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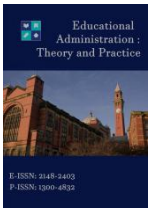

The Degree of Charismatic Leadership Practice among School Principals from Teachers Perspective

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Abstract

The study aims to identify the degree of charismatic leadership practiced by school principals in Balqa' Governorate, Jordan, from the teacher's perspective. The study sample consists of 250 teachers who were chosen randomly. The descriptive survey approach was selected to achieve the study's goal. A questionnaire was developed including 45 items distributed over seven categories of charismatic leadership: communication, personal appearances, stimulating motivation, meeting the needs of individuals, school environment, creativity and innovation. According to the findings of the study, the degree of charismatic leadership practice among school principals in Balqa' Governorate reached a high level in all fields and among the questionnaire as whole. The study's findings also revealed that there were no statistically significant differences (α=0.05) due to gender and qualifications variables. The study also found statistically significant differences (α=0.05) due to the years of experience for those with 10 years of experience or more. The study recommends that teachers should be trained in the concepts of charismatic leadership.

Keywords: Charismatic Leadership; School Administration; Balqa' Governorate

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Introduction

Everyone has a special personality that distinguishes him or her from others, which plays a role in his or her progress or failure. This personality has qualities and traits giving it a unique style known and famous for. These traits either attract people or make them turn off, and individuals are born to care about others, influence others, and be influenced by them. That's why the study of human personalities is essential.

Leadership is the process of inspiring people to do their best to achieve desired results. It is related to directing individuals to move in the right direction, obtaining their commitment, and motivating them to achieve their desired goals. Leadership is also defined as a process that aims to influence the behavior of individuals and coordinate their efforts to achieve their goals. Therefore, the leader is defined as a person who uses his attractiveness to influence the behavior and attitudes of individuals to achieve goals (Al-Mutairi, Al-Saeedi, & Al-Shammari, 2022).

The role of leadership is characterized by interacting with the process of organizational change by taking the initiative. The leaders are responsible for change by setting up plans to complete the duties to be implemented in the future. So, the change is on the widest scale to ensure its continuity and survival with the participation of workers. It has become necessary for institutions to find a leadership style that ensures the development of their performance to continuously adapt and control the changes in the surrounding environment which allows institutions to maintain their competitive position and achieve their desired strategic goals. In this direction, several leadership styles emerged, including educational leadership as it represents one of the appropriate administrative methods for leading change processes in the institution as it encourages workers to enhance their capabilities and put forward their creative ideas, and focuses on long-term goals with an emphasis on adopting a clear vision (Al-Haymouni, 2021).

The concept of leadership refers to the ability of a person to influence others where he makes them accept his leadership voluntarily without legal obligation because of their recognition of the value of the leader in achieving their goals and being an expression of their hopes and aspirations which allows him to be able to lead the group, win the cooperation of his workers and achieve harmony among them (Bajeeber & Al-Hamdi, 2020).

The relationship of leadership with the school administration is an important and effective one. The school administration needs an educational leader with charismatic leadership qualities that help him to influence his workers to win their cooperation and motivate them to work with the highest degree of efficiency, and push them to work in a team spirit. Leadership is considered important in achieving the goals of schools and it improves the work environment and develops capabilities. According to Al-Hilali and Ghabbour (2012), distinguished leadership has keys that contribute to achieving excellence, namely: the ability to make decisions and bring about change, avoid stress and its causes, successful communication between worker, successful time management, leadership and achieving authority, the importance of defining workers' roles and defining system goals.

A charismatic leader is one who is keen on treating and giving advice to the individuals working with him, exchanging advice with them, and keen to spread a culture of dialogue and acceptance of the other opinion among the workers. He also learns about the capabilities of the workers in his school so that it is easy for him to divide the work in proportion to the capabilities of the workers and thus achieve the goals set for the school (Al-Mutairi, Al-Saeedi, & Al-Shammari, 2022).

Charismatic leadership is divided into several categories, as follows:

- Stimulate motivation to work. Stimulate motivation to work means stimulation through a set of internal and external circumstances that motivate the teacher to reach a state of equilibrium, and achieve goals that satisfy his needs and desires in school work (Balwani, 2008).

- Having a vision. The charismatic leader sets up a strategic vision that is presented in an inspiring way. It means that the leader provides inspiring strategic and organizational goals, and can motivate his subordinates and raise their enthusiasm and motivation toward achieving organizational goals (Al-Maghrabi & Al-Nad, 2016).

- Personal appearances. Personal appearance includes physical appearance, social appearance, mental appearance, emotional appearance, character appearance, and behavioral appearance (Balwani, 2008).

- Communications. We find that charismatic ethical leaders are constantly looking for an exchange of views with their subordinates, especially on important issues (Na'sani, 2003).

- Creativity and innovation. Creativity and innovation refer to the implementation or creation of something new that achieves value for workers and teachers and solves an educational problem or creates an advantage under different circumstances (Al-Maghrabi & Al-Nad, 2016).

- Meeting the needs of individuals, where the charismatic leader assesses the needs of individuals, arranges them within a priority order, then meets them, and provides the necessary training courses (Ayachi, 2017).

- The school environment. It includes many elements such as buildings, various facilities, and means of entertainment, among other things (Amer, 2019).

There are many types of leadership practiced in different educational institutions. The leadership style practiced by the principal in the school is the basic rule on which schools depend in their development and progress. No effective change or real reform can take place in these schools unless they have an effective leadership style. This study will investigate the reality of charismatic leadership practice and its impact on educational institutions in Balqa' Governorate.

Significance of the study

This study acquires its significance from both theoretical and practical perspectives. From the theoretical point of view, the study is concerned with investigating the degree of charismatic leadership practice by school principals from the teachers' point of view in Balqa' Governorate, as well as the significance of the study sample, and the important roles of educational leaders and teachers for the development of the educational process. This study is one of the few Arab studies, according to the researchers' knowledge, that dealt with the subject of charismatic leadership. The researchers hope that this study will enrich the Arab library in general, and the Jordanian library in particular, in the subject of charismatic leadership.

The present study may contribute to providing a tool to measure the degree of practicing this leadership style (charismatic leadership), and it may constitute a specialized scale characterized by good psychometric properties in terms of honesty and stability coefficients, as well as in terms of the category to which this study will be directed, and open the way for interested administrators in the training and development centers in the Ministry of Education to develop training programs on the subject of charismatic leadership to be benefited by principals in understanding charismatic leadership and its essential role in improving the performance of the school and all its affiliates.

Study Problem and Questions

Given the educational changes and the huge knowledge explosion characterizing the current era, it has been emphasized to update and develop the role played by the school principal, as an educational leader who performs administrative, technical, and social roles. In light of this, the study was keen to measure the degree to which principals of primary and secondary schools practice the category of charismatic leadership and its impact on school management and leadership, and their ability to discover and develop the capabilities and creativity of teachers and learners in their fields. The study problem comes in response to the recommendations of previous studies, such as the study by Barakat and Abu Ali (2019), which indicates the lack of Arab studies on the subject of charismatic leadership, and the study by Moorosi and Bantwini (2016), which shows that school principals prefer to use the style that is characterized by a delegation of authority while moving away from the charismatic style.

Specifically, this study attempts to answer the following questions:

Question one: To what degree the charismatic leadership is practiced by school principals in Balqa' Governorate from the teachers' point of view?

Question two: Are there statistically significant differences (α-0.05) in the degree of charismatic leadership practice by school principals in Balqa Governorate from the teachers' point

of view due to the variables: gender, years of experience, and educational qualification?

Literature Review

The researchers reviewed the results of many related studies. The following is a summary of some of this previous literature:

The study conducted by Bajeeber and Al-Hamdi (2020) aimed at identifying the degree to which principals of primary education schools practice the dimensions of transformational leadership from their point of view. The researchers used the descriptive analytical approach to achieve the objectives of the study. The study sample consisted of 57 principals randomly selected from various schools of the primary education stage in Tarim and Sayun districts in Hadhramout Al-Wadi Governorate in the Republic of Yemen. The results of the study showed that the general average of the degree to which principals of primary education schools practice the dimensions of transformational leadership was very large. There were statistically significant differences in the sample members' estimates of the degree to which principals of primary education schools practiced dimensions of transformational leadership in the ideal dimension only due to the variable years of experience and in favor of the 6-10 years experience category. There are no statistically significant differences due to the variables: gender, specialization, and educational qualification.

The study by Fatma and Zafer (2020) aimed at analyzing the relationships between the study variables, namely: administrative diversity, and charismatic leadership, knowing its relationship and its functional link to the speed of innovation, effective performance, its impact on company performance and production efficiency, and the nature of the relationship between the workers themselves. This study used the correlative descriptive approach, and the study sample was selected from a group of 427 employees, including technicians and engineers working in companies operating in the manufacturing industry in Istanbul, and the application of the aforementioned variables. The results were as follows: the idea of administrative diversity and charismatic leadership had a positive impact on the performance of employees and stimulated their ability to innovate and create, which created a supportive and stimulating work environment, in which familiarity, cooperation, and activity prevailed among employees, and positive results were also noted on the company's business as a whole.

The study by Amin (2019) aimed to design a training program to develop personal charisma skills in light of the competencies of the 21st century for the female student (teacher) at the Faculty of Kindergarten at Port Said University, and the research sample consisted of 77 female students (teachers) treated as one experimental group and the experimental method was used to treat the results statistically in the applications, the pre and post, and the post and follow-up, and the results of the study suggested the following: There are no statistically significant differences between the mean scores of the experimental group students in the pre and post applications of the questionnaire in favor of the post application, as well as the post and follow up applications of the questionnaire.

The study by Barakat and Abu Ali (2019) aimed to identify charismatic personal appearances as perceived by university students as future leaders. The researchers used a questionnaire as a tool for the study, and the sample included 478 male and female students from Tulkarm Governorate. The study used the descriptive survey method. The sample members were chosen randomly, and the most prominent finding of the study was that the study population estimates of charismatic personal appearances were at a high level. The study also suggests that there were statistically significant differences according to the variable of specialization, and there was no difference between students according to the variables of gender and university.

Jablaq and Sidqi (2017) aimed their study to show the dimensions of transformational leadership (ideal charismatic influence, inspirational motivation, individual attention, and intellectual motivation). The study was applied to a sample of 120 individuals working in Aleppo University hospitals. The study used the descriptive survey method. The research concluded the following most important results: There is a significant statistically significant effect of the following transformational leadership dimensions: charismatic ideal influence, inspirational

motivation, individual interest in total quality service in Aleppo University hospitals, and the existence of statistically significant differences between the in question workers (doctors, administrators) in Aleppo University hospitals in terms of their awareness of transformational leadership dimensions due to the variables: age, educational qualification, years of experience.

The study by Moorosi and Bantwini (2016) aimed to identify the relationship between the leadership style of the principal and his ability to excel in South Africa, where this study used the descriptive and qualitative approach, and 19 principals were selected from among the principals who responded to open questions about the leadership style used in their schools, including asking about the use of the charismatic style. The results of the study proved that school principals prefer to use the style that is characterized by a delegation of authority, while they stay away from the authoritarian and charismatic style. The results of the study also showed that the more the principal enjoys leadership ethics, the more he will take his educational institution to progress and advancement.

By reviewing the previous studies, the researchers came out with the following observations:

In terms of the methodology: the study was similar in the used method, which is the descriptive method to most of the previous studies (Jablaq & Sidqi, 2017; Barakat & Abu Ali, 2019), while some other studies used the analytical or correlational approach, such as those (Fatma & Zafer, 2020; Moorosi & Bantwini, 2016; Amin, 2019).

In terms of the study sample: The study sample (schools) was similar to the study by Moorosi and Bantwin (2016), while some other studies differed, such as those (Jablaq & Sidqi, 2017; Barakat & Abu Ali, 2019; Fatma & Zafer, 2020) where their sample was from universities, hospitals, and others.

In terms of the study tool: the studies were similar in their use of the questionnaire, such as the studies by Jablaq and Sidqi (2017), and Barakat and Abu Ali (2019), and used observation and interview tools such as the studies by Fatma and Zafer (2020), and Moorosi and Bantwini (2016).

The researchers benefited from previous studies in preparing the theoretical literature, defining the study methodology, developing the study tool, and also benefiting from it in discussing and interpreting the results. The present study is characterized by dealing with the topic of charismatic leadership, as this topic did not receive wide attention in the Arab countries - according to the researchers' knowledge - where most of the previous studies had addressed the leadership styles as a whole or other specialized styles such as transformational leadership, where the charismatic leadership was part or aspect of this style which posed a research difficulty. Therefore, it was investigated in this study to find out the extent to which charismatic leadership is practiced in public and private primary and secondary schools in Balqa' Governorate / Mahes and Al-Fuheis.

Methodology

To achieve the goal of the study, a Quantitative (descriptive) approach was used, which is the appropriate method for this study.

Study population and sample

The study population consisted of all primary and secondary school teachers in public and private schools in Jordan, who belong to the Balqa Governorate - (Mahes and Fuheis), totaling 576 teachers, according to the statistics of the Jordanian Ministry of Education for the academic year 2021/2022. The study sample consisted of (250) male and female teachers selected in a simple random way, and they constituted (43.4%) of the study population. Table 1 shows the distribution of the study sample according to its variables.

Table 1. Distribution of the study sample according to demographic variables

Variables	Level/Category	Number	%
Sex	Male	102	40.8%
	Female	148	59.2%

Variables	Level/Category	Number	%
	Total	250	100%
Academic qualification	Bachelor and less	193	77.2%
	Higher studies	57	22.8%
	Total	250	100%
Years of experience	Less than 5 years	48	19.2%
	From 5 to 10 years	87	34.8%
	10 years and more	115	46.0%
	Total	250	100%

Study tool

To achieve the goal of the study, a questionnaire was developed to collect study data after referring to the theoretical literature and previous related studies, as well as the opinions of specialized peer reviewers and educators, in addition to referring to several studies, such as those (Jia'an, 2013; Jablaq & Sidqi, 2017; Barakat & Abu Ali, 2019). The questionnaire was distributed over seven categories: having a vision, communication, meeting the needs of individuals, creativity and innovation, personal appearances, motivation to work, and the school environment.

Validity of the content of the study tool

The questionnaire, in its initial form, consisted of (7) categories and (49) paragraphs, To verify the validity of the study tool, it was presented to a group of peer reviewers, who are specialized and experienced in the categories of leadership and school administration, curricula and teaching methods, to express their views on the clarity of the paragraphs, their scientific and linguistic integrity, and the suitability of the paragraphs to the fields under them, in addition to any other opinions they may deem appropriate, whether by deletion, addition or merging. Some paragraphs were deleted and replaced with other paragraphs belonging to the field, and linguistic modification has been made to more than one paragraph in light of the peer reviewers' proposals and opinions. The questionnaire in its final form consisted of (7) categories and (45) paragraphs. Table 2 shows the study tool and its categories and the number of paragraphs and numbers in the questionnaire.

Table 2. Categories and paragraphs of the questionnaire

Category No.	Categories	Numbers of paragraph
1	Having a vision	1-6
2	Communication	7-13
3	Meeting the needs of individuals	14-20
4	Creativity and innovation	21-27
5	Personal appearances	28-33
6	Stimulating motivation	34-39
7	School environment	40-45
Total paragraphs		45

Verifying the validity of internal consistency

To verify the internal consistency of the study tool, the researchers applied the questionnaire to a survey sample consisting of (30) male and female teachers from outside the study sample.

The values of Pearson correlation coefficients were calculated between the performance on the item and the total score for the category where the values of the correlation coefficients ranged between (0.38-0.92), and all the values of the correlation coefficients were statistically significant at the level of significance (α=0.05). This indicates the availability of an acceptable degree of validity of the internal consistency of the paragraphs of the questionnaire.

The values of the correlation coefficients were calculated between the categories of the study tool and ranged between (0.43-0.96). All values were statistically significant at the significance level (α = 0.05), this indicates the validity of the construction of the study tool.

Reliability of the study tool

To verify the reliability of the study tool, the questionnaire was applied to (30) male and female teachers from outside the study sample, and the values of Cronbach's alpha coefficients for the categories ranged between (0.75-0.93). The values of the split-half reliability coefficients for the categories ranged between (0.74-0.94), and the value of Cronbach's alpha coefficients for the study tool was (0.97). The values of the split-half reliability coefficients were (0.74). These values indicate that the tool has high-reliability coefficients and is therefore suitable for application to achieve the purposes of the study.

Statistical processing

Statistical data processing used the following statistical methods:

To answer question one: Arithmetic averages, standard deviations, and ranks were used to classify the arithmetic averages into three degrees, high, medium, and low.

The answer level for each paragraph was graded according to the 5-point Likert Scale and was determined by five scores. The scale was used to judge the results, which was divided into (high, medium, and low), according to the following equation:

High score - low score/number of levels = 5-1/3 = 1.33

To determine the level of estimation for each paragraph of the questionnaire, the classification of arithmetic averages was based on the following criterion:

1. The arithmetic average ranged between (5.00-3.68) indicates a "high" degree of estimate.

2. The arithmetic average ranged between (3.67-2.34) indicates a "medium" degree of estimate.

3. The arithmetic average ranged between (2.33-1.00) indicates a "low" degree of estimate.

To answer question : One-Way analysis of variance (ANOVA) was used for the independent variables (gender, educational qualification, years of experience).

Results

Results related to the 1st question: What is the degree of charismatic leadership practice by school principals in Balqa' Governorate from the teachers' point of view?

To answer this question, the arithmetic averages and standard deviations of the degree to which school principals practice the elements of charismatic leadership in schools were calculated from the teachers' point of view in Balqa' Governorate in general and for each field of the study tool as shown in Table 3.

Table 3. Arithmetic averages, standard deviations, ranks, and the degree of school principals' practice of charismatic leadership elements in schools from the teachers' point of view in Balqa' Governorate, in descending order.

Category number	Category	Arithmetic averages	Standard deviations	Ranking	Degree of practice
2	Communicati on	4.78	0.38	1	High
5	Personal appearances	4.73	0.55	2	High
6	Stimulate motivation to work	4.67	0.48	3	High
3	Meeting the needs of individuals	4.65	0.98	4	High
7	School environment	4.61	0.58	5	High
1	Having a vision	4.58	0.52	6	High
4	Creativity and	4.58	0.54	7	High

Category number	Category	Arithmetic averages	Standard deviations	Ranking	Degree of practice
	innovation				
	Overall score of using charismatic leadership	4.66	0.37	High	

It is noticed from Table 3 that the degree of school principals' use of charismatic leadership elements in schools from the teachers' point of view in Balqa' Governorate was high in all categories and in the total degree. The researchers attribute this result to the school principals' interest in the elements of charismatic leadership in human relations and influencing the behavior of subordinates, which is the most important characteristic of leadership over management because the characteristics and traits, and appearances of charismatic personalities among school principals were more clear and perceptive among teachers, and the evidence for this is the support from the teachers' point of view and the influence on them by the principles at a (high) degree.

These results are in agreement with the studies (Jia'an, 2013; Al-Maghrabi & Al-Nad, 2016; Al-Harasi, 2017; Jablaq & Sidqi, 2017; Ayachi, 2017; Amin, 2019; Barakat & Abu Ali, 2019; Goldring & Elliott, 2015; Fatma & Zafer, 2020). The result of this question differed from the results of the study by Degroot et. Al (2000) where the degree of charismatic leadership practice among school principals was medium and poor if measured at the individual level.

As for the paragraphs of each category, the results were as follows, arranged in descending order:

First: Communication: The paragraph that states "improves listening to teachers, students and parents" ranked first. This result may be attributed to the fact that charismatic ethical leaders are keen on effective communication with teachers, students, and the local community because of their effective and direct role in the success of the educational process learning. Paragraph No.7 ranked second with an arithmetic average of (4.81) followed by a standard deviation of (0.47) which states, "He keeps confidentiality of information during communication with parents." This result may be attributed to the fact that charismatic ethical leaders are keen to keep the confidentiality of information during communication with others, and they constantly look for an exchange of views with their workers, especially about important issues. Such leaders listen to the ideas, needs, aspirations, and desires of their workers, and in light of this, they formulate visions that appropriately respond to that. They encourage communication with their subordinates in both directions, while the paragraph "He writes clear reports understandable by all" ranked last. This result may be attributed to the lack of participation of teachers and their discussion of the reports written by the principal.

Second: Personal appearances: The paragraph that states "He cares about his appearance and elegance" ranked first. This result may be attributed to the fact that charismatic leaders are very keen on their appearance and elegance because of their great impact on self-confidence, persuasion, tact, and influencing others. The paragraph "Draws the attention of others at their different levels" ranked last. This result may be attributed to the different views of the study sample regarding the methods and mechanisms adopted by the school principal in directing different messages to teachers in the work environment. The leader is always keen to convince everyone and benefit from their energies.

Third: Stimulate motivation to work: The paragraph "motivates teachers to dedication to work" ranked first. This result may be attributed to the fact that charismatic leaders make teachers satisfied with the job and be in line with the values and goals of the school. The paragraph "encourages positive competition between teachers" ranked last. This result may be attributed to the fact that charismatic leaders set high expectations for teachers, express confidence in the capabilities of subordinates and meet their expectations.

Fourth: Meeting the needs of individuals. The paragraph "He is knows the educational issues of the school" ranked first. This result may be attributed to the fact that charismatic leaders cooperate with teachers, provide advice and guidance in school curricula etc., and are well-versed in laws, instructions, and regulations regulating the educational process. The paragraph

"Determining the training needs of school staff" ranked last. This result may be attributed to the fact that charismatic leaders do not have absolute powers to provide continuous support to teachers, especially about training courses that contribute to strengthening programs and practices, in addition to the lack of a clear mechanism for determining the necessary training needs in the work environment.

Fifth: School environment: The paragraph "He encourages adherence to the rules of public safety within the school" ranked first. This result may be attributed to the fact that charismatic leaders have a vision, trust, honesty, respect, opinion sharing, integrity, and a strong personality. All these traits are of the most important traits of the ideal (charismatic) influence on individuals, in particular the schools. In addition, the public safety courses are free and given by the Civil Defense Department. The paragraph "He provides the school's needs of theater and activity halls" ranked last. This result may be attributed to the lack of material resources available in the school to provide such needs.

Sixth: Creativity and innovation: The paragraph "He diagnoses the school's future problems and takes measures to confront them" ranked first. This result may be attributed to the fact that the charismatic leader shows unconventional behavior when dealing with risks and he also shows unconventional behavior when he can affect teachers using an unconventional method in dealing with the needs of individuals. The paragraph "He produces new ideas that no one has preceded" ranked the last. This result may be attributed to the lack of courses, seminars, and programs provided by the Jordanian Ministry of Education on thinking skills.

Seventh: Having a vision: The paragraph "He seeks to achieve excellence in educational outcomes" ranked first. This result may be attributed to the fact that the charismatic leader always seeks to provide modern means in education to achieve the desired results and has a strong vision for the future. The paragraph "He involves teachers in formulating the school's vision, mission and goals" ranked the last. This result may be attributed to the lack of material incentives appropriate to the nature of their work to achieve satisfaction and be an incentive for more exert and giving.

Results related to the 2nd question: Are there statistically significant differences (α=0.05) in the degree of charismatic leadership practice by school principals in Balqa' Governorate from the teachers' point of view due to the variables: gender, experience, and educational qualification?

First: The results in light of the gender variable

Arithmetic averages and standard deviations were calculated for the degree of charismatic leadership use from the teachers' point of view, according to the gender variable. In addition, the t-test was applied for independent samples as shown in Table 4.

Table 4. Arithmetic averages and standard deviations for the degree of charismatic leadership from the teachers' point of view according to the gender variable.

Category	Gender	Number	Arithmetic average	Standard deviation	Standard error
Having a vision	Male	102	4.60	0.44	0.04
	Female	148	4.56	0.57	0.04
Communication	Male	102	4.72	0.43	0.04
	Female	148	4.81	0.33	0.02
Meeting the needs of individuals	Male	102	4.61	0.41	0.04
	Female	148	4.67	0.42	0.03
Creativity and innovation	Male	102	4.51	0.43	0.04
	Female	148	4.63	0.61	0.05
Personal appearances	Male	102	4.65	0.68	0.06
	Female	148	4.78	0.43	0.03

Category	Gender	Number	Arithmetic average	Standard deviation	Standard error
Stimulate motivation	Male	102	4.67	0.42	0.04
	Female	148	4.67	0.51	0.04
School environment	Male	102	4.63	0.48	0.04
	Female	148	4.59	0.52	0.04
Total degree if charismatic leadership practice	Male	102	4.63	0.36	0.03
	Female	148	4.68	0.36	0.03

The independent Sample t-test was used for two independent samples as shown in Table 5.

Table 5. T-test for two independent samples according to the gender variable.

Categories	T-test		
	T value	Degrees of freedom	Level of significance
Having a vision	0.48	248	0.63
Communication	-1.96	248	0.051
Meeting the needs of individuals	-1.09	248	0.28
Creativity and innovation	-1.77	248	0.08
Personal appearances	-1.74	248	0.08
Stimulate motivation	0.01	248	0.99
School environment	0.56	248	0.58
Grand total	-1.04	248	0.30

The results in the Table above show that there is no statistically significant difference at the level of significance (α=0.05) in the degree of charismatic leadership practice among school principals in Al Balqa Governorate from the teachers' point of view due to the gender variable, where all (T) values were not statistically significant. This may be attributed to the fact that teachers, whether male or female, feel that the degree to which charismatic leadership is used by principals deserves this degree of ranking, because the reality of using charismatic leadership was the gender variable of teachers as indecisive and ineffective factor in judging the level of using the organizational climate index, perhaps because they are subject to standard training courses.

This result is consistent with the results of the following studies: (Al-Harasi, 2017), (Barakat & Abu Ali, 2019), and (Bajeeber & Al-Hamdi, 2020) studies. The result of this study differs from the results of the studies of (Abu al-Khair, 2013; Jia'an, 2013; Goldring & Elliott, 2015).

Second: Results in the light of the educational qualification variable

The arithmetic averages and standard deviations were calculated for the degree of charismatic leadership practice from the teachers' point of view according to the educational qualification variable, and the t-test was applied for independent samples as shown in Table 6.

Table 6. Arithmetic averages and standard deviations for the degree of charismatic leadership from the teachers' point of view according to the educational qualification variable.

Category	Educational qualification	Number	Arithmetic average	Standard deviation	Standard error
Having a vision	Bachelor and less	193	4.60	0.50	0.03
	Higher studies	57	4.52	0.60	0.07
Communication	Bachelor and less	193	4.78	0.39	0.02
	Higher studies	57	4.76	0.32	0.04
Meeting the	Bachelor and less	193	4.67	0.40	0.02

Category	Educational qualification	Number	Arithmetic average	Standard deviation	Standard error
needs of individuals	Higher studies	57	4.56	0.48	0.06
Creativity and innovation	Bachelor and less	193	4.62	0.53	0.03
	Higher studies	57	4.46	0.59	0.07
Personal appearances	Bachelor and less	193	4.75	0.46	0.03
	Higher studies	57	4.66	0.78	0.10
Stimulate motivation	Bachelor and less	193	4.68	0.46	0.03
	Higher studies	57	4.63	0.54	0.07
School environment	Bachelor and less	193	4.64	0.50	0.03
	Higher studies	57	4.51	0.49	0.06
Overall score of using charismatic leadership	Bachelor and less	193	4.68	0.36	0.02
	Higher studies	57	4.59	0.41	0.05

The independent Sample t-test was used for two independent samples as shown in Table 7.

Table 7. T-test for two independent samples according to the educational qualification variable.

Categories	T-test		
	T value	Degrees of freedom	Level of significance
Having a vision	0.92	248	0.35
Communication	0.42	248	0.67
Meeting the needs of individuals	1.74	248	0.08
Creativity and innovation	1.95	248	0.06
Personal appearances	1.03	248	0.30
Stimulate motivation	0.66	248	0.50
School environment	1.69	248	0.09
Grand total	1.60	248	0.11

The results in Table 7 show that there is no statistically significant difference at a level of significance (α=0.05) in the degree of charismatic leadership practice among school principals in Balqa' Governorate from the teachers' point of view due to the educational qualification variable, where all T values were not statistically significant. This is attributed to the fact that they either joined specialized courses in this aspect or received education in universities that dealt with these aspects, without regard to educational qualifications.

This result is consistent with the results of the studies of (Abu al-Khair, 2013; Al-Harasi, 2019; Bajeeber & Al-Hamdi, 2020). The result of this study differs from the results of the study by (Goldring & Elliott, 2015; Jablaq & Sidqi, 2017).

Third: Results in light of the variable number of years of experience

The arithmetic averages and standard deviations were calculated for the degree of charismatic leadership use from the teachers' point of view according to the variable years of experience as shown in Table 8.

Table 8. Arithmetic averages and standard deviations for the degree of charismatic leadership practice from the teachers' point of view according to the variable years of experience

Category	Educational qualification	Number	Arithmetic average	Standard deviation	Standard error
Having a vision	Less than 5 years	48	3.95	0.66	0.09
	From 5 years to less than 10 years	87	4.48	0.38	0.04
	10 years and more	115	4.92	0.15	0.01
	Total	250	4.58	0.52	0.03
Communication	Less than 5 years	48	4.26	0.53	0.07
	From 5 years to less than 10 years	87	4.79	0.23	0.02
	10 years and more	115	4.98	0.07	0.00
	Total	250	4.78	0.38	0.02
Meeting the needs of individuals	Less than 5 years	48	4.06	0.46	0.06
	From 5 years to less than 10 years	87	4.57	0.25	0.02
	10 years and more	115	4.96	0.09	0.00
	Total	250	4.65	0.42	0.02
Creativity and innovation	Less than 5 years	48	3.84	0.55	0.08
	From 5 years to less than 10 years	87	4.55	0.46	0.04
	10 years and more	115	4.92	0.14	0.01
	Total	250	4.58	0.54	0.03
Personal appearances	Less than 5 years	48	3.98	0.91	0.13
	From 5 years to less than 10 years	87	4.82	0.19	0.02
	10 years and more	115	4.96	0.09	0.00
	Total	250	4.73	0.55	0.03
Stimulate motivation	Less than 5 years	48	4.02	0.09	0.00
	From 5 years to less than 10 years	87	4.65	0.48	0.03
	10 years and more	115	4.96	0.61	0.08
	Total	250	4.67	0.30	0.03
School environment	Less than 5 years	48	3.90	0.13	0.01
	From 5 years to less than 10 years	87	4.57	0.50	0.03
	10 years and more	115	4.93	0.29	0.04
	Total	250	4.61	0.11	0.01

Category	Educational qualification	Number	Arithmetic average	Standard deviation	Standard error
Overall score of using charismatic leadership	Less than 5 years	48	4.01	0.29	0.04
	From 5 years to less than 10 years	87	4.63	0.12	0.012
	10 years and more	115	4.95	0.06	0.006
	Total	250	4.66	0.38	0.02

It is noticed from Table 8 that there are apparent differences between the arithmetic averages for the degree of charismatic leadership practice from the teachers' point of view according to the variable years of experience. To determine whether the differences between the averages are statistically significant at the level of significance (α=0.05), a one-way analysis of variance (ANOVA) was applied. The results of the analysis of variance are shown in Table 9 below:

Table 9. One-way analysis of variance (ANOVA) to find the significance of the differences in the degree of charismatic leadership practice from the teachers' point of view according to the variable years of experience

Category	Sum of squares	Degrees of freedom	Mean square	F value	Level of significance
Having a vision	33.18	2	16.59	112.30	**0.00
	36.49	47	0.841		
	69.68	49			
Communication	17.22	2	8.61	113.09	**0.00
	18.81	247	0.076		
	36.04	249			
Meeting the needs of individuals	28.21	2	14.10	213.31	**0.00
	16.33	247	0.660		
	44.54	249			
Creativity and innovation	39.48	2	19.74	137.38	**0.00
	35.49	247	.144		
	74.97	249			
Personal appearances	33.95	2	16.97	97.11	**0.00
	43.18	47	0.175		
	77.14	249			
Stimulate motivation	29.96	2	14.98	133.36	**0.00
	27.74	247	0.112		
	57.70	249			
School environment	35.99	2	17.99	160.28	**0.00
	27.73	247	0.112		
	63.72	249			
Overall score of using charismatic leadership	30.06	2	15.03	659.30	**0.00
	5.63	247	0.023		
	35.70	249			

*Statistically significant at the level of significance (α =0.05)

It is noticed from the results of the Table above that there are statistically significant differences at the level of significance (α =0.05) in the degree of charismatic leadership practice among school principals in Balqa' Governorate from the teachers' point of view in the categories attributed to the number of years of experience variable, where all F values are statistically significant. To discover the locations of the statistically significant differences, post hoc comparisons were made using the Scheffe method. Table 10 shows the results of the analysis (Table 10).

Table 10. Scheffe post hoc comparisons

Years of experience variable	**(I) Years**	**(J) Years**	**Difference between averages (I-J)**	**Standard error**	**level of significance**
Difference between averages (I-J)	Less than 5	From 5 - less than 10	-0.53	0.66	**0.00
		10 and more	0.97-	0.06	**0.00
	From 5 - less than 10	Less than 5	0.53	0.06	**0.00
		More than 10	-0.43	0.05	**0.00
	10 and more	Less than 5	0.97	0.06	**0.00
		From 5 - less than 10	0.43	0.05	**0.00
Communication	Less than 5	From 5 - less than 10	0.53-	0.04	**0.00
		10 and more	0.71-	0.04	**0.00
	From 5 - less than 10	Less than 5	0.53	0.04	**0.00
		10 and more	0.18-	0.03	**0.00
	10 and more	Less than 5	0.71	0.04	**0.00
		From 5 - less than 10	0.18	0.03	**0.00
Meeting the needs of individuals	Less than 5	From 5 - less than 10	0.51-	0.04	**0.00
		10 and more	0.89-	0.040	**0.00
	From 5 - less than 10	Less than 5	0.51	0.040	**0.00
		10 and more	0.38-	0.030	**0.00
	10 and more	Less than 5	0.89	0.040	**0.00
		From 5 - less than 10	0.38	00.03	**0.00
Creativity and innovation	Less than 5	From 5 - less than 10	0.70-	00.06	**0.00
		10 and more	1.07-	00.06	**0.00
	From 5 - less than 10	Less than 5	0.70	0.060	**0.00
		10 and more	0.36-	0.050	**0.00
	10 and more	Less than 5	1.07	0.060	**0.00
		From 5 - less than 10	0.36	0.050	**0.00
Personal appearances	Less than 5	From 5 - less than 10	-0.83	0.070	**0.00
		10 and more	-0.98	0.070	**0.00

Years of experience variable	(I) Years	(J) Years	Difference between averages (I-J)	Standard error	level of significance
	From 5 - less than 10	Less than 5	0.83	0.070	**0.00
		10 and more	-0.14	0.050	0.05**
	10 and more	Less than 5	0.98	0.07	**0.00
		From 5 - less than 10	0.14	0.05	0.05**
Stimulate motivation	Less than 5	From 5 - less than 10	-0.62	0.06	**0.00
		10 and more	-0.93	0.05	**0.00
	From 5 - less than 10	Less than 5	0.62	0.06	**0.00
		10 and more	-0.31	0.04	**0.00
	10 and more	Less than 5	0.93	0.05	**0.00
		From 5 - less than 10	0.31	0.04	**0.00
School environment	Less than 5	From 5 - less than 10	-0.66	0.06	**0.00
		10 and more	-1.02	0.05	**0.00
	From 5 - less than 10	Less than 5	0.66	0.06	**0.00
		10 and more	-0.36	0.04	**0.00
	10 and more	Less than 5	1.02	0.05	**0.00
		From 5 - less than 10	-0.36	0.04	**0.00
Grand total	Less than 5	From 5 - less than 10	-0.62	0.02	**0.00
		10 and more	-0.94	0.02	**0.00
	From 5 - less than 10	Less than 5	0.62	0.02	**0.00
		10 and more	-0.314	0.02	**0.00
	10 and more	Less than 5	0.94	0.02	**0.00
		5 - less than 10	0.31	0.02	**0.00

*Statistically significant at level of significance (α =0.05)

It is noticed from Table 10 that there are differences in all binary comparisons, and all the differences were in favor of those whose experience was higher, where the arithmetic average of their responses was higher, meaning: the degree of charismatic leadership practice among school principals in Balqa' Governorate from the point of view of experienced teachers (10 years and more) was higher, and this is attributed to the fact that those with great experience acquired many training experiences and appreciate the work of the principal. This result is consistent with the results of the studies (Jablaq & Sidqi ,2017; Bajeeber & Al-Hamdi, 2020). The result of this study

differs from the results of the study (Al-Harasi, 2017).

Conclusion

In this section, we present the main findings and contributions of the empirical study

There was a strong evidence of charismatic leadership practices among school principals in Balqa' Governorate, as reflected in all fields of the survey All academically qualified teachers, regardless of their level of qualification, agree that a school principal should have charismatic leadership skills. Regarding charismatic leadership among school principals, statistically significant differences were found between teachers with 10 years' experience and those with more than 10 years' experience.

Future Recommendation

In light of the findings of the study, the researchers recommend the following:

- Keep encouraging school principals to practice charismatic leadership in its various categories through the implementation of training and rehabilitation courses.

- Prepare training programs in the training and development centers of the Ministry of Education to train principals on the role of charismatic leadership to improve the performance of the school and all school staff.

- Appoint leaders with more than 10 years of experience in the field of leadership and school administration.

- Conduct more studies that deal with charismatic leadership in government secondary schools and private schools from the point of view of parents and in other governorates.

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