



Job Engagement of Physical Education Teachers in Light of Some Administrative Diseases of Primary School Principals in Mosul

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Abstract

This study aimed to identify level of job engagement of physical education teachers, level of some administrative diseases of primary school principals, and percentage of contribution of some administrative diseases among school principals to job engagement of physical education teachers in Mosul from their point of view. Descriptive method was used with survey method as it was suitable for nature of research, sample included physical education teachers, whose number was 304 individuals. The researchers used two scales for job engagement and managerial disorders to collect data, after verifying their validity and reliability. The data were processed mean, standard deviation, percentage, Pearson correlation coefficient, and alpha coefficient using SPSS statistical package. The researchers concluded that physical education teachers in Mosul have a high level of job engagement and a very low level of administrative disorders. There is a significant inverse correlation and a significant contribution rate between administrative disorders and job engagement for physical education teachers in Mosul, the researchers recommend paying attention to physical education teachers and primary school principals by holding seminars and guidance lectures. They also emphasize to school principals use of incentive methods that support teachers' efforts, such as seeking to obtain letters of appreciation for physical education teachers.

Keyword: Job Engagement, Administrative problems, Administrative Diseases.

INTRODUCTION

Administration is cornerstone of success or failure for any educational institution. Consequently, growth and progress of society, or its decline and backwardness, depends on it. Administration in educational field has become extremely complex. Today's society demands greater responsibility from administrators and achievement of higher standards. Undoubtedly, modern perspective emphasizes their crucial role in overseeing educational institutions and focusing on preparing and nurturing future generations. However, within context of globalization and its negative consequences, such as abandonment of certain values, problems have emerged that plague administrative

system, despite attempts at solutions. These include behavioral and organizational deviations and administrative hypocrisy.

This is what Al-Kawaz and Al-Ashrafi (2021) noted regarding presence of certain administrative problems in sports institutions (behavioral and organizational deviations and administrative hypocrisy) (Al-Kawaz and Al-Ashrafi, 2021, p. 202). spread of abnormal phenomena makes institution a fertile ground for spread of chronic administrative problems (Talib, 2021, p. 3). Integration of physical education teachers with their work and their sense of its importance is a powerful factor in overcoming obstacles, a concept known as job engagement. Positive organizational management concepts reflect teachers' positive engagement with their work, their vitality and activity, and their feeling that they are performing their work effectively. It also creates opportunities to communicate with management through a motivating environment that drives them to take an actual interest in their performance. Job engagement has a high impact on performance in educational institutions, modifying behaviors and giving them stability (Dahleez & Hamad, 2016, 132).

Importance of this research can be summarized by offering a modest contribution regarding two research variables, as well as suggestions for researchers to continue scientific journey, research derives its importance from following: His focus on studying functional relationship of physical education teachers and some of administrative problems associated with primary school principals. It deals with two types of variables that play a vital role in work and behavior of physical education teachers and primary school principals. Schools are educational institutions, and teaching staff plays a crucial role in achieving this. However, in recent years, a decline in performance of some primary school administrations has been observed, characterized by laxity, negligence, and a lack of responsibility in developing all aspects of school activities to foster professional engagement. Furthermore, poor working relationships exist between some principals and some teaching staff.

Finally, struggle for educational positions, when it affects staff managing schools, hinders professional engagement. This is where research problem arises. Some administrative shortcomings among school principals have direct and indirect negative effects on behavior of teaching staff, particularly physical education teachers, who bear numerous responsibilities such as delivering lessons, organizing internal and external

activities , and preparing school teams for participation in sports championships and scouting camps. Consequently, these shortcomings negatively impact physical education teachers' commitment to their jobs, leading to a lack of engagement . Despite these indicators, this issue has not been studied at primary school level in Mosul, and to best of researchers' knowledge, it constitutes a problem, research problem is defined as follows: By asking: Do physical education teachers have a professional connection? And what is level of this connection they possess ? Do administrative problems faced by primary school principals affect job retention of physical education teachers? What is level of administrative problems among primary school principals in Mosul? What percentage of administrative problems among school principals contribute to job engagement of teachers ?

Research Objectives to identifying level of job engagement of physical education teachers in primary schools in Mosul from their point of view. Identifying level of some administrative diseases of primary school principals in Mosul from point of view of physical education teachers. Identifying contribution rate of some administrative diseases of primary school principals to job engagement of physical education teachers in city of Mosul.

Terms Defining

Job connection: Arafah (Amin, 2024): grade that a physical education teacher will obtain on job correlation tool (Al-Fares, 2024, 10). Administrative Diseases: It was defined by (Al-Shaheen, 2022): A defect resulting from personal and organizational behaviors of some primary school principals, and problems that arise from it within educational institutions, and its impact on performance of teaching and administrative staff and students (Al-Shaheen, 2022, 11).

RESEARCH METHODOLOGY

Using descriptive approach and correlational survey method is appropriate to nature of research. The research community included physical education teachers in city of Mosul, numbering 407. Sample was selected purposively from physical education teachers in city of Mosul, and (196) teachers were selected from Umm Al-Rabeeain Education Department, with (186) for final application and (10) for pilot application, and (108) teachers from Al-Hadbaa Education Department, after excluding (103) forms for not returning them, so that total sample amounted to (304) teachers, and Table (1)

shows this:

Table 1. Shows community and basic research sample

Section	Research community	Basic research sample		Sample	Percentage
		Survey application	Final application		
Umm Al-Rabeeain	236	10	186	196	83%
Al-Hadbaa	171	-----	108	108	63%
Total	407	10	294	304	75%

Search scales

Job Engagement scale and Administrative Disorders scale: The researchers used a scale functional correlation (Amin, 2024) consists of 30 items and response is made by choosing one of alternatives (strongly agree, agree, neutral, disagree, strongly disagree), and administrative diseases questionnaire (Al-Shaheen, 2022) consists of (31) items and response is made (always, often, sometimes, rarely, never), In order to use two scales to achieve research objectives, the researchers carried out a number of procedures to ensure their reliability in achieving research objectives, as follows:

Validity: To ensure validity Regarding two scales and ability of their statements to measure what they were designed to measure, the researchers presented two scales to a number of experts in administrative, mathematical and psychological sciences. He asked each of them to provide their comments on each paragraph of statements. two participants were asked to provide feedback on clarity and suitability of items for sample , as well as validity of alternatives. This led to modifications being made to some of items. To become number of paragraphs Job Engagement Scale (30 items) and Administrative Disorders Scale (31 items), after obtaining an agreement rate of (80%) from experts.

Pilot study For both scales

The two scales were applied to a sample of physical education teachers from Umm Al-Rabeeain Education Department, as shown in Table (1), consisting of (10) teachers. This procedure was used to verify clarity of instructions, suitability of response alternatives, and to determine average time for two scales. They were asked to answer accurately and objectively and to give their comments if there was any ambiguity in

paragraphs or difficulty in understanding them linguistically. It was found that instructions were clear and understandable to sample, and response time for job engagement scale was (9) minutes and average response time for administrative diseases scale was (11) minutes.

Internal consistency

Internal consistency of job engagement questionnaire: The researchers used correlation coefficient to measure degree of correlation of item with dimension to which it belongs and overall score of functional correlation questionnaire. It appears that values of correlation coefficient between questionnaire items and dimension to which they belong were close (0.485 – 0.805). With a significance value (sig.) of (0.00), which is less than accepted significance value of (0.05), as can be seen from table, questionnaire items were internally consistent, as correlation coefficient values were close, difference among items and total score of questionnaire is between (0.512 – 0.795) With a significance value of (0.000), which is smaller than approved significance value, internal consistency coefficient for (30) questionnaire items was found, as shown in Table (2).

Table 2. Shows correlation coefficient of items with dimension and total score of job correlation questionnaire

Dimensions	Paragraphs	Paragraph's relation to dimension	Paragraph's relation to overall score
Vitality (Enthusiasm for work)	1	0.754	0.663
	2	0.773	0.631
	3	0.796	0.654
	4	0.728	0.595
	5	0.751	0.762
	6	0.791	0.721
	7	0.782	0.748
	8	0.680	0.795
	9	0.734	0.732
	10	0.749	0.624
Dedication (Attention to role)	11	0.709	0.558
	12	0.679	0.566
	13	0.805	0.784
	14	0.714	0.644
	15	0.485	0.523
	16	0.634	0.644
	17	0.676	0.650
	18	0.765	0.742
	19	0.696	0.718

	20	0.735	0.662
	21	0.714	0.717
	22	0.596	0.512
	23	0.717	0.670
	24	0.622	0.593
Immersion (Being absorbed in work)	25	0.705	0.738
	26	0.649	0.677
	27	0.672	0.689
	28	0.725	0.636
	29	0.677	0.655
	30	0.611	0.564

Internal consistency of administrative disorders questionnaire

Correlation relationship between item and dimension and between item and total score of scale was found, and internal consistency coefficient for (31) items was found, and it was found that they are internally consistent, as their correlation values were close (0.859 - 0.501). Its significance level reached (0.000), which is smaller than adopted significance level (0.05), and Table (3) shows this.

Table 3. Shows correlation coefficient of items with dimension and total score of Administrative Diseases Questionnaire

Dimensions	Paragraphs	Paragraph's relation to dimension	Paragraph's relation to overall score
	1	0.746	0.631
	2	0.814	0.713
	3	0.879	0.824
	4	0.734	0.646
Behavioral deviations	5	0.749	0.665
	6	0.760	0.719
	7	0.724	0.712
	8	0.677	0.707
	9	0.722	0.709
	10	0.816	0.814
	11	0.833	0.792
Organizational deviations	12	0.624	0.501
	13	0.619	0.560
	14	0.724	0.639

Administrative hypocrisy	15	0.857	0.850
	16	0.841	0.859
	17	0.730	0.719
	18	0.823	0.857
	19	0.775	0.816
	20	0.728	0.711
	21	0.813	0.761
	22	0.715	0.657
	23	0.625	0.641
	24	0.789	0.726
	25	0.783	0.716
	26	0.767	0.540
	27	0.841	0.800
	28	0.810	0.743
	29	0.874	0.851
	30	0.852	0.802
	31	0.714	0.684

Reliability

To obtain reliability of two scales, Cronbach's alpha coefficient method was used to estimate reliability of internal consistency when items were not corrected bilaterally. value of alpha coefficient was (0.93) for job correlation scale, and value of alpha coefficient was (0.91) for administrative diseases scale. Thus, it became possible to apply two scales to research sample.

Describe two scales in their final form:

Job engagement scale for physical education teachers consists of (30) items, distributed across (3) dimensions: vitality (enthusiasm for work), dedication (interest in role), and engagement (engrossment in work). With a score of (10, 10, 10) respectively, response is according to five-point Likert scale (strongly agree, agree, neutral, disagree, strongly disagree) to bear weights (1, 2, 3, 4, 5), and maximum value is (150) points and minimum value is (30) points, and questionnaire is presented in a regular sequence of items. While scale of administrative diseases for primary school principals settled on (31) items, distributed among (behavioral deviations, organizational deviations, administrative hypocrisy) with (10, 12, 9) items respectively, and with regard to answer

alternatives, they were represented as (always, often, sometimes, rarely, never) and they carry weights (5, 4, 3, 2, 1) and highest value is (155) points, and lowest value is (31) points, and in order to extract level of response for respondent, highest value of item, dimension or total scale was adopted as a criterion value to extract percentage of response, in light of following: (Al-Hamawi, 2022), (Al-Dulaimi, 2020), (Al-Zahrani, 2020).

Statistical treatments : These include following:

Mean, standard deviation, percentage, Pearson correlation coefficient, Cronbach's alpha coefficient, and (t-test) for two independent samples were used by researchers using statistical program (SPSS).

RESULTS AND DISCUSSION

Results of first objective

To identify level of job engagement of physical education teachers in primary schools in Mosul from their point of view), and researchers obtained following results:

Table 4. Statistical parameters of job correlation questionnaire and its dimensions

Dimensions	Mean	Percentage	Level
Vitality (enthusiasm for work)	43.92	88	Very high
Dedication (attention to role)	42.65	85	Very high
Immersion (being absorbed in work)	41.77	84	Very high
Overall functional correlation	128,34	86	Very high

Table (4) shows that dimensions of functional correlation came with arithmetic means (41.77-43.92) and percentages 84 % -88 % and at a very high level. As for overall job correlation, it came with an arithmetic mean of (128.34) and a percentage of (86%) and at a very high level. Researchers attribute high level of vitality achieved by physical education teachers to sense of neutrality felt by principal and fairness with which tasks and duties are distributed. This fosters a high degree of vitality in teacher's performance of their assigned duties. (Al-Ya'qubi and Al-Sufyani) (2023) "Vitality and enthusiasm indicate activity and perseverance that characterize individual, who is able to overcome difficulties and obstacles, and is ready to exert effort to accomplish duties and tasks assigned to him." (Al-Yaqubi and Al-Sufyani, 2023, 84).

As for achieving a very high level of dedication, researchers attribute this to fact that physical education is no less important than other subjects. Through this importance, teacher feels significance of their job role, whether inside or outside school . This role

serves as an external incentive to perform any assigned duty. Hamida and Abdul Qader (2024) confirm that "dedication to work indicates employee's willingness to dedicate time and effort, characterized by employee's awareness of importance of role they play and a sense of pride. "And striving to overcome difficulties during work" (Hamida and Abdelkader, 2024, 16). Researchers attribute high level of engagement to fact that physical education lessons are characterized by motor duties that require interaction between teacher and student. This interaction occurs quickly as time allotted for lesson passes and student becomes fully absorbed in performing their job duties. This requires focus, optimal use of time, and working to deliver all information and activities to achieve main goal of providing recreation for student and relieving all pressures. Al-Tablawi and Al-Muntawi (2023) indicate that "an employee's engagement or absorption in their work can be observed through their complete focus on their work, feeling that work time passes quickly, and difficulty of separating them from thinking about work even after time allotted for lesson has ended." (Al-Tablawi and Al-Muntawi, 2023, 468).

Presentation and discussion of results of second objective

"Identifying level of some administrative problems among primary school principals in Mosul from perspective of physical education teachers". The researchers obtained results.

Table 5. Shows statistical features of administrative diseases questionnaire and its dimensions

Dimensions	Mean	Percentage	Level
Behavioral deviations	14.54	29%	Very low
Organizational deviations	20.3	33%	Very low
Administrative hypocrisy	14.89	33%	Very low
Administrative diseases of whole	49.73	32%	Very low

Table 5. shows that dimensions of scale of administrative diseases for primary school principals came in at a level of (Very low), as its percentage approached (29% - 33 %), which was reflected in overall result of scale as it was at a (very low) level. And by a percentage (32%). Researchers believe this stems from some school principals' attempts to preserve school's reputation or their own position, or their fear of potential penalties. Mistakes, or use of inappropriate language by some managers that should be above any pattern of administrative behavior. This is what was confirmed by (Ali and Al-

Dusri, 2019), that use of language that is not appropriate for work is one of most prominent behavioral deviations (Ali and Al-Dusri, 2019, 175). the researchers may attribute this level Due to large number of school-related tasks As a result of weak administrative capabilities and technical skills of some managers, as Ali and Al-Dusri indicate. (2019) that lack of experience of administrative leaders, their weak administrative knowledge, their lack of familiarity with laws and regulations , and their inability to innovate lead to organizational deviations (Ali and Al-Dusri, 2019, 178). Researchers believe that disease of administrative hypocrisy is characterized by duplicity and flattery.

Hypocrisy is pursuit of narrow self-interests and attempt to achieve Personal goals, and authoritarian and dictatorial style of management adopted by some primary school principals, push some teachers to curry favor with these principals through hypocrisy. And he mentions (Al-Kawaz and Al-Ashrafi, (2021) That institutions that are managed according to a dictatorial leadership style do not care about opinions and suggestions of subordinates and limit their participation in decision-making generate a suppression of freedom of opinion, which contributes to spread of administrative hypocrisy among employees who are afraid to express their opinions and do not find a way to assume positions and participate in power except through hypocrisy and getting close to leaders (Al-Kawaz and Al-Ashrafi, 2021, 221) .

Presentation and discussion of results of third objective

Identifying contribution rate of some administrative diseases of primary school principals to job engagement of physical education teachers in city of Mosul.

Table 6. Results of contribution rate of administrative diseases and job engagement

Variables	Mean	Standard deviation	Correlation coefficient R	Contribution percentage R ²	Value of F	Sig.
Administrative diseases	49.73	15.59	0.563	0.317	36.079	0.000
Job connection	128,34	13.69				

Table 6. shows a statistically significant relationship between administrative illnesses among school principals and job engagement of physical education teachers. correlation coefficient was (0.563), contribution ratio (R²) was (0.317), and calculated F-value was (36.079) · with a significance level of (0.000), which is less than accepted

significance value of (0.05). This means that administrative illnesses T interprets (31) % of change occurring in job engagement, with remainder attributed to other variables. more these variables increase, weaker teachers become. This is what Talib (2021) confirmed : that multiplicity of administrative problems within administrative body leads to its exhaustion, weakened performance, wasted resources, weakened immunity, and destruction of creative functional competencies, among other things (Talib, 2021, p. 4).

Researchers may attribute this to fact that multiplicity and low prevalence of administrative problems among primary school principals in Mosul led to increased job engagement of physical education teachers, and vice versa, translates into a leadership role for school principal. It plays a pivotal role in developing job engagement within school, as leader's application of its principles leads to an improved work environment and increased employee motivation , thus raising their level of job engagement, as indicated by (Muawad, (2017) leader's practice of leadership principles, their development, training, and prioritizing their requirements. This leads to increased motivation and encouragement for them to accomplish tasks assigned to them, as well as to accept additional work assigned to them. Therefore, leader plays an important role in raising job commitment of his employees. (Muawad, 2017, 18)

CONCLUSIONS

Physical education teachers have a high level of job engagement. Primary school principals possess a very low level of administrative disorders. There is a significant inverse correlation and significant contribution ratio between administrative illnesses of primary school principals and job engagement of physical education teachers in Mosul.

RECOMMENDATIONS

Paying attention to physical education teachers, through holding seminars and guidance lectures that help build educational sports personality in all its aspects, in order to consolidate and strengthen concept of functional connection to profession. Involving primary school principals in training courses and seminars to increase their awareness of administrative problems that leaders suffer from and to deepen their understanding of how to treat them and get rid of their effects. School principals should use incentive methods that support teachers' efforts, such as seeking to obtain letters of appreciation

for physical education teacher, because of their psychological, material and moral impact , and not just being satisfied with words of praise and commendation.

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Appendices
Job Relationship Scale

No.	Paragraph	Strongly agree	Agreed	Neutral	Disagree	Strongly disagree
1	I feel enthusiastic and energetic in performing my job duties .					
2	My work in teaching physical education inspires me to be creative .					
3	I am proud to teach physical education to my colleagues at school .					
4	I find real enjoyment and challenge in performing my job .					
5	I think with an open mind when performing my teaching duties .					
6	I continued working for long hours without getting bored .					
7	school provides me with credibility in distributing work among teachers .					
8	I persevere in my work even when things are not going well .					
9	I possess flexibility and an open mind in teaching in a way that does not affect subject matter .					
10	I feel energized to perform my physical education duties					
11	teaching job helps me to showcase my talents .					
12	My job of teaching is a source of motivation and inspiration for me .					
13	I have determination to carry out my job duties in teaching .					
14	I feel proud of work I do .					
15	I can continue working at school for extended periods if required .					
16	I can accept any work I am assigned in addition to my current duties.					
17	Teaching physical education at					

	school is a challenging job for me .
18	I am dedicated to work I do at school .
19	I feel a rush towards my work at school .
20	I work at school constantly in pursuit of my goals .
21	When I study, I try to forget all problems around me .
22	I feel happy when I practice teaching profession .
23	I feel very absorbed in physical education class .
24	I feel that time flies when I am teaching .
25	While working, I focus on my work without being distracted by other things .
26	I try to invest most of my scientific and practical abilities in my studies .
27	It is difficult for me to leave my job at school .
28	My focus is on performing my teaching duties .
29	I am keen to perform additional duties and responsibilities in my work .
30	My personal abilities and nature of my work in teaching are compatible .

Administrative Diseases Scale

No.	Paragraphs	Always	Mostly	Sometimes	Rarely	At all
1	principal commits behavioral violations against some teachers.					
2	He abuses his power for his own personal gain.					
3	Nepotism is used, which affects school's reputation .					
4	It marginalizes experienced and competent teachers.					
5	It speaks of teachers' limited capabilities compared to others.					
6	He is characterized by a lack of seriousness and interest in work.					
7	He uses language inappropriate for educational work .					
8	He does not perform his duties as required.					
9	He deliberately hides mistakes that occur within school.					
10	He is biased towards one group at expense of another within school.					
11	no He adheres to working hours.					
12	He is reluctant to involve others in decision-making.					
13	He relies on his assistant in managing school.					
14	He makes no effort in schoolwork.					
15	He is not following up on affairs and requirements of teachers.					
16	He avoids taking responsibility as much as possible.					
17	He is characterized by his weak interaction with students .					
18	He shows no interest in school's facilities.					
19	He divulges school secrets.					
20	managerial abilities and skills .					
21	He doesn't care about cleanliness of school.					
22	He is not interested in extracurricular school activities.					

23	Some unqualified teachers are favored at expense of good ones.
24	He commands those who work with him to do good, but forgets himself.
25	He shows feelings of comfort towards teachers, contrary to what he feels inside.
26	In order to remain in office, he changes his colors according to situations and interests .
27	He is determined to stay in office no matter what it takes.
28	This closes door to any discussion or dialogue within school.
29	It does not operate on principle of equal opportunities and equality among teachers.
30	It works to hide its poor performance.
31	He mentions teachers' shortcomings and ignores their successes within school.