

Effective school leadership according to the perceptions of principals and physical education teachers

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Abstract

Problem statement: In the complex and changing educational context of the 21st century, the role of school principals has attracted the interest of many surveys as it is viewed as a key factor in school effectiveness. **Purpose:** The purposes of this study were (a) to investigate the role of school principals based on specific performance criteria, using as effectiveness indicators the perceptions of physical education (PE) teachers and their principals of effective school administration, (b) to determine whether statistically significant differences exist between PE teachers and principals regarding factors that express efficient school administration, and (c) to determine whether statistically significant differences exist in the perceptions of PE teachers and principals of the factor “work experience.” **Approach:** A total of 415 teachers (223 PE teachers, 192 principals), who worked during the school year 2017-2018 in primary and secondary education in the prefectures of Pieria and Imathia of Greece, participated in the survey. The perceptions of PE teachers and school principals of efficient school administration were measured with a questionnaire created by Pashiardis and Orphanou (1999). **Results:** Results indicated that, in general, PE teachers were satisfied with their principal’s management skills. Principals stated that they are more efficient than teachers think they are. A t-test revealed statistically significant differences in all the factors, in favor of principals. A one-way analysis of variance revealed statistically significant differences in the factor “school programs” according to PE teachers with more than 20 years of work experience. Moreover, statistically significant differences were found in the factors “school climate,” “problem-solving and decision-making,” and “student management,” in favor of older principals; in the factors “organization and administration” and “professional development of the principal,” in favor of principals with 15-19 years of experience; and in the factor “cooperation with the ministry’s officials,” in favor of principals with 10-14 years of experience. **Conclusions:** There is a discrepancy between the perceptions of PE teachers and their principals of effective school administration. This suggests the need for improving principals’ competence through specific training.

Keywords: - leadership development, leadership preparation, School improvement, Principals’ leadership style

Introduction

School leadership has worldwide been recognized as a key factor in the improvement of schools (Sebastian & Allensworth, 2012) and in the efficiency of school organization, in relation to school success and students’ achievement (Hopkins, 2001; Leithwood & Rielh, 2003; Brauckmann & Pashiardis, 2009; Marzano et al., 2005; Kythreotis et al., 2010). Specialists in the field of educational leadership have stated that an essential element of an effective school is an effective principal. In addition, many studies suggest that the two factors that have the greatest impact on students’ achievement are classroom teaching and educational leadership (Coelli & Green, 2012; Hallinger, 2011; Robinson et al., 2008; Urick & Bowers, 2011). Moreover, school leadership comes only second to classroom teaching among the factors related to school effectiveness (Louis et al., 2010; Leithwood et al., 2004). There is compelling evidence that some leadership behaviors are more effective than others in promoting student learning (Bush, 2018). In addition, success in achieving the school’s goals and purposes is a true reflection of successful leadership practices in school (Al-Jaradat & Zaid-Alkilani, 2015).

Recognizing the crucial role of the principal in its effect on student results (Heck & Hallinger 2014; Sammons et al., 2011; Louis et al., 2010), but also on factors related to the teaching staff (Taliadorou, & Pashiardis 2015; Hulpia et al., 2011), the present study attempted to explore managerial attitude based on specific performance criteria, using as effectiveness indicators the perceptions of physical education (PE) teachers and those of the principals themselves. PE teachers teach a cognitive subject with specific goals, a distinct structure and organization, and a greater workload (Mäkelä et al., 2014b; Mäkelä & Hirvensalo 2015;

Sandmark, 2000) than the rest of the curriculum. In addressing these specific elements, the school principal can play an important role in the cultivation of a positive and supportive climate and in strengthening the PE teachers' place in school (Whipp & Sallin, 2018), which will help to enhance the PE teacher's self-perception and self-esteem. Moreover, studies have shown that school principals are a potential source of psychological support for teachers, given the interpersonal interaction between them (Dagenais-Desmarais et al., 2010). In this sense, the creation of a supportive culture in school, on the basis of which PE teachers get respect from the other educational staff and acknowledgment for their professionalism, stimulates their self-confidence and self-respect as professionals (Richards et al., 2018). Besides, it is no coincidence that the realization of these conditions in their professional environment is a prominent objective for PE teachers and a constant demand in their professional development and career (Ensign & Woods 2016; Richards, 2015).

The present study was based on the fact that the effectiveness of leaders depends on the way others perceive them as leaders, as well as on the way the principals themselves perceive their own leadership style and behavior during the exercising of administrative duties (Pashiardis, 2001). Because the school leader is considered to be the single most important person who can actually transform the academic and other achievements of a school, he or she has to deal with many complicated duties. In order to be able to do that, principals need to know themselves well (Pashiardis, 1995).

Numerous surveys studied the perceptions teachers have of the role of their principal (Hauserman & Stick 2013; Hallinger & Liu 2016, Hariri et al., 2016). However, no studies exist that explore the perceptions of PE teachers of the personality and leadership style of their principal and that compare these perceptions with the perceptions of their principals of effective school administration, in order to highlight the areas of educational leadership that need improvements and the areas in which school principals are effective.

This study identifies the administrative and educational skills that principals must have in order to be effective. Furthermore, it helps to highlight the factors that positively affect school management in order to create a more effective school. In particular, the study attempted to examine the effective principal leader of the school unit from the perspective of PE teachers and school principals and to explore the appropriate model of effective school leadership through descriptions of their self-referential experiences about it.

The evidence indicates that principals play a critical role in the school environment and that there is a general disagreement between PE teachers and their principals regarding the frequency with which principals demonstrate effective leadership behaviors, as principals rated themselves higher than PE teachers in every factor expressing effective school administration.

Aim

The purposes of this research were (a) to investigate the role of school principals based on specific performance criteria, using as effectiveness indicators the perceptions of (PE) teachers and their principals of effective administration, (b) to determine whether statistically significant differences exist between PE teachers and school principals in factors that express efficient school administration, and (c) to study how the factor "work experience" differentiates the perceptions of PE teachers and those of school principals. The results of the study are expected to contribute to the field of education, particularly physical education.

Methodology

Sample

A total of 415 teachers (255 male and 160 female), of primary and secondary education schools in the prefectures of Pieria and Imathia, Regional Administration of Elementary and Secondary Education of Central Macedonia of Greece, participated in this study. Specifically, 192 of them were school principals (128 male and 64 female) and 223 were physical education (PE) teachers (127 male and 96 female). Moreover, 73.1% were 50-59 years old, while 63.4% had more than 20 years of work experience. The PE teachers were asked, using the questionnaire of Pashiardis and Orphanou (1999), to assess the school principals regarding main leadership skills and leadership style and behavior. Similarly, the principals were asked to assess themselves on the same skills. The project received approval from the Directorate of Primary and Secondary Education as well as from the Institute for Educational Policy of Greece.

Procedure

The research was conducted between October 2017 and January 2018. The method used was a written anonymous questionnaire that was to be filled in by the PE teachers and the principals of the school units. The questionnaires were distributed mainly through the personal contacts of the researcher with PE teachers and school principals. The PE teachers and school principals filled in the questionnaire anonymously in the teachers' office during school breaks, and they were required to respond to each statement on a 5-point Likert scale ranging from 1 (*not at all*) to 5 (*very much*).

Research Method - Measurement Instrument

The questionnaire of Pashiardis and Orphanou (1999) was chosen for the purposes of the present study. This specific perception-measuring instrument was used in a previous study of Pashiardis and Orphanou (1999) and was considered to be very reliable, with a reliability index of $\alpha=0.94$ (Cronbach's $\alpha=0.94$). Moreover, it was initially translated into Greek, with the method of translation and back translation, by two experienced translators. Subsequently, a thorough study of the questions was carried out in order for them to accord with the

Greek educational system and to fulfil the research objectives. Before the questionnaire was sent to the participants, a pilot survey was conducted using a sample of 200 teachers (190 PE teachers and 10 school principals); subsequently, a factor analysis was performed to guarantee the validity of the questionnaire. A total of 54 questions were eventually retained, as well as 9 factors: school climate, problem-solving and decision-making, relationships with parents and the local community, human resource management, organization and administration, student management, school programmes, cooperation with the ministry’s officials, and professional development of the principal.

Statistical analysis

For the statistical processing of data, the statistical package for social sciences (SPSS v.21) was used. Furthermore, IBM SPSS AMOS v.22 was used for the confirmatory factor analysis. The internal coherence of the factors and the reliability of the scales were examined using Cronbach's alpha (α). Due to the interval scale used, which allows the use of parametric methods, we primarily used means, typical deviations, and frequencies. A one-way analysis of variance (ANOVA) was used to examine the differences between the variables in relation to the factor “work experience” of the participants. Also, an independent-samples t-test was conducted to examine the differences between the variables in relation to the factor “status of the participants” (PE teachers and school principals). The statistical significance level was an alpha (α) level of $p < .05$.

Results

Validity analysis (Cronbach’s alpha) revealed satisfactory results. The internal consistency of each subscale (see Table 1) was examined by Cronbach’s alpha. The internal coherence of the factors was high (.894 - .966), confirming the reliability of the questionnaire.

Table 1. Internal consistency of the questionnaire factors

Factors	Alpha
School climate	.960
Problem-solving and decision-making	.966
Relationships with parents and the local community	.950
Human resource management	.912
Organization and administration	.925
Student management	.911
School programmes	.791
Cooperation with the ministry’s officials	.836
Professional development of the principal	.894

Principal components analysis and exploratory factor analysis were performed to diagnose items and factors. The results showed 9 components. The varimax rotation was used, revealing a nine-factor structure, which accounted for 77.093% of the variance. Confirmatory factor analysis showed that the model fitted the data well ($\chi^2=3099.449$, $df = 1293$, $p=0.000$, $TLI = .92$, $CFI = .92$, $RMSEA = 0.058$, $90\% CI = [0.056, 0.061]$).

The differences between PE teachers and school principals regarding efficient school administration were also examined. Descriptive statistics (see Table 2) were used, with mean values, and standard deviations, to determine the leadership skills that are demonstrated by the school principals according to their own perceptions and to the PE teachers’ perceptions. Moreover, an independent t-test (see Table 2) was used to examine whether there were statistically significant differences in factors of effective administration of school principals regarding the status of the participants (PE teachers, school principals).

Table 2. Perceived effectiveness of principals on competency principal factors and t-test results of the study groups regarding the variable status.

Factors	status	N	Mean (SD)	t-value	p-value
1. School climate	PE teachers	218	3.52 (0.96)	-5,529	.000
	School principals	185	3.97 (0.63)		
2. Problem-solving and decision-making	PE teachers	218	3.66 (1.11)	-8,528	.000
	School principals	187	4.44 (0.61)		
3. Relationships with parents and the local community	PE teachers	221	3.48 (1.12)	-5,092	.000
	School principals	174	3.97 (0.77)		

4. Human resource management	PE teachers	217	2.79 (1.16)	-2,507	.013
	School principals	183	3.05 (0.90)		
5. Organization and administration	PE teachers	219	3.86 (1.01)	-4,810	.000
	School principals	186	4.26 (0.82)		
6. Student management	PE teachers	217	3.26 (1.17)	-4,324	.000
	School principals	188	3.68 (0.77)		
7. School programmes	PE teachers	217	3.25 (1.15)	-2,609	.010
	School principals	187	3.60 (1.01)		
8. Cooperation with the ministry's officials	PE teachers	222	3.99 (1.03)	-4,387	.000
	School principals	189	4.36 (0.66)		
9. Professional development of the principal	PE teachers	218	3.33 (1.10)	-6,930	.000
	School principals	188	4.00 (0.82)		

The results indicate that, in general, PE teachers are satisfied with their principal's management skills, since the factors showed high, above-average scores (factor evaluation range $M=2.79-3.99$). However, the PE teachers also highly rated the skills that principals demonstrate regarding the following factors: "cooperation with the ministry's officials" ($M=3.99$, $SD=1.03$), "organization and administration" ($M=3.86$, $SD=1.01$), and "problem-solving and decision-making" ($M=3.66$, $SD=1.11$). Furthermore, according to PE teachers, principals must improve their effectiveness regarding the factors "school programmes" ($M=3.25$, $SD=1.15$) and "human resource management" ($M=2.79$, $SD=1.16$).

On the other hand, the principals claim that they are more efficient than the teachers think they are, as factors of efficient management according to the principals themselves showed higher scores than the factors indicating how the PE teachers evaluate the principals (factor evaluation range $M=3.05-4.44$). More specifically, the principals disagree with PE teachers as they claim that they are more efficient regarding "problem-solving and decision-making" ($M=4.44$, $SD=0.61$). Moreover, the principals put in second place the factor "cooperation with the ministry's officials" ($M=4.36$, $SD=0.66$) and in third place the factor "organization and administration" ($M=4.26$, $SD=0.82$). Finally, like the PE teachers, the principals consider that they demonstrate at least skills in "school programmes" ($M=3.60$, $SD=1.01$) and "human resource management" ($M=3.05$, $SD=0.90$).

Furthermore, t-tests indicated statistically significant differences in all factors ($p<0.5$) of effective school administration regarding the status of the participants, in favor of principals. In particular, principals seem to be more satisfied of their leadership practices, than PE teachers.

A one-way ANOVA statistical analysis (see Table 3) was used to examine whether there were statistically significant differences in factors relative to PE teachers' experience (≤ 4 , 5-9, 10-14, 15-19, >20 years).

Table 3. The ANOVA test results of the study group "PE teachers" regarding the variable "years of service."

Factors	≤ 4	5-9	10-14	15-19	>20	Significance of difference p
	N=7-8	N=6-7	N=24-25	N=78-80	N=97-101	
	Mean (SD)					
1 School climate	3.58 (1.13)	2.66 (0.98)	3.66 (1.01)	3.44 (.9)	3.6 (.96)	$F(4,216)=1,829$ $p=.124>0.05$
2 Problem-solving and decision-making	3.23 (.971)	3.06 (1.26)	3.8 (1.22)	3.48 (1.05)	3.84 (1.09)	$F(4,216)=2.152$ $p=.076>0.05$
3 Relationships with parents and the local community	3.28 (1.27)	2.95 (1.07)	3.56 (1.25)	3.41 (.99)	3.56 (1.17)	$F(4,219)=.674$ $p=.611>0.05$

4	Human resource management	2.75 (1.02)	2.33 (1.25)	2.99 (1.09)	2.68 (1.07)	2.86 (1.25)	F(4,215)=.663 p=.618>0.05
5	Organization and administration	3.9 (.99)	3.4 (1.21)	3.78 (1.17)	3.77 (.94)	3.96 (1.00)	F(4,217)=.783 p=.538>0.05
6	Student management	3.2 (1.24)	3.02 (.91)	3.44 (1.19)	3.14 (1.17)	3.31 (1.19)	F(4,215)=.450 p=.773>0.05
7	School programmes	3.71 (1.35)	2.27 (.97)	3.08 (1.25)	3.08 (1.04)	3.46 (1.15)	F(4,215)=2.833 p=.026<0.05
8	Cooperation with the ministry's officials	4.18 (.88)	3.28 (1.46)	3.9 (1.22)	3.86 (1.06)	4.14 (.9)	F(4,220)=1.803 p=.129>0.05
9	Professional development of the principal	3.25 (1.26)	2.61 (1.18)	3.3 (1.1)	3.29 (1)	3.43 (1.16)	F(4,216)=.893 p=.469>0.05

From the variation analysis presented in Table 3, it is concluded that there are statistically significant differences depending on the experience of the PE teachers in relation to the subscale “school programmes”, in favor of the PE teachers with more than 20 years of work experience, as the significance levels are lower than the statistical significance level ($F(4, 215) = 2.833, p = .026 < 0.05$). For the other factors, there are no statistically significant differences.

Similarly, a one-way ANOVA statistical analysis (see Table 4) was used to examine whether there were statistically significant differences in factors relevant to the experience of the school principals ($\leq 4, 10-14, 15-19, >20$ years).

Table 4. The ANOVA test results of the study group “principals” regarding the variable “years of service.”

Factors		≤ 4	10-14	15-19	>20	Significance of difference p
		N=1 Mean (SD)	N=2-3 Mean (SD)	N=23 -27 Mean (SD)	N=148 -158 Mean (SD)	
1	School climate	.0000	3.97 (.92)	3.77 (.1)	4. (.58)	F(3,284)=9.819 p=.000<0.05
2	Problem-solving and decision-making	.0000	4.14 (.74)	4.34 (.51)	4.48 (.56)	F(3,186)=13.550 p=.000<0.05
3	Relationships with parents and the local community	.0000	3.95 (.91)	3.93 (.79)	3.97 (.76)	F(2,173)=.018 p=.982>0.05
4	Human resource management	.0000	3.53 (1.28)	2.9 (.9)	3.07 (.88)	F(3,182)=2.341 p=.075>0.05
5	Organization and administration	.0000	4.06 (.83)	4.29 (.54)	4.28 (.65)	F(3,185)=8.789 p=.000<0.05
6	Student management	.0000	3.53 (1.27)	3.56 (.78)	3.71 (.73)	F(3,187)=4.614 p=.004<0.05
7	School programmes	.0000	3.83 (1.64)	3.5 (.93)	3.64 (.97)	F(3,84)=2.460 p=.069>0.05
8	Cooperation with the ministry's officials	.0000	4.66 (.57)	4.44 (.56)	4.36 (.62)	F(3,188)=10.324 p=.000<0.05
9	Professional development of the principal	.0000	3.55 (1.26)	4.04 (.99)	4.01 (.75)	F(3,187)=5.103 p=.002<0.05

The results suggest that there are statistically significant differences between groups regarding the factors “school climate” ($F(3,284) = 9.819, p < 0.05$), “problem-solving and decision-making” ($F(3,186) = 13.550$), and “student management” ($F(3,187) = 4.614, p < 0.05$), in favor of principals with more than 20 years of work experience; regarding the factors “organization and administration” ($F(3,185) = 8.789, p < 0.05$), “professional development of the principal” ($F(3,187) = 5.103, p < 0.05$), in favor of principals with more than 15-19 years of work experience; and regarding the factor “cooperation with the ministry's officials” ($F(3,188) = 10.324, p < 0.05$), in favor of principals with 10-14 years of work experience.

Discussion

This study provides further insights into the role of Greek school principals and expands on previous findings identifying the main leadership functions in which school principals must improve in order to contribute to school organization and to job satisfaction of PE teachers.

More specifically, the evidence indicated that the PE teachers are, in general, satisfied with their principal in terms of school administration and in terms of each of the 9 factors expressing main leadership functions of efficient leadership. However, they stated that their principal has the highest level of management

skills regarding the factors “cooperation with the ministry’s officials” and “organization and administration,” as these two factors were placed in the top two positions. This may be due to the educational system of Greece having a bureaucratic and centralized structure, with at least essential administrative competences transferred to the local school level (Koutouzis, 2008). Since the system is also characterized by clear hierarchical relations, extensive legislation, and multiplicity and formalism (Koutouzis, 2012), control and accountability are required for financial and organizational issues, leaving little room for discrepancy and error. In addition, because of the bureaucracy, principals try to carry out their duties properly and in accordance with the regulations (Pashiardis & Orphanou, 1999). Research findings are in line with the above results (Pashiardis & Orphanou, 1999; Pashiardis, 1995, 2001), considering the factor “organization and administration” very important, as they suggest that strong management is a primary factor (Mortimore et al., 1988). Finally, Hallinger and Ko (2015) suggest that bureaucracy, accountability, and a range of political governance systems require managers to engage in a complex set of quality processes that shape their leadership roles. So instead of acting more productively as educational leaders, they struggle to comply with the requirements of the system and to survive in a competitive environment.

Furthermore, the PE teachers considered that their principals demonstrated efficiency in “problem-solving and decision-making,” as this factor was evaluated with a high score and was put in the third position. Researchers agree that this factor is fundamental, as a participatory decision-making process ensures the understanding of the goals of the school unit, the active participation and cooperation of teachers, and their commitment to the implementation of decisions and organizational goals (Kastanidou & Tsikanteri, 2015; Antonio, 2008; Athanasoula-Reppa, 2008). Previous studies indicate that the process of problem-solving and decision-making contributes to teachers’ job satisfaction (Lynch, 2010; Leithwood, 2006; Hui et al., 2013). Moreover, this factor is vital for PE teachers because it contributes to strengthening their self-confidence and to feeling that their school principal and colleagues respect them, as PE teachers usually feel isolated and marginalized in the school community (Lynn and Woods, 2010; Parker et al., 2012; Richards, 2015).

In addition, the PE teachers considered that their principals demonstrate, to a moderate degree, efficiency in “school climate” and “relationships with parents and the local community.” However, they evaluated with lower scores the competence of their principals in “student management” and “professional development of principals.” This result suggests that the managerial dimension of principals is highlighted. However, previous studies suggest that school climate (Marzano et al., 2005; Pashiardis, 2001) and parents’ and local community’s involvement (Saleem, 2010; Martin, 2012) are very important variables in an effective school organization. Moreover, the communication between the school and the local community has multiple benefits for pupils, teachers, and the broader learning environment (Demsey & Walker, 2002). Finally, many researchers agree that there is a positive relationship between school leadership and pupils’ results (Leithwood, 2006; Leithwood et al., 2006), while Hallinger and Ko (2015) point out that successful school leadership must have an educational orientation.

The evidence indicated that the principals are generally satisfied with the degree of administrative competence they have and exhibit during school administration on each of the 9 factors of efficient leadership. More specifically, they claim that they are more efficient in “problem-solving and decision-making,” “cooperation with the ministry’s officials” and “organization and administration,” as these three factors were placed in the top three positions. They also perceived a moderate level of effectiveness in “professional development of principals” and “school climate.” However, they evaluated with lower scores their competence in “relationships with parents and the local community” and “student management.” Their assessments were clearly higher than those of the PE teachers, thus stating that they are more efficient than PE teachers think they are. Previous studies reported also significant differences between the perceptions of teachers and principals of the principal’s instructional leadership and that principals’ self-report scores tend to be substantially higher than those obtained from teachers (Hallinger et al., 2013).

Besides, it was observed that both the PE teachers and the school principals considered that there is a lack of administrative competency of the principals regarding the factor “school programmes.” However, previous studies supported the importance of effective educational leaders’ contribution to curriculum development and the vital role of principals regarding their focus on teaching and learning outcomes (Pashiardis, 2004; Gurley et al., 2015).

Finally, both the PE teachers and the principals claim that there is a lack of administrative competency in “human resource management,” as it had the lowest score of all nine factors. One possible explanation for this is that school principals in Greece do not have human resource management skills and are not prepared to deal with the competitive requirements of their position (Sackney & Walker 2006) as this is a difficult role that is very different from the role of teacher for which they have been trained (Bush, 2018). However, since leadership is not an inherent process (Avolio, 2005), systematic training can produce more effective leaders (Bush & Glover, 2012b).

There is a discrepancy in the perceived demonstration of effective management factors by the principals between the PE teachers’ perceptions and the principals’ own perceptions of participants’ status (PE teachers, principals). The results suggest statistically significant differences in all the factors that express effective administration of principals. This suggests that there is a disagreement between PE teachers and principals and a

need for improvement of the principals in the abovementioned skills in order to meet the teachers' standards and reach maximum efficiency. Previous studies found, in general, agreement between the perceptions of teachers and principals of factors of competent administration (Gurley et al., 2015; Pashiardis et al, 2005). However, these findings are in line with the results of other relevant surveys, which indicate a lack of effectiveness of the principal's role, which is higher in the teachers' perceptions (Theofilidis & Stylianidis, 2002). Also, such groups tend to differ considerably from one another (Hallinger et al., 2013), and managers tend to evaluate themselves higher than teachers on basic leadership behaviors (Hallinger et al., 2013).

This study showed that PE teachers who have more than 20 years of work experience stated that their principals have better abilities and skills related to "school programmes" than their colleagues with fewer years of work experience. This finding indicates that older PE teachers are more interested in leadership skills when it comes to the principals' interventions in the development of the school curriculum and seem to attach greater importance to the pedagogical dimension of the school principal's role than their colleagues with less work experience.

On the other hand, principals with more than 20 years of work experience considered that they demonstrate effective skills in relation to the factors "school climate," "problem-solving and decision-making," and "student management," while principals with 15-19 years of work experience considered that they demonstrate effective skills in relation to the factors "organization and administration" and "professional development of the principal." Finally, principals with 10-14 years of work experience are more satisfied with their efficiency in the factor "cooperation with the ministry's officials." These findings agree with many studies indicating statistically significant differences between the perceptions of PE teachers and principals with different years of work experience regarding many variables of educational leadership (Lazaridou & Iordanidis, 2011; Peterson 2006; Al-Jaradat & Zaid-Alkilani, 2015).

Conclusions

Statistically significant differences in the perceptions of the two groups of the efficiency of the principal show a deficit in the efficiency of the management skills investigated as well as a need to improve the efficiency of principals. There is a definite need to invest resources for the proper training and education of future principals, as well as a need to determine a set of specific characteristics for successful and efficient school leaders. Especially for teachers of physical education, leadership style, attitude, and skills of the principal affect both their efficiency and the quality of their courses. The results of the present study could be used by those who are responsible for formulating educational policy so that principals receive proper training and education to enable them to exercise their leadership duties efficiently.

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