

# Job Enrichment and Its Relationship to the Administrative Practices of Government School Principals in the Capital Amman Governorate from the Point of View of Secondary School Teachers

Fadi Mikhled Ekrrayem Al-Khreeush  
Jordanian Ministry of Education  
Email ID: fadi.alajarma.1984@gmail.com

## Abstract

The current study aimed to identify job enrichment and its relationship to administrative practices among government school principals in Amman governorate from the point of view of secondary school teachers. In Amman governorate from the point of view of secondary school teachers, distributed into five areas: The second questionnaire to measure the degree of administrative practices of government school principals in Amman governorate from the point of view of secondary school teachers, consisting of (18) items distributed over four areas, They were applied to a sample of (189) secondary school teachers in Amman, and the results of the study showed that the responses of the study sample were moderately in agreement with the two study tools, and there were no statistically significant differences at the significance level ( $\alpha = 0.05$ ) in job enrichment. And its relationship to the administrative practices of government school principals in Amman governorate from the point of view of secondary school teachers, due to the variables of gender, academic qualification and years of experience. The study reached several recommendations, the most important of which is urging the Education Department in the city of Amman to enhance the skills of school principals, and to benefit from them in holding training courses for new principals in the educational field, and to benefit from the experiences of job enrichment in organizations, taking into account the different environments and systems.

**Keywords:** job enrichment, management practices.

**DOI:** 10.7176/JEP/13-18-05

**Publication date:** June 30<sup>th</sup> 2022

## INTRODUCTION

Education is one of the most important pillars of development; a society that improves education and prepares individuals is a strong and sound society which have the capability to manage and directs the development process to achieve goals. Development cannot take any step forward unless qualified human resources are available. Therefore, education is the basis of the development process, and it is the foundation of a civilization. From this perspective, the countries of the world -regardless of their budgets- have paid attention to education and its institutions, and allocated substantial budgets, and financial support. From their inception, educational institutions have received the attention of governments; as these institutions are in charge of education of young generations for the success of the nation.

Leadership is the basis for the success and progress of educational institutions; It is the centerpiece and a clear indicator of success where subordinates' motivation and creativity are increased and their potentials are explored, given that school is an integrated unit that includes in its flanks to work, and exploding their energies, as the school is an integrated unit that includes elements that interact with each other. This leads to the development of a real cadre, who believes in team spirit (Hamayel, 2012).

Administrative leadership is the criterion that determines the success of any organization, and it is a positive activity a person performs by a formal decision through which he becomes an administrative leader, with leadership traits to supervise a group of subordinates to achieve clear goals using influence and power as appropriate (Al-Jamal, 2014).

There are a number of factors that require the development of school leadership, including: the change of the institution's goals, low morale of employees, slow work, and its high cost. Administrative training is the most important method to develop school leadership, and it is an integrated strategic approach to prepare and develop the potentials, knowledge, and skills of educational leaders in the areas of school administration. Contemporary institutions seek to strike a balance between their needs and the needs and desires of the individuals working in them through appropriate means to make work more satisfying to those needs and as a result raise their performance rates at work (Abdul Wahed, 2015).

## STUDY PROBLEM

School administration is considered one of the most important administrative organizations, because it is the closest implementation tool to the educational situation. Interest in reform the administrative element has begun after having realized that it has a major role in achieving the goals of the educational process. This has prompted

institution to adopt programs to raise the efficiency and effectiveness of the administrative element due to Its positive reflection on the organization.

Good leadership and efficiency have become an important feature of the contemporary school since it works on the interaction of all elements of the educational process; such as the student, the teacher, the curriculum, and the school environment with all its components. As a result, there will be learners with developed personalities as required with the least possible effort, time and money; that is, with high productivity efficiency through the optimal use of the resources available in this area. Job enrichment appeared in an attempt to redesign jobs, which contributes to achieving compatibility between the working individual, the job requirements and the content of its skills. There are also a number of factors that require the development of school leadership. They include: changing the objectives of the organization; This calls for organizational changes in its activities. The low morale of workers, slow work, and low productivity - require organizational changes; In order to eliminate the causes of decline (Al-Wadhanani, 2014).

Many previous studies have emphasized the significance of research on job enrichment. Al-Subaie and Al-Daoud study (2018) recommended conducting studies and periodic meetings for specialized educational experts to increase and achieve job enrichment. Based on the foregoing, the study problem is represented by the following study questions:

**THE FIRST QUESTION:** What is the degree of job enrichment for public school principals in Amman governorate from the secondary school teachers' perspective?

**-THE SECOND QUESTION:** Were there statistically significant differences among the average responses of the study sample to the degree of job enrichment among public school principals in Amman governorate from the secondary school teachers' perspective, due to the variables: (gender, years of service, academic qualification)?

**-THE THIRD QUESTION:** What was the level of administrative practices of public school principals in Governorate, Amman, from the secondary school teachers' perspective?

**FOURTH QUESTION:** Were there statistically significant differences between the average responses of the study sample to the level of administrative practices of public school principals in Amman governorate from the secondary school teachers' **PERSPECTIVE ASCRIBED TO THE VARIABLES:** (gender, years of service, academic qualification)?

**THE FIFTH QUESTION:** Was there a correlation between the degree of job enrichment and the level of administrative practices of public school principals in Amman governorate from the secondary school teachers' perspective?

#### **STUDY IMPORTANCE**

The importance of the study is as follows:

The importance of the study from the theoretical perspective is clarified by identification of job enrichment and its relationship to the administrative practices of public school principals in Amman governorate from the secondary school teachers' perspective, and adding a theoretical framework related to the variables of the current study to enrich Arab and national libraries for researchers' benefit.

The importance of the current study from an applied perspective is also evident in the results and recommendations it presented to the researchers to utilize while conducting studies similar to the current study. It is also hoped that educational supervisors, school principals and personnel working in the Ministry of Education in Amman will benefit from the results and recommendations of this study.

#### **TERMS OF STUDY**

The terms of the current study were as follows:

**- JOB ENRICHMENT:** "The job includes as many tasks as possible, where the employee is allowed to perform these tasks freely and sequentially" (Barnouti, 2008: 143).

It is defined procedurally as a method of job design; With the intent of making it more interesting and less monotonous, by adding elements that grant the leader freedom and independence, various skills, a sense of the importance of work, an individualized specific task, and obtaining the results of this work in an attempt to meet needs, increase motivation, and raise job satisfaction, which in turn will be reflected in the schools' achievement.

**-ADMINISTRATIVE PRACTICES:** "The manager's planning, organizing, and measuring results for the goals and manager's expectations, and he must align his work with others in the organization" (Shafi, 2010: 12).

The current study adopts the following procedural definition of administrative practices as coordinated efforts, and a set of administrative work, the school principal performs in order to achieve the educational goals, and it includes everything related to the administrative process in terms of planning the school educational process, organizing work relations, distributing responsibilities, and directing the efforts of the school staff during evaluation that to achieve the goals.

#### **STUDY LIMITATIONS**

This study was confined to job enrichment and its relationship to the administrative practices of public school principals in Amman governorate from the perspective of secondary school teachers, in the first semester of the

academic year 2022/2021 and the validity and reliability of the study tool, the accuracy and objectivity of the response of the sample. The results are generalized only to the same population from which the sample was drawn and other similar populations.

#### **METHOD AND PROCEDURE:**

This part deals with the methodology used in the study; A description of the study population and the sample, the tools used to collect information, the methods used to verify the validity and reliability of the tools, and the appropriate statistical treatment patterns for data analysis and access to study results.

#### **THEORETICAL FRAMEWORK AND PREVIOUS STUDIES**

Job enrichment is the process of adding incentives to existing roles in order to increase employee satisfaction and productivity. Dimensions can be added to existing jobs to grant them importance and sense so that they become more motivating to their occupants (Al Ghailani, 2010). Job enrichment has two main axes: the horizontal axis, represented in increase in the activities of the job with distinctive and important results for the employees, while the second axis is the degree of freedom and independence available to the employees to control how to perform job tasks, schedule activities, and exert self-censorship on work. Moreover, information about work results is accessible, and direct contact with those who use job results is available. (Morshid, 2011).

Al-Nuaimi (2008) indicated that according to what is included in job enrichment, the employee can obtain a high level of job satisfaction when his job achieves the following:

- 1- Responsibility: where the employee feels that he is personally responsible for a valuable part of his work.
- 2- Independence: where the employee feels that he can make decisions relevant to his job.
- 3- Feedback on what has been accomplished
- 4- Diversity in the job; This reduces boredom.
- 5- Opportunities for growth, promotion, development and improvement.

In order for job enrichment to achieve its goals, this requires accuracy in choosing the job choice that achieves the goals of job enrichment, conducting initial experiments on a sample of jobs to be enriched. By doing so, the most important obstacles encountered will be detected to be overcome in the future, and focus on providing the factors of encouragement and motivation that suit the job, continuous development in the content of the job that is being enriched, and a clear and accurate identification of the goals that job enrichment seeks to achieve, the necessary policies and procedures, the time period, and costs to achieve these goals, contribution to the introduction of new ways of working for employees to arouse the spirit of determination in them, with allocating some distinct tasks to some of the employees to benefit from their experiences to develop their performance, find innovation opportunities at work, and promote them based on these experiences (Azeez&Abimbola, 2016).

Management is neither a science nor a profession, but rather a continuous practice that a person acquires with his experience through different situations, environments and contexts. Good administrative practices mitigate the severity of problems resulting from chaos and randomness, as human energies are invested and exploited in the operation of material resources properly to achieve the goals at the specified times, which reduces the cost, saves time and effort, helps to make sound decisions, and reduces the possibility of failure (Al-Saud, 2009).

Administrative practices are a sub-process of the major administrative process in organizations that operate in different sectors, and it is classified as one of the Supportive, successive and continuous administrative processes, and one of the technical processes specialized in investing the human and non-human resources owned by the institution where the tasks of this activity is mainly to achieve the institution's vision, mission, and long, medium and short - term objectives (Mustafa, 2002).

Administrative practices aim to achieve the administrative organization, which is the school principal's method to facilitate the tasks and requirements of the course and activate all the school's resources. Through organization, the principal can coordinate all the potentials available to his employees and implement the various capabilities of the school and its components towards the goals of the educational process incumbent on the school to achieve. In order for the principal to develop an effective administrative organization, he must deeply understand the tasks to be performed and understand the aspirations of the instructional staff and the students' competencies and characteristics in the school (Al-Saud, 2013).

The administrative structure, the accompanying organizational plans and activation procedures are not an end in themselves, as its value lies in its ability to increase the effectiveness of coordination of employees' efforts and the utilization of school facilities to serve the teaching process at the appropriate time and place. The appropriateness of the school organization is determined in light of its ability in achieving teachers' objectives as the structure and methods of administration are of no value if they do not help learners to achieve better performance for the requirements of their role. Thus, both the environment and the organization are means to serve teachers and learners (Al-Amrat, 2010).

#### **PREVIOUS STUDIES**

The previous studies are an important starting point for the current study through the aspects addressed and the

researchers' recommendations. The researcher mentioned a summary of previous Arab and foreign studies, as follows:

#### **FIRST: STUDIES RELATED TO JOB ENRICHMENT**

Hussein and Al-Farshouti study (2020) aimed to identify the level of job enrichment and its relationship to the job commitment of the male and female educational supervisors in the education offices in the Tabuk region from their perspective. The researchers used the descriptive approach and the questionnaire tool to collect data. The study population was (690) male and female educational supervisors. The researchers took a simple random sample of (381) male and female educational supervisors. To analyze the data, the researchers used the SPSS statistical analysis program. The study concluded the following recommendations: The job enrichment was at a high level, and the organizational commitment of male and female educational supervisors was at an average level, and there was a positive correlation between job enrichment and organizational commitment.

Al-Subaie and Al-Daoud (2018) study aimed at identifying the status of job enrichment for female workers in the field of the gifted in the directorate of education in Al-Kharj Governorate, determining the level of their job satisfaction, and identifying the impact of job enrichment on job satisfaction. To achieve this goal, the descriptive survey method was applied using a questionnaire designed by researchers based on theoretical literature and previous studies in this field as a tool for the study, which was applied to a sample of (96) female workers in the field of the gifted. The study concluded that the level of job enrichment was moderate, while the level of job satisfaction was high, and there was a strong relationship between job enrichment and job satisfaction.

Al-Enezi study (2017) aimed at identifying the status of job enrichment among elementary school leaders in Tabuk from their perspective in the light of some variables. The study used the descriptive method. The study sought to reveal the conceptual framework of job enrichment, and the status of job enrichment for primary school female leaders in Tabuk. The study sample consisted of a group of primary school female leaders in Tabuk, Saudi Arabia. The study tools consisted of a questionnaire aimed at identifying the reality of job enrichment among primary school leaders in the city of Tabuk. The study found several results, including, that the reality of job enrichment for primary school female leaders in Tabuk in the field (multiplicity of skills) came in general to a very high degree, and that the status of job enrichment among primary school leaders in Tabuk in the field (defining the task) came in general to a high degree.

#### **SECOND: PREVIOUS STUDIES RELATED TO ADMINISTRATIVE PRACTICES**

Al-Hawlah study (2021) identified the degree to which the school principal achieved a safe school environment from the secondary stage teachers' perspective in the State of Kuwait. The study also sought to reveal the statistically significant differences between the responses of the study sample in the light of the study variables. The descriptive survey method was used, by distributing a questionnaire to a sample of (611) secondary stage teachers in the State of Kuwait, who were chosen by the stratified random method. The study had several results: that the degree of administrative practices of the school principal to achieve a safe school environment was in a medium degree, and the order of the fields of the safe school environment came in descending order as follows: the field of safe facilities and equipment, the field of counseling and psychological security, the field of school health and nutrition, the field of intellectual security, the field of relationship with parents; There were no statistically significant differences among the views of the study sample on the degree to which the school principal has achieved a safe school environment ascribed to the variables of gender and educational qualification. There were statistically significant differences of the perspectives of the sample due to the educational region variable in favor of the capital and Farwaniya educational regions in the five fields and the total score except for the field of (school health and nutrition) towards the capital only; There were statistically significant differences in favor of "more than 10 years of service" in all fields.

Al-Haramiliya, Al-Maamaria and Al-Muqbiliyah study (2020) showed the degree of administrative practices of the principals of basic education schools in light of the requirements of the economy of knowledge and the challenges they encounter in the Sultanate of Oman. The researchers prepared a questionnaire as a tool for the study to reveal the degree of administrative practices of principals of basic education schools in light of the requirements of the economy of knowledge. The study was applied to a sample of (125) school principals in the Sultanate in light of gender variables, years of experience and educational qualification. The study identified a number of results: "The degree of administrative practices of principals of basic education schools in light of the requirements of the economy of knowledge" was in a very large degree with a general average of (4.50). And there were no statistically significant differences in the degree of administrative practices of principals of basic education schools in light of the requirements of the economy of knowledge society according to gender variables, academic qualifications and years of experience.

#### **COMMENTS ON PREVIOUS STUDIES**

Previous studies varied in their adoption of the study method, so Al-Hawla study (2020) relied on the descriptive survey method, but in the current study, the researcher relied on the descriptive correlative method. The sample of previous studies were supervisors, teachers and administrators. However, the researcher adopted teachers as a

sample for the current study, and implemented previous studies to develop the current study tool and select the study sample. The aim of the study is to identify job enrichment and its relationship to the administrative practices of public school principals in the capital city governorate from the secondary school teachers' perspective.

#### STUDY APPROACH:

In order to achieve the study objectives, the researcher used the descriptive survey method. It is considered the most appropriate to achieve the targeted purposes of this study, and the questionnaire tool was used in data collection, in order to analyze and conclude the results related to the study questions.

In order to achieve the objectives of the study, the researcher used the descriptive survey method. It is considered the most appropriate to achieve the desired purposes of this study, and the questionnaire tool was used in the process of collecting information, in order to analyze it and reach the results for answering the study questions.

#### THE STUDY POPULATION AND ITS SAMPLE

The study population consisted of all secondary school teachers in Amman - (732) male and female teachers - in the first semester of the year 2022/2021.

The questionnaires were distributed electronically to a random sample of the study population, where (189) questionnaires were distributed using simple random sampling distribution method. All the retrieved questionnaires were analyzable and encodable. As indicated in the following table:

**TABLE (1): DISTRIBUTION OF THE STUDY SAMPLE MEMBERS.**

	categories	frequency	percentage
sex	male	95	50.3
	female	94	49.7
Years of experience	less than 5 years	52	27.5
	5-10	63	33.3
	More than 10 years	74	39.2
Academic qualification	Bachelor's degree or less	93	49.2
	Master's degree and above	96	50.8
	total	189	100.0

#### THE TWO STUDY TOOLS

With reference to the theoretical literature and previous studies related to the subject of the study, and to achieve the objectives of the study, the researcher developed the study tool in the form of two questionnaires, where the first (job enrichment) consisted of (16) items divided into five fields:

1. The field of multiplicity of tasks, which consists of (4) items.
2. The field of defining tasks, which consists of (3) items.
3. The field of importance of tasks, which consists of (3) items.
4. The field of independence of tasks, which consists of (3) items.
5. The field of feedback, which consists of (3) items.

The second questionnaire (administrative practices) consisted of (18) items, divided into four fields:

1. The field of school principal's practice in knowledge spread, which consists of (5) items.
2. The field of the school principal's practices in knowledge share, which consists of (4) items.
3. The field of school principal's practices in knowledge production, which consists of (4) items.
4. The field of school principal's practices in knowledge application, which consists of (5) items.

#### THE VALIDITY OF THE TWO STUDY TOOLS:

##### A. VALIDITY OF THE CONTENT OF THE TOOL

To verify the face validity of the tool; It was presented to a group of arbitrators from faculty staff in Jordanian universities with experience in education, to identify the suitability of items to the field to which they belong, the sound language of their formulation, and the clarity of their meanings. The arbitrators' observations were taken into consideration; and an amendment to the linguistic wording of the items agreed upon by a percentage of (80%) as a minimum as a criterion for judging their validity.

##### B. THE VALIDITY OF THE CONSTRUCT OF THE TOOL (JOB ENRICHMENT)

In order to extract the significance of the construct validity of the scale, there was extraction of the correlation coefficients of each item and the correlation coefficients of the total score with each item and its relationship to the field to which it belongs, and among the fields and the total score in a pilot sample from outside the sample of the study that consisted of (30) male and female stage school teachers within the population and from outside the sample, the correlation coefficients of the items with the tool as a whole ranged between (0.40-0.66), and with the field (0.40-0.81) and the following table shows that.

**TABLE (2): CORRELATION COEFFICIENTS BETWEEN THE ITEM, THE TOTAL SCORE, AND THE FIELD TO WHICH IT BELONGS.**

item No	correlation coefficient with the field	correlation coefficient with the tool	item No	correlation coefficient with the field	correlation coefficient with the tool	item No	correlation coefficient with the field	correlation coefficient with the tool
1	.71**	.57**	7	.81**	.66**	13	.42*	.52**
2	.40*	.60**	8	.74**	.54**	14	.68**	.51**
3	.73**	.59**	9	.76**	.60**	15	.74**	.50**
4	.66**	.48**	10	.51**	.47**	16	.74**	.43*
5	.73**	.49**	11	.66**	.43*			
6	.63**	.44*	12	.73**	.40*			

\*STATISTICALLY SIGNIFICANT AT THE SIGNIFICANCE LEVEL (0.05).

\*\*STATISTICALLY SIGNIFICANT AT THE SIGNIFICANCE LEVEL (0.01).

It should be noted that all correlation coefficients were of acceptable and statistically significant degrees, and therefore none of these items were deleted.

The field correlation coefficient with the total score, the correlation coefficients for the fields were extracted and the following table shows that.

**TABLE (3): CORRELATION COEFFICIENTS BETWEEN THE FIELDS WITH EACH OTHER AND WITH THE TOTAL DEGREE.**

	multiplicity of skills	Defining of tasks	importance of tasks	Task independence	Feed back	Job enrichment
multiplicity of skills	1					
Defining of tasks	.482**	1				
importance of tasks	.628**	.406*	1			
Task independence	.647**	.661**	.517**	1		
Feed back	.530**	.585**	.569**	1.000**	1	
Job enrichment	.797**	.731**	.805**	.669**	.669**	1

\*STATISTICALLY SIGNIFICANT AT THE SIGNIFICANCE LEVEL (0.05).

\*\*STATISTICALLY SIGNIFICANT AT THE SIGNIFICANCE LEVEL (0.01).

**CONSTRUCT VALIDITY: MANAGEMENT PRACTICES**

In order to extract the significance of the construct validity of the scale, the correlation coefficients of each item and between the total score and each item and its relationship to the field to which it belongs, and among the fields and the total score, were extracted in a pilot sample from outside the sample of the study that consisted of (30) male and female stage school teachers within the population and from outside the sample, the correlation coefficients of the items with the tool as a whole ranged between (0.40-0.51), and with the field (0.44-0.69) and the following table shows that.

**TABLE (4): CORRELATION COEFFICIENTS BETWEEN THE ITEM, THE TOTAL SCORE, AND THE DOMAIN TO WHICH IT BELONGS**

item No	correlation coefficient with the field	correlation coefficient with the tool	item No	correlation coefficient with the field	correlation coefficient with the tool	item No	correlation coefficient with the field	correlation coefficient with the tool
1	.51**	.51**	7	.47**	.50**	13	.63**	.40*
2	.68**	.48**	8	.60**	.41*	14	.51**	.41*
3	.47**	.50**	9	.69**	.44*	15	.49**	.50**
4	.60**	.41*	10	.47**	.50**	16	.44*	.41*
5	.44*	.44*	11	.56**	.41*	17	.45*	.44*
6	.45*	.40*	12	.50**	.44*	18	.56**	.40*

\*STATISTICALLY SIGNIFICANT AT THE SIGNIFICANCE LEVEL (0.05).

\*\*STATISTICALLY SIGNIFICANT AT THE SIGNIFICANCE LEVEL (0.01).

It should be noted that all correlation coefficients were of acceptable and statistically significant degrees, and

therefore none of these items were deleted.

The correlation coefficient of the field with the total score, and the correlation coefficients between the fields with each other, were also extracted and the following table shows that.

**TABLE (5): CORRELATION COEFFICIENTS BETWEEN THE FIELDS WITH EACH OTHER AND WITH THE TOTAL SCORE.**

practice	knowledge Spread	knowledge Share	knowledge production	Knowledge application	management practices
knowledge Spread	1				
knowledge Share	.694**	1			
knowledge production	.552**	.586**	1		
Knowledge application	.747**	.623**	.794**	1	
management practices	.467**	.405*	.811**	.795**	1

\*STATISTICALLY SIGNIFICANT AT THE SIGNIFICANCE LEVEL (0.05).

\*\*STATISTICALLY SIGNIFICANT AT THE SIGNIFICANCE LEVEL (0.01).

#### RELIABILITY OF THE TWO STUDY TOOLS

##### RELIABILITY OF JOB ENRICHMENT:

To ensure the reliability of the study tool, the test-retest method was verified by applying the scale, and re-application after two weeks on a group outside the study sample consisting of (30), and then the Pearson correlation coefficient was calculated between their estimates in both times.

The reliability coefficient was also calculated using the internal consistency method according to Cronbach's alpha equation, and Table No. (6) shows the internal consistency coefficient according to the Cronbach's alpha equation and the reliability of re-test of the fields and the total score. These values were considered appropriate for the purposes of this study.

**TABLE (6): CRONBACH'S ALPHA INTERNAL CONSISTENCY COEFFICIENT AND RELIABILITY OF RE-TEST OF THE FIELDS AND THE TOTAL SCORE.**

field	Reliability of retest	Internal consistency
multiplicity of skills	0.82	0.79
Defining of tasks	0.81	0.75
importance of tasks	0.87	0.77
Task independence	0.83	0.81
Feed back	0.82	0.80
Job enrichment	0.86	0.84

#### THE RELIABILITY OF MANAGEMENT PRACTICES

To ensure the reliability of the study tool, the test-retest method was verified by application of the scale, and re-application after two weeks on a group outside the study sample consisting of (30), and then the Pearson correlation coefficient was calculated between their estimates in both times.

The reliability coefficient was also calculated by the internal consistency method according to Cronbach's alpha equation, and Table No. (7) shows the internal consistency coefficient according to Cronbach's alpha equation and the reliability of re-test of the fields and the total score. These values were considered appropriate for the purposes of this study.

**TABLE (7): CRONBACH'S ALPHA INTERNAL CONSISTENCY COEFFICIENT AND THE RE-TEST OF THE FIELDS AND THE TOTAL SCORE**

field	Reliability of retest	Internal consistency
knowledge Spread	0.80	0.72
knowledge Share	0.82	0.77
knowledge production	0.81	0.79
Knowledge application	0.82	0.80
management practices	0.83	0.83

#### STUDY VARIABLES

##### FIRST, THE INDEPENDENT VARIABLES:

1. Gender variable: it has two levels (male and female).
2. years of service Variable: It has three levels (less than 5 years, 5 - less than 10, 10 years and over).
3. academic qualification variable: It has two levels (higher diploma or less, master's degree and above).

##### SECOND: DEPENDENT VARIABLES:

Job enrichment and its relationship to the administrative practices of public school principals in Amman

governorate from the point of view of secondary stage teachers.

**STATISTICAL STANDARD:**

Statistical treatments of the study data were performed using the Statistical Package for Social Sciences (SPSS), as the five-point Likert scale was adopted to correct the study tools, by giving each of its items a score out of its five degrees (strongly agree, agree, neutral, disagree, strongly disagree). Numerically: (5, 4, 3, 2, 1) respectively, and the following scale has been adopted for the purposes of analyzing the results:

Low	from	1.00 - 2.33
Medium	from	2.34- 3.67
Large	from	3.68- 5.00

**THE SCALE WAS CALCULATED BY USING THE FOLLOWING EQUATION:**

The maximum end of the scale (5) - the minimum limit of the scale (1) / the number of categories required (3):  
 $(5-1)/3 = 1.33$

And then add the answer (1.33) to the end of each category.

**RESULTS**

**THE FIRST QUESTION: WHAT IS THE DEGREE OF JOB ENRICHMENT FOR PUBLIC SCHOOL PRINCIPALS IN AMMAN GOVERNORATE FROM THE SECONDARY STAGE TEACHERS' PERSPECTIVE?**

To answer this question, the arithmetic means and standard deviations of the degree of job enrichment were extracted for public school principals in Amman governorate from the secondary stage teachers' perspective, and the table below illustrates this.

**TABLE (8): ARITHMETIC MEANS AND STANDARD DEVIATIONS OF THE DEGREE OF JOB ENRICHMENT AMONG PUBLIC SCHOOL PRINCIPALS IN AMMAN GOVERNORATE FROM THE SECONDARY STAGE TEACHERS' PERSPECTIVE, ARRANGED IN DESCENDING ORDER ACCORDING TO THE ARITHMETIC MEANS.**

rank	No	field	Arithmetic mean	Standard deviation	level
1	1	multiplicity of skills	3.28	.753	average
3	2	importance of tasks	3.25	.806	average
2	3	Defining of tasks	3.15	.848	average
4	4	Task independence	3.07	.877	average
5	5	Feed back	3.07	.877	average
		Job enrichment	3.18	.504	average

Table (8) shows that the arithmetic means ranged between (3.07-3.28), where the multiplicity of skills came in the first rank with the highest arithmetic mean of (3.28), while the feedback was in the last rank with an arithmetic mean of (3.07).The arithmetic mean of Job enrichment among public school principals in Amman governorate from the secondary stage teachers' perspective as a whole was (3.18).This can be attributed to the teachers realization of the importance of job enrichment to overcome the multiplicity of the tasks directed to them by the principal, and they also have clear tasks. In addition,the interest of the authorities responsible for providing principal with the results of their work and the strengths and weaknesses.

**THE SECOND QUESTION: WERE THERE STATISTICALLY SIGNIFICANT DIFFERENCES (A = 0.05) BETWEEN THE AVERAGE RESPONSES OF THE STUDY SAMPLE TO THE SCORE OF JOB ENRICHMENT AMONG PUBLIC SCHOOL PRINCIPALS IN AMMAN GOVERNORATE FROM THE SECONDARY STAGE TEACHERS' PERSPECTIVE, DUE TO THE VARIABLES: (GENDER, YEARS OF SERVICE, EDUCATIONAL QUALIFICATION)?**

To answer this question, the arithmetic means and standard deviations of the score of job enrichment were extracted for public school principals in Amman governorate from the secondary stage teachers' perspective according to gender variables, years of service, and educational qualification, and the table below shows that.

**TABLE NO. (9): ARITHMETIC MEANS AND STANDARD DEVIATIONS OF THE SCORE OF JOB ENRICHMENT AMONG PUBLIC SCHOOL PRINCIPALS IN AMMAN GOVERNORATE FROM THE SECONDARY STAGE TEACHERS' PERSPECTIVE ACCORDING TO GENDER, YEARS OF SERVICE, AND ACADEMIC QUALIFICATION**

variable		Arithmetic mean	Standard deviation	number
gender	male	3.13	.470	95
	female	3.23	.534	94
Years of experience	Less than 5 years	3.20	.502	52
	5-10	3.12	.501	63
Academic qualification	More than 10	3.22	.510	74
	Bachelor's degree or less	3.23	.520	93
	Master's degree and above	3.14	.487	96

Table (9) shows an apparent variance in the arithmetic means and standard deviations of the score of job enrichment among public school principals in Amman governorate from the secondary stage teachers' perspective due to the different categories of gender variables, years of service, and academic qualification. Three-way analysis of variance table (10).

**TABLE NO. (10): THREE-WAY ANALYSIS OF VARIANCE OF THE IMPACT OF GENDER, YEARS OF SERVICE, AND ACADEMIC QUALIFICATION ON THE SCORE OF JOB ENRICHMENT AMONG PUBLIC SCHOOL PRINCIPALS IN AMMAN GOVERNORATE FROM THE SECONDARY STAGE TEACHERS' PERSPECTIVE.**

Source of variance	Sum of squares	Degrees of freedom	Mean of squares	F value	Statistical significance
Gender	.643	1	.643	2.547	.112
Years of service	.498	2	.249	.987	.375
Academic qualification	.354	1	.354	1.404	.238
Error	46.416	184	.252		
Total	47.826	188			

Table (10) shows the following:

-There were no statistically significant differences ( $\alpha = 0.05$ ) ascribed to the effect of gender, where the value of F was 2.547, with a statistical significance of 0.112. This can be attributed to the fact that male and female teachers are required to perform similar tasks, as the school duties are closely similar to a large degree.

-There were no statistically significant differences ( $\alpha = 0.05$ ) ascribed to the effect of years of service, where the value of F was 0.987, with a statistical significance of 0.375, and this can be attributed to the fact that teachers, regardless of their experience, answered similarly to the study tool, as they are going through the same circumstances and receive the same courses.

-There were no statistically significant differences ( $\alpha = 0.05$ ) attributed to the effect of the academic qualification, where F value was 1.404 and with a statistical significance of 0.238, and this can be attributed to the fact that all teachers, regardless of their academic qualifications, seek to achieve one goal, which is to advance the level of education to students as all of their energies are directed to achieve students' educational goals.

**THE THIRD QUESTION: WHAT WAS THE LEVEL OF ADMINISTRATIVE PRACTICES OF PUBLIC SCHOOL PRINCIPALS IN AMMAN GOVERNORATE FROM SECONDARY STAGE TEACHERS' PERSPECTIVE?**

To answer this question, the arithmetic means and standard deviations of the level of administrative practices of public school principals in Amman governorate were extracted from the secondary stage teachers' perspective, and the table below illustrates this.

**TABLE (11): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE LEVEL OF ADMINISTRATIVE PRACTICES AMONG GOVERNMENT SCHOOL PRINCIPALS IN THE CAPITAL AMMAN GOVERNORATE FROM SECONDARY SCHOOL TEACHERS' PERSPECTIVE, ARRANGED IN DESCENDING ORDER ACCORDING TO THE ARITHMETIC MEANS.**

Rank	No	field	Arithmetic mean	Standard deviation	Level
1	3	Knowledge production	3.22	.695	Average
2	4	Knowledge Application	3.20	.630	Average
3	2	Knowledge share	3.09	.651	Average
4	1	Knowledge Spread	3.03	.673	Average
		Management Practices	3.13	.421	Average

Table (11) shows that the arithmetic means ranged between (3.03-3.22), where knowledge production was in the first rank with the highest arithmetic mean of (3.22), while knowledge spread came in the last rank with an arithmetic mean of (3.03), and the arithmetic mean of the level of administrative practices of public school principals in Amman governorate from the secondary stage teachers' perspective as a whole (3.13), . This can be attributed to the teachers' realization of the role of school principals in producing knowledge at the beginning and then achieving the goal in its application, sharing and spread.

**FOURTH QUESTION: WERE THERE STATISTICALLY SIGNIFICANT DIFFERENCES ( $\alpha = 0.05$ ) BETWEEN THE AVERAGE RESPONSES OF THE STUDY SAMPLE TO THE LEVEL OF ADMINISTRATIVE PRACTICES AMONG PUBLIC SCHOOL PRINCIPALS IN AMMAN GOVERNORATE FROM THE SECONDARY SCHOOL TEACHERS' PERSPECTIVE, DUE TO THE VARIABLES: (GENDER, YEARS OF SERVICE, ACADEMIC QUALIFICATION)?**

To answer this question, the arithmetic means and standard deviations of the level of administrative practices of public school principals in Amman governorate were extracted from the secondary school teachers' perspective according to gender variables, years of service, and academic qualification, and the table below shows that.

**TABLE NO. (12): ARITHMETIC MEANS AND STANDARD DEVIATIONS OF THE LEVEL OF ADMINISTRATIVE PRACTICES AMONG PUBLIC SCHOOL PRINCIPALS IN AMMAN GOVERNORATE FROM THE SECONDARY STAGE TEACHERS' PERSPECTIVE ' BY GENDER, YEARS OF SERVICE, AND ACADEMIC QUALIFICATION.**

variable		Arithmetic mean	Standard deviation	number
gender	male	3.13	.441	95
	female	3.13	.403	94
years of service	less than 5 years	3.07	.431	52
	5 -10	3.16	.389	63
	more than 10 years	3.15	.442	74
Academic qualifications	Bachelor's degree or less	3.12	.413	93
	Master's degree and above	3.14	.432	96

Table (12) shows an apparent variance in the arithmetic means and standard deviations of the level of administrative practices among public school principals in Amman governorate from secondary stage teachers' perspective due to the different categories of gender variables, years of service, and academic qualification. Three -way Variation Table (13).

**TABLE NO. (13): ANALYSIS OF THE THREE VARIANCE OF THE IMPACT OF GENDER, YEARS OF SERVICE, AND ACADEMIC QUALIFICATION ON THE LEVEL OF ADMINISTRATIVE PRACTICES OF PUBLIC SCHOOL PRINCIPALS IN AMMAN GOVERNORATE FROM THE SECONDARY STAGETEACHERS' PERSPECTIVE.**

Source of variance	Sum of squares	Degrees of freedom	Mean of squares	F value	Statistical significance
Gender	.002	1	.002	.011	.916
Years of service	.249	2	.125	.692	.502
Academic qualification	.016	1	.016	.087	.769
Error	33.108	184	.180		
Total	33.371	188			

It is evident from Table (13) the following:

-There were no statistically significant differences ( $\alpha = 0.05$ ) ascribed to the effect of gender, where F value was 0.011 and with a statistical significance of 0.916, as male and female teachers receive similar tasks and the school work is closely related to a large degree.

-There were no statistically significant differences ( $\alpha = 0.05$ ) due to the effect of years of service, where F value was 0.692 and with a statistical significance of 0.502. This can be attributed to the fact that teachers, with different experiences, responded similarly to the study tool, as they are going through the same circumstances, they receive the same courses.

-There were no statistically significant differences ( $\alpha = 0.05$ ) due to the effect of the academic qualification, where F value was 0.087 and with a statistical significance of 0.769, and this can be attributed to the fact that all teachers, regardless of their academic qualifications, seek to achieve one goal, which is to improve the level of education to all students and their energies are directed towards achieving students' educational goals.

**THE FIFTH QUESTION: WAS THERE A STATISTICALLY SIGNIFICANT CORRELATION AT THE LEVEL ( $\alpha = 0.05$ ) BETWEEN THE SCORE OF JOB ENRICHMENT AND THE LEVEL OF ADMINISTRATIVE PRACTICES AMONG PUBLIC SCHOOL PRINCIPALS IN AMMAN GOVERNORATE FROM THE SECONDARY SCHOOL TEACHERS' PERSPECTIVE?**

To answer this question, Pearson's correlation coefficient was extracted to the score of job enrichment and the level of administrative practices among public school principals in Amman governorate from the secondary school teachers' perspective, and table (14) illustrates this.

**TABLE (14): PEARSON'S CORRELATION COEFFICIENT FOR THE RELATIONSHIP BETWEEN THE SCORE OF JOB ENRICHMENT AND THE LEVEL OF ADMINISTRATIVE PRACTICES AMONG PUBLIC SCHOOL PRINCIPALS IN AMMAN GOVERNORATE FROM THE SECONDARY SCHOOL TEACHERS' PERSPECTIVE.**

Level		Knowledge spread	Knowledge share	Knowledge production	Knowledge application	Management practices
Multiplicity of tasks	correlation coefficient	-.031	-.074	-.076	-.004	-.068
	Statistical significance	.676	.310	.302	.961	.351
	number	189	189	189	189	189
Defining of tasks	correlation coefficient	.078	.109	-.064	-.050	.028
	Statistical significance	.287	.137	.381	.498	.705
	number	189	189	189	189	189
importance of tasks	correlation coefficient	-.165*	-.109	-.069	-.054	-.159*
	Statistical significance	.023	.136	.343	.457	.029
	number	189	189	189	189	189
Task independence	correlation coefficient	.285**	.035	-.011	.036	.149*
	Statistical significance	.000	.629	.880	.623	.040
	number	189	189	189	189	189
feedback	correlation coefficient	.285**	.035	-.011	.036	.149*
	Statistical significance	.000	.629	.880	.623	.040
	number	189	189	189	189	189
Job enrichment	correlation coefficient	.101	-.001	-.087	-.039	-.004
	Statistical significance	.166	.988	.232	.594	.960
	number	189	189	189	189	189

\*STATISTICALLY SIGNIFICANT AT THE SIGNIFICANCE LEVEL (0.05).

\*\*STATISTICALLY SIGNIFICANT AT THE SIGNIFICANCE LEVEL (0.01).

It is evident from Table (14) that:

-There was a negative statistically significant relationship between the importance of tasks on one hand, and knowledge spread and administrative practices on the other hand.

-There was a positive, statistically significant relationship between the independence of tasks on one hand, and the knowledge spread, and administrative practices on the other hand.

-There was a positive statistically significant relationship between feedback on one hand and the knowledge

spread and administrative practices on the other hand.  
As for the rest of the relationships, they were not statistically significant.

### RECOMMENDATIONS

Through the results the researcher obtained, here are the following recommendations:

- To urge the Directorate of Education in Amman to enhance the school principals' skills, and implement them to hold training courses for new principals in the educational field.
- To utilize from the experiences of job enrichment in organizations, taking into account the different environments and systems.
- To raise the awareness of administrative leaders, through periodic meetings and seminars, to the positive effects of job enrichment.
- To enhancing the positive points of the current study.

### REFERENCES

- Abdel Wahed, Mahmoud (2015). *Organizational loyalty in the twenty-first century*, Egypt: House of Science and Faith.
- Al Surfati, Amira (2017). *The reality of administrative practices of the principals of the northeastern Badia schools and their relationship to their job as resident supervisors in the school*. Unpublished Master's Thesis, University of Jordan, Jordan.
- Al Wethyani, Muhammad (2014). Attitudes of educational supervisors and school principals towards the use of professional enrichment in the field of school leadership in Saudi public education institutions. *Journal of Educational Sciences Studies*, 41 (2): 862-880.
- Al-Amrat, Muhammad (2010). The degree of effectiveness of school principals' performance in Petra Education Directorate from the teachers' perspective. *The Jordanian Journal of Educational Sciences*, 6 (4): 359-349.
- Al-Enizi, Fawzia (2017). The status of job enrichment among primary school leaders in Tabuk from their perspective in the light of some variables. *Journal of Education*, 176(2): 614-690.
- Al-Gamal, Samir (2014). The prevailing leadership styles among officials in the directorates of education in the Hebron governorate and their impact on the development of creative thinking of subordinates. *Al-Quds Open University Journal for Research and Studies*, 20(32): 158-159.
- Al-Haramliyah, Amal and Al-Mamariya, Hamda and Al-Muqabiyah, Moza (2020). Administrative practices of school principals in light of the requirements of the economy of knowledge society in the Sultanate of Oman. *The Arab Journal of Educational and Psychological Sciences*, 4 (16): 251-272.
- Al-Hawla, Maali (2021). *Administrative practices of the school principal to achieve a safe school environment from the point of view of secondary stage teachers in the State of Kuwait*. Unpublished Master's Thesis, Educational Administration and Planning, Kuwait.
- Al-Naimi, Salah (2008). *Administration*. Amman: Dar Al-Yazuri for Scientific Publishing and Distribution.
- Al-Saud, Ratib (2009). *Educational administration: concepts and prospects*. Amman: Tariq Center for Office Services.
- Al-Saud, Ratib Salameh (2013). *Educational leadership (concepts and prospects)*. Amman: Dar Safaa for Publishing and Distribution.
- Al-Subaie, Khaled and Al-Daoud, Manal (2018). *Job enrichment for talented female workers in the Directorate of Education in Al-Kharj Governorate and its relationship to their job satisfaction*. Arab Bureau of Education for the Gulf States, 39 (148): 79-99.
- Barnouti, Souad (2008). *Management Essentials: Business Administration*. Amman. Dar Wael for publishing and distribution.
- Ghailani, Reem (2010). The role of job enrichment in enhancing job satisfaction: An analytical study of the views of a sample of workers in the Omani Indian Fertilizer Company in the Sultanate of Oman. Unpublished master thesis. The faculty of management and financial sciences. *Gulf University, Bahrain. Publishing and Distribution*.
- Hamayel, Abd (2012). *Educational leaders and the requirements to their qualification to encounter the latest developments*. Palestine: Deanship of Scientific Research.
- Hussein, Banga and Farshouti, Ahmed (2020). Job enrichment and its relationship to organizational commitment among male and female educational supervisors in the General Directorate of Education in the Tabuk region. *Journal of the Islamic University of Educational and Psychological Studies*, 28 (1): 661-681.
- Mostafa, Salah (2002). School administration in the light of contemporary administrative thought. Riyadh: Dar Al-Marikh for Publishing.
- Murshid, Ashwaq (2011). *Job enrichment and its role in achieving job satisfaction: a study for employees of the Kuwait Foundation for Scientific Development*. Unpublished master thesis. College of Administration and Financial Sciences, Gulf University. Bahrain.

- 
- Shafi, Aisha (2010). *A strategic approach to develop educational leaders*. Alexandria: University House.
- Adeyemo, K., Sehoole, C. &Cueno, C. (2015). The use of the job enrichment technique for decision-making in higher education : the case of the Philippines : original research. *Journal of Human Resource Management*, 13(1): 14-25.
- Azeez,R and Abimbola,M. (2016). Job Enrichment and Work-Related Attitudes of Non-Academic Staff of Selected Public Universities in Lagos State *International Journal of Human Resource Studies*. 6(1): 89-104.