

Degree of practicing leadership with love among middle school principals in Al-Haeit Governorate and its relationship to job performance from the teachers' point of view

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Abstract

The current study aimed to determine the degree of practicing leadership with love among middle school principals in Al-Haeit Governorate and its relationship to job performance from the teachers' point of view. The study sample consisted of 150 middle school teachers in Al-Haeit Governorate. The study relied on the descriptive, correlational, and analytical approach. The study used the questionnaire as a tool to achieve its objectives, as two questionnaires were prepared and developed, one related to leadership with love, and the other related to teachers' job performance. The results of the study showed that the degree of practicing leadership with love among middle school principals in Al-Haeit Governorate and its relationship to job performance from the teachers' point of view is very high, with an average of (4.55). It also showed a strong correlation between the degree of practicing leadership with love and the job performance of teachers, as well as a strong correlation between the dimensions of the five axes of leadership with love, which are (the principal's love for his school, the principal's love for the students, the principal's love for his colleagues, the principal's love for his community, the principal's love for himself), and the absence of statistically significant differences between the average scores of practicing leadership with love among the principals of middle schools in the city of Al-Haeit in the study sample from the teachers' point of view, depending on the variables (gender, qualification, years of experience).

Keywords: Leadership with love – Middle school principals - job performance

Introduction to the study:

Despite the differences in the culture of societies, they need someone to organize their affairs. Societies need distinguished leaders who are able to coordinate and motivate efforts to achieve the goals of institutions and confront successive developments, as building an educational institution imposes on the leader a set of basic tasks such as (planning, organization, control, and organized delegation). However, new developments require methods to implement these tasks. Leadership with love focuses on the role of each individual in the educational institution, in light of raising the level of their participation in planning, implementation, control, and decision-making. Love is also the basis for building educational institutions, because the educational institution is like a family and the head of the family for the educational leader. He believes in its goals and teaches others this message so that they develop a strong commitment to its success. The leader who loves his institution is the one who can translate this love into ethical behavior that elevates the performance of each member of his team. Leadership with love is the basis for modifying any undesirable behavior in the educational institution. Everyone needs love and respect because of its impact in revealing the creative abilities of employees, developing their skills, and stimulating their energies; it is the path to confirm their self-confidence, increase their interaction. The success of educational institutions depends on the ability of their management to direct and develop the educational process towards the set goals. Modern trends to develop the effectiveness of educational management require a successful manager, an effective educational leader who has the cognitive, behavioral, and emotional skills and competencies

necessary to activate the requirements of his leadership role ([Al-Hassan, 2010](#)). Leadership with love is through creativity, excellence, and innovation, far from hesitation and fear. The educational leader who leads his institution with love is more realistic in his expectations than others, and leadership based on a set of moral values integrates with each other to establish a distinguished educational institution ([Dragma, 2022](#)).

Study problem:

Education in middle schools is considered one of the important matters, considering that it has a great impact on the emerging generation, due to ensuring the provision of the desired educational services with high quality and efficiency, and in order for these schools to achieve their role in an integrated manner, they need leaders who have the ability to build an innovative culture in the educational institution, and deal with leadership with love in their educational institutions, as love is an effective method of successful leadership, and is considered one of the modern methods of leadership. The study ([Al-Mukhamra, 2022](#)) concluded that the degree to which principals practice leadership with love, the degree of job attachment of teachers was high, there was a positive correlation with statistical significance between them, there were statistically significant differences attributed to gender in the degree to which principals practice leadership with love, and there were no statistically significant differences in qualification and years of experience in the degree to which principals practice leadership with love. The study ([Arshoud, 2024](#)) recommended that the Ministry of Education should hold courses, conferences and workshops for school principals to enhance leadership with love. The study ([Al-Nazer, et al., 2022](#)) also recommended promoting a culture of leadership with love, as the way principal's deal with teachers and parents contributes to raising school productivity.

Hence, the need to shed light on the leadership style with love and identify its relationship to job performance from the teachers' point of view, and the necessity of identifying the importance of leadership with love in modifying any undesirable behavior, and its impact in helping others to discover their creative abilities, develop their skills, stimulate their energies, confirm their self-confidence, and increase their interaction, which in turn reflects on the school's success. The problem of the study lies in answering the main question: What is the degree of practicing leadership with love for middle school principals in Al-Haeit Governorate and its relationship to job performance from the teachers' point of view. Several sub-questions arise from this question:

- 1- What is the degree of leadership with love for middle school principals in Al-Haeit Governorate from the teachers' point of view?
- 2- What is the degree of job performance for middle school teachers in Al-Haeit Governorate from the teachers' point of view?
- 3- What is the extent of a relationship between leadership with love for principals and job performance for middle school teachers in Al-Haeit Governorate?
- 4- What is the extent of differences between the average degrees of leadership with love for middle school principals in Al-Haeit Governorate from the teachers' point of view according to the variables (gender, educational qualification and years of experience)?
- 5- To what extent are there differences between the average job performance scores of middle school teachers in Al-Haeit Governorate according to the variables (gender, educational qualification and years of experience)?

Study Hypotheses:

1. There is a correlation between leadership with love and job performance of middle school teachers in Al-Haeit Governorate.
2. There is a difference between the average scores of practicing leadership with love for middle school principals from the teachers' point of view attributed to the change in (gender, academic qualification and years of experience)
3. There is a difference between the scores of job performance of middle school teachers attributed to the change in (gender, academic qualification and years of experience).

Study Objectives:

1. Identify the degree of practicing leadership with love for middle school principals and its relationship to job performance from the teachers' point of view.
2. Identify the degree of job performance among middle school teachers from the teachers' point of view.
3. Identify the extent of the existence of a correlation between leadership with love for middle school principals and job performance of middle school teachers in Al-Haeit Governorate.
4. Identifying the extent of differences between the average scores of practicing leadership with love for middle

- school principals attributed to the change in (gender, academic qualification and years of experience)
5. Identifying the extent of differences between the average scores of job performance for middle school teachers attributed to the change in (gender, academic qualification and years of experience).

Importance of the study:

A-Theoretical importance:

- 1- Highlighting the benefits of leadership with love for school principals and its impact on the job performance of teachers.
- 2- Identifying the leadership strategies with love that contribute to achieving the goals of educational institutions and working on their success.
- 3- The importance of this study is highlighted in enriching the theoretical frameworks related to leadership with love for principals and its impact on the job performance of teachers.
- 4- This study is a cognitive addition to studies related to leadership with love for principals and its impact on the job performance of employees in various institutions, as it paves the way for subsequent studies in this field in enriching the psychological library.

2- Practical importance:

- 1- The importance of the study stems from the necessity of drawing attention to the importance of leadership with love for school principals and its impact on the job performance of teachers.
- 2- Preparing a scale on leadership with love for school principals which helps those in charge of educational administration to benefit from increasing the job performance of teachers by using the same scale or other similar scales, and thus the success of educational institutions in achieving their goals.
- 3- Benefiting from the results of the current study in preparing other similar studies by specialists in this field.

Study limits:

- A- The objective limit: represented by the degree of practicing leadership with love among middle school principals in Al-Ha'it Governorate and its relationship to job performance from the teachers' point of view.
- B- The spatial limit: represented by middle schools in Al-Haeit Governorate in the KSA.
- C- The time limit: represented by the first semester of the academic year 2024/2025.
- D- The human limit: represented by middle school teachers in Al-Haeit Governorate in the KSA.

Study terms:

Leadership with love: is providing the appropriate climate that makes the employee feel connected with a strong love emotion with the work he practices, his leader, and the institution in which he works ([Sanford, 1998](#); [Abu Al-Ela, 2013](#)).

The researcher defines it procedurally: as the leadership's keenness to put the right employee in the right place, so that the employee performs the work he loves.

Teachers' job performance: is a set of teaching activities that the teacher performs inside the classroom, which are represented in four aspects: determining teaching goals, choosing methods, strategies and means, employing them to achieve goals, and classroom management methods ([Hindi and Al-Tamimi, 2009](#)).

The researcher defines it procedurally: as the ability of school principals to excel and innovate and solve the problems they face and achieve goals in an effective manner that distinguishes them from others, through creative and innovative qualities and professional, administrative and technical competencies.

Literature Review:

([Maatta and Uusiutu, 2014](#)) aimed to identify the concept of love-based leadership in light of teachers' work as a combination of love and authority, with the aim of providing educational activities that increase students' sense of meaning and achievement, or provide happiness, as the success of Finnish education depends largely on teachers, and therefore the purpose of the study is to think about how to provide students with experiences of success through the use of love-based leadership.

([Daghmarsh, 2019](#)) aimed to identify the degree to which secondary school principals in Gaza Governorate practice leadership with love from the teachers' point of view. The study used the descriptive analytical approach, and the questionnaire was a study tool, consisting of (57) paragraphs distributed over (5) dimensions, where the study sample consisted of (120) male and female teachers. The study concluded that the degree to which secondary school principals practice leadership with love reached a relative weight of (76.36%) to a large degree, there were no statistically significant differences ($\alpha=0.05$) between the average estimates of the study sample attributed to (gender - years of service), there were statistically significant differences ($\alpha=0.05$)

between the average estimates of the study sample attributed to the academic qualification in favor of the humanities. The study recommended enhancing awareness among school administration of the importance of dealing with teachers with love and appreciation in order to develop education, establishing friendly relationships between the principal and teachers in order to develop education in a smooth manner, and the necessity of enhancing the principal's appreciation for himself, teachers, students and parents.

([Al-Dahdouh, 2019](#)) aimed to study leadership with love as a means of leadership and advancement, as it explained that the failure of modern theories and their applications is not due to the failure of their approaches and lack of credibility, but rather due to the lack of leadership in love. The study explained that leadership with love is a means of leadership and advancement, as it explained that society needs leadership with love in all political, social, cultural and educational sectors. The study also explained that leadership with love is the giving that elevates workers, raises their performance, refines their behavior and increases their interaction. The study recommended the necessity of adopting leadership with love in all organizations and all sectors.

([Khaloufi and Shrit, 2020](#)) aimed to shed light on leadership with love, and try to clarify its role in improving job satisfaction for subordinates, by extrapolating and analyzing many related studies. The study concluded that love is an effective leadership style for achieving job satisfaction. The study recommended the necessity of building a work environment that is far from routine and close to interaction and harmony, because job satisfaction for employees is the fruit of love, not rigid systems, hollow structures, administrative procedures and punitive regulations.

([Al-Rajoub, 2021](#)) aimed to identify leadership with love and its relationship to job performance among school principals in the Hebron Governorate from their point of view. The study community consisted of all school principals in the Hebron Governorate for the academic year 2020/2021, with number of (529) principals. The study used the descriptive analytical approach, with a study sample of (220) principals, selected randomly by stratified method at a rate of (42%) of the study community. The study developed a questionnaire ([Daghmash, 2019](#)). The questionnaire consisted of (65) paragraphs distributed over five axes: (the principal's love for his school, the principal's love for teachers, the principal's love for students, the principal's love for parents, the principal's self-esteem). The validity and reliability of the questionnaire were verified. The results of the study showed that the estimates of the study sample members in all axes were high, as well as all axes of the reality of employing leadership with love. The degree of the principal's love for his school reached (4.42) with a high degree, the degree of the principal's love for teachers reached (4.49) with a high degree, the degree of the principal's love for students reached (4.51) with a high degree, and the degree of the principal's love for parents reached (4.11) with a high degree. The degree of the principal's self-esteem reached (4.49) with a high degree. The results also showed that there are statistically significant differences between those with less than 5 years of experience and those with more than (10) years of experience in favor of those with experience (less than 5 years), the presence of statistically significant differences attributed to the variable of academic qualification in favor of a master's degree or higher, and the presence of a statistically significant direct correlation between leadership with love and job performance among school principals in the study sample.

([Al-Damrat and Al-Masry, 2021](#)) aimed to identify leadership with love and its impact on the performance of faculty members in Jordanian universities from their point of view. The study sample consisted of (246) members. The study used the descriptive analytical approach. The results of the study concluded that there is a positive significant effect of leadership with love and its impact on the performance of faculty members, the presence of statistically significant differences in leadership with love attributed to the college and in favor of the faculty member in the Humanities College, the absence of statistically significant differences in leadership with love attributed to academic rank, and the presence of statistically significant differences in leadership in love in favor of the female faculty member. ([Tandear, et al., 2021](#)) aimed to analyze the effect of principal leadership on job satisfaction and teacher performance at Sintabudaya Elementary School, where the study population was 77 teachers. The sample method was the saturated sample method. The study used validity and reliability testing and path analysis. The results of the study showed that leadership had a positive impact on teacher job satisfaction, motivation had a positive impact on teacher job satisfaction, leadership had a positive impact on teacher performance, motivation had a positive impact on teacher performance, job satisfaction had a positive impact on teacher performance, leadership had a positive impact on teacher performance through job satisfaction, motivation had a positive impact on teacher performance.

([Al-Nazer, et al., 2022](#)) aimed to identify leadership with love among principals and its relationship to

organizational commitment among teachers in government schools in the Hebron Education Directorate from the teachers' point of view. The study relied on the descriptive correlational approach, and relied on a scale consisting of (65) paragraphs distributed over two axes, where a random sample of (186) male and female teachers was selected, and the (SPSS) program and Cronbach's alpha coefficient were used, a (t) test for two independent samples, means and standard deviations. The results of the study showed a positive relationship between leadership with love and organizational commitment, and it also showed that the degree of organizational commitment among school teachers was high, the degree of practicing leadership with love among school principals was high, there were no statistically significant differences between the averages of the degree of practicing leadership with love among school principals according to (gender, years of experience), and there were no differences between the averages of organizational commitment scores among school teachers according to (gender, years of experience). The study recommended promoting a culture of leadership with love, as the way principal's deal with teachers and parents with love contributes to raising school productivity.

([Abu Muqaddam and Mukhamara, 2022](#)) aimed to identify the degree to which government primary school principals in the South Hebron Education Department practice the leadership style with love from the teachers' point of view. The study community consisted of all government primary school teachers in South Hebron for the academic year 2021/2022, where their number reached (1187) teachers. The study sample amounted to (122) teachers, who were selected randomly by stratified method at a rate of (10%) of the study community. The study used the descriptive analytical approach, as the study developed a questionnaire consisting of (54) paragraphs distributed over five areas: (the principal's love for his school, the principal's love for teachers, the principal's love for students, the principal's love for parents, and the principal's love for himself). The study concluded that the degree to which school principals practice the leadership style with love was high, and that there were no statistically significant differences in the degree to which school principals practice the leadership style with love attributed to gender, academic qualification, and years of experience.

([Al-Mukhamara, 2022](#)) aimed to identify the degree to which secondary school principals practice leadership with love and its relationship to job attachment in the Education Directorate from the teachers' point of view. The study community consisted of all secondary schools, numbering (350) teachers, and the study sample amounted to (212) teachers. The study used the descriptive correlational approach. The study found that the degree to which principals practice leadership with love and the degree of job attachment of teachers were high, there was a positive correlation with statistical significance between them, there were statistically significant differences attributed to gender in the degree to which principals practice leadership with love, and there were no statistically significant differences in qualification and years of experience in the degree to which principals practice leadership with love.

([Arshoud, 2024](#)) aimed to study the degree of leadership practice by school principals in Qwismeh and its relationship to institutional excellence from the teachers' point of view. A random sample of (286) was taken, and two scales were applied: the first scale to measure the degree of leadership with love, the second scale to measure the level of institutional excellence. The study concluded that the degree of practice of school principals' leadership with love is high, the level of institutional excellence is average, and there were statistically significant differences in the degree of practice of school principals in the study sample for leadership with love attributed to (gender, educational qualification, years of experience), the absence of statistically significant differences due to the influence of variables, the absence of statistically significant differences in the level of institutional excellence attributed to (gender, educational qualifications, years of experience). The study recommended that the Ministry of Education hold courses, conferences and workshops for school principals to enhance leadership with love and its importance.

([Arias, 2024](#)) aimed to determine whether servant leadership, brand love and work ethics predict general health among employees. The results also showed that these factors can be used to improve employee health in educational institutions in Peru. The nature of the factors showed that servant leadership skills are an important factor shaping the health and well-being of the education community. It also showed that better leadership enhances professional attitudes, encourages ethical behavior, and improves workers' health.

([Virgana, and Lapasau, 2024](#)) aimed to analyze the effect of locus of control, leadership style, environmental factors, and work motivation on teachers' performance in directing students towards a higher level of education. A sample of 720 secondary school teachers was used to explore the perceptions of locus of control, leadership style, environmental factors, and workers' motivation on performance. The results showed a direct

effect of locus of control, leadership style, and environmental factors on work motivation. There is an effect of locus of control, environmental factors, and work motivation on teachers' performance.

Comments on Literature Review:

Literature Review have concluded that enhancing the effective role achieved by leadership with love leads to improving the performance of education at its various stages, and achieving the goals of various educational institutions. Most studies agreed that love is an effective leadership style that leads to achieving job satisfaction, by developing the skills of employees and stimulating their energies, as it is the main way to confirm their self-confidence and increase their interaction, as the study ([Al-Dahdouh, 2019](#)) concluded that leadership with love is the correct gateway to building integrated, balanced and flexible business organizations with principles and ethics, as leadership with love in institutions must flow in all directions and at all levels, and should not be stopped by dams or limited by borders, while the study ([Abu Muqaddam and Mukhamara, 2022](#)) concluded that the degree of practicing the leadership style with love by primary school principals was high, and there were no statistically significant differences in the degree of practicing the leadership style with love by primary school principals attributed to gender, educational qualification, and years of experience, while the study ([Arshoud, 2024](#)) concluded that the degree of practicing the leadership of school principals with love was high, and the level of institutional excellence was average, as it recommended that the Ministry of Education hold courses, conferences and workshops for school principals to enhance leadership with love.

Similarities between Literature Review and the current study:

All previous studies agreed on the importance of the role of leadership with love in improving job performance, and they also agreed on the necessity of conducting courses and workshops for managers of educational institutions to enhance leadership with love. Previous studies and the current study also agreed on the recommendation of the necessity of paying attention and focusing on leadership with love and conducting appropriate training courses for managers in schools, educational institutions, non-educational institutions and other sectors to enhance the role of leadership with love.

Differences between Literature Review and the current study:

Literature Review focused on the importance of leadership with love and its role in improving job performance in various educational institutions or non-educational sectors, while the current study focused on "the degree of practicing leadership with love among middle school principals in Al-Haait Governorate and its relationship to job performance from the teachers' point of view." Some previous studies also focused on leadership with love, ethics and the democratic style, while the current study focused on leadership with love and its impact on the job performance of teachers in middle schools. Based on the above, it can be said that the current study adds to previous studies by focusing on leadership with love, and identifying leadership strategies with love that contribute to achieving the goals of educational institutions and working on their success in middle schools.

Study Methodology:

The descriptive approach was used; considering it more appropriate to the nature of the problem ([Dabab and Brois, 2019](#)). The descriptive analytical approach was used using the social survey method with the intentional sample. The study also relied on the use of the quantitative scientific method to collect and analyze data, and the qualitative method to extract results from the data using the social survey method for the study sample.

Study community and sample:

The study community consisted of middle school teachers in Al-Haait Governorate. The sample size was determined according to the equation ([Stephen Thompson, 1933](#)). If the size of the community is 300 individuals, and the error rate is 5%, then the sample size is (168) individuals. The sample was selected according to the simple random sample method and the questionnaires that are not valid for analysis were excluded. Thus, the study sample amounted to (150) middle school teachers in Al-Haait Governorate.

Study tool:

The study used the questionnaire as a tool to achieve its objectives, as two questionnaires were prepared and developed, one related to leadership with love and the other related to the job performance of teachers, with the help of previous literature and studies that addressed this topic ([Daghmarsh, 2019](#); [Al-Rajoub, 2021](#); [Al-Damrat and Al-Masry, 2021](#); [Abu Muqaddam and Mukhamara, 2022](#)). The leadership with love questionnaire consisted of five dimensions: (the principal's love for his school, the principal's love for his colleagues, the principal's love for his students, the principal's love for his community, and the principal's love for himself), while the job performance questionnaire consisted of only seven statements.

Demographic characteristics of the study sample:

Gender:

It was shown from the data in Table (1) that the percentage of males among middle school teachers in the study sample was higher than the percentage of females, as the percentage of males in it was about 57.3% compared to about 42.7% of females. The higher percentage of males than females in the study sample is due to the difference between the number of males and the number of females among middle school teachers in the study sample. The results indicate women's participation in school teaching.

Qualification:

The data showed that those who obtained a higher qualification among middle school teachers were the predominant group in the study sample, as their percentage reached about 84%, then those who obtained postgraduate studies, as their percentage reached about 12%, then those who obtained an intermediate qualification, as their percentage reached about 4% of the total teachers in middle schools in the study sample.

Years of experience:

The study divided the work period starting from one year to less than 5 years, then from 5 to less than 10 years, then from ten years or more, where the majority of teachers in middle schools in the study sample from 5 to less than 10 years represented about 47.3%, then teachers in the study sample from one year to less than 5 years where their percentage reached about 36%, then came teachers from 10 years or more where their percentage reached about 16.7% of the total teachers in middle schools in the study sample.

Table (1): Shows the results related to the characteristics of the study sample

	Variables	Total	%	Rank
Sex	Male	86	57.3	1
	Female	64	42.7	2
	Total	150	100	-
Qualification	Intermediate qualification	6	4.0	3
	Higher qualification	126	84.0	1
	Postgraduate studies	18	12.0	2
	Total	150	100	-
Experience	From one year to less than 5 years	54	36.0	2
	From 5 to less than 10 years	71	47.3	1
	10 years or more	25	16.7	3
	Total	150	100	-

Source: Collected and calculated from questionnaire data in the study community and sample

The questionnaire included five main dimensions, as it contained (42) phrases, where the first dimension included (10) phrases related to the principal's love for his school, the second dimension related to the principal's love for the students included (7) phrases, the third dimension related to the principal's love for his colleagues included (8) phrases, the fourth dimension related to the principal's love for himself included (10) phrases, and the fifth dimension related to the principal's love for his community included (7) phrases - Table (2).

Table (2): Shows the dimensions of the questionnaire and the number of its phrases

Dimension	Number of phrases
The principal's love for his school	
The principal's love for his students	
The principal's love for his colleagues	8
The principal's love for himself	10
The principal's love for his community	7
Total dimensions	42

Source: Collected and calculated from questionnaire forms

The answers to the statements were divided on an ordinal basis using the five-point Likert coefficient, as the variable expresses five options (very high, high, medium, low, very low), where the length of the period is calculated by dividing the number of spaces by the number of options ($4 \div 5 = 0.8$), then giving each statement a specific score to be processed statistically: very high (5) degrees, high (4) degrees, medium (3) degrees, low (2) two degrees, very low (1) one degree - Table (3):

Table (3): Shows the division of the five-point Likert scale categories

Category	Less limits	
Very High	0	9
High	0	9
Medium	0	9
Low	0	9
Very Low	0	0

Validity of the study tool:

Apparent validity of the study tool (validity of the arbitrators):

The questionnaire was presented to a number of specialized arbitrators from teachers. To identify the extent of the questionnaire's ability and suitability for the study objectives, the clarity of the phrases, their linguistic integrity, modification, deletion, or addition to the questionnaire phrases. More than 80% of the arbitrators approved the questionnaire phrases, and the questionnaire was converted into an electronic questionnaire: (<https://docs.google.com/forms/d/e/1FAIpQLSemAMzI4z5TbYEXRdaEcVteOJAGTVrTwExTDwPyQEabTXxqQ/viewform>).

Internal consistency validity of the study tool:

To verify the validity of the internal consistency of the questionnaire, Pearson's Correlation Coefficient was calculated; to identify the degree of correlation of each questionnaire statement with the total degree of the dimension to which the statement belongs. Table (4) shows that all correlation coefficients were statistically significant at a significance level of (0.01), which indicates a high degree of internal consistency validity of the study tool, and thus the questionnaire is suitable for measurement.

Table (4): Pearson test correlation coefficients between the scores of each paragraph and the total score of the dimension

	first dimension: The principal's love for his school	second dimension: The principal's love for the students	third dimension: The principal's love for his colleagues	fourth dimension: The principal's love for himself	fifth dimension: The principal's love for his community
	564**	551**	562**	564**	610**
	538**	538**	572**	554**	612**
	539**	557**	551**	559**	584**
	549**	567**	564**	594**	611**
	553**	547**	552**	606**	589**
	566**	573**	561**	590**	580**
	573**	555**	582**	606**	607**
	540**		557**	601**	
	571**			627**	
	537**			605**	

Source: Collected and calculated from questionnaires using [SPSS](#). **Statistically significant at level of (0.01).

Stability of the study tool

To verify the stability of the questionnaire, the study used Cronbach's Alpha (α), as Table (5) shows the values of the Cronbach's Alpha stability coefficients for each dimension of the questionnaire. It is also clear from the table that the values of the stability coefficients for the dimensions of the questionnaire came with high values, as they ranged between (0.972- 0.978), and the overall stability coefficient of the questionnaire came (0.967), which is a high value indicating the stability of the study tool.

Table (5): Shows the stability coefficients of the study tool dimensions.

Dimension	cases	Cronbach's alpha coefficient
principal's love for his school		777
principal's love for his students		725
principal's love for his colleagues		746
principal's love for himself		733

e principal's love for his community	782
Total dimensions	674

Source: Collected and calculated from questionnaires using [SPSS](#). **Statistically significant at level of (0.01).

Questionnaire Statements Stability:

The test stability means the degree of consistency in the results given by the evaluation tool, if applied to a sample of respondents more than once in similar circumstances. The researcher conducted the stability on the sample using the Cronbach's alpha coefficient and the split-half coefficient ([Guttman](#)).

Cronbach's alpha method and self-reliability: Pearson's correlation coefficient was found for the questionnaire statements and the correlation coefficients were corrected using the Spearman-Brown correction coefficient according to the following equation:

Reliability coefficient (Cronbach's alpha) = $2r \div (1 + r)$: where the value (r) indicates the value of the correlation coefficient.

It is clear from Table (6) that the lowest value of Cronbach's alpha stability coefficient was approximately (0.921), which is statistically significant at a significant level of 0.01, and thus the questionnaire is characterized by a high validity coefficient with statistical significance. The results also showed that the lowest value of the self-reliability coefficient was approximately (0.9597), which is also a high value, indicating the stability and validity of the study questionnaire statements.

Split-Half Coefficient: Pearson correlation coefficient was found between the rate of individual questionnaire statements and the rate of paired questionnaire statements for all study questionnaire statements, where it was found that Guttman's coefficient for the split-half reached about 0.936, which reassures the researcher that the questionnaire is being used in a correct manner.

Table (6): Cronbach's alpha reliability coefficients and self-validity of questionnaire statements

Phrase	Cronbach's Alpha	Confidence Coefficient	Phrase	Cronbach's Alpha	Confidence Coefficient
1	226	605	22	220	602
2	211	598	23	225	605
3	212	598	24	237	611
4	218	601	25	223	603
5	220	602	26	226	605
6	228	606	27	220	602
7	232	608	28	223	604
8	213	598	29	244	615
9	231	608	30	251	618
10	211	597	31	241	613
11	219	601	32	251	618
12	211	597	33	248	617
13	222	603	34	263	624
14	228	606	35	250	618
15	217	600	36	253	619
16	232	608	37	254	620
17	221	603	38	238	612
18	225	605	39	254	620
19	231	608	40	241	613
20	219	602	41	236	610
21	227	606	42	251	618

Source: Calculated from the results of Table (1) by searching and using the [SPSS](#) program.

Study application procedures:

After ensuring the validity and reliability of the study tool, the researcher applied the following steps:

1. Distributing the questionnaire electronically via the questionnaire link to the respondents from the middle school teachers in the study sample.
2. Receiving the responses of the sample members, which amounted to (150) responses.

3. Reviewing the responses to the questionnaires and ensuring their validity, as it was found that all questionnaires were valid for statistical analysis.

Statistical processing methods:

The study used many appropriate statistical methods using the (SPSS) program:

1. [Pearson Correlation Coefficient](#) to ensure the validity of the internal consistency of study tool.
2. [Cronbach's Alpha](#) Reliability Coefficient to measure the stability of study tool.
3. [Split-Half Coefficient](#) Method to Measure the Stability of Study Tool
4. [Mean](#)
5. [Standard Deviation](#)
6. [Independent Samples T Test](#).
7. Analysis of Variance One-Way [ANOVA](#)

Results and discussion

First question: What is the degree of leadership with love for middle school principals in Al-Ha'it Governorate from the teachers' point of view?

To answer the first question, frequencies, percentages, arithmetic means, standard deviations, and ranks were calculated, and the results were as follows:

Table (7): Shows the means and standard deviations of the sample members' responses regarding the first dimension related to the principal's love for his school

Phrase	Very High	%	High	%	Medium	%	Low	%	Very Low	%	Mean	S.D	Total	Weighted	Score	Rank
Committes to achieving the school's goals	107	71.3	38	25.3	4	2.7	0	0.0	1	0.7	4.67	0.60	150	0.93	Very High	1
Believes in the school's vision and mission	92	61.3	46	30.7	8	5.3	3	2.0	1	0.7	4.50	0.75	150	0.90	Very High	10
Seeks to develop the school	92	61.3	47	31.3	10	6.7	0	0.0	1	0.7	4.53	0.68	150	0.91	Very High	8
Does his best to provide support to the school	102	68.0	39	26.0	5	3.3	0	0.0	4	2.7	4.57	0.80	150	0.91	Very High	5
Encourages scientific research	105	70.0	34	22.7	10	6.7	1	0.7	0	0.0	4.62	0.64	150	0.92	Very High	3
Plans to deal with emergency crises in the school	99	66.0	44	29.3	2	1.3	3	2.0	2	1.3	4.57	0.75	150	0.91	Very High	6
Keen to develop administrative work	99	66.0	47	31.3	4	2.7	0	0.0	0	0.0	4.63	0.54	150	0.93	Very High	2
Keen to participate in all activities held in the school	97	64.7	40	26.7	7	4.7	6	4.0	0	0.0	4.52	0.77	150	0.90	Very High	9
Cares about the beauty of the school	100	66.7	41	27.3	8	5.3	0	0.0	1	0.7	4.59	0.66	150	0.92	Very High	4
Represents a good role model for others	101	67.3	38	25.3	8	5.3	0	0.0	3	2.0	4.56	0.77	150	0.91	Very High	7
Total Dimension	994	66.3	414	27.6	66	4.4	13	0.9	13	0.9	4.58	0.50	1500	0.92	Very High	

Source: Collected and calculated from questionnaires.

The results of Table (7) showed that the first dimension related to the principal's love for his school included ten phrases, as it was shown that the weighted average of the first dimension reached about 4.52 with a standard deviation of about 0.77 and a relative weighted strength of about 92%, which indicates a very high

relative significance of the principal's love for his school. All the phrases of the first dimension were very high, the highest of which was the phrase "committes to achieving the school's goals", with a weighted average of about 4.67, followed by the phrase "is keen to develop administrative work" with a weighted average of about 4.63, then the phrase "encourages scientific research" with a weighted average of about 4.62, followed by the phrase "is concerned with the beauty of the school" with a weighted average of about 4.59, then the phrase "does his best to provide support to the school" with a weighted average of about 4.57, followed by the phrase "plans to deal with emergency crises in the school" with a weighted average of about 4.57, then the phrase "represents a good role model for others" with a weighted average of about 4.56. While the lowest was the phrase "He seeks to develop the school" with a weighted average of about 4.53, followed by the phrase "He is keen to participate in all activities held at the school" with a weighted average of about 4.52, then the phrase "He believes in the school's vision and mission" with a weighted average of about 4.5.

The results of Table (8) also showed that the second dimension related to the principal's love for students included seven phrases, as it was shown that the weighted average of the second dimension was about 4.54 with a standard deviation of about 0.5 and a relative weighted strength of about 91%, which indicates a very high relative significance of the principal's love for students. All the phrases of the second dimension were very high, the highest of which was the phrase "encourages students to be creative", with a weighted average of about 4.61, followed by the phrase "seeks to advance students in all aspects" with a weighted average of about 4.59, then the phrase "takes the initiative to help students" with a weighted average of about 4.55, followed by the phrase "treats students kindly" with a weighted average of about 4.53. While the lowest was the phrase "acts as a guide for students" with a weighted average of about 4.51, followed by the phrase "cares about satisfying students' psychological needs" with a weighted average of about 4.5, then the phrase "cares about people with special needs" with a weighted average of about 4.5.

Table (8): Shows the means and standard deviations of the sample members' responses regarding the second dimension related to the principal's love for students.

Phrase	Very High	%	High	%	Medium	%	Low	%	Very Low	%	Mean	S.D	Total	Weighted	Score	Rank
Interested in satisfying the psychological needs of students	87	58.0	53	35.3	9	6.0	0	0.0	1	0.7	4.50	0.67	150	0.90	Very High	6
Takes the initiative to help students	92	61.3	52	34.7	3	2.0	3	2.0	0	0.0	4.55	0.64	150	0.91	Very High	3
Seeks to advance students in all aspects	95	63.3	50	33.3	4	2.7	0	0.0	1	0.7	4.59	0.62	150	0.92	Very High	2
Treats students kindly	99	66.0	37	24.7	11	7.3	0	0.0	3	2.0	4.53	0.80	150	0.91	Very High	4
Works as a mentor for students	94	62.7	44	29.3	8	5.3	3	2.0	1	0.7	4.51	0.75	150	0.90	Very High	5
Encourages students to be creative	96	64.0	49	32.7	5	3.3	0	0.0	0	0.0	4.61	0.55	150	0.92	Very High	1
Cares about people with special needs	91	60.7	50	33.3	4	2.7	3	2.0	2	1.3	4.50	0.77	150	0.90	Very High	7
Total Dimension	654	62.3	335	31.9	44	4.2	9	0.9	8	0.8	4.54	0.50	1050	0.91	Very High	

Source: Collected and calculated from questionnaires.

The results of Table (9) also showed that the third dimension related to the manager's love for his colleagues included eight phrases, as it was shown that the weighted average of the third dimension reached about 4.55 with a standard deviation of about 0.5 and a relative weighted strength of about 91%, which indicates a very high relative significance of the manager's love for his colleagues. All the phrases of the third dimension were very high, the highest of which was the phrase "encourages the exchange of professional experiences", with a weighted average of about 4.64, followed by the phrase "instills a spirit of cooperation" with a weighted average

of about 4.55, then the phrase "respects the opinions of others" with a weighted average of about 4.55, followed by the phrase "guides others in case of error" with a weighted average of about 4.55, then the phrase "seeks to create an atmosphere of familiarity and harmony between him and the workers" with a weighted average of about 4.53. While the lowest was the phrase "appreciates the creative ideas of his colleagues" with a weighted average of about 4.53, followed by the phrase "participates in social events" with a weighted average of about 4.53, then the phrase "involves others in his plans" with a weighted average of about 4.48.

Table (9): Shows the means and standard deviations of the sample members' responses regarding the third dimension related to the manager's love for his colleagues.

Phrase	Very High	%	High	%	Medium	%	Low	%	Very Low	%	Mean	S.D	Total	Weighted	Score	Rank
Seeks to create an atmosphere of familiarity and harmony between himself and the workers	94	62.7	44	29.3	10	6.7	2	1.3	0	0.0	4.53	0.68	150	0.91	Very High	5
Involves others in his plans	94	62.7	42	28.0	10	6.7	0	0.0	4	2.7	4.48	0.84	150	0.90	Very High	8
Spreads a spirit of cooperation	94	62.7	46	30.7	9	6.0	1	0.7	0	0.0	4.55	0.64	150	0.91	Very High	2
Participates in social events	95	63.3	45	30.0	7	4.7	0	0.0	3	2.0	4.53	0.77	150	0.91	Very High	7
Appreciates the creative ideas of his colleagues	91	60.7	52	34.7	5	3.3	0	0.0	2	1.3	4.53	0.69	150	0.91	Very High	6
Respects the opinions of others	93	62.0	49	32.7	7	4.7	0	0.0	1	0.7	4.55	0.65	150	0.91	Very High	3
Encourages the exchange of professional experiences	101	67.3	46	30.7	2	1.3	0	0.0	1	0.7	4.64	0.58	150	0.93	Very High	1
Guides others in case of error	99	66.0	42	28.0	4	2.7	3	2.0	2	1.3	4.55	0.76	150	0.91	Very High	4
Total Dimension	761	63.4	366	30.5	54	4.5	6	0.5	13	1.1	4.55	0.50	1200	0.91	Very High	

Source: Collected and calculated from questionnaires.

Table (10): Shows the means and standard deviations of the sample members' responses regarding the fourth dimension related to the manager's love for himself.

Phrase	Very High	%	High	%	Medium	%	Low	%	Very Low	%	Mean	S.D	Total	Weighted	Score	Rank
Has future expectations	92	61.3	46	30.7	5	3.3	4	2.7	3	2.0	4.47	0.85	150	0.89	Very High	9
Exhibits high self-confidence	90	60.0	50	33.3	4	2.7	5	3.3	1	0.7	4.49	0.77	150	0.90	Very High	8
Strives not to waste time	94	62.7	42	28.0	7	4.7	4	2.7	3	2.0	4.47	0.86	150	0.89	Very High	10
Benefits from others' suggestions	97	64.7	47	31.3	5	3.3	0	0.0	1	0.7	4.59	0.62	150	0.92	Very High	2
Seeks creativity	94	62.7	45	30.0	8	5.3	2	1.3	1	0.7	4.53	0.72	150	0.91	Very High	6

Has clear criteria for decision-making	95	63.3	44	29.3	10	6.7	0	0.0	1	0.7	4.55	0.68	150	0.91	Very High	5
Adheres to rules and regulations	99	66.0	44	29.3	4	2.7	0	0.0	3	2.0	4.57	0.74	150	0.91	Very High	3
Provides others with new ways to deal with complex problems in the workplace	97	64.7	41	27.3	10	6.7	2	1.3	0	0.0	4.55	0.68	150	0.91	Very High	4
Discusses problems with courage and determination	98	65.3	42	28.0	2	1.3	4	2.7	4	2.7	4.51	0.87	150	0.90	Very High	7
Deals transparently with others	101	67.3	44	29.3	4	2.7	0	0.0	1	0.7	4.63	0.61	150	0.93	Very High	1
Total Dimension	957	63.8	445	29.7	59	3.9	21	1.4	18	1.2	4.53	0.39	1500	0.91	Very High	

Source: Collected and calculated from questionnaires.

The results of Table (10) showed that the fourth dimension related to the manager's love for himself included ten phrases, as it was shown that the weighted average of the fourth dimension reached about 4.53 with a standard deviation of about 0.39 and a relative weighted strength of about 91%, which indicates a very high relative significance of the manager's love for himself. All the phrases of the fourth dimension were very high, the highest of which was the phrase "deals transparently with others", with a weighted average of about 4.63, followed by the phrase "benefits from others' suggestions" with a weighted average of about 4.59, then the phrase "adheres to systems and laws" with a weighted average of about 4.57, followed by the phrase "provides others with new ways to deal with complex problems in the field of work" with a weighted average of about 4.55, then the phrase "has clear criteria for decision-making" with a weighted average of about 4.55, followed by the phrase "seeks creativity" with a weighted average of about 4.55, then the phrase "discusses problems with courage and determination" with a weighted average of about 4.51. While the lowest was the phrase "He shows high self-confidence" with a weighted average of about 4.49, followed by the phrase "He has future expectations" with a weighted average of about 4.47, then the phrase "He strives hard not to waste time" with a weighted average of about 4.47.

The results of Table (11) also showed that the fifth dimension related to the manager's love for his community included ten phrases, as it was shown that the weighted average of the fifth dimension reached about 4.56 with a standard deviation of about 0.51 and a relative weighted strength of about 91%, which indicates a very high relative significance of the manager's love for his community. All the phrases of the fifth dimension were very high, the highest of which was the phrase "follows an open-door policy with others", with a weighted average of about 4.63, followed by the phrase "directs the community to volunteer work" with a weighted average of about 4.59, then the phrase "respects the ideas of others even if they differ from his ideas" with a weighted average of about 4.59, followed by the phrase "accommodates everyone's backgrounds and cultures" with a weighted average of about 4.57. While the lowest was the phrase "keens to communicate with the community" with a weighted average of about 4.54, followed by the phrase "participates in volunteer work" with a weighted average of about 4.53, then the phrase "makes his experiences available to everyone" with a weighted average of about 4.48.

Table (11): Shows the means and standard deviations of the sample members' responses regarding the fifth dimension related to the manager's love for his community.

Phrase	Very High	%	High	%	Medium	%	Low	%	Very Low	%	Mean	S.D	Total	Weighted	Score	Rank
Keens to communicate with the community	100	66.7	37	24.7	7	4.7	6	4.0	0	0.0	4.54	0.77	150	0.91	Very High	5
Respects the ideas of others even if they differ from his	99	66.0	42	28.0	8	5.3	0	0.0	1	0.7	4.59	0.66	150	0.92	Very High	3

Participates in volunteer work	94	62.7	45	30.0	9	6.0	0	0.0	2	1.3	4.53	0.73	150	0.91	Very High	6
Directs the community to volunteer work	100	66.7	41	27.3	8	5.3	0	0.0	1	0.7	4.59	0.66	150	0.92	Very High	2
Understands everyone's backgrounds and cultures	93	62.0	51	34.0	4	2.7	2	1.3	0	0.0	4.57	0.62	150	0.91	Very High	4
Follows an open door policy with others	102	68.0	43	28.7	4	2.7	0	0.0	1	0.7	4.63	0.61	150	0.93	Very High	1
Offers his experiences to everyone	91	60.7	46	30.7	10	6.7	0	0.0	3	2.0	4.48	0.79	150	0.90	Very High	7
Total Dimension	679	64.7	305	29.0	50	4.8	8	0.8	8	0.8	4.56	0.51	1050	0.91	Very High	

Source: Collected and calculated from questionnaires.

The second question: What is the degree of job performance of middle school teachers in Al-Haeit Governorate from the teachers' point of view?

The results of Table (12) showed that job performance included seven statements, as it was shown that the weighted average of job performance reached about 4.55 with a standard deviation of about 0.35 and a relative weighted strength of about 91%, which indicates a very high relative significance of job performance. All statements were very high, the highest of which was the statement that the teacher makes sufficient effort to complete tasks on time, with a weighted average of about 4.63, followed by the statement that the teacher uses modern teaching methods with a weighted average of about 4.61, then the statement that the teacher keeps pace with technological developments in his work with a weighted average of about 4.58, followed by the statement that the teacher exploits all available resources with a weighted average of about 4.55. While the lowest was the phrase “the teacher relies on quality standards in performing his tasks” with a weighted average of about 4.53, followed by the phrase “the teacher takes on new responsibilities” with a weighted average of about 4.51, then the phrase “the teacher accomplishes work with high efficiency and effectiveness” with a weighted average of about 4.51.

Table (12): Shows the means and standard deviations of the sample members' responses regarding job performance.

Phrase	Very High	%	High	%	Medium	%	Low	%	Very Low	%	Mean	S.D	Total	Weighted Percentage	Score	Rank
The teacher relies on quality standards in performing his tasks	95	63.3	44	29.3	8	5.3	2	1.3	1	0.7	4.53	0.72	150	0.91	Very High	5
The teacher makes sufficient effort to complete the tasks on time	99	66.0	46	30.7	5	3.3	0	0.0	0	0.0	4.63	0.55	150	0.93	Very High	3
The teacher completes the work with high efficiency and effectiveness	91	60.7	51	34.0	4	2.7	2	1.3	2	1.3	4.51	0.74	150	0.90	Very High	6
The teacher looks forward to new responsibilities	91	60.7	47	31.3	10	6.7	2	1.3	0	0.0	4.51	0.68	150	0.90	Very High	2
The teacher exploits all the resources	101	67.3	36	24.0	10	6.7	0	0.0	3	2.0	4.55	0.79	150	0.91	Very High	4

available to him																
The teacher keeps pace with technological developments in his work	97	64.7	44	29.3	8	5.3	1	0.7	0	0.0	4.58	0.63	150	0.92	Very High	1
The teacher uses modern teaching methods	109	72.7	31	20.7	6	4.0	0	0.0	4	2.7	4.61	0.80	150	0.92	Very High	7
Total Dimension	683	65.0	299	28.5	51	4.9	7	0.7	10	1.0	4.55	0.35	1050	0.91	Very High	

Source: Collected and calculated from questionnaires.

The Third question: *Are there statistically significant differences between the average responses of the respondents from the teachers in the intermediate schools in Al-Haeit Governorate in the study sample attributed to the variables (Gender, Qualification and years of experience)?*

1- Are there statistically significant differences in the average responses of middle school teachers in Al-Haeit Governorate attributed to Gender?

To reveal the extent of the existence of statistically significant differences at the significance level ($\alpha = 0.05$) between the average responses of middle school teachers in Al-Haeit Governorate about the degree of practicing leadership with love among middle school principals and its relationship to job performance according to the variable of Gender, an [Independent Samples T test](#) test was used. Table (13) shows that there are no statistically significant differences at the significance level ($\alpha = 0.05$) between the average responses of middle school teachers on the dimensions of practicing leadership with love, after job performance, attributed to Gender.

Table (13): Results of the [Independent Samples T test](#) to reveal the significance of the differences between the average responses of teachers in middle schools in Al-Haeit Governorate according to Gender

Dimension	t	Sig. t
e principal's love for his school	0.706	0.481
e principal's love for his students	0.807	0.421
e principal's love for his colleagues	1.172	0.243
e principal's love for himself	1.091	0.277
e principal's love for his community	1.196	0.234
Total dimensions	1.158	0.249
The dimension of job performance	0.424	0.672

Source: Collected and calculated from the results of the research sample analysis using [SPSS](#)

2- Are there statistically significant differences in the average responses of middle school teachers in Al-Haeit Governorate attributed to qualification?

To reveal the extent of the existence of statistically significant differences at the significance level ($\alpha = 0.05$) between the average responses of middle school teachers in Al-Haeit Governorate about the degree of practicing leadership with love among middle school principals and its relationship to job performance according to the variable of qualification, an [one-way ANOVA](#) test was used. Table (14) shows that there are no statistically significant differences at the significance level ($\alpha = 0.05$) between the average responses of middle school teachers on the dimensions of practicing leadership with love, after job performance, attributed to qualification.

Table (14): Results of the [One way ANOVA](#) test to reveal the significance of the differences between the average responses of teachers in middle schools in Al-Haeit Governorate according to qualification

Dimension	F	Sig. F
e principal's love for his school	0.505	0.605
e principal's love for his students	0.401	0.670
e principal's love for his colleagues	0.739	0.479
e principal's love for himself	0.315	0.730
e principal's love for his community	0.874	0.419
Total dimensions	0.551	0.578

The dimension of job performance	0.593	0.554
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Source: Collected and calculated from the results of the research sample analysis using [SPSS](#)

3- Are there statistically significant differences in the average responses of middle school teachers in Al-Haeit Governorate attributed to years of experience?

To reveal the extent of the existence of statistically significant differences at the significance level ($\alpha = 0.05$) between the average responses of middle school teachers in Al-Haeit Governorate about the degree of practicing leadership with love among middle school principals and its relationship to job performance according to the variable of years of experience, an [one-way ANOVA](#) test was used. Table (15) shows that there are no statistically significant differences at the significance level ($\alpha = 0.05$) between the average responses of middle school teachers on the dimensions of practicing leadership with love, after job performance, attributed to years of experience.

Table (15): Results of the [One way ANOVA](#) test to reveal the significance of the differences between the average responses of teachers in middle schools in Al-Haeit Governorate according to years of experience

Dimension	F	Sig. F
e principal's love for his school	1.529	0.220
e principal's love for his students	0.761	0.469
e principal's love for his colleagues	1.520	0.222
e principal's love for himself	1.005	0.368
e principal's love for his community	1.397	0.251
Total dimensions	1.212	0.301
The dimension of job performance	1.297	0.276

Source: Collected and calculated from the results of the research sample analysis using [SPSS](#)

Discussion of the results of the study with literature review:

The current study agreed with some previous studies in using the questionnaire as a study tool, using the descriptive analytical approach using the social survey method, using the quantitative and qualitative approach to collect data, analyze it and extract results, such as the study ([Daghmarsh, 2019](#); [Al-Rajoub, 2021](#); [Al-Dhamrat and Al-Masry, 2021](#); [Al-Nazer, et al., 2022](#); [Abu Muqaddam and Mukhamara, 2022](#)). The results of the current study also agreed with some previous studies such as the study ([Daghmarsh, 2019](#); [Al-Dahdouh, 2019](#); [Khaloufi and Shrit, 2020](#); [Al-Rajoub, 2021](#)) in studying the degree of practicing leadership with love among school principals from the point of view of teachers, the results of which confirmed the need to enhance awareness among school administration of the importance of dealing with teachers with love, establishing friendly relationships between the principal and teachers, the need to enhance the principal's appreciation for himself, teachers, students and parents, the need to build a work environment away from routine, the need to enhance the culture of leadership with love in dealing with teachers, students and parents, the need to hold courses, conferences and workshops for school principals to enhance leadership with love. It also agreed that there were no statistically significant differences between the responses of sample members regarding the degree of practicing leadership with love according to the demographic study variables ([Al-Nazer, et al., 2022](#); [Abu Muqaddam and Mukhamara, 2022](#); [Mukhamara, 2022](#); [Arshoud, 2024](#)). While the results of the current study differed from some studies in knowing the degree of practicing leadership with love among school principals from the point of view of teachers, as it turned out to be very high ([Al-Rajoub, 2021](#)), while some studies were only high ([Daghmarsh, 2019](#); [Al-Nazer, et al., 2022](#)). The results of the current study also differed from some studies in the presence of differences between the responses of sample members according to the demographic study variables, such as the study ([Al-Rajoub, 2021](#); [Al-Damrat and Al-Masry, 2021](#)).

Recommendations:

- 1- Motivating distinguished principals in middle schools who have innovative ideas and solutions to develop education, providing the necessary support to implement innovative solutions.
- 2- Working to enhance and raise the level of performance of school principals by enrolling them in training courses in the field of leadership with love.
- 3- Reducing the tasks of middle school principals and delegating some tasks to the deputy principal to allow sufficient time to develop education.
- 4- Evaluating the performance of middle school principals by the competent authorities through field visits to the

school.

- 5- Raising awareness of the importance of leadership with love and its role in raising the performance of school principals and academic leaders in schools.
- 6- Activating leadership with love for school principals and academic leaders in middle schools.
- 7- The necessity of holding courses, conferences and workshops for school principals to emphasize leadership with love and its importance.

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