals (Arnis, 2010).

Encouraging attention to psychological and social principles within educational institutions leads to activating teachers' minds through effective activities and fostering positive competition among them. This, in turn, contributes to achieving the desired goals of improving the educational environment and maximizing the utilization of all available resources—both human and material. The result is a direct impact on teachers' job performance, which has increasingly become a focal point of interest for theorists and researchers in administrative fields. This is because it is regarded as the most reliable indicator of whether institutions are meeting their operational goals.

Al-Otaibi (2007) points out that most administrative leaders place the utmost importance on employee performance and the factors influencing it, as the overall performance of their administration is nothing but a reflection of individual performance within the institution. Since job performance serves as a key indicator of institutional success or failure in achieving organizational goals, Abu Shamlah (2009) underscores the critical importance of the teacher's professional performance, viewing it as an effective means of attaining educational objectives. The teacher, in this view, is the executor of educational policy and the guarantor of realizing the various educational goals.

Problem of the Study

Social and psychological principles assist school principals in understanding the needs of their staff and empathizing with them through their interactions within the educational process. These principles

also promote positive responses from teachers, administrative staff, and students to their principals' directions, encouraging compliance based on mutual respect and appreciation.

Through their close attention to the realities of schools, the researchers observed discrepancies in the implementation of social and psychological foundations and in the availability of structured plans to address emerging challenges. This inconsistency may lead to a decline in teachers' job performance, reduced motivation, and diminished excellence in the educational process. According to studies that have addressed the psychological and social foundations of school principals—such as the study by Al-Zuhairat, Al-Hayari, and Al-Sharman (2018)—as well as studies on teacher job performance, an exploratory investigation was conducted across a group of schools. It revealed that the core issue lies in the insufficient level of social and psychological principles practiced by school principals, from the perspective of teachers.

Upon reviewing relevant literature—such as the study by Al-Gharaibeh, Al-Hayari, and Al-Sharman (2018)—the researchers noted that school principals demonstrated only a moderate level of application of social principles, which could negatively impact teachers' job performance. Moreover, a review of academic sources showed a lack of research addressing the relationship between the social and psychological foundations and job performance. This gap provided a strong motivation for conducting this study. Drawing on their field experience in education, the researchers observed a significant correlation between the practice of social and psychological foundations and the job performance of teachers. Thus, the study aims to explore the extent to which school principals apply social and psychological principles and their relationship to improving teachers' performance.

Specifically, the study attempts to answer the following research questions:

1. What is the degree to which school principals inside the Green Line practice the principles of social and psychological foundations from the teachers' point of view?
2. What is the role of school principals in improving the job performance of teachers inside the Green Line from the teachers' point of view?
3. Is there a statistically significant correlation at the level of significance ($\alpha = 0.05$) between the degree to which school principals inside the Green Line practice the principles of social and psychological foundations and the level of teacher job performance?

Objectives of the Study

This study aims to achieve the following objectives:

- To determine the degree to which school principals practice the principles of social and psychological foundations, in order to enhance the application of these principles due to their importance in achieving the goals of the educational process.
- To identify the role of school principals in improving teachers' job performance, with the goal of raising performance levels and positively impacting the educational process in schools.
- To examine the correlation between the degree of principals' practice of social and psychological foundations and their role in enhancing teachers' performance, highlighting its importance in achieving educational objectives.

Significance of the Study

1. Theoretical Significance: This study contributes to enriching the academic field of educational administration and the body of theoretical literature concerning social and psychological foundations and job performance. It may clarify the extent to which school principals practice these principles

and their relationship to improving teacher performance. As such, the study could serve as a starting point for further research, potentially involving different educational levels and samples. Additionally, the study is expected to offer recommendations that may serve as a springboard for future research on related topics.

2. Practical Significance: It is anticipated that the results of this study will benefit the following groups:

- **Educational decision-makers**, by providing feedback regarding the degree to which school principals implement social and psychological foundations, thus supporting the educational process and its goals.
- **School principals**, by offering insights into their current practices related to social and psychological foundations, which could enhance the teaching and learning process.
- **Teachers**, by informing them of their job performance levels and highlighting the importance of maintaining effective teaching in alignment with planned objectives.
- **Researchers**, by opening new avenues for further exploration of related aspects in similar or complementary research domains.

Definitions of Terms

- **Degree of Practice:** A quantitative descriptor indicating the extent to which school principals practice the principles of social and psychological foundations and their relation to improving teacher performance. In this study, it is measured by the total score obtained from participant responses to items on the research instrument developed for this purpose.
- **Social and Psychological Foundations (Theoretical Definition):** “Preparing the individual psychologically, socially, and cognitively so that they are more capable of bearing responsibilities, by equipping them with knowledge and skills, and emphasizing intellectual, psychological, and social aspects” (Amer, 2008, p. 23).

Operational Definition: A set of essential skills required of school principals to strengthen and enhance relationships of understanding, cooperation, and respect with teachers—thereby improving their job performance, stimulating motivation, unlocking potential, encouraging collaboration, and increasing a sense of belonging, productivity, and creativity. This is reflected in the participants' responses to the research tool designed for this purpose, covering two domains: psychological and social foundations.

- **Job Performance (Theoretical Definition):** “A set of behaviors reflecting the employee’s performance of duties, accountability, and commitment to administrative responsibilities, and the effort to respond to them effectively and with diligence” (Al-Sharman & Al-Omari, 2022, p. 12).

Operational Definition: The activity through which a teacher accomplishes planned tasks and responsibilities with precision, in accordance with the job description. It is measured by the scores obtained from the research instrument developed for this study, consisting of 20 items.

Delimitations of the Study

- **Subject Delimitation:** The degree to which school principals inside the Green Line practice the principles of social and psychological foundations and their relation to improving teachers' performance.
- **Human Delimitation:** The study is limited to a sample of male and female school teachers.

- **Spatial Delimitation:** The study is confined to schools located inside the Green Line.
- **Temporal Delimitation:** The study was conducted during the first semester of the academic year 2024–2025.

Previous Studies

The study conducted by Al-Zuhairat, Al-Hayari, and Al-Sharman (2018) aimed to explore the extent to which school principals in the Northern Jordan Valley District implement the social principles of Islamic education, from the perspectives of both teachers and students. The researchers employed a descriptive analytical approach and used a questionnaire as the data collection tool, administered to a sample of 213 teachers and 472 students. The results indicated that the degree of implementation of these principles by school principals was rated as moderate. Statistically significant differences were found in the perceptions of teachers and students, with teachers rating the implementation level higher than students.

In contrast, the study by Al-Rababah, Al-Hayari, and Al-Sharman (2018) aimed to assess the extent of school principals' and students' commitment to Islamic social values in the Al-Koura Education Directorate. A descriptive survey approach and a questionnaire were used, applied to a sample of 269 teachers. The findings revealed a moderate level of commitment among principals and students, with no statistically significant differences based on gender or years of experience.

The study by Yeşil and Sincar (2021) aimed to review the literature on social justice principles in education and provide a comprehensive analysis of research trends concerning social justice leadership. A qualitative approach was used, based on interviews with a sample of 25 Turkish school principals. The findings revealed that social justice leadership is perceived through three main dimensions: conceptual, cultural, and participatory. It was also noted that social justice leadership is considered a formative process requiring multidimensional training, including identifying differences and biases. The study highlighted various challenges faced by social justice leaders, categorized under themes such as students, school culture, society, and inequality.

The study by Saleh and Mutiani (2021) sought to explore the role of school principals in improving teacher performance through academic supervision. A mixed-methods approach was adopted, including structured interviews with 12 teachers and document analysis based on Miles and Huberman's interactive model. The findings emphasized three main activities undertaken by principals: planning, implementation, and follow-up. These interconnected activities form a coherent system. The study stressed the principal's role in fostering a training model, where teachers are seen as partners engaged in collaborative problem-solving.

Rostini, Syam, and Achmad (2022) examined the role of school principals in improving teacher performance and learning quality. The study used a descriptive analytical method based on document analysis of eight selected articles. The findings showed that principals engage in planning teacher performance training programs, designing methods and structures for such training, allocating time for performance development, and organizing training efforts with a clear organizational structure and defined responsibilities. Additionally, principals initiate procedures at the beginning of each semester, conduct performance evaluations at the end, and carry out classroom visits. The study concluded that effective school leadership contributes positively to teacher performance and learning quality.

Abdel Rahim (2023) conducted a study to investigate the effectiveness of school leadership in enhancing the instructional performance of elementary female teachers in the Irbid Governorate. A descriptive survey approach was adopted, and data were collected via a questionnaire distributed to a sample of 218 teachers. The results indicated a moderate level of effectiveness of school leadership in improving instructional performance. Statistically significant differences were found based on academic qualifications (favoring those with less than a bachelor's degree) and years of experience (favoring teachers with 10 years or more).

Position of the Current Study Among Previous Research

The current study differs in its focus on examining the degree to which school principals practice the principles of social and psychological foundations and their relationship to improving teacher performance. To the best of the researchers' knowledge, no previous studies have directly examined the correlation between these two variables. The study also differs in its population, sample, and variables.

Methodology of the Study

A **descriptive correlational** approach was used, as it is appropriate for the objectives of the study.

Study Population

The study population consisted of all school teachers within the Green Line, totaling **40,416** male and female teachers, according to statistics provided by the Ministry of Education for the academic year 2025.

Study Sample

The sample consisted of **327** male and female teachers selected through a **simple random sampling** technique to ensure that the sample represents the broader population.

Study Instrument

To develop the instrument that would assess the degree of school principals' practice of social and psychological principles and their relationship to improving teacher performance, the researchers reviewed relevant theoretical literature and previous studies such as Al-Rababah et al. (2018), Al-Zuhairat et al. (2018), Abdel Rahim (2023), and Saleh & Mutiani (2021). The instrument was structured into three parts:

- **Part One:** Personal and demographic information.
- **Part Two:** A 32-item scale measuring the extent to which principals practice social and psychological principles, divided into two domains: social foundations and psychological foundations.
- **Part Three:** A 21-item scale measuring the level of teacher performance improvement.

Content Validity

To ensure content validity, the preliminary version of the instrument was reviewed by **13 experts and specialists** in educational administration, foundations of education, and measurement and evaluation from various universities. They assessed the items in terms of clarity, linguistic formulation, and relevance to the respective domains. Items were revised according to expert feedback, with any item receiving 80% or higher agreement being retained. Based on this process, three items were deleted, and several were reworded. The final version included **30 items** for the social and psychological foundations scale and **20 items** for the teacher performance scale.

Construct Validity

To test construct validity, the instrument was administered to a **pilot sample** of **40 teachers** not included in the main study sample. Corrected item-total correlations were calculated to assess the relationship between individual items and their respective domains, as well as the overall instrument, as presented in Tables 1 and 2.

Table (1): Pearson Correlation Coefficients between Items and their Respective Domains and the Overall Instrument

Item	Domain Correlation	Total Scale	Item	Domain Correlation	Total Scale	Item	Domain Correlation	Total Scale
1	.70**	.65**	11	.72**	.63**	21	.73**	.61**
2	.69**	.73**	12	.74**	.69**	22	.64**	.52**
3	.76**	.75**	13	.76**	.67**	23	.74**	.65**
4	.87**	.81**	14	.79**	.75**	24	.66**	.55**
5	.78**	.69**	15	.74**	.71**	25	.69**	.55**
6	.82**	.73**	16	.70**	.70**	26	.70**	.67**
7	.72**	.58**	17	.72**	.68**	27	.70**	.60**
8	.84**	.78**	18	.76**	.62**	28	.60**	.46**
9	.85**	.80**	19	.80**	.65**	29	.57**	.55**
10	.79**	.74**	20	.74**	.66**	30	.70**	.65**
* Statistically significant at $\alpha = 0.05$								

** Statistically significant at $\alpha = 0.01$

Table (2): Pearson Correlation Coefficients between Items and the Overall Instrument

Item	Total Scale Correlation	Item	Total Scale Correlation
1	.56**	11	.72**
2	.74**	12	.72**
3	.76**	13	.52**
4	.73**	14	.62**
5	.64**	15	.47**
6	.61**	16	.64**
7	.76**	17	.68**
8	.59**	18	.68**
9	.65**	19	.73**
10	.67**	20	.72**

** Statistically significant at $\alpha = 0.01$

It is evident from Tables (1) and (2) that all correlation coefficients are statistically significant and within acceptable ranges. Hence, **none of the items were eliminated** from the instrument (Al-Kilani & Al-Sharifain, 2011, p. 431).

Instrument Reliability

To evaluate the internal consistency reliability of the instrument, **Cronbach's Alpha** was calculated using data from the pilot study. Additionally, **test-retest reliability** was assessed by re-administering the instrument to the same pilot sample two weeks later. Pearson correlation coefficients were calculated between the first and second administrations, as shown in Table (3).

Table (3): Cronbach's Alpha and Test-Retest Reliability Coefficients for the Study Instrument

Domain	Cronbach's Alpha Test-Retest	
Social Foundations	0.95	0.89
Psychological Foundations	0.92	0.85
Total Instrument	0.96	0.87
Teacher Performance	0.93	0.89

The results in Table (3) indicate high internal consistency, with **Cronbach's Alpha** coefficients of 0.95 for the social domain, 0.92 for the psychological domain, and 0.96 for the total scale. Test-retest reliability coefficients were also strong: 0.89 for the social domain, 0.85 for the psychological domain, and 0.87 for the total scale. All values exceeded the acceptable cutoff point of 0.70, indicating **good instrument stability**. The teacher performance scale also showed high internal consistency ($\alpha = 0.93$) and test-retest reliability ($r = 0.89$), affirming the tool's reliability.

Scoring Scale and Interpretation Criteria

To interpret the mean scores of the study instrument and its domains and items, a five-point Likert scale was employed. The range of possible scores (1–5) was divided into five equal categories by calculating the interval width: $(5 - 1) \div 5 = 0.80$.

Accordingly, the levels were interpreted as follows:

- **1.00 to less than 1.80:** Very Low Degree
- **1.80 to less than 2.60:** Low Degree
- **2.60 to less than 3.40:** Moderate Degree
- **3.40 to less than 4.20:** High Degree
- **4.20 and above:** Very High Degree

Results Presentation and Discussion

First Research Question:

“What is the degree to which school principals inside the Green Line practice the principles of social and psychological foundations from the teachers’ perspective?”

To answer this question, arithmetic means and standard deviations were computed for teachers’ ratings of principals’ practice of social and psychological principles. The domains were ranked in descending order by their overall mean scores, as shown in Table 4 below.

Table 4: Means and Standard Deviations of Teachers’ Ratings on Principals’ Practice of Social and Psychological Principles, Ranked Descending by Overall Means

Domain	Mean Std. Dev. Rank Degree			
Social Foundations	3.85	0.740	1	High

Domain	Mean	Std. Dev.	Rank	Degree
Psychological Foundations	3.58	0.650	2	High
Overall Scale	3.72	0.620	—	High

It is evident that teachers rated principals' practice of social and psychological principles at a **high level** overall (Mean = 3.72, SD = 0.62). Social foundations received the highest rating (Mean = 3.85, SD = 0.74), followed by psychological foundations (Mean = 3.58, SD = 0.65). This suggests that teachers perceive school principals as highly committed to both social and psychological principles and educational ethics, valuing their role in building individuals holistically and fostering a respectful, supportive school community.

Potential explanations include principals' positive engagement with teachers, students, parents, and local community members, reinforcing a productive and trusting school climate. This inclusive leadership style encourages open dialogue—even constructive criticism—as a means of enhancing administrative and educational quality. Moreover, principals are seen as applying ministry guidelines, exercising authority appropriately, demonstrating flexibility in planning, and effectively aligning their actions with broader educational objectives. For example, the item “Encourages teachers to initiate school activities” ranked highest (Mean = 4.03, SD = 0.92), reflecting principals' support for proactive collaboration and community involvement. Meanwhile, the lowest ranking item was “Uses consultative (Shura) decision-making processes” (Mean = 3.62, SD = 1.08), still within the high category, perhaps indicating variability in perceived inclusion in school decisions.

These results differ from those found by Al-Zuhairat, Al-Hayari & Al-Sharman (2018), where teacher estimations of principals' application of social principles were rated only at a **moderate level** in the Northern Jordan Valley district.

Social Foundations Domain

Subsequently, means and standard deviations were calculated for each item within the social foundations domain, ranked in order of descending means. The results are summarized in **Table 5**.

Table 5: Means and Standard Deviations for Social Foundations Items, Ranked by Mean

No.	Item	Mean	Std. Dev.	Rank	Practice Level
1	Encourages teachers to initiate school initiatives	4.03	0.920	1	High
3	Stimulates communication among teachers	3.97	0.950	2	High
11	Involves teachers in school committees	3.96	1.00	3	High
4	Builds positive social relations with teachers	3.94	0.960	4	High
5	Participates with teachers in their social occasions	3.92	1.05	5	High
10	Maintains teachers' privacy	3.91	0.960	6	High
2	Cultivates a sense of social responsibility in teachers	3.90	0.980	7	High
6	Respects teachers' viewpoints during meetings	3.87	0.970	8	High

No. Item		Mean	Std. Dev.	Rank	Practice Level
14	Encourages teachers to communicate with students' parents	3.87	1.00	8	High
13	Promotes teacher participation in voluntary activities	3.85	0.930	10	High
7	Distributes functional tasks among teachers fairly	3.81	0.980	11	High
9	Encourages teamwork among teachers	3.81	1.03	11	High
12	Prioritizes teachers' needs over personal preferences	3.68	1.06	13	High
15	Includes teachers in school management affairs	3.65	1.04	14	High
8	Employs consultative (Shura) decision-making	3.62	1.08	15	High
Overall Social Foundations		3.85	0.740	—	High

Item means ranged between **3.62 and 4.03**, indicating consistently high ratings. The highest-rated item was “Encourages teachers to initiate school initiatives,” reflecting teachers’ perception that principals actively foster engagement in events like parent-teacher day, open schools, and extracurricular programs to strengthen community ties and social principles. The lowest mean item—“Uses consultative decision-making”—still fell within the high range but suggests potential areas to enhance teacher involvement in administrative decisions.

Overall, the positive trend may reflect teachers’ perception that principals embrace inclusive leadership, prioritize staff needs, foster trust, and utilize power judiciously—all aligned with the institution's broader mission and educational resources.

Psychological Foundations Domain

The arithmetic means and standard deviations were calculated for the items within the domain of psychological foundations, ranked in descending order of mean scores, as shown in **Table 6**.

Table 6: Means and Standard Deviations for Items in the Psychological Foundations Domain

No. Item		Mean	Std. Dev.	Rank	Practice Level
16	Enhances teachers’ self-confidence	3.79	1.03	1	High
18	Motivates teachers based on their distinguished school performance	3.74	1.05	2	High
17	Makes work-related decisions without bias or discrimination	3.71	1.04	3	High
21	Builds trust between administration and teachers	3.69	1.06	4	High
20	Avoids arrogance when dealing with teachers	3.67	1.11	5	High
19	Provides an attractive teaching environment for teachers	3.55	1.06	6	High

No. Item	Mean	Std. Dev.	Rank	Practice Level
26 Fosters a tolerant educational environment	3.53	0.69	7	High
27 Understands and accommodates teachers' circumstances	3.53	0.68	7	High
30 Avoids pointing out teachers' flaws in front of colleagues	3.53	0.67	7	High
23 Appreciates teachers' achievements in the educational process	3.52	0.71	10	High
22 Respects and reinforces teachers' educational status	3.51	0.73	11	High
28 Strives to meet teachers' needs for professional growth	3.49	0.70	12	High
29 Supports teachers in their classroom teaching	3.48	0.69	13	High
24 Cares about teachers' emotional well-being through human connection	3.47	0.71	14	High
25 Encourages teachers' creative talents	3.46	0.71	15	High
Overall Psychological Foundations	3.58	0.65	—	High

The mean scores for this domain ranged from **3.46 to 3.79**, indicating a **high** level of perceived practice. This reflects the belief among teachers that principals are attentive to teachers' psychological well-being, seek to alleviate psychological pressures that hinder school objectives, and foster a positive climate that empowers teachers as key drivers of school success.

Principals are perceived to elevate teachers' morale, acknowledge their contributions, and support them during critical moments. They are also believed to instill a culture of mutual respect, patience, and human-centered leadership. The highest-rated item, "*Enhances teachers' self-confidence*" (Mean = 3.79, SD = 1.03), likely reflects the teachers' perception that principals build a climate of trust where teachers can focus on their tasks without fear or defensiveness.

Conversely, the lowest-rated item, "*Encourages teachers' creative talents*" (Mean = 3.46, SD = 0.71), though still high, may indicate areas for further development in fostering innovation. Nonetheless, it reflects that principals apply modern leadership practices and seek to develop teachers' talents, drawing upon available community resources.

Second Research Question:

"What is the role of school principals in improving teachers' performance inside the Green Line from the teachers' perspective?"

To address this question, arithmetic means and standard deviations were calculated for teachers' ratings of principals' role in enhancing teacher performance. The results are presented in Table 7.

Table 7: Means and Standard Deviations for Items Measuring Principals' Role in Improving Teachers' Performance

No.	Item	Mean	Std. Dev.	Rank	Degree
1	Informs teachers about the latest educational tools	3.68	0.57	1	High
3	Encourages teachers to diversify instructional methods	3.67	0.60	2	High
2	Applies innovative ideas to improve teachers' professional practices	3.66	0.60	3	High
4	Encourages peer classroom visits among teachers	3.65	0.61	4	High
9	Promotes the use of modern technological tools in teaching	3.65	0.62	4	High
6	Assists novice teachers in developing their skills	3.63	0.63	6	High
8	Encourages teachers to participate in training programs	3.63	0.59	6	High
20	Fosters leadership spirit among teachers	3.59	0.65	8	High
5	Organizes purposeful pedagogical meetings among teachers	3.57	0.66	9	High
10	Supports the implementation of innovative projects by teachers or students	3.57	0.65	9	High
19	Helps teachers address professional and instructional challenges	3.57	0.62	9	High
18	Teaches teachers effective communication with students	3.56	0.66	12	High
7	Encourages teachers to pursue graduate studies	3.56	0.68	12	High
13	Involves teachers in specialized conferences and seminars	3.53	0.70	14	High
12	Shares personal teaching experiences with teachers	3.52	0.72	15	High
11	Exposes teachers to innovative global classroom management practices	3.50	0.71	16	High
17	Explains effective classroom leadership strategies	3.50	0.71	16	High
16	Introduces thinking-skill-enhancing instructional strategies	3.49	0.70	18	High
14	Guides teachers toward assessment strategies that develop their skills	3.48	0.68	19	High
15	Provides teachers with copies of classroom observation reports	3.46	0.71	20	High
Overall		3.57	0.48	—	High

The mean scores for this domain ranged from **3.46 to 3.68**, all within the **high** level. This suggests that principals play a notable role in enhancing teacher performance, likely through their application of psychological and social foundations, modern leadership strategies, and Ministry of Education guidelines.

Teachers perceive principals as actively supporting professional growth by supervising instruction, fostering collaboration, and providing timely feedback. Principals are seen as resident instructional leaders who monitor classroom and extracurricular performance and ensure proper preparation and development. These findings may reflect the positive outcomes

of recent training initiatives provided by the Ministry aimed at enhancing school leadership practices.

Teachers also reported that principals update them on educational tools, encourage pedagogical variety, promote innovative thinking, and facilitate professional development through peer collaboration, training programs, and technology integration. Moreover, principals support both novice and experienced teachers in overcoming instructional challenges and fostering creativity in both teachers and students.

Third Research Question:

"Is there a statistically significant correlation at the ($\alpha = 0.05$) level between the extent to which school principals inside the Green Line practice the principles of social and psychological foundations and the level of teacher performance improvement?"

To answer this question, Pearson correlation coefficients were calculated between principals' practice of social and psychological principles and the level of teacher performance improvement as perceived by teachers. Table 8 presents the results.

Table 8: Pearson Correlation Coefficients between Principals' Practice of Social and Psychological Foundations and Teachers' Performance Improvement

Foundations Performance Improvement	
Social	0.61**
Psychological	0.64**
Total	0.68**

p < 0.01 (statistically significant)

The results indicate a **statistically significant positive correlation** at the ($\alpha = 0.05$) level between the degree to which principals apply the principles of social and psychological foundations and the level of teachers' performance improvement. This suggests that the more school principals employ these foundational principles, the more likely it is that teachers' professional performance improves.

Conversely, a decline in such practices may negatively affect teacher performance, as it would reflect a detachment of principals from essential social and psychological dimensions in educational and administrative processes.

This positive correlation may be attributed to the fact that in recent years, principals have participated in various training programs and workshops focused on social and psychological foundations, which have equipped them with modern strategies for interacting with teachers. These programs have emphasized the distinction between administrative and leadership roles, with a focus on human relations to bridge performance gaps among teachers.

Furthermore, the regular monitoring of teachers' performance by supervisory authorities may place accountability on principals, thus compelling them to invest greater effort in supporting and improving teacher performance. The principals' application of these foundational principles enhances their ability to overcome challenges and foster excellence in their schools.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

- The **Ministry of Education** should reinforce the application of social and psychological principles by school principals due to their important role in improving school performance.

- **School principals** should guide teachers toward **assessment strategies** that help develop their professional competencies.
- Principals should **provide teachers with copies of classroom observation reports** to facilitate reflective practice and targeted development.
- School leaders should place a strong emphasis on **positive human relationships** with teachers, as these greatly enhance their performance.
- **Future researchers** are encouraged to conduct more studies on related topics and explore connections with other variables that may influence teacher performance and school leadership effectiveness.

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