Leadership styles of managers of Arab schools in Malaysia, their relationship to morale.

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ABSTRACT

The principal cornerstone of all aspects upon which the schools rely, the main driver for all energies and capabilities existing in order to achieve the goals successfully and effectively. A successful Commander is the one who works on knowledge of the needs and desires of his staff to push them to excellence and achievement in a meaningful and appropriate scholastic environment. The most important motives of achievement is when teachers feel that the school environment is a supportive environment, where they can use their own methods to progress for the better, to reflect positively on their performance and increases the membership of the school, as well as for students. More students will enroll if they feel that the school educational environment positive and correct, providing them with an optimal active learning in a quiet and comfortable environment, which will make them more inclined towards science The type of leadership approach of the school principals will also have an impact in the personalities of teachers on their morale and performance and the behavior of pupils and their achievements. With a social climate that provides the appropriate school for pupils and teachers a sort of psychological comforts to be able to achieve the desired educational goals. The success of any school is mainly based on the quality of the manager’s selection of the type of appropriate leadership. There is the Democratic leadership, which is keen on sound human relations of and the participation of workers in decision-making and seeks to create a school climate to motivate employees to exert maximum efforts to achieve the desired goals, and there is leadership dictatorship, which pays much attention to the completion of work and tyranny opinion and the central decision-making and follows the methods of direct actions by the command, and there is also Permissive leadership which is keen to give employees a degree of freedom in the exercise of their business and leave all the responsibilities of subordinates. School administration based on individual faith, in one’s ability to command and one’s love for the work as a leader and trust in union decisions. Foreman is directed to the actions and applied the concepts of education through the type of leadership followed in his administration of the school, knowing how individuals work, how they interact with each other, how their behavior influence their management and how to have the opportunity to perform well and be active, and how instilling in them the spirit of teamwork and the value of cooperation, all vital functions of modern management leading to excellence and success to reach the high morale of teachers in educational institutions.

Key words:

Introduction

The principal cornerstone of the school upon which the school relies in all aspects, and the main driver for all energies and capabilities existing in order to achieve successful and effective goals,. A successful Commander is the one who works on knowledge of the needs and desires of his staff to push them to excellence and achievement in a scholastic meaningful and appropriate environment to reach the most important motives of achievements. When the teachers feel that the school environment is a supportive one, free to use methods to progress for the better; this will reflect positively on their performance as well as increase the membership of the school. If students feel that the school educational environment is positive and correctly provide them with an optimal active learning in light of quiet and comfort, this will make them more inclined to study. And the type of leadership approach of the school principals has an impact in the personalities of teachers and their morale, performance and the behavior of pupils and their achievements, and an appropriate social climate that the school provides students and teachers with some sort of psychological comfort to be able to achieve the desired educational goals. It should provide interest to individuals at all levels.
There are numerous concepts of leadership and a variety of diverse points of view of researchers and schools of different intellectuals, but if we go back to Greek and Latin thought to determine the meaning of leadership, we find that the word leadership (Leadership) is derived from the verb Greek (Archein), words begin or lead or governs consistent with the Latin verb (Agere). It means moving or driving. The word leader (Leader) means the person who directs or instructs or guides. (Canaan, 1999: p 86-87).

Where known to Morsi (1989) as: "Leadership is behavior carried out by the individual when directed by an activity group towards a common goal. (P. 135), defined by the Tabib (2002) as "behavior carried out by the individual while the direct activity of the group towards a common goal. (P. 149), as defined by Aboode (2008), as "the process of inspiring individuals to submit their best, to achieve the desired results" (p. 11). The leadership and the type of leadership are the most important determinants of the level of morale among individuals working in the organizational enterprise. Leadership is based on domination and monopoly power and to deal with individuals with a degree of arrogance and amplify them, contributes significantly to the spacing of individuals for leadership, low morale of the group, and impedes investigation Goals. (Al-Ghamdi, 1991: p 37).

The change that has occurred in the large size of the organization Education, which evolved from a small school with one teacher or a few teachers and a small group of students, to a large school with large numbers of teachers and pupils, they, therefore need a higher level of administrative efficiency to conduct the work, and all this depends primarily on the leadership behavior of the school Director, because it is linked to the success or failure of the school, rather than just a process designed for the conduct of affairs of the school walking routine, to a new role that focuses in including other aspects of great importance of attention to the psychological aspects, knowledge and humanity for teachers and pupils, and the success of the Director in performance of this new role requires him to follow the methods of leadership more effectively, and if the educational administration is essentially on the interaction between the manager and members of the group, the main difference of this interaction between the manager and his subordinates in order to direct them and guide them to reflect on the variation in the quality management methods and the different patterns (Hassan, Sayad 0.1986 : p 99).

The morale of a reflection of the feelings of the individual and the community about the Foundation and about the work they do is an important indicator of how well the institution and the effectiveness of command, it is important to identify the most important indicators and aspects of morale for the development of this spirit and maintaining it well (Al-zahrani, 1992: p 45), has resulted in an interest in studying the morale to the emergence of Mhanin in human relations, one associated with the development of the foundations and experiments for the detection of the interpretation of the feelings of employees and the reactions they have, and the second to reduce the negative reactions or reduce them, while maintaining the moral spirit. (Abbas, 1999: p 215-216).

The problem with the study is that the success of any school is based mainly on the selection of the Director-quality type of appropriate leadership; there is the Democratic leadership, which is keen on the human relations of sound and the participation of workers in decision-making and seeks to raise morale within the school to motivate employees and make utmost efforts to achieve the desired goals; there is dictatorship leadership, which pays much attention to the completion of work and tyranny opinion and the central decision-making and follows the methods of directing the business by the command; there are also lenient leadership; which is keen to give employees a degree of freedom in the exercise of their business and leave all the responsibilities to subordinates and school administration are the ones that rely on the faith of the individual’s ability to leadership and his love for the work as a leader and trust in union decisions. Thus the foreman is directed to the actions and applies the concepts of educational teaching through the type of leadership followed in his administration of the school, knowing how it works with individuals and how they interact with each other and how they influence their behavior and their management and how to have the opportunity to perform well and be active, and how instilling in them the spirit of teamwork and the value of cooperation; are all vital functions of modern management if it is to excel and succeed to reach the high morale of teachers in educational institutions.

The significance of the study is in that they are looking at leadership styles of managers in Arab schools in Malaysia, their relationship to moraleand in highlighting the importance of the stage of basic education because it is the foundation for the rest of the stages of the following educational, and it is the base of the educational ladder. So attention must be paid to this stage, the teacher must work as much as on innovation and creativity to
attract students’ love for learning, thus making students more interested in science, and that attention to patterns of leadership for school administrators has all the impact on the creation of a scientific and educational atmosphere.

First: the qualities of successful leadership:

Summed (Badawi, 2001) the most important qualities of successful leadership, are described as follows:

1 - Proactive: means that the commander is the owner of the lead in increasing his staff with new proposals which will help to clarify the system and support the action plans, and that the commander initiates action and urged his staff to work to achieve the desired objectives.

2 - Date: means the active role played by the leader in planting the spirit of interaction between individuals and work for them and mixes with the proximity and mutual benefits among themselves in an atmosphere of intimacy, away from the central government.

3 - Representation: the dedication of the leader in the defense of members of his group, and seeks in their own interest, and representation in all positions.

4 - Integration: That to the leader, the work does not belong to his personal business, but he intends to spread the spirit of love and happiness among individuals, and reduce any gap between them.

5 - Organization: a leader's ability to draw a plan defining the work and the work group members, as well as working relationships among themselves and thru organisation.

6 - Control: means the commander determines their behavior and acts or makes decisions or expresses their views.

7 - Contact: It is the ability of the commander of delivering information to the members of his group and facilitates the exchange of information between them, and the degree of his knowledge, including related matters.

8 - Estimates and anticipates: It means the ability of the commander to express his appreciation and satisfaction for the efforts of members of his group, and he expects the impact of moral incentives, positively or negatively or increases the amount of links to these efforts in production and implementation.

9 - Production: it is the required level of production, which contemplates the commander of attainable individuals and encourages them to continue efforts to achieve the desired goals. (Badawi, 2001: p 62.63)

Second, the leadership skills of the educational leader:

Educational leader must have the leadership skills to qualify for the leaders and thus be able to achieve the objectives of the institution, and the basic skills needed for educational leadership are as follows:

1 - Personal skills: -
Some of the features and capabilities necessary to build individuals to become leaders and the most important of these features are:
- The physical features in the physical strength and nerve and stamina and vitality.
- Mental capacity intended to group the preparations and intellectual habits of mind and beliefs, is the intelligence of the most important mental abilities necessary for the management. Studies have shown that there is a link between the trait of intelligence and success in leadership.
- Proactive, innovation, and innovation that Balm padoh associated with three major features are: courage, decisiveness and the ability to act quickly and the ability to anticipate the possibilities and devise means to confront them.
- Self-control means that the commander is able to manage himself by the management of others, and this requires him to have a calm response during a crisis. (Dweik. tessier and others, 1998: p 32-34)

2 - Cognitive skills:
Is the ability to see the commander's organization and understanding of the interrelationship between its parts, and the impact of the changes that occur in any part of it on the rest of its parts, and its ability to visualize and understand the employee relations and relations of the institution as a whole society in which they operate. (Canaan, 1999: p 332)

3 - Human skills: -
And highlights the role of leadership in the humanitarian aspect of the role of the leader in the establishment of human relations within the institution, and the ability to deal with subordinates, and create a spirit of teamwork among them. A quality necessary characterize the behavior of the leader when it is connected to subordinates, and require this skill availability of a spirit of community, and mutual understanding between the leader and his subordinates, as well as influence them to do the completion of their duties and do their duties honestly, faithfully, sincerely and with dedication to achieve the objectives of the institution. (Morsi, 1986: 68)

4 - Technical skills: -
A capacity which refers to the knowledge of the commander-depth branch of science or discipline, and provides this skilled knowledge, and understanding; the type of work performed by the institution and thus becomes distinctive with this knowledge and experience, and uses this knowledge in achieving the desired goal effectively, and these are all capabilities acquired through study, experience and training, either before joining or during work across programs designed for it. (Obaidat, 2007: p 17)

Third, leadership styles

Leadership can be classified into three types, basic, namely:

1 - Autocratic style:

The autocratic commander concerns himself with all small and large in the organization and often wasting time and cause the suspension of work, and if absent from work the deterioration of production, then over time causes the dullness of subordinates, and usually such a leader resorts to take the means of deterrence and punishment, which leads to generate a spirit of hatred among workers. (Gawaher, 1984: p 146) And the solo commander is autocratic in his collection, not linking him to their relationship with human kind of dating, love, and that this type of leadership leads to the tightening of power and uniformity of work and increases production, but it is characterized by reflection of a significant adverse impact on the character of individuals, and remains the coherence of the work dependent on the presence of the leader. (Morsi, 2001: p 15)

2 - Democratic style:

The basic principle adopted by the Administration of democracy is the principle of respect for the personalities of individuals and collective participation of decision-making, and implementation, from the basic idea is that the multiplicity of normal brains better able to provide ideas right from the mind per normal. So that the task of management - in the light of this concept – is exclusively on the leader, it is a common task contributing to the performance of all employees, shall lead the implementation of the tasks that are positive relationships with employees, reflects the effective cooperation and raises the initiative and enthusiasm, and calls for an intimacy and mutual respect. (Arfi and Mehdi, 1996: p 79) Under Democratic leadership, the group participates in setting goals, planning and implementation of activities and their evaluation, and responsibilities are distributed to individuals, and authorizes the commander some of his powers to his subordinates, and the relations between individuals of good relations, and there are channels of communication between them, and the leader encourages individuals, and they appreciate it. (Hajji 1998: p 196).

3 - Permissive style:

The origin of the leadership Permissive to the movement of non-interference by the traders, and European economists in the late Middle Ages to resist government intervention in the affairs economy Yeh, not as much as it is that intervention is necessary for the maintenance of security and the rights of private property, and moved that idea to the leadership in the private institutions, and became a mediator, and is characterized by passivity, tolerance, and affection towards his followers in making decisions, Commander of this type take a secondary role in the guidance and influence of others. (Mgreby, 1995: p 172)

Fourth, the morale and the factors affecting them:

That morale reflects and refers to psychological feelings felt by the run about his work and about the management of this work, a sense of vague among workers, a sense of the positive pay employees to work and an optimistic outlook and friendliness toward the group, or a sense of the negative and the tendency to criticism and pessimism. (Jamjoom, 1990: p 194). As defined by Khawaja (2004) as a general psychological tendency, which controls the individual in a group, and identifies the type of emotional responses and reactions, he has of the factors and influences surrounding them. (P. 92), and these things that help to raise the morale of the employees are (Al-zahrani, 2008: p 52): -

1 - To provide good working conditions at the school.
2 - Fair treatment at work.
3 - Drop the complaint and the complaint of the work.
4 - The cohesion of individuals and their union to achieve a common goal.
5 - High volume production.
Fifth: The measurement of morale:

-1 Interview: the advantages of the interview that they disclose the reasons for the unexpected low or high morale, especially if conducted in an informal atmosphere, and although the group had not disclosed this real often, but the method of the researcher and conviction factor of confidential Information is to be provided, which feels a reassuring factor and gives the correct information. (Nada, 1998: p 41)

-2 Resolution: has advantages that the respondent gets the time to answer, without additional damage, by answering the right to anonymity, and this does not negate the existence of the negative aspects of this method such as the typical response and indifference leading to responses, whether inaccurate or subjective, but the researchers can avoid the disadvantages of this method for blood-resolution distributed by himself and answer questions Tgaben touch, and feel the importance of the subject and confidential information (slaves, 2002: p 29)

-3 Note: a talk during the performance of teachers on their daily work in the organization that they work, either through observation trans-e or comments of supervisors on the work, which is recorded in the form of reports or by observing the rate of production or absenteeism and dropouts, complaints of staff (Obaidat, 2002: p 29)

Society and the study sample:

The study sample consisted of (24) a teacher, a mentor of teachers and teachers of the Libyan School in Kuala Lumpur, Malaysia (50%) of the society's original study which reported number is (48), a teacher and mentor in the first semester of the academic year, 2010/2011. He chose the researchers as a random sample using researchers in a descriptive analytical approach study to this method with characteristics commensurate with the nature of the research depending on the study and accurate analysis of reality, and it supports a description of the phenomenon in question, to achieve the objectives of this study. The following table shows the distribution of the study sample of teachers and school teachers of Libyan and Yemeni schools in Kuala Lumpur, Malaysia by the name of the school, age, sex, years of experience and the nature of the qualification.

Table 1: Distribution of study sample by age

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-35 years</td>
<td>11</td>
<td>46%</td>
</tr>
<tr>
<td>36-45 years</td>
<td>11</td>
<td>46%</td>
</tr>
<tr>
<td>46-55 years</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>55 - or more years</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100%</td>
</tr>
</tbody>
</table>

It is clear from Table (1) that the proportion of the period between age (25-35) years and the proportion of the period between age (36-45 years) which is equal to the top and up (46%), then the proportion of the period between age (46-55 years) are and up to the third (8%), while the rate for the period between age (55 - and over) there is no teacher, and the results show that the average age of the sample between (25-35) and (36-45) years, and this makes more scientific educational activity and vitality.

Table 2: Distribution of study sample by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>7</td>
<td>29%</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>71%</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100%</td>
</tr>
</tbody>
</table>

It is clear from Table (2) that the sex ratio in the sample of the study was the proportion of female (71%) in the course of the study, then the ratio of males to reach (29%) of the sample study, the researchers attribute that female students are Libyans wives of delegates to Malaysia.

Table 3: Distribution of study sample by Experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>Number</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 5 years</td>
<td>7</td>
<td>29%</td>
</tr>
<tr>
<td>6 - 10 years</td>
<td>5</td>
<td>21%</td>
</tr>
<tr>
<td>11 - 15 years</td>
<td>4</td>
<td>17%</td>
</tr>
<tr>
<td>16 years and over</td>
<td>8</td>
<td>33%</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100%</td>
</tr>
</tbody>
</table>

It is clear from Table (3) that the proportion of years of experience between (16 and over) years are the highest and up to (33%), then the proportion of years of experience between (1-5) years is the second and up to (29%), followed by the proportion of years of experience between (6-10) years and up to (21%) and, finally,
between the years of experience (11-15) and up to the percentage (17%). And results indicate that there is diversity in the years of experience in this study sample thus, leading to continued efficiency.

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational</td>
<td>22</td>
<td>92%</td>
</tr>
<tr>
<td>is an educational</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100%</td>
</tr>
</tbody>
</table>

It is clear from Table (4) that the proportion of the nature of the qualification in carriers of a qualified education is up to (92%), a majority of teachers, the parameters, then the proportion of non-carriers of a qualified education is up to (8%), and this serves the objectives of the educational process because the majority wants a qualified education.

To achieve the objectives of the study, researchers used the tool developed and used by the researcher-Zahrani (2008), that was modified and developed by Mlaetaha in the current study, is composed of (40) items distributed in three sections: (leadership styles - the morale of the school), and were as follows:

- Leadership styles: a (24) paragraph.
- The morale of the school: a (16) paragraph.

Results of the study and interpretation:

Table 5: T-test for one sample between the average assessment of the type of leadership of the Director of the school and the average of the theoretical pattern for each pattern leading

<table>
<thead>
<tr>
<th>Leadership styles</th>
<th>average sample</th>
<th>standard deviation</th>
<th>average theoretical</th>
<th>The level of T</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permissive</td>
<td>12.083</td>
<td>3.9</td>
<td>12</td>
<td>0.105</td>
<td>0.918</td>
</tr>
<tr>
<td>Autocratic</td>
<td>28.375</td>
<td>6.27</td>
<td>24</td>
<td>3.416</td>
<td>*0.002</td>
</tr>
<tr>
<td>Democratic</td>
<td>40.916</td>
<td>11.42</td>
<td>36</td>
<td>2.108</td>
<td>*0.046</td>
</tr>
</tbody>
</table>

It is clear from Table (5) that the average sample pattern Permissive was (12.083) and this value Tauscher to the average level in this pattern when compared to the value of average theoretical pattern Permissives the value of (12) (average of the theoretical is obtained by multiplying the number of expressions of style in the value of the class Alosth alternatives answer is 3). To identify the prevalence of this type of leadership in the school principal using the test (T) for sample one and it appeared that the value of (t = 0.105) and is not statistically significant because the level of the function (0.918) is greater than the level of (0.05) and it can be inferred from this that the style Permissive a medium degree of Director of the school.

Due to the autocratic pattern was Average grade sample of the autocratic school principal (28.375) and this sample and the value of the average theoretical pattern of autocratic and value (24) which indicates the prevalence of this type of leadership of the school principal, and the value indicates the test (T) for the sample and one that the differences between the averages of the sample. The theoretical average for a valid statistical sample mean and the value (t = 3.416) as a function of the level of statistical significance (0.002) is lower than the level (0.05) and Nstanj is that the autocratic style indicates the prevalence of this pattern with the principal of the school as evaluated by teachers.

As for the style Democrat was Average grade teachers to the pattern of the democratic school principal (40.916), a value exceeding the value of average theoretical pattern (36) and to identify significant differences between the averages, indicate the value of test (t = 2.108) and the significance of differences between Almtoitsttin where the level of significance (0.046), the lowest level (0.005) and this indicates the prevalence of this pattern with the principal of the school by teachers' evaluation.

Table 6: T-test for one sample between the average assessment between the average teacher in the morale and the theoretical average for the style.

<table>
<thead>
<tr>
<th>Variable</th>
<th>average sample</th>
<th>standard deviation</th>
<th>average theoretical</th>
<th>The level of T</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morale</td>
<td>48.541</td>
<td>14.60</td>
<td>48</td>
<td>0.182</td>
<td>0.857</td>
</tr>
</tbody>
</table>

It is clear from Table (6) that the measure of spirits used in this study that contains sixteen (16) paragraphs, and under the standard correction, the highest score on the scale (5 × 16 = 80) and the lowest score (16). Thus, the average of the theoretical scale (48), and the table was that the sample mean (48.541), which indicates the
To determine the differences function statistically between the sample mean and average theoretical standard value indicates the test (T) for sample one (0.182) which is not statistically significant as the level of significance (0.857) is greater than the level of (0.05), and thus we infer that there were no significant differences between medium-sized, which means that the average morale of members of the study sample and the average is high.

Table 7: Matrix of simple correlation between the patterns of educational leadership to the school principal and the morale of the teachers

<table>
<thead>
<tr>
<th>Variables</th>
<th>Permissive</th>
<th>Autocratic</th>
<th>Democratic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autocratic</td>
<td>0.555 xx</td>
<td>0.799 xx</td>
<td>0.892 xx</td>
</tr>
<tr>
<td>Democratic</td>
<td>0.631 xx</td>
<td>0.748 xx</td>
<td></td>
</tr>
<tr>
<td>Morale</td>
<td>0.624 xx</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To know the relationship between patterns of educational leadership to the principal of the school by providing teachers and morale by using the simple correlation coefficient, is clear from Table (7), that all the value of the correlation was statistically significant and indicates a positive relationship between the patterns of educational leadership on the one hand, and the morale of the other two groups said to the presence of a positive relationship between the function of the three styles of leadership, and this confirms that the director of the school, as evaluated by teachers is not characterized by a specific pattern of leadership with the use of all of those patterns. Through the values of the correlation coefficient between the morale of the teachers and leadership styles of the principal of the school by providing teachers, we find it was associated with the highest correlation coefficient in the Democratic style (.892), followed by autocratic style (0.748), then the pattern Permissive (0.624), and tends to rise in the three types of school principal, the morale of the teachers association more powers with the democratic style, which means whenever the school principal shall exercise the democratic method increases, the morale of teachers is higher than autocratic leadership styles and Permissive.

**Conclusion:**

Through the findings of the researchers of the results to see the type of leadership most communist concluded that the democratic and autocratic style were the most common with the school principal as evaluated by teachers to the pattern of leadership while the common pattern was Permissive moderately so, we find that there is no pattern of leadership characterized by the Director of the school that his leadership of the school is not characterized by a leadership style where certain moves in the methods of dealing with teachers between the leadership styles of management that does not allow for teachers to form a clear picture of his leadership style, as well as making the teachers' evaluation of patterns of leadership high. As for the level of morale of the teachers we infer that there were no significant differences between medium-sized, which means that the average morale of members of the study sample, average and high. While we find that the relationship between leadership styles and morale of the teachers association have more powers to the pattern of democratic this means whenever the principal method rises in March Democratic morale of teachers is higher than autocratic leadership styles and Permissive.

**Recommendations:**

1- The need to develop practices of leadership styles of managers in Arab schools in Malaysia through hands-on training in the field.
2- Increased attention to the humanitarian aspect of the interaction between superiors and subordinates.
3- Working to improve the morale of the teachers, and create a learning environment, so as to achieve a balance between human relations, and not to ignore or minimize the creative standards in the workplace.

**Proposals:**

1- Further studies on the reality of leadership styles for managers of Arab schools in Malaysia, from the perspective of faculty members.
2- The adoption of training managers and in-service teachers through the establishment of a training project includes the establishment of practical workshops on leadership styles for school administrators and their relationship to the morale of teachers.
3- Design of specialized training programs on leadership styles to be used in the training process, and be persistent and keep pace with development.
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