

Review

Human Behavior and Its Obstacles from principals' Point of View in karak Governorate, and Its Relationship to Some Variables

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This study aimed to identify the degree of practicing the principals of schools in Karak Governorate for human behavior and its obstacles, also it aimed to the investigate the impact of each type of gender, experience, qualification and the interaction between them, the researcher used a tool consists of (30) items, that was randomly chosen that was applied to 140 principles. The study revealed that the degree of practicing human behavior for the majority of the item practicing very heavily and a few got to practice substantially as shown. The results of the study that there were no statistically significant differences at the significance level ($\alpha \leq 0.05$) for practicing human behavior, the attributed to gender and experience, Scientific qualification and the interaction between the experience plus qualifications and the interaction between them, as enumerated ten obstacles that stand in front of school principals. while practice their human behavior conduct with teachers and students in their schools, and the most prominent of the recommendations of the study to held training programs for managers related to human relations.

Keywords: Human Behavior, School Principals Obstacles, Gender, Experience, Qualification.

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THEORETICAL BACKGROUND OF THE STUDY

Human being care of behavior since old times , which is part Human trying to understand himself and it existents, as a result of assessing Natural Sciences in the last century that confirmed The fact that the human if he wanted to live he must understand himself, and understand other people And knows how to work and cooperate with them, it is amazing to note that over the years Last few years people are accustomed to psychologists and other social scientists to understand human behavior and predict it .

The human tries to study himself in his research to explain the real feelings, experience, and behavior He resorted sometimes to the interpretation of some aspects

of abnormal behavior to Witchcraft, religion and philosophy, and finally resorted to have attention to human behavior which is not a new development at all Ways since ancient times the style of scientific research about the nature of this complicated attitude (Flaih, 2005)

the aim of contemporary pedagogy is no longer aim to just provide learners with information and knowledge education in the context of the changes of economic social, technological, civilization, political and accelerated challenges but is geared towards the development of necessary communication skills to walk on with these changes. The pedagogy has the humane and social responsibility in helping to participate in the development of the individual and society in an age of many challenges and problems crisis (Hamadat, 2007).

And because the technology is dominated by various aspects of human life, and the majority of community people is working in different institutions whether government or private, depends the success of these institutions in achieving their goals to a large degree on the efficiency and effectiveness of human resources working, so they seek to understand the human to increase the productivity as he is the most important element in this process, he is the one who plans and uses other elements (AL-Taweel, 2001).

human behavior is not a regulated but dynamic behavior varies between individuals and the individual themselves, there are a number of independent variables at the individual level is significant in the organizational behavior it account one of determinations that contribute to format his behavior, so directors must have knowledge of employees goals and their behavior in order to motivate and Encourage them to improve The goals of the institution (AL-Taweel,1999).

Directors can benefit from basic knowledge that provided by psychology which concentrate on the understanding of the individual's desires needs and motives to work that they have thus they can put effective incentive programs that affect them (AL-Omyna, 2005).

Directors that to be have a relationship with professional and teachers based on cooperation, respect and mutual trust, and develop this relationship so let all value of what they offer from effort over an environment of team work, with a little bit of freedom to help them develop the level of their achievements in the frame of multi individuals differences they have. A manager must be on a level of awareness and perception of the problems that may face teachers considering him as educationally leader and tries to help them solve those problems, because it strong their spirits and pushes them automatically (Aghbari,2006).

Scientists are now working on study of cultures and environment, as it helps us to understand the differences in basic values, attitudes and behavior between people in different countries and different organizations (AL-Ateya, 2003).

administrative behavior became Fertile ground for a lot of studies and researches including the studies conducted on the basis of product behavior which study the behavior of the leader in a leadership position, said the owners of this area of behavioral studies to describe the behavior of the leader in a leadership position, as well as studies To describe the behavior of the leader, climate and development , human relations is very important as They refer to the liberation of the temple from the consequences of anxiety and stress (Hersy and Blanchard,1972).

Health leadership and professional Director of school, and their responsibilities towards the guidance of the teacher growth, professional growth of students and the environment influencing the process of education, those responsibilities and other make educators and

researchers look to the school principal as a pedagogies leader, take the role of multi administrative and technical roles reflected negatively and positively on workers from administrators, teachers, personnel and others, and left clear impact on their behavior (Maaytah,2005).

The director according to its administrative humane behavior he internally aware that Teachers are able to accomplish what they are asked to do and what administrative give from incentives Facilities is become the subject of admiration and appreciation (Silver 1983).

Confirm that although global attention to human conduct, only to Arab Studies Still rare in this area, and this study came to identify the degree of Practice of human behavior, and constraints of school principals in Karak Governorate from Their point of view.

PROBLEM OF THE STUDY

Administrative believes that school's successful cornerstone in the educational process. it set the parameters and draw the way, and lighten the way to workers in the field, to reach a common goal in a specific time, beyond working to improve the learning process and by raising awareness, and sensitization of workers of their responsibilities and directing them to guidance Proper, and facing a lot of the daily problems life of the school and the required from the administrative and technical decisions (Khawaldeh, 2002).

human element one of the most important elements in the developing work. It stands for success of the institution or its failure to achieve its objectives through The level of his performance, the way of directed for director or the behavior for individual may constitute to be factors of construct or fail of the work organized system, which requires that there must be harmony and positivity between them to promote efficiency and organizational effectiveness (al-Ameri, 2002).

so it must have a serious care of human behavior in organizations through confirming the importance of organized behavior which concern of evaluating, explaining controlling and predicting human behavior to achieve effectively organization objectives (Harem, 1997).

Some of the main causes of the conflicts and issues that happens between principles and School teachers , lies in the frustration resulting from the lack of Justice in the human relations and justice in distribution of duties and tasks for teachers such as the distribution of classes , alternate duty , performance assessment, activities , extra-curricular And other functional duty that are commensurate with their abilities and the potential of their human conduct The phenomenon is characterized by complexity and questioning because of the existence of numerous factors affecting it , its trends these factors cooperate in its composition to style human behavior and determined its type . human attitude changes during its

interaction with the environment as well as According to the change goals and motives driving (Nashwan, 2004).

The teachers in the schools as in other institutions, the have psychological needs and Have the desire to accomplish what they are doing in their schools, and they are able to afford what of their responsibilities and expect that the principals are able to make this happen. (Hoy & Miskel,1987).

The attention in school principals and his behavior in his chosen manner and his qualifications is as the entrance to the educational impact critical outputs achieved by the study was given the role of human relations in the administration and the behavior of the principal's and its impact in highlighting the Inputs to the education system which is teacher effectiveness, " so it stands out the importance of the study through the problem of the study which is the degree of the human behavior according to manager of Schools and its obstacles in Karak Governorate from their point of view.

PURPOSES AND QUESTIONS OF THE STUDY

This study aimed to know the "degree of practice human power and its obstacles according school principals in Karak government schools from their point of view "by answer the following questions:

- 1- What is the degree of practice human power and its obstacles according school principals in Karak government schools from their point of view?
- 2- Are there statistically significant differences on the significance level ($\alpha=0.05$) for the degree of practice human power and its obstacles according to school principals in Karak government schools from their point of view attributed to gender, experience and qualifications and the interaction between them?
- 3- What are the obstacles that stand in front of the practice Director for the human behavior effectively in and outside of school?

IMPORTANCE OF THE STUDY

The importance of the study came out from the importance of the subject that the study talks about in order to identify the extent of the practice human behavior that principals have within the educational organization. and to identify the determinants and constraints of this behavior and thus improve the performance of individuals to achieve goals of individuals, groups and organizations within balanced and through that, the importance of Human behavior at several points is:

- 1- Balance between the goals of the individual, the

community and the organization.

- 2- Through it we define work environment and to work on its development and improvement.
- 3- Identify the specific and human behavior in order to improve performance in work.
- 4- Knowing the patterns of healthy leadership and build it on the educational evolution thought Finding modern ways of communication inside the organization.

THE IMPORTANCE OF THE STUDY

1- This study contributed to provide the managers of the Karak government schools the Feedback process to assist their human behavior in order to develop their practice.

2- This will be a study of parameters that explore the determination for practicing principals for human behavior.

LIMITATIONS OF THE STUDY:

This study is limited to the principals (male and female) of Karak government schools during the year 2018/2019.

Operational Definitions: behavior:

Responses to motor and angular reactions from human muscles or from the ability in his body behavior represent response type By human face by many types of stimuli internal and external (AL-Omari 1983).

- Is Activity and feedback speak by the individual with the requirements of life as a result of the interaction with his feelings to push him understanding the environment. this activity could be described or measured or seen (Realat, 1989).

Human behavior:

could be defining as a set of perceptions of internal and external behavior carried out by the individual through his daily activity in order to satiate his needs and wishes it could be majeure through the response of the members of the study sample on the paragraphs on the questionnaire.

human Factors:

The set of obvious factors that directly affect the principals when taking their decisions " (Abu-Hamdi, 2005).

Literature review and previous studies:

The human relations Means the process of revitalizing the reality of individuals in a certain location with the

achievement of A balance between the satisfaction of their psychological and achieve the educational goals desired "Davis" points to The concept of human relations that is based on interactions between individuals where they congregate in Formations to achieve specific goals, which is also the integration of individuals in a certain position pushes them to Work with regularly to achieve reconciliation between the goals of the individual (family School) and the interest of the educational schools .

The foundations of human relations in educational institutions:

1 - faith in the value of individual: director or commander of Education must believe that each individual personality is distinct and should be respected and valued, and that the individual is able - if he got the chance of objectively Thinking, free from personal considerations, and it is able to access The decisions of a rational, reasonable based on scientific sound bases in his positions or problems.

2- participation and cooperation: collective action is more valuable than individual work and when appropriate environment is given for groups to discuss an issue or to discuss a particular subject then The ability of this assembly to understand the topic and to identify its dimensions and take a decision better than if it left for individual due to limited potential and abilities of the them.

3- Justice and equality: it is important for justice and equality principles to be between the individuals of the educational institution and the Director must treat all school staff with equality Are Justice away from discrimination, in the light of the capacity of individuals, believing in the principle of the differences between individual.

4 - modernization and development: educational institutions need stable growth Development, modernization and educational leadership - is the one who achieves this Through the growth and interaction and the acquisition of habits of conduct - in the field of human relations - grow Plan and practice the sense of the need to nurture human relations in educational institutions in accordance with the frequency of the desired (Ahmad ,2001).

That the importance of time and its role in the theory of human relations Manifested in the following points (Mosaedeen, 2003).

1 – time is a role in the development of working methods with the aim of increasing productivity through Technological developments that affect the workers and help them working in speed and with achieving.

2- time lead to breadth of organization and increase its size which is reflected on the capabilities of the manager's skills and individual's managers need to keep abreast of developments Through training and

rehabilitation to enable them to manage large organizations.

3- time affects the work of employees, so that the human developed from time to time Until he becomes able to configure his social personality, able to bid and raise the level of performance, so the time polishing individual and increases his sense of responsibility and makes him speak with the variables and developments of the industrial methods Work and production of modern work.

4- there are some things that determine from the active time for the worker and make him indifferent as the system of incentives, oversight, supervision, and organizational structure.

Human trend is not supposed that the human produced behavior is the result of something within the individual, but it's a logical reaction to the circumstances that Experienced by an individual and are present in their daily lives, they have a relatively high degree Of control in their lives, and they can practice their choices logically to overcome Their interests if they feel that their behavior needs some correction and adjustment, and the way in which Achieve it like this amendment is to survey research methods from other levels of Self-realization thus, this direction is not to help individuals with problems. But it works on the prevention for these problems (Dagestani, 2000).

Types of human behavior:

1- Innate behavior is behavior not practiced by humans since his birth, without education or training such as sleeping, crying, feeding, eating and crying.

2- gained behavior: is acquired behavior by the individual through cognitive and grazing, rehabilitation, education and training, as well as the conditions in which exposure of humans.

3- Individual behavior: is the interactions that happen to an individual as a result of stimuli that are exposed in his life and interactions daily.

4- Collective behavior: represents the individual's relationship with others such as members of the everyone (AL-selmi, 2010).

5- Islam confirmed the motives of human rights and how to deal with it according to what God said, that means accordance to provisions of religion, especially the human basic needs like the motive of hunger habitant and his own requirements (Abdul Majeed , 2007).

The characteristics of human behavior:

1- Causing Behavior: it means behind its appearance there are reasons leading to it.

2- Aimed Behavior: is purposeful seeks to achieve something to satiate his needs and wishes.

3- The variety behavior: it appears in the multiple shapes

so it can face the situations facing individual.

4- The flexible behavior: varies according to different positions depending on the personality of each of them and the factors surrounding it.

5- The behavior of multi-causes: according to the needs of human multiple constantly trying to pass his need in one time.

6- Behavior is a continuous process; all behavior is part or episode of a long series of integrated fall episodes mixing together.

7- Human behavior involves individual as a whole.

8- Human behavior driven by motives of a particular may be the needs and desires of what wants to pass it.

Previous studies

Many studies have been conducted about the degree of practice human behavior and its obstacles for principals from their point of view and will review these studies based on their chronological sequence:

Also (Kunagornpitak etc, 2019) conducted a study aimed to compare self- leadership behaviors of Thai and U.S. elementary teachers using the Revised Self-Leadership Questionnaire. Findings indicated that Thai and U.S. elementary teachers had self-leadership behaviors at a high level. Significant differences in self-leadership behaviors were found for Thai teachers regarding two demographic variables, and for U.S. teachers regarding four variables. The study identified strengths related to the cultures of each group of teachers that were seen as potential benefits to the other group. These strengths provided the basis for recommendations related to professional development and teacher training.

Moreover, (Chen Yi-Gean & Cheng Jao-Nan & Sato Mikio, 2017) conducted a study include primary and secondary school teachers in Taiwan and northeastern Japan. By referring to "School leadership of the future," this study summarized that school leadership is working toward a team approach to instruction leadership, compound leadership, and diverse leadership. By referring to relevant literature, the researcher also determined pertinent criterion variables, including school effectiveness, teachers' job performance, and teachers' organizational commitment. The results obtained through collecting questionnaire copies and performing statistical analyses are as shown below. Firstly, in terms of the same leadership behavior's contribution to school effectiveness, the two countries revealed some differences. A team approach to instructional leadership is conducive to students' performance in Taiwan and teachers' professionalism in Japan. The two countries

also showed differences in different leadership styles" effects in facilitating teachers' commitment. School principals in Taiwan should employ structure and symbol oriented leadership; whereas, school principals in Japan should employ a team approach to instructional leadership. As indicated by these results, Japan has a stronger team approach to leadership characteristic in comparison to Taiwan. As Japanese culture values team honor, employing a team approach to leadership could facilitate teachers' professionalism and commitment. Due to Taiwanese society's diverse cultures and difficulty in reaching a consensus, setting a clear goal and employing structure and symbol-oriented leadership with an established paradigm or a heroic story may better facilitate teachers' commitment.

As well as (Sancar, 2009) conducted a study aimed to determine leadership behaviors of public school principals as perceived by public school teachers in relation to teacher job satisfaction in Northern Cyprus. Teachers' perceptions of their school principals' leadership behavior was measured by the Leadership Behavior Description Questionnaire (LBDQ). Teachers' expressed job satisfaction level was measured by the Mohrman-Cooke-Mohrman Job Satisfaction Scales (MCMJSS). A Linear Regression analysis proved a significantly positive relationship between school principals' perceived

„consideration" behavior and teachers' expressed job satisfaction. However, there was no significant relationship between school principals' perceived initiation of structure" behavior and expressed teachers' job satisfaction levels.

Also (Odeh, 1992) conducted a study aimed to identify the relationship between The leadership of the Director of school and job satisfaction of teachers in secondary school the community of The study of was all teachers in the kingdom who work in government secondary schools the sample of the study Consisted of 400 teacher .Teachers taught in secondary schools in 4 The directorates of education in the governorates of Irbid and Mafrq were selected in a random manner the most important of the study results is to conduct more research on the behavior of the directors of Schools to identify Reasons for low job satisfaction among managers , the most important recommendations, which referred the study to focus on safety legal managers of the schools and its impact on their relationship with the teachers.

In a study conducted by (Abu Hamdi, 2005) investigated the impact of human factors Environmental and regulatory on the decision-making process by the managers of schools in the territory of the South And its relationship with some variables where the study population of managers Elementary and secondary schools government and private school districts in of the provinces of the Southern region number of then was (582) directors . the study sample was composed of 360 principles and they were chosen in a random way, the

researcher has used the questionnaire of The study and she found several results notably: the most important human factors affecting is Justice and responsibility and the least important factor is change the dissensions. and about the most important organized factors. The executive's commitment to the laws and regulations and the least important are the number of teachers and the exchange of ideas among the management levels, the researcher made several recommendations, the most important is to put rules on scientific objectivity basis by the Ministry of education to reduce the factors that affect in human relationships.

(Resis likert ,1976) conducted a study aimed to clarify that there are four management system the best of them is trust relationship between the presidents and subordinates in this pattern a stimulation of self-discipline and a sense of responsibility and self-censorship produces than censorship presidential, that means that the goals of the individuals are the objectives of the organization.

(Matthews, 1980) conducted a study aimed to find out the relationship between Feeling effectively, human behavior to the principal at the school and ability to creative when Teachers in - Maryland, U.S.- the study found that there is creativity Initiative when teachers who live in an atmosphere of administrative allows them self-expression and in a brainstorm, good treatment, warmth in relationships.

(Mason 1982) as he made a study aimed to know the views of the teachers in secondary schools about human behavior and satisfaction professional. Results of the study showed that teachers feel comfortable psychological security and appreciation of themselves in the shadow of human behavior, while tend to move away from self-esteem and a sense of power and satisfaction in the peace of administrative authoritarian behavior it reflect negatively on their performance. The democratic method of which relates to human relationships participation to the principal of the school lead to effective organized work environment and the authority behavior resulted or leads to non-satisfaction.

Design and Methodology

In this study, the descriptive analytical method was used as it aims to study the degree of practicing human behavior and its obstacles among the principals of public schools in Karak Governorate from their point of view in light of some variables.

The population of the study

The population of the study consisted of all principals in the province of Karak government school whom they were (255) principals during the academic year 2018/2019.

The sample of the study:

The sample of the study consisted of (140) principals in the province of Karak government school and they were chosen randomly.

Study tool:

The researcher depends in the preparation of this questionnaire on the following:

- Review of educational literature theory on the topic of the study and review the related previous studies in the same topic.

Tool validity:

To ensure the reliability of the questionnaire in terms of appropriate items, and clarity and integrity the pigment language, it was presented to a number of judges, their number reached to (16) of the members of the Faculties at universities, and a number of educators, where it was deleted and the addition of a number of items, so that the sum of items become (30) items .

Tool Reliability:

To ensure validity of the instrument, the researcher applied the test and re- test method So as to distribute the tool on a sample of (25) school from outside the sample, the difference of two weeks between the first and second Total reliability coefficient was (0.90).

Variables of the study:

This study is based on a number of independent and dependent variables as the following: The independent variables include:

- Gender in its two levels (Male, Female).
- Experience in administration and has two levels (1-10, 11 year or more).
- Academic qualification two-level (bachelor's degree + diploma, master and above).

Followed variables:

The degree to which practice human behavior and its obstacles for the Karak Governorate schools from their point of view.

Study procedures

After confirming the researcher to Validity and reliability of study tool, and determining the sample, the researcher distributed The questionnaire on The number of the sample amounted to (140) director distributed on Director of operations of education in Karak Governorate.

Statistical treatment:

First question: means and standard deviations.

Second question: multi variance.

To answer the study questions a statistical treatment were used of the following:

Third question: Frequencies and percentages.

THE RESULTS OF THE STUDY

First: display the results related to answering single sample for the first question, which provides the degree to which practice human behavior and its obstacles for the Karak governorate schools from their point of view ?

To answer this question was use of the averages and deviations Normative estimates of the study sample for the most important manifestations of human behavior that Practiced by managers table no. (3) the estimates of respondents in descending order according to the degree of their practice.

Table 3: Mean and Standard deviation for the principal's degree of practicing human behavior and its obstacles.

Paragraph number	The paragraph	Average	deviation
5	I encourage collaboration between individuals and school family	4.771	0.636
7	I participate teacher their happiest and saddest moments	4.571	0.648
30	I work on developing loyalty for school worker	4.564	0.637
4	I develop the teacher sense of his value in school	4.550	0.744
12	I take care of team work and group work	4.529	0.637
29	I transfer new ideas to teachers	4.521	0.651
18	Justice and equality between workers in school	4.507	0.705
19	I have attention to human relations between workers	4.507	0.606
25	I respect teacher and students dignity in different situations	4.486	0.629
28	I help new teachers to adapt with school environment	4.486	0.640
16	I provide trust environment between workers	4.464	0.704
11	Direct contact with workers in school	4.457	0.650
26	I encourage free discussion and exchange thoughts	4.436	0.702
17	I encourage complements and thanks style to activate workers	4.429	0.750
9	I participate teacher to take decisions that have related to school and worker in it	4.407	0.656
24	Opening for local community	4.407	0.677
27	Feel of worker problems in school	4.407	0.645
15	Listen to other opinion	4.400	0.747
3	Understanding of ability worker in school	4.343	0.665
14	I try not to hurry up with solving problem in school	4.336	0.801
1	I deal with trust with worker	4.329	0.734
2	I save the limits between workers and manager to guarantee serious work	4.329	0.660
10	I applied democratic behavior with workers	4.329	0.704
20	Enough flexibility to deal with worker	4.314	0.690
23	Give attention to activity within school	4.293	0.735
6	I give authority to teachers and employees	4.264	0.801
21	Director make informal visits in social occasion for workers	4.221	0.787
13	Give some of director duty to workers to feel of their importance	4.150	0.822
22	I help teacher to solve their personal problems	4.050	0.799
	Total average	4.415	

Table (3) Shows that the item " encourage cooperation between members of the family school was first (M= 4.771) and (St.d=0.636) followed by the item " I participate teacher their happiest and saddest moments (M=4.571) (St.d= 0.648), and in the third rank the item " working on the development of loyalty of employees came third in (M= 0.567) (St.d= 0.637). However, the lowest items was the "degree in practice human behavior" were as follows: Ranked twenty-ninth and last item of "help the teachers to solve their personal problem" with an (M= 4.050) and (St.d= 0.799), the Ranked

twenty-third came to the item " Give some of director duty to workers to feel of their importance" with (M= 4.150) and (St.d= 0.822), there is (8) items got a higher score than it should be noted (4 and 5) this means that the degree of exercise is more than (90%) while all the items got a score of not less than (4) any degree of exercise of not less than(81 %). The rest of the items ranged ratio between these two versions, it is also noteworthy that the degree of exercise of human behavior for all the items was (M= 4 .415) that means the degree of practice no less than (88.3%).

Second Question: Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) attributed to the type of experience and qualification, and the interaction between them?

An analysis of variance "THREE WAY ANOVA" was done to answer the question.

Table 4: Analysis of variance "THREE WAY ANOVA" between gender, experience and qualifications

Source of variation	Squares total	Degrees of freedom	Square average	F value	significance
Gender type	0.098	1	0.098	0.453	0.502
Experience	0.173	2	0.089	0.424	0.655
Qualifications	0.756	3	0.252	1.236	0.299
Gender x experience	1.56	2	0.780	3.82	0.024
Gender x experience x qualifications	0.560	1	0.780	2.89	0.091
Qualifications x experience	0.524	2	0.590	1.285	0.280
Gender x experience x qualifications	0.985	2	0.262	1.44	0.240
Error	25.68	126	0.294		
Total	2748.35	140	0.204		

Table (4) shows there is no statistically significant differences at ($\alpha \leq 0.05$) Due to the type of social experience and qualifications.

Table 4 also shows statistically significant differences ($\alpha \leq 0.05$) in the interaction between gender and experience at ($\alpha = 0.024$).

Third Question: What are the main parameters that stand in front of the practice principals for human effectively within and outside the school?

the results show of the interview with school principals highlighted the parameters that stand in front of practice principals for human effectively as shown by table (5) in accordance to frequencies and percentages.

Table 5: Frequencies and percentages to highlight parameters that prevent principles to use human behavior effectively

Number	impediments to the use of school principals For human behavior	Frequency	Percentage
1	The multitude of burdens placed on principals and many of the students Preparing.	19	95%
2	ignorance of the teachers, especially the new appointments systems.	18	90%
3	The presence of some legislation governing the Educational process that are incompatible with human behavior.	17	85%
4	Psychological situation of the teachers.	16	85%
5	Physical barriers and teachers low salaries.	15	75%
6	Local community and the lack communication from parents to the behavior for their sons.	14	70%
7	The lack stability for the teachers for a long time	13	65%
8	The existence of negative group in the school.	12	60%
9	Lack of human and financial preparation in school.	11	55%
10	Negative behavior in students and their negative relation between themselves and between other teachers.	10	50%

DISCUSSION OF RESULTS AND RECOMMENDATIONS

The discussion of the results related to question one:

The degree of practice principals in the province of Karak from their point of view?

The responses of principals on the performance measurement practice human behavior the following results:

The degree of practice human behavior was a very large degree for (28) paragraphs and (2) paragraphs have the practice of human behavior.

There are no significant differences at ($\alpha \leq 0.05$) in the degree of practice human behavior by the principals of Karak government schools from their point of view attributed to gender, experience, scientific qualification and the interaction between them. In addition to, the main (10) obstacles arranged in descending of frequency and percentage.

The main question was of this research revolves around the degree of practice principals of Karak governate schools from their point of view practices for the behavior of human studying Schools have the expertise only two paragraphs getting a large degree can be attributed to the principals. besides, they participated in the several training courses, multi-section large with respect to the humanitarian to encourage cooperation among the members of study, and the participation of teachers in their happy and sad moments, also to encourage them to grow the worker loyalty in school as to practice democratic principles style within their schools to leads to raise the spirit of cooperation, participation and in making decisions, disabled persons and the devolution of the powers of the workers, and give principals great interest to document the relationship between school, society. Moreover, this result could attribute to the style of human relations practiced by principal's in management has a significant and clear impact among teachers in terms of feeling of confidence, high level of job satisfaction at work, high morale, and the teacher's feeling that the school's goals are linked to his goals, and this, in turn, has a positive impact on human relationships and the practice of behavioral patterns positively. As urged in the conference of educational development held on (1987), where it was most prominent recommendations a closer relationship between the school and the community. However, the result of this study is in close agreement with the study of (Abu Hamdi, 2005; Al rabady, 1985; and Al realat, 1989), and the result of the study is differed with the study of

(Odeh, 1992, and Mason, 1982).

Second Question discussion result

Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the degree of practice the authority of the human principals of the Karak government schools from their point of view attributed to gender and experience and Scientific qualification and the interaction between them?

the results of the analysis of variance (THREE WAY ANOVA) indicated that there are no differences at the level of significance ($\alpha \leq 0.05$) of the degree of principals practice human behavior from their point of view attributed to gender, experience, scientific qualification and the interaction between them. However, this this result indicate that all principals (male and female) attend same training sessions to acquire the knowledge, skills, attitudes, values and relations of humanity, as that of the terms of appointment of principals to be their experience no less than (10 years) for both males and females with excellence in work and qualification has been one of the most prominent recommendations in the conference of educational development held in Amman in (1987), that the minimum to choose the directors and principals of schools is that they have access to the diploma degree. After the bachelor, which led to the lack of statistically significant differences attributable to the type social experience and qualifications has been shown the existence of statistically significant differences at the level of ($\alpha \leq 0.05$) the team for the experience more than (10 years) because of experience to be effective and the ability of more and participate in the attend training courses.

Third Question discussion result:

What is the most prominent teacher that stands in front of the practice principals for human Effectively within in and outside the school?

Results of the search result to meet a number of school principals that there are a number of Parameters as recurrence according to it percentage of the case and it has been monitored Arrange them in a descending order, it can be attributed these rates to:

There are a number of Teachers and students per school as much work on Teachers and students and some principal's application of the educational legislation that may hinder the practice of Human behavior. Moreover, teachers feel comfortable, psychological security and self-esteem in light of human behavior, while teachers tend to move away from self-esteem and a sense of anxiety and dissatisfaction in light of

authoritarian administrative behavior and reflect negatively on their performance. Whereas, the democratic style characterized by human relations and the participation of the headmaster leads to an effective and authoritarian organizational climate that leads to incompatibility and dissatisfaction.

RECOMMENDATIONS OF THE STUDY

Emerged from the results of the study recommendations are the following:

- 1 - holding training programs for managers on the composition of human relationships.
- 2 - Apply the pattern of democratic and delegate part of the powers of the managers and teachers to mitigate the encumbrances placed upon school principals.
3. give managers greater freedom to communicate with teachers.
4. develop objective criteria for the principal's selection in terms of experience and qualification.

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