

A Proposed Measure for Activating School Principal's Role in Developing Organizational Energy

Dr. Mohamed Suliman Algaraidih

*Associate professor of educational administration,
Nizwa university, Oman*

Abstract:

The current study aimed at proposing a measure for implementing institutional governance in the various colleges at Oman sultanate. The measure was validated, and its applicability was verified. It consisted of (44) criteria – under six main categories. It was applied to 45 administrative supervisors in the ministry of education, Oman during the academic year 2020, 2021. The stability coefficient was 0.91. In light of these results, the studier recommends making use of this measure to activate the role of the school principal's role in developing organizational energy on the basis that a measure has not been built to activate the role of the school principal in developing the organizational energy yet.

Key words: *measure, organizational energy.*

Introduction:

The school administration emerged from the educational administration, which is a microcosm of its organization. It acts the same in providing financial, technical and human support. It also supervises to guarantee good implementation and provides continuous feedback to ensure the quality of work. The principal's role is no longer just a routine administration that runs the school and maintains the discipline of the teachers and the students' regularity according to the instructions received from the directorate. Rather, his role became an educational leader working in a school that represents the procedural level of the educational-learning process and is able to achieve its goals and draw clear paths. To achieve these goals, this requires him to possess leadership specifications that face

challenges and create a motivational environment to work in a way that develops the organizational energies of his school.

Organizational energy is one of the important topics in schools that help in achieving its aims. It has various definitions, one of which refers to the important decisions taken by the principal to develop the school. It is also defined as the integration of technology into the administrative jobs and knowledge in a way that gives the school a competitive advantage. Furthermore, it is the ability that determines the individual behavior of the personnel to have the ability to apply and implement their creative perspectives. In addition, it refers to reshaping the situations of the school and its administration in a way that helps in accomplishing work. Finally, it is the creative possibility of using resources, internal process and the personnel's skills. (Al-Khazali, 2018).

The manner by which principals can provide certain type of administrative practices encouraging teachers to create and co-learn is one of the challenges encountering them. This requires that they should be leaders aware of the various processes of activating organizational learning (Eokharal, 2012).

Principals are responsible for encouraging teachers and the personnel to inquire about and search for creative approaches and clarifying inspiring viewpoints. They are also responsible for helping them to develop cooperative mental measures, to encourage team work and social networks that facilitate knowledge and cooperative development of ideas (Eidrawis, 2013).

The school that supports organizational energy is always encouraging for developing new organizational knowledge and continually exchanging ideas and information among

the personnel. It also encourages the positive change of the personnel's organizational behaviors as well as the experience measures to support the acceptance of others' viewpoints. It also invests the personnel's energy, removes the barriers of organizational learning and the obstacles of acquiring organizational knowledge as well as supporting organizational learning (Yaki,2015; Wesner, 2015)

With the development in the various fields, especially education, the role of school principals has become more complex. This requires that they become educational leaders who have inspiring a viewpoint that positively influences personnel and helps in achieving learning outcomes in a short time and little effort. They should also involve a great number of the personnel in leading the school and encourage the professional groups and collective responsibility as well as establishing good relationship among colleagues. Furthermore, they should encourage them to have leadership roles giving righteous, rewarding those who succeed and connecting leadership to the group, and not individuals, in a participatory manner (Joseph, 2018). It is important that the school should become a unit for development through maximizing organizational energy. This is the interest of the current study.

Previous studies:

In the light of previous studies and as far as the studier knows, there are some Arab and international studies that dealt with the topic.

Following are some of these studies:

Mosleh (2014) aimed to investigate the role of the principal in developing the school organizational

environment as seen by principals and teachers at al-Khalil governorate. To achieve such an aim the questionnaire of 60 items was prepared. And after confirming the indications of its validity and reliability It was applied on a sample of (455) male and female teachers. The study found a set of results, the most prominent of which are: The primary school principal's role in developing the school organizational climate as seen by the principals and teachers in Khalil governorate was moderate, as well as the results showed that there are no statistically significant differences in the role of the principal school principal in developing the school organizational climate. As it can be seen by administrators and teachers in Khalil governorate, it is due to the variables of gender, years of experience, and academic qualifications.

Farhooda (2007) investigated the degree of organizational effectiveness and the degree of practicing total quality administration at Al.Ghaws agency schools in Gaza from the teacher's perspective. The studyer used the analytic descriptive approach and prepared two questionnaires. The participants included all Al.Ghaws agency school teachers (n= 7705) during the second semester of the academic year 2013/2014 ,among the most important findings of the study: The arithmetic mean of all the items of the questionnaire related to the degree of organizational effectiveness in Al.Ghaws agency in the Gaza governorates from the teachers 'point of view was (3.82), and with a relative weight (76.31), meaning that there is a large degree of agreement with the paragraphs of the questionnaire in general.

Bani Ahmed (2010) conducted a study aimed at identifying the organizational climate prevailing in public

schools in the Jordanian governorate of Jerash and its relationship to the level of teachers' motivation to perform their work, and to fulfil the aim of the study a questionnaire consisting of (60) statements/items was prepared. After validating and computing reliability, it was administered to (562) male and female teachers. The study results revealed that the most prominent of which are: The existence of a positive relationship between the organizational climate prevailing in public schools in the Jordanian governorate of Jerash and the level of motivation of teachers to perform their work.

Matar study (2013) aimed to identify the level of organizational learning of Amman school principals and its relationship to school effectiveness from the teachers' point of view. The sample consisted of (1300) male and female teachers, to which two questionnaires were applied, the first to measure organizational learning among Amman school principals, and the other to measure school effectiveness. The study concluded with a set of results, the most important of which are: that the level of organizational learning among Amman's school principals was at an average level, and that the school's effectiveness was at an average level. Regarding the field of school's effectiveness, the study indicated that there were no statistically significant differences attributed to the effect of gender in all fields. There were no statistically significant differences due to the impact of years of experience in all fields. And also, to the absence of statistically significant differences due to the effect of scientific qualification in all fields. It also indicated that there are statistically significant differences due to the impact of the school type in all fields.

Al- Ma'aytah (2014) also aimed to know the role of the secondary school in improving the organizational climate in the governorates of Amman and Zarqa in the Hashemite Kingdom of Jordan from the point of view of the educational supervisors and teachers, and to achieve the goal of the study, a questionnaire was constructed consisting of (72) paragraphs and after ascertaining the indications of their validity and stability applied to A sample of (250) educational supervisors and teachers, and the study reached a set of results, the most prominent of which are: The most practices of the principal's role in improving the organizational climate from the point of view of supervisors are in the following order: the principal's relationship with officials, then administrative work affairs and policy, then school construction and equipment, then positive relationships within the school organization, followed by students' affairs and their educational needs, then the relationship of the school to society Domestic, and finally, teacher affairs and their professional growth. And that the most practices of the principal's role in improving the organizational climate from the teachers 'point of view are in the following order: school building and its equipment, then the principal's relationship with officials, then administrative work affairs and policy, followed by students' affairs and their educational needs, then the school's relationship with the local community, then positive relations within School organization, and finally the affairs of teachers and their professional development.

The study of Al-Omari and Al-Ta'ani (2015) aimed to determine the effect of the organizational climate on the job performance of teachers in schools affiliated to the

governorate of Irbid. To achieve the aim of the study, a questionnaire consisting of (32) paragraphs was constructed, and after confirming the indications of their validity and stability, it was applied to a sample consisting of (431) male and female teachers, and the study reached a set of results, the most prominent of which are: The degree of the influence of the organizational climate on job performance was moderate. It obtained a mean (3.29 / 5). It also showed that there are no statistical differences at the level of significance ($\alpha < 0.05$) attributing to the behavior of teachers or the behavior of the principal showing an effect of the organizational climate on the job performance of teachers (regardless of their demographic variables).

The study of Al-Mansi (2017) aimed at identifying the reality of the organizational climate in the schools of the International Al.Ghaws Agency / Jordan from the point of view of school principals, and in order to achieve the aim of the study, a questionnaire consisting of (51) statements/items was constructed and after confirming the indications of their validity and stability, it was applied to a sample of (59) school principals and assistants, and the study reached a set of results, the most prominent of which were: The organizational climate prevailing in the schools of the International Al.Ghaws Agency / Jordan is an open climate in which the workers are characterized by high morale and a degree of cohesion and synergy between them. And the principal does not carry the teachers beyond their energies, as he has a high energy like everyone else and interacts with the teachers for the development of the school. With the climate of self-management (5) areas out of (8), and the family climate (4) areas out of (8), while the responses were equal between the directed climate and the

fatherly climate (2) areas out of (8), while the closed climate did not get any of the respondents' responses. The study also did not show any statistically significant differences at the level of significance ($\alpha = 0.05$) in the responses of the sample individuals attributable to (gender, academic qualification, occupational level, experience, educational region) in all areas of the questionnaire.

The study of Al-Omari (2017) also aimed to reveal the relationship of the organizational climate with decision-making in intermediate schools for boys in the city of Tabuk. and in order to achieve the aim of the study, a questionnaire consisting of (67)) statements/items were constructed and after confirming the indications of their validity and stability, it was applied to a sample of (358) individuals, the study reached a set of results, the most prominent of which were: The existence of a strong positive correlation between the organizational climate and decision-making in intermediate schools for boys in Tabuk city, and statistically significant differences were found at a significance level (0.05) in the average responses of the study sample in the scientific qualification variable of the study sample holding a bachelor's degree and higher than a bachelor's degree about All study axes and fields for the benefit of the study sample holders with a qualification higher than a Bachelor's degree. There are no statistically significant differences at the level of significance (0.05) in the average responses of the study sample individuals in the job title variable about the two axes of organizational climate and decision-making.

Al-Aqdi study (2018) also aimed to know the reality of the organizational climate prevailing in secondary schools in the Jazan region, and to know the level of job burnout

among secondary school teachers in the Jizan region, and to achieve the goal of the study, a questionnaire was constructed consisting of (67)) statements/items and after confirming the indications of their validity and stability. It was applied to a sample consisting of (322) teachers, and the study reached a set of results, the most prominent of which are: The existence of an inverse relationship between organizational climate and job burnout, that is, the organizational climate that is characterized by human relations and a participatory democratic leadership style; It reduces job burnout for teachers. High estimates of the sample members of the organizational climate with its studied dimensions. Where the relative importance of the total degree of the organizational climate and its studied dimensions exceeded 50%, and that the most achieved dimensions are the human relations dimension, and the presence of statistically significant differences in the organizational climate due to the taxonomic variables: academic qualification, years of service; There are no statistically significant differences in the dimensions of the organizational climate and the overall degree due to the social status variable.

Youssef and Aref (2018) study aimed to know the role of Jordanian private school principals in developing school organizational energy from the perspective of principals and teachers in those schools. . To achieve the aim of the study, a questionnaire consisting of (51)) statements/items was constructed, and after confirming the indications of their validity and stability, it was applied to a sample consisting of (335) teachers, and the study reached a set of results, the most prominent of which were: That two axes of the tool, namely, personal and cultural capital, came

with high averages, while the rest of the axes came with moderate averages. The results also revealed statistically significant differences between the respondents on a number of axes due to the gender variable in favor of males, and statistically significant differences between the respondents on a number of axes attributed to the job variable in favor of managers.

The study of Al-Jarida, Al-Mayahi and Al-Munawari (2019) aimed to determine the degree of organizational effectiveness of schools in the Wilayat of Al-Suwaiq, Al-Batinah Governorate, North in the Sultanate of Oman. In order to achieve the goal, a questionnaire was constructed consisting of (51)) statements/items distributed into six main areas, and after verifying their validity and stability, it was applied to (100) school principals and first teachers. To answer the study questions, the arithmetic means, and standard deviations were used, and the T-test was used, Among the most prominent results of the study is that the degree of organizational effectiveness of schools in the Wilayat of Al Suwaiq, Al Batinah Governorate, North in the Sultanate of Oman, was high. The results of the study also showed statistically significant differences at a significant level ($0.05 \geq \alpha$) of the degree of organizational effectiveness of schools in the Wilayat of Al Suwaiq in Al Batinah Governorate North in the Sultanate of Oman due to variables of gender, educational qualification, and years of experience.

The study problem and its questions:

The concept of organizational energy is one of the modern management concepts in contemporary educational organizations and an important key of the keys to success in it in important educational institutions, especially

schools, especially in light of the increasing pressure on the school to provide distinguished education and improve school performance, considering the school as a basic unit for educational development / and this requires it. To be a leadership management measure so that the school administration has a strategic, developmental vision that makes the educational learning process meaningful and valuable, and the Sultanate of Oman is one of the developed countries that constantly strives to keep pace with development and progress in all fields, and the most prominent of which are:

Maximizing the school's organizational capacity in order to improve the educational-learning process and improve its educational outputs. A study (Al-Mazami, 2014) revealed the presence of some deficiencies in the school's organizational climate. And based on the results of the study (Al Rasabi, 2012), which recommended conducting evaluative studies of the organizational climate for schools in the Sultanate of Oman. Hence, the necessity of conducting this study because there are no precise criteria that enable us to activate the role of the school principal in developing the organizational energy. Therefore, this study aims to answer the following main question: What are the psychometric characteristics of the proposed measure to activate the role of the school principal in developing organizational energy?

Aim of the study:

This study aims to build a prepare a measure to activate the role of the school principal in developing organizational energy and validating its validity.

Significance of the study:

The importance of study is related to the following aspects:

- The need for public education institutions in Arab countries for measures to restrict them in activating the role of the school principal in developing the organizational energy of schools.
- Activating the role of the school principal in developing the organizational energy of schools.
- The possibility that this study provides a comprehensive framework for the concept of organizational energy.
- The importance of the study is highlighted in that it is one of the first Arab studies of its kind and rare in the field of building a measure to activate the role of the school principal in developing organizational energy.

Delimitations of the study:

The current study is delimited within the following frameworks:

- The study is limited to building a proposed measure to activate the school principal's role in developing organizational energy.
- The study relies on the questionnaire as a tool to investigate the degree of quality of each of the measure criteria, taking into account the degree of its validity and stability.
- The measure is limited to the following main dimensions:
- Human capital, personal capital, regulatory capital, social capital, cultural capital.

Terminology of study:

Measure: A proposed outline that includes a set of criteria to activate the role of the school principal in developing the organizational energy.

The study included the following terms:

School Principal: He is the responsible person who manages the affairs of the governmental educational institution.

Organizational energy: the school principal's ability to combine different human energies; Cognitive, behavioral, and emotional (Rowenna & Barkhuizen, 2014). What is meant in this study is the school principal in Al-Dhahirah Governorate, to enrich workers' knowledge, tendencies, skills and desires.

Procedurally, in this study, it is defined as a set of procedures based on standards of transparency, accountability, independence and institutional justice carried out by university officials in order to achieve the quality and distinction of outputs.

Study methodology and procedures:**Study Approach:**

The (quantitative and qualitative) approach was used, which is the appropriate approach to achieve the study objectives.

Study population and sample:

The study population consisted of all the administrative supervisors in the Ministry of Education in the Sultanate of Oman, their number is (120) for the academic year 2020/2021, while the study was applied to a random sample consisting of (45) administrative supervisors.

Steps to prepare a proposed measure to activate the role of the school principal in developing the organizational capacity.

The studier followed the following procedural steps to prepare the measure:

The first step: Defining the measure criteria to activate the school principal's role in developing organizational energy.

The studier reviewed the main dimensions used in the studies of (Musleh, 2004; Yusef and Aref, 2018).

The main dimensions are:

- Human capital
- Personal capital
- Physical capital
- The regulatory capital
- Social capital
- cultural capital

For the purpose of sorting out measure criteria to activate the school principal's role in developing organizational energy... these dimensions have been framed in (6) main dimensions, which are:

First: human capital.

The expressions of this dimension measure the importance of the school principal's practices with the employees of the institution in terms of giving them adequate opportunity of independence in carrying out their work, and the sufficient opportunity to change their methods of work when they see fit, trust in their abilities, and organize orientation programs for new entrants to the institution to be consistent with its vision and mission, as well as granting them The freedom to deal with the problems facing them, and to organize meetings with them so that they can exchange their educational and professional experiences.

Second: Personal capital.

The expressions of this dimension measure the extent of the importance of the personal capital dimension of the

manager in terms of his eagerness to expand his knowledge and skills, his participation in conducting scientific study, his understanding of the feelings and concerns of workers, the ease with which everyone can access him, his expression of difference without creating unnecessary conflict, and his analysis of situations in a Scientific way, and appreciating the value of meetings, and building a comprehensive educational strategy for the institution in line with educational policies.

Third: the physical capital.

This dimension is concerned with measuring the importance of the manager's physical capital dimension in terms of linking spending to the actual needs of workers, setting guidelines for the use of technology in activities and events in the organization, taking into account the human needs of workers according to the incentive system, providing modern and advanced communication systems, and authorizing employees to make decisions that are with the physical capabilities of the foundation.

Fourth: The regulatory capital.

This dimension is concerned with measuring the extent of the importance of the organizational capital dimension of the manager in terms of crystallizing it in a collaborative manner for the institution's vision, mission and goals, giving him priority to issues related to the institution's vision, and his work to bridge the gap between reality and expectations in light of the vision, and keeping the vision alive by reviewing the steps to achieve it. On an ongoing basis, the employees' participation in making the goals clear and measurable.

Fifth: social capital dimension.

This dimension is concerned with measuring the importance of the social capital dimension of the manager in terms of preserving the ethics of the teaching profession,

giving him the opportunity to exchange professional experiences, dealing with them in a transparent manner, and his belief in the ethics of constructive criticism that contributes to reforming the institution, and considering the contradictions and differences between workers as a challenge that must be resolved, not suppressed, and his observance of the ethics of care that are based on human relations.

Sixth: the cultural capital dimension.

This dimension is concerned with measuring the extent of the importance of the cultural capital dimension in terms of the principal establishing relations with the families of students and the various groups related to the institution in order to identify the backgrounds from which they come, and his balance between the students' cultural backgrounds and the institution's norms, and his delegating of the powers of workers that are commensurate with their work, and his keenness on the diversity of workers' backgrounds.

The main dimensions and criteria for the measure for activating the school principal's role in developing the organizational capacity can be summarized in the following table:

Table (1) The main dimensions and criteria for the measure for activating the school principal's role in developing the organizational capacity

	Main dimension	criteria
1	Human capital	<ul style="list-style-type: none"> • Giving personnel the opportunity to be independent in carrying out tasks • Giving personnel the opportunity to change work methods when necessary • Being confident in the personnel's characters • Organizing orientation programs for new entrants to the institution • Giving personnel the opportunity and freedom to deal with the problems they encounter
2	Personal capital	<ul style="list-style-type: none"> • His keenness to expand his knowledge and skills

		<ul style="list-style-type: none"> • Participate in conducting scientific study • Understand the employees' feelings and concerns • Ease of access and easy handling • His expression of difference without creating unnecessary conflict • His keenness to analyze the situation and its implications before making a decision
3	Physical capital	<ul style="list-style-type: none"> • linking spending to the actual needs of workers • Establishing guidelines for using technology in activities and events in the organization • Taking into account the human needs of workers in accordance with the incentive system • providing modern and advanced communication systems • Delegating employees to take decisions that are commensurate with the financial potential of the institution
4	The regulatory capital	<ul style="list-style-type: none"> • Crystallizing the vision, mission and goals of the institution • Giving priority to issues related to the institution's vision • Work to bridge the gap between reality and expectations in light of the vision • Employees' participation in clear, measurable goals • Establish high performance expectations for self and others • The participation of workers in setting up an accountability system
5	Social capital	<ul style="list-style-type: none"> • Preserving the ethics of the teaching profession • Giving employees the opportunity to exchange their professional experiences • Dealing transparently with all employees • Belief in the ethics of constructive criticism that contributes to reforming the institution • Taking into account the contradictions and differences between workers
6	cultural capital	<ul style="list-style-type: none"> • Establishing relationships with students' families and various groups related to the institution to get to know the backgrounds they come from • Balancing students' cultural backgrounds and the institution's norms • Work to increase employees' culture and backgrounds. • Delegating the powers of the workers that are commensurate with their work • Ensure the diversity of workers' backgrounds

The second step: drafting the measure criteria and items

In this step, the studyer wrote the measure standards distributed within (6) main dimensions, taking into account clarity, accuracy, and their close connection with the main dimension of the measure. (48) criteria were formulated and distributed in (6) main dimensions, and attached to each criterion a five-point scale that expresses the appropriateness of the standard, which ranges from excellent to weak.

The third step: to verify the validity of the measure

To ensure the validity of the scale, it was presented to a group of specialized arbitrators in the field of educational administration, and their number reached (8) arbitrators, and they were asked to express their opinions and observations on the criteria of the measure in terms of sound formulation, ease of understanding, degree of comprehensiveness, consistency of their statements, and their compatibility with the objectives of the study. Some proposals made by specialists have been taken into account, some modifications have been made in the formulation of some criteria, and some inappropriate criteria have been deleted, which have not been unanimously agreed on their suitability to the subject of the study and the dimension in which 90% of the arbitrators have been placed, and a number of criteria have been added as they appear in the notes from the members Arbitrators, and after the measure settled in its final form, the number of standards for this measure became (44) criteria.

Fourth step: apply the measure

The study population consisted of all the administrative supervisors in the Ministry of Education in the Sultanate of

Oman, their number is (120) for the academic year 2020/2021, while the study was applied to a random sample of (45) administrative supervisors and the data completed from the measure was processed using the statistical package (SPSS). Each item was awarded the following grades on the five-point scale, and the study sample's estimates of the quality of each of the tool's criteria were corrected as follows:

- A score of 5 was assigned to the response, which was "excellent".
- A score of 4 was assigned to the response that was "good".
- A score of (3) was assigned to the response, which was "medium".
- A score of 2 was assigned to the response that was "acceptable".
- A score of 1 was assigned to the response representing "weak".

So that the greater the degree of appreciation, the greater the degree of quality of the dimension in the measure and vice versa, and the degree of quality of the criterion in the measure has been divided into three levels based on the estimates of the answers, and the studyer has used in interpreting his results the rating scale, as shown in Table No. (5)

Table (2) the classification scale to explain the results of the study

average	Degree of approval	criteria
1-2.33	low	One standard deviation from the mean
2.34 – 3.67	medium	average
3.68 - 5	large	One standard deviation from the mean

This rating scale for responses can be justified by:

The studyer adopted this scale by dividing the maximum score (5) into three equal categories within the range (1 -

5), according to the following equation: the highest value of answer alternatives in the study tool - the minimum value of answer alternatives in the study tool divided by the number of three levels (Large, medium, and low) i.e.:

$(5-1) \div 3 = 1.33$ This value is equal to the length of the class between the three levels (large, medium, and low).

$$2.33 = 1.33 + 1.0$$

$$3.66 = 1.33 + 2.33$$

$$5.00 = 1.33 + 3.66$$

Thus, the mean values of the degree of approval are calculated, ranging from:

1.5-2.33 low score

2.0-3.66 medium score

3.67-5.00 large score

Statistical treatment

The arithmetic averages and standard deviations were calculated for each criterion in the measure, as well as the correlation coefficient between the measure criteria and its dimensions and the measure, and between the dimensions together or between the dimensions and the measure as a whole.

Results and Discussion

To answer the study question, which states, “What are the psychometric characteristics of the measure criteria for activating the role of the school principal in developing the organizational energy? The correlation coefficients were calculated between the measure standards and its dimensions on one hand, the criteria and the measure on the other hand, and between the dimensions and the measure on another hand, the studyer derived the existence of a statistically significant correlation of no less than (0.25) between the criteria and its dimension, or between the criteria and the measure, or between the dimensions together, or between the dimensions and the measure as a whole, As a criterion for the measure's validity, all

dimensions were statistically significant, and this indicates that the measure has a high level of validity, and measures the validity of the measure activating the role of the school principal in developing the organizational energy accurately. Tables (3-7) illustrate the correlations between the criteria, the dimensions, and the measure as a whole.

First: The results of the first dimension: the human capital dimension, are shown in the following table.

Table (3): Arithmetic averages, standard deviations, and correlation coefficients (R) between the criteria for the measure for activating the school principal's role in developing the organizational energy for the first dimension and the scale as a whole

Measure items	average	standard deviation	With dimension	With tool
human capital dimension	3.33	0.90		0.91
1- He should give workers sufficient independence in carrying out their work	3.43	1.21	0.91	0.85
2- To give workers sufficient opportunity to change their methods of work when they see fit	3.27	0.31	0.70	0.95
3-To be confident in the personal capabilities of the employees.	2.74	0.61	0.82	0.70
4- To organize orientation programs for those newly enrolled in work to be consistent with its vision and mission	3.42	0.92	0.90	0.89
5- To give workers the freedom to deal with the problems they face	3.65	1.12	0.83	0.49
6- To put in place an information system that makes all employees aware and keep abreast of what is going on in their work	2.61	0.87	0.85	0.87
7- To organize meetings between workers to exchange their educational and professional experiences	3.63	0.96	0.66	0.45
8-Encourages employees to take on leadership roles	2.50	0.73	0.70	0.52
9-Encourages workers to take on innovative roles	4.67	1.01	0.80	0.75

It is clear from the previous Table (3) that the arithmetic averages ranged between (2.50-4.67) and a standard deviation between (0.87-1.01). Criterion No. (8) “Encouraging workers to exercise innovative roles” had the highest arithmetic mean of (4.67) and a standard deviation

(1.01), followed by dimension No. (4) that “allows workers the freedom to deal with the problems they face” with an arithmetic average of (3.65) And a standard deviation (1.12). The analysis also showed that the lowest arithmetic mean of the dimensions was the dimension (7) that “encourages workers to practice innovative roles,” with an arithmetic mean (2.50) and a standard deviation (0.73). While the dimension (5) "to put an information system to make all employees aware and keep up with what is going on in their work" came in the penultimate rank, with an arithmetic mean (2.61) and a standard deviation (0.87). In general, the general arithmetic mean was (3.33) and a standard deviation (0.90), indicating that the estimates of the study population individuals are high regarding the appropriateness of the criteria for the human capital dimension.

Second: The results of the second dimension: The personal capital dimension, are shown in the following table.

Table (4): Arithmetic averages, standard deviations, and correlation coefficients (R) between the criteria for the measure for activating the school principal's role in developing the organizational energy for the second dimension and the scale as a whole

Measure items	average	standard deviation	With dimension	With tool
The second dimension: personal capital	3.50	0.19		0.49
9- His keenness to expand his knowledge and skills	3.50	1.37	0.80	0.50
10- Participate in conducting scientific study	3.01	0.83	0.62	0.66
11-Understand the employees' feelings and concerns	3.70	0.85	0.88	0.83
12-Ease of access and easy handling	3.88	0.66	0.78	0.85
13-His expression of difference without creating unnecessary conflict	3.09	0.83	0.90	0.66
14-His keenness to analyze the situation and its implications before making a decision	4.02	0.85	0.80	0.83
15-His keenness to analyze the situation and its implications before making a decision	3.00	0.99	0.83	0.70
16-- His keenness to expand his knowledge and skills	4.05	0.90	0.98	0.78

It is clear from the previous Table (4) that the arithmetic averages ranged between (3.00-4.05) and a standard deviation between (0.99-0.90). As it attained Standard No. (16)'' His keenness to expand his knowledge and skills'' The highest arithmetic mean of (4.05) and a standard deviation (0.90), followed by dimension No. (14)'' His keenness to analyze the situation and its implications before making a decision'' With an arithmetic average (4.02) and a standard deviation (0.85). The analysis also showed that the lowest arithmetic average of the dimensions was the dimension (15)'' His keenness to analyze the situation and its implications before making a decision'' With an arithmetic average (3.00) and a standard deviation (0.99). While the dimension (10)'' Participate in conducting scientific study'' is ranked next to last, with an arithmetic average (3.01) and a standard deviation (0.83). In general, the general arithmetic average was (3.50) and a standard deviation (0.19), indicating that the estimates of the study population individuals are high regarding the appropriateness of the criteria for the dimension of personal capital.

Third: The results of the third dimension: physical capital, explained in the following table:

It is clear from the Table (5) that the arithmetic averages ranged between (2.97-4.50) and a standard deviation between (1.20-1.05). As it attained Standard No. (20)'' providing modern and advanced communication systems'' The highest arithmetic average, which reached (4.51) and a standard deviation (1.05), followed by the dimension number (19)'' Taking into account the human needs of workers in accordance with the incentive system'' With an average (4.50) and a standard deviation (1.40). The analysis also showed that the lowest arithmetic average of the dimensions was the dimension (21)''

Table (5) arithmetic averages, standard deviations, and correlation coefficients (R) between the criteria for the measure of activating the school principal's role in developing the organizational energy for the third dimension and the scale as a whole.

Measure items	average	standard deviation	With dimension	With tool
physical capital	3.80	0.99		0.80
17- linking spending to the actual needs of workers	3.78	1.26	0.85	0.65
18- Establishing guidelines for using technology in activities and events in the organization	3.40	1.03	0.89	0.89
19- Taking into account the human needs of workers in accordance with the incentive system	4.50	1.40	0.81	0.81
20- providing modern and advanced communication systems	4.51	1.05	0.90	0.89
21- Delegating employees to take decisions that are commensurate with the financial potential of the institution	2.97	1.20	0.77	0.81

Delegating employees to take decisions that are commensurate with the financial potential of the institution” With an arithmetic average (2.97) and a standard deviation (1.20). While the dimension (18)” Establishing guidelines for using technology in activities and events in the organization “is ranked next to last, with an arithmetic average (3.40) and a standard deviation (1.03). In general, the general arithmetic average was (3.80) and a standard deviation (0.99), which indicates that the estimates of the study population members are high regarding the appropriateness of the criteria for the physical capital dimension.

Fourth : The results of the fourth dimension: organizational capital, are shown in the following table.

It is clear from the Table (6) that the arithmetic averages ranged between (2.99-4.70) and a standard deviation between (0.85-0.83). As it attained criteria No. (28)” The participation of workers in setting up an

Table (6): Arithmetic averages, standard deviations, and correlation coefficients (R) between the criteria for the measure of activating the school principal's role in developing the organizational energy for the fourth dimension and the scale as a whole.

Measure items	average	standard deviation	With dimension	With tool
The regulatory capital	3.66	1.01		0.78
22- Crystallizing the vision, mission and goals of the institution	3.99	1.23	0.50	0.79
23- Giving priority to issues related to the institution's vision	4.10	1.20	0.80	0.77
24- Work to bridge the gap between reality and 24-expectations in light of the vision	3.50	1.10	0.88	0.88
25- To keep the vision alive by continuously reviewing the steps to achieve it	3.01	0.83	0.78	0.81
26- To participate his colleagues in clear, measurable goals	3.70	0.85	0.79	0.78
27- Establish high performance expectations for self and others	4.69	0.66	0.77	0.86
28- The participation of workers in setting up an accountability system	4.70	0.83	0.88	0.77
29- To lay down a guiding course of action for the school's employees	2.99	0.85	0.76	0.96
30- Crystallizing the vision, mission and goals of the institution	3.00	0.99	0.88	0.96

accountability system” The highest arithmetic average with It is clear from the previous Table (6) that the arithmetic averages ranged between (2.99-4.70) and a standard deviation between (0.85-0.83). As it attained criteria No. (28)” The participation of workers in setting up an accountability system” The highest arithmetic average with (4.70) and a standard deviation (0.83), followed by the dimension number (27)” Establish high performance expectations for self and others” With an arithmetic

average (4.69) and a standard deviation (0.66). The analysis also showed that the lowest arithmetic average of the dimensions was the dimension (29) "To lay down a guiding course of action for the school's employees" with an arithmetic average (2.99) and a standard deviation (0.85). While the dimension (30) "Crystallizing the vision, mission and goals of the institution" is ranked next to last, with an arithmetic average (3.00) and a standard deviation (0.99). In general, the general arithmetic average was (3.66) and a standard deviation (1.01), which indicates that the estimates of the study population members are high regarding the appropriateness of the criteria for the regulatory capital dimension.

Fifth: The results of the fifth dimension: social capital are explained in the following table.

Table (7): Arithmetic averages, standard deviations, and correlation coefficients (R) between the criteria for the measure of activating the school principal's role in developing the organizational energy for the fifth dimension and the scale as a whole.

Measure items	average	standard deviation	With dimension	With tool
Social capital	3.58	0.98		0.67
31- Preserving the ethics of the teaching profession	3.60	0.88	0.75	0.68
32- Giving employees the opportunity to exchange their professional experiences	3.65	0.99	0.74	0.98
33- Dealing transparently with all employees	2.99	1.01	0.80	0.88
34- Belief in the ethics of constructive criticism that contributes to reforming the institution	4.50	0.78	0.78	0.77
35- To consider the contradictions and differences between the two workers a challenge that must be solved, not suppressed	4.49	0.89	0.73	0.73
36- To take into account the ethics of care that is based on human relationships	2.60	0.70	0.83	0.84

It is clear from the previous Table (7) that the arithmetic averages ranged between (2.60-4.50) and a standard deviation between (0.70-0.78). As it attained Standard No. (34) "Belief in the ethics of constructive criticism that contributes to reforming the institution" The highest arithmetic average, which reached (4.50) and a standard deviation (0.78), followed by the dimension number (35) "To consider the contradictions and differences between the two workers a challenge that must be solved, not suppressed" With an arithmetic average (4.49) and a standard deviation (0.89). The analysis also showed that the lowest arithmetic average of the dimensions was the dimension (36) "To take into account the ethics of care that is based on human relationships" With an arithmetic average (2.60) and a standard deviation (0.70). While the dimension (33) "Dealing transparently with all employees" is ranked next to last, with an arithmetic average (2.99) and a standard deviation (1.01). In general, the general arithmetic average was (3.58) and a standard deviation (0.98), which indicates that the estimates of the study population members are high regarding the appropriateness of the criteria for the social capital dimension.

Sixth: The results of the Sixth Dimension: Cultural Capital, are shown in the following table:

It is clear from the Table (8) that the arithmetic averages ranged between (2.50-4.66) and a standard deviation between (0.86-0.75). As it attained Standard No. (40) "Delegating the powers of the workers that are commensurate with their work" The highest arithmetic average, which reached (4.66) and a standard deviation (0.75), followed by dimension No. (41) "To criminalize harassment and bullying, regardless of its source" With an arithmetic average (4.65) and a standard deviation (0.88).

Table (8): Arithmetic averages, standard deviations, and correlation coefficients (R) between the criteria for the measure of activating the school principal's role in developing the organizational capacity of the sixth dimension and the scale as a whole.

Measure items	average	standard deviation	With dimension	With tool
37- Establishing relationships with students' families and various groups related to the institution to get to know the backgrounds they come from	3.37	0.99	0.80	0.82
38- Balancing students 'cultural backgrounds and the institution's norms	2.99	1.02	0.78	0.96
39- Work to increase employees' culture and backgrounds. 40- Delegating the powers of the workers that are commensurate with their work	2.88	0.99	0.96	0.85
41- To criminalize harassment and bullying, regardless of its source	94.0	0.88	0.88	0.96
42- Ensure the diversity of workers' backgrounds	4.66	0.75	0.76	0.88
43- To use high-end language in communicating and talking with workers	4.65	0.88	0.89	0.76
44- To increase awareness of social justice and fairness	250	0.86	0.75	0.83

The analysis also showed that the lowest arithmetic average of the dimensions was the dimension (43)'' To use high-end language in communicating and talking with workers'' With an arithmetic average (2.51) and a standard deviation (0.74). While the dimension (42)'' Ensure the diversity of workers' backgrounds'' is ranked next to last, with an arithmetic average (2.51) and a standard deviation (0.74). In general, the general arithmetic average was (3.85) and a standard deviation (0.95), This indicates that the study population individuals have high estimates regarding the appropriateness of criteria after the analysis and design of the work. In general, the general arithmetic average of all dimensions of the scale was (3.37) and a standard deviation (0.99), which indicates that the estimates of the individuals of the study population are high with regard to the dimension of cultural capital.

Table (9) the correlation coefficients between the dimensions of the measure for activating the school principal's role in developing organizational energy on one hand, and the dimensions and measure on the other hand

dimensions	Human capital	Personal capital	Physical capital	The regulatory capital	Social capital	cultural capital	The tool as whole
Human capital	.59						
Personal capital	.43	0.67					
Physical capital	0.91	0.41	0.88				
The regulatory capital	0.14	0.22	0.57	0.70			
Social capital	-0.01	-0.34	-0.04	0.52	0.85		
cultural capital	-0.01	-0.19	0.07	0.21	0.23	0.93	
The tool as whole	0.70	0.70	0.69	0.80	0.81	0.85	1.00

* At significance level ($\alpha = 0.05$)

It is clear from the previous table No. (9) that the correlation coefficients between the dimensions of the measure range between (0.70 - 0.93), and the dimension of (cultural capital) has the highest correlation with the total degree (0.93), while the dimension (organizational capital) has achieved The lowest correlation (0.70).

Measure stability:

The stability coefficient of the internal consistency of the measure was calculated using the (Cronbach alpha) equation, and the tool stability coefficient reached (0.91), which is a value that confirms the internal consistency of the developed measure, and the stability values of the sub-dimensions of the measure also fell in the range (0.79 - 0.92) and the following table shows the stability coefficient for each of the six dimensions of the tool:

Table (10) the stability coefficient for each of the nine scale dimensions

dimension	stability coefficient
Human capital	0.92
Personal capital	0.88
Physical capital	0.89
The regulatory capital	0.91
Social capital	0.89
cultural capital	0.92
The tool as whole	0.91

Conclusion and recommendations:

The measure for activating the role of the school principal in developing the organizational energy was developed in this study with reference to a broad theoretical framework. The scale was limited to (44) criteria that meet the criteria of honesty, and cover (6) main dimensions of the tool. In light of the indications of honesty and stability, it can be said that the criteria for the measure of activating the role of the school principal in developing the organizational energy has psychometric characteristics that make it a reliable tool that can be used to measure the role of the school principal in developing the organizational energy, and then know the strengths and weaknesses of those systems, and work to take action Necessary to develop it. What distinguishes this developed measure is the absence of measures to measure the role of the school principal in developing the organizational energy in educational institutions in the Arab countries so far. The studyer recommends that public education institutions in Arab countries apply the measure and make use of it in identifying the strengths and weaknesses of the school principal's role in developing the organizational energy in a way that contributes to improving its performance. Given the need for these institutions for tools that help them to know the monitoring of strengths and disclosure of deficiencies in their performance with transparency, which could represent an obstacle to their success and increase their efficiency.

References:

- Aidaroos, Ahmed Negm (2013). Organizational education is an introduction to improving organizational memory competencies and organizational health in some public and private secondary schools in Sharkia Governorate. *Journal of Education - Egyptian Association for Comparative Education*, 16 (39), 90-112.
- Al-Amri, Abdullah Hassan Hamad (2017). Organizational climate and its relationship to decision-making in middle school schools in Tabuk. *Journal of Education - Al-Azhar University - Faculty of Education*, 171 (1), 252-285.
- Al-Jarida, Muhammad Suleiman, and Al-Mayahi, Saeed Khalfan, Al-Munwari, Ahmed Abdullah (2018), the degree of organizational effectiveness of schools in the Wilayat of Al-Suwaiq, Al-Batinah Governorate, North in the Sultanate of Oman. *Arab Studies in Education and Psychology - Arab Educators Association*, 98 (10), 247-271.
- Al-Maaytah, Abdulaziz Atallah (2014). The role of the high school principal in improving the organizational climate from the point of view of educational supervisors and teachers in the governorates of Amman and Zarqa. *Journal of Al-Quds Open University for Study and Educational and Psychological Studies - Al-Quds Open University*, 2 (5), 30-50.
- Al Mansi, Rima Naguib Youssef (2017). The reality of the organizational climate in Al.Ghaws agency schools / Jordan from the point of view of school principals. *Specialized Educational International Journal*, 6 (5), 240-253.
- Al-Mazami, Hussein bin Ali bin Khadim (2014). A proposed scenario to activate the organizational climate to achieve job satisfaction for teachers in basic education schools in the Sultanate of Oman. Unpublished master's thesis, Sultan Qaboos University.
- Al-Omari, Haider and Al-Taani, Sherine Sayel (2015). The impact of the organizational climate on the job performance of teachers in Irbid Governorate. *Journal of the College of Education - Benha University - faculty of Education*, 24 (96), 11-136.
- Al Rasbi, Salem bin Hamad bin Malik (2012). Dimensions of the organizational climate prevailing in post-basic education schools in the Sultanate of Oman from the teachers' point of view. Unpublished master's thesis, Sultan Qaboos University.
- Aqdi, Hassan bin Dhafer Ahmed (2018). The organizational climate and its relationship to job burnout among secondary school teachers in the Jizan region. *Journal of the Faculty of Education - Assiut University*, 34 (5), 139-249

-
- Bani Ahmed, Ahmad Muhammad Awad (2010). The organizational climate prevailing in public schools in the Jordanian governorate of Jerash and its relationship to teachers' motivation to perform their work. *Journal of Culture and Development- Culture for Development Association*, 10 (32), 177-122.
 - Farhouda, Walaa (2007). The degree of organizational effectiveness and its relationship to total quality management in Al.Ghaws agency schools in the governorates of Gaza. Unpublished master's Thesis, Gaza Islamic University, Palestine.
 - Khazali, Shaima (2018). The Influence of Organizational Energy on the Essence of Administrative Operations, an unpublished master's thesis, Al-Mustansiriya University, Iraq.
 - Matar, Dima (2013). The level of organizational education of Amman school principals and its relationship to school effectiveness. Unpublished master's thesis, Al al-Bayt University, Jordan.
 - Musleh, Rola Ahmed Ali (2004). The role of the basic school principal in developing the school organizational climate as seen by the principals and teachers in the Khalil governorate. Unpublished master's thesis, Al-Quds University.
 - Pokharel, M. & Hult, K. (2012). Varieties of organizational learning: Investigating learning in local level public sector organizations. *Journal of Workplace Learning* Vol. 22(4),249 – 270.
 - Rowenna Cuff, R. & Barkhuizen, R. (2014). Validating a Measure of Productive Organisational Energy in the South African Context. *Mediterranean Journal of Social Sciences*, 5(4), 20-50.
 - Wesner, M. (2015). Organizational learning: The enduring influence of organization development. *organization development journal*, 3(28),3.
 - Youssef, Ramzi Khalil and Aref, Tawfiq Muhammad (2018). The role of Jordanian private school principals in developing the school organizational energy from the perspective of principals and teachers in those schools. *Journal of the Islamic University for Educational and Psychological Studies - The Islamic University in Gaza*, 26 (6), 698-720.
 - Yuki, G. (2009). Leading Organizational learning: Reflections on theory and reasserch. *The leadership Quarterly*, 20(3). 50-70.
