

The Degree of Human Competencies among Secondary School Principals

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Abstract

The purpose of this research is to determine the level of human competencies possessed by principals of secondary schools. The researcher relied heavily on the questionnaire as the primary instrument for data collection for the study, employing a descriptive research design and a quantitative methodology in order to accomplish the goals of the study. The investigation was carried out with a sample size of 179 teachers, all of them were chosen at random from secondary schools located within the Ajloun jurisdiction. The findings of this study indicated that educators had high expectations for students' human competency levels. In addition, the findings demonstrated that there are no statistically significant variations in the human competences with regard to the factors of gender, educational degree, and years of experience.

Keywords: *human competencies, secondary school, Jordan.*

Introduction

The effective school administration is a crucial part of any successful educational system. The right foundation for this administration's success is clarity in school management, in the definition of goals, and in the development of programs and methods of work to attain those goals (Enefu et al., 2020). Principals serve a vital role in education as the on-site educational leader responsible for directing and overseeing daily operations at their schools. The principal's goals also include fostering the development of their staff members and assisting their pupils in reaching their full potential in all areas of their lives (Khader, 2022). The role of the principal in enhancing and expanding educational programs is equally significant. A school administrator's responsibilities include but are not limited to, managing the school's finances, coordinating with parents and community members, and liaising between teachers and school administration on behalf of students (Lloyd-Jones, 2021). All of these things are under the principal's sway. The principal carries whatever it is he hopes will sway the teachers and administration into the school with him Siswanto et al., 2019).

Human competencies are the trait that differentiates mature educational administration. Some schools have a culture of joy and hard work, while others are so depressing that employees want to avoid going to work at all costs (Bafadal et al., 2019). Human competencies are the ability to urge people to work together to achieve the highest potential success while also satisfying their material and emotional demands (Leonard & Olubunmi, 2022). The existence of these qualities generates an atmosphere of familiarity between the leader and his subordinates so that each of them feels the importance of the part he plays

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in accomplishing the shared objective and generating successful outcomes at work (Semin, 2019). In order for this to happen, the leader must endeavor to respect his subordinates, safeguard their dignity as one of their human rights, and comprehend their sentiments (Bafadal et al., 2019A).

Human competencies center on how people connect with one another as sentient beings with their own unique set of experiences, perspectives, beliefs, and emotional and social requirements. It seeks to enhance these relationships to boost employee morale across all organizations, while also helping those organizations succeed in their missions (Kesik & Önen, 2023). Human competencies are a form of management centered on treating each employee with respect and seeing their unique set of skills, knowledge, and experiences as of the utmost importance (Sofera, 2019). Also essential are attitudes of good faith and enthusiasm for one another and one's job, as well as mutual respect between supervisors and subordinates (Bafadal et al., 2019B).

The foregoing allows us to define human competencies as the approach taken by the director of the institution in his dealings with those around him to achieve the objectives of his institution, while also taking into account the achievement of the goals of his employees and the provision of their economic, social, and psychological needs in order to work more effectively (Eyadat et al., 2020).

Since the 1930s, when the number of educational institutions where people learn to do their jobs began to grow rapidly, there has been a worldwide surge of curiosity about human competencies—their makeup, significance, and ultimate aims (Khalil, 2021). The role that schools play in shaping and progressing society is crucial. School is where future generations are taught and where we work for the educational goals that flow from our pedagogical tenets (Mazhabi et al., 2021). The development of students' human capabilities during their schooling is crucial. Adopting a behavior that has an effective function in attaining the goals for which the school was founded is crucial for school principals; nevertheless, if the principal fails to take into consideration the wants and requirements of the instructors, he will not be able to fulfill his duty to the needed degree (Koskie et al., 2020).

The principal of a school works closely with the classroom teacher, who is widely regarded as the single most influential factor in students' academic achievement. His efforts and the quality of his performance are crucial to the success and advancement of education (Lambert & Bouchamma, 2019). Because of this, researchers have been looking into what influences a teacher's efficacy, and they've found that the dominant administrative style at the school they work in has a significant impact (Narintarangkul-Na-Ayudhaya & Siribanpitak, 2019). Managerial success relies on the manager's capacity to interact with his staff in such a way that they accomplish what has to be done, and this in turn necessitates the availability of human competencies. As a result, we conclude that human abilities play a crucial role in management (Želvys & Esenova, 2019). One of the most crucial qualities of an administrative personality, especially in the sphere of education, is the capacity to cooperate with others in a productive manner (Balyer & Özcan, 2017).

The director has double responsibility for the human relations success of the organization, thus an interest in people is essential for this role (Helvaci & Yilmaz, 2020). To effectively explain his ideas and views to others and receive their feedback, a school administrator must hone his interpersonal skills. He cannot rely on others to help him recognize his own emotions and the emotions imposed on him by various situations (Koc & Ulutas, 2021). Knowledge of current research and studies in the area, as well as an increased understanding of the human ties that link the school with the community, are both great ways for the educational administration man to hone his interpersonal skills (Kazak, 2021).

Effective management is often seen to include human competencies, and this is especially true in educational administration. Consequently, a school administrator with excellent human skill may recognize his shortcomings or strengths, understand his trends, and make

him feel secure, which allows him to research new ideas or bring about change in the system and the connections of individuals (Lambert & Bouchamma, 2019). The human skill in this idea becomes integrated and successful when the manager has an awareness of human behavior (both verbal and practical) and accepts the perspectives of the workers in the organization (Zaman et al., 2020).

The relevance of the human element in educational institutions was emphasized by Jordan's educational system and educational philosophy (Armağan et al., 2020). This is based on the leadership and those responsible for creating the foundations of Jordan's educational system's keenness to emphasize the human element in educational institutions through a set of human foundations that guarantee the preservation of human worth within these institutions (Akawneh, 2019).

Based on the necessity for the school administration to become familiar with the general environment in the school and the significance of human sufficiency in the lives of people, society, and the educational field. Also, few studies addressed the actual human skills used by Jordanian secondary school principals to address shortcomings in the state of the administrative process (Alshamaileh, 2019). The researchers also point out that the interaction between the principal and the teacher might occasionally be characterized by sensitivity, suspicion, and distrust, as well as by the teachers' discontent with the degree of human interaction between them and the administrative machinery. This served as the primary driving force for this study.

Research Questions

Based on the aforementioned, this study aims to provide answers to the following questions:

1. What is the degree of availability of human competencies among secondary school principals in Ajloun Governorate from the teachers' point of view?
2. Are there statistically significant differences about the human competencies of secondary school principals in Ajloun Governorate from the point of view of teachers according to the variables of gender, experience and educational qualification?

Literature Review

At the start of the industrial revolution, the demand for human competencies grew. It was widely believed that enhancing the tools and working environment results in more productivity and a higher standard of life (Al-Enezi et al., 2017). The urge to better the human competencies of the workforce did not, without a doubt, stem from merely human motivation, but rather from the understanding that doing so would boost employee productivity and boost business profitability (Al-Twajjry, 2019). As it forbade the employment of minors in the workforce and emphasized on the cleanliness of both employees' workspaces and their workspaces, the idea of human competencies was simple and straightforward (Daradakeh & El-Ibrahim, 2020). The results of experiments show that psychological, social, and human variables are crucial in determining people's conduct and humanity. As a result of these studies, human competencies are beginning to emerge, and their significance for both individuals and institutions has been significantly recognized (El-khalefa & Ibrahim, 2020).

The main goal of human competencies is to fulfill the needs of the individual, especially the secondary needs reflected in the way the individual interacts with his environment, such as the need for acceptance, the need for self-expression, the need for security, the need for freedom, the need for social status, and the need for authoritative control (Ahmed, 2021). Because all of these parts are directly impacted by the manager, meeting these wants is a fundamental requirement for the manager to comprehend the effective human relations method for dealing with members of the administrative organization (Enefu et al., 2020).

The school principal's practice of good human relations behaviors with teachers is a process that stimulates teachers' motivation to work by satisfying their desires, needs, and motives (Khader, 2022). This means that the principal's practice of these behaviors satisfies the psychological and social needs and motives of teachers, and this is reflected in the effectiveness of those teachers in their performance of their work (Lloyd-Jones, 2021). High morale is one of the most crucial elements that contribute to the school organization's members emerging in a cooperative appearance. This is enhanced by the school principal's habit of having positive interpersonal relationships with his instructors (Siswanto et al., 2019). Higher levels of this spirit result in increased performance improvement and the achievement of the school's original objectives (Leonard & Olubunmi, 2022).

One of the fundamental components for administrators' success is the ability to care for people, and managers must both foster positive interpersonal ties in their own lives and in the institutions they oversee (Semin, 2019). The manager's capacity to influence those under his supervision so that they are motivated to complete the necessary tasks is crucial to his or her success. To achieve this, the manager must have of human competencies (Kesik & Önen, 2023). As a result, we conclude that human competencies play a crucial role in management, and the capacity to collaborate well with others is one of the key traits that set administrators apart, particularly in the field of education (Sofera, 2019).

Human competencies play an important part in all aspects of school administration because they ensure job satisfaction for educators, and they motivate them to work more and perform better (Eyadat et al., 2020). They also boost morale and a sense of belonging to the work of education. The school administration must be founded on several components in order for human interactions to dominate. These components may be summed up as follows:

Good role model: This calls on the school principal to provide a positive example for those under his supervision by being committed to and confident in his work. He engages with others that work with him, including instructors and pupils, as a brother, parent, and educator in addition to caring for his culture, morality, and biography (Khalil, 2021).

Positive environment: As one of the components of effective educational leadership, the school principal is required to create a learning environment that is stable, reassuring, and based on good understanding. They must also avoid violence, arguments, hatred, prejudice, and favoritism and place a high value on empathy, cooperation, affection, intimacy, and equality (Mazhabi et al., 2021).

Rational leadership style: This approach is based on democracy and group leadership, centralization of planning and decentralization of implementation, as well as on the values of respect, responsibility, and trust. It also keeps a distance from authoritarian (authoritarian) methods of dealing with and carrying out the necessary work (Koskie et al., 2020).

There is no doubt that these components work well together and complement one another. By mutual trust between the two parties, teamwork, allowing everyone the chance to participate in decision-making, and developing the self-accountability principle, superiors will constantly attempt to gain from the perspectives of the subordinates (Lambert & Bouchamma, 2019). Considering the significance of effective school administration and the growth of the principal's leadership position, which promotes ongoing development. The principal can no longer limit his job to routine administrative duties; instead, he must go above and beyond to foster productive organizational connections with instructors (Narintarangkul-Na-Ayudhaya & Siribanpitak, 2019). A number of factors, chief among them the overall environment of organization at the school, have been linked to the principal's performance as a leader in his work (Želvys & Esenova, 2019).

The administrative process is based on interpersonal dynamics, thus the concepts underlying human competencies apply. It can help the administrator if he utilizes it to

clarify the nature of his administrative duties and obligations and dispel myths about people's actions (Balyer & Özcan, 2017). Principles such as these include a focus on healthy interpersonal connections, confidence in one's own abilities, taking an active role in one's life, appreciating the worth of the truth, and striving for constant growth and development (Helvacı & Yilmaz, 2020). The human aspects of communication and mutual understanding between principals and teachers, on the one hand, and amongst teachers themselves, on the other, become central to the job of school administrators (Koc & Ulutas, 2021). To do this, principals must make it easy for teachers to understand the messages they are trying to convey and the directions they are being given by their superiors (Kazak, 2021).

In light of the social and administrative weight placed on his shoulders, the principal of a school must be an intellectual. In order to do so, he must have access to a curated body of information that gives him timely and relevant data for his projects (Lambert & Bouchamma, 2019). At the same time, he has to lift his teammates' spirits by inspiring them to work together toward a shared objective and encouraging them to do their best. Being the person most directly responsible for the smooth operation of the school's instructional activity, the principal has to maintain cordial relationships with the other members of the administration and teaching staff (Zaman et al., 2020). The principal's ability to include his staff in his teaching obligations and administrative powers depends on their level of expertise in the classroom and in the administration of the school, as well as on their level of commitment to and enthusiasm for their job. Respect and trust are the cornerstones of a healthy and productive relationship between a principal and a teacher (Armağan et al., 2020). It is not enough for a principal to merely tell his teachers that he has faith in them; rather, the teacher must experience the principal's genuine faith by being treated with dignity and respect, having his talents and contributions recognized, and being given opportunities to grow professionally (Akawneh, 2019).

It is well-known that high levels of pressure are the primary cause of this explosion, rather than the fact that many tasks at work might become routine and tiresome, posing a serious risk to productivity (Alshamaileh, 2019). As a result, several factors, such as progress in economic, social, and civilized spheres, sparked an interest in human competencies. This is in contrast to the growth of organizations and trade unions, their visibility on the world stage, and the unionization of workers under their banner, which alerted officials to the need to care for the demands of workers and pay attention to the human aspect; and the proliferation of education and education of workers, which increased both their knowledge and their aspiration for a decent human life made possible by work (Al-Enezi et al., 2017).

Human competencies at the school stand in for the many facets of organizational and social life that take place there. The goal is to increase the likelihood of productive collaboration among the school's administration, faculty, and students (Al-Twaijry, 2019). The students will improve their sense of community, teamwork, and belonging at school, as well as their ability to adjust to and enjoy their new surroundings. They will also work together more effectively to address and overcome individual and group challenges and work toward a shared objective (Daradakeh & El-Ibrahim, 2020). Human competencies also assist educate people and boost their production and job completion within the context of good moral and human values like faith, honesty, fairness, equality, kindness, tolerance, and firmness (El-khalefa & Ibrahim, 2020).

Previous Studies

Al-Enezi et al. (2017) meant to learn how human interaction is guided by the school's guiding ideas and how much resistance there is. There were 736 public school educators in the survey, including principals, department chairs, and instructional leaders. The descriptive correlational approach was used for this investigation. A questionnaire consisting of twenty-one questions was used for the research. The survey found that faculty members had a positive outlook on human connections and a strong commitment to guiding

values. Managers of human resources had only mild difficulties. Principals' interpersonal practices had a statistically significant effect on student achievement. There is a 53% decrease in effectiveness in human relations management due to the obstructions. The research ended with various suggestions, one of which was to give principals more authority so that they could effectively lead.

Akawneh (2019) analyzed the influence of director-teacher interactions on the efficiency of Jordanian school administration from the teachers' point of view. The research was conducted using an analytical descriptive approach to address the research questions. Eighteen instructors from Triangle Kfr soom Basic School served as the study's sample. The study's findings included, but were not limited to, the following. Managers are very concerned with the human relations pattern in educational administration. The principal's interest in teachers' input into decision-making and willingness to capitalize on teachers' creative ability are two human relations elements that significantly improve the efficiency of school administration. When it comes to human connections, the efficacy of school administration in the use of delegation of power is rather high.

Alshamaileh (2019) assessed the degree of human relations with the principals of government schools in the blue first education from the perspective of the parameters Directorate. To achieve the primary study goal of the researcher based on the descriptive and analytical approach that was adopted, as the study sample consisted of (53) a teacher. The study found that the degree of exercise in humanitarian relations among school principals is high, and the study recommended the need to strengthen human relations within public schools by principals and principals, because of its importance in raising the level of education in Jordan.

Al-Twajry (2019) determined the extent to which human relations are being practiced by the principals of primary schools. Determining the extent of the association between human relations training received by elementary school principals in the city of Buraydah and the level of work satisfaction experienced by elementary school teachers was another objective of this study. The descriptive technique was used for this study, and in order to accomplish the goals of the study, a questionnaire was constructed. The questionnaire focused on two different dimensions: human interactions, and work satisfaction. The sample for the research project consisted of 325 different instructors, and the researcher chose some of those teachers at random to participate in the study. The findings demonstrated that elementary school leaders, in general, engage in high levels of human relations work, and that primary school teachers, in general, report high levels of satisfaction with their jobs. The findings also showed that there are statistically significant differences in the degree to which elementary school principals in the city of Buraydah practice human relations and in the level to which they are satisfied with their jobs due to the fact that experience and training course variables are involved. Furthermore, there was a favorable association found between instructors' overall work happiness and the practice of human interactions in their classrooms.

Daradkeh and El-Ibrahim (2020) evaluated the human relations elements included in the practice degrees of secondary school principals in the Irbid Governorate from the perspective of teachers. In order for the researchers to accomplish the purpose of the study, they opted for a descriptive methodology and developed a questionnaire containing 37 questions and distributing them across five categories (modesty and role example, transparency and clarity, motivation, consultation, and collaboration, and justice). The overall population was represented by 348 male and female instructors in the study's sample, making up 25% of the total population. According to the findings of the survey, the level of practice for human relation principles among secondary school principals in the Irbid Governorate was quite high. There was a statistically significant difference in the total score of teachers' estimations about secondary school and on (modesty and role example, transparency and clarity, and Justice) individual domains due to gender, in favor of males. There was a statistically significant difference due to qualification, in favor of BA

holders. There was no statistically significant difference in teachers' means score on the total score of secondary schools' principals practicing at Irbid. There was also no statistically significant difference in teachers' means score on the total score of secondary

El-khalefa and Ibrahim (2020) recognized the role that the principal of the high school plays in enhancing human ties inside the school and linking them with the community in the neighborhood of Wad Madani Al-Kubra, which is located in the state of Gezira. The researchers chose to take a descriptive approach, and their sample population included 1,479 male and female educators. The researchers chose 148 male and female instructors at random from a larger pool of 148 potential subjects. The researchers relied heavily on the questionnaire as the primary instrument for gathering the necessary information. The findings demonstrated that the principal of the school located in the Greater Wad Madani district places a significant amount of emphasis on the development of human relations with both the teaching staff and the pupils.

Ahmed (2021) examined the level of human interactions and the level of administrative achievement of middle school administrators from the vantage point of their assistants. The researcher mostly utilized a descriptive methodology throughout their work. The current research population was made up of assistants who worked for principals in secondary schools under the direction of the General Directorate of Rusafa Education. The research produced a number of findings, including that the level of human relations for high school principals was average, and that the level of administrative success for high school principals was average. The research also produced a number of recommendations, including the need to conduct training courses for all high school principals, particularly in human relations, to raise their level of effectiveness in managing their schools, and the necessity to provide the fundamentals of schooling.

The methodology

A descriptive strategy and a quantitative method were utilized in this study in order to conduct an in-depth and systematic investigation of the data and features pertaining to a population. In quantitative descriptive research, analytical findings are given. This type of study endeavors to characterize or define the subject or event under inquiry (Saunders et al., 2016).

Population and Sample

The population of the study consisted of secondary school teachers working in Ajloun government. Due to the large size of the overall population under investigation, the researcher adopted the tried-and-true method of random stratified sampling in order to choose a sample from the whole population. Proof that the population is split up into several schools can be found in the fact that Morgan's sample design resulted in the selection of a total of 151 schools, 1351 teachers, and 201 teachers selected at random from a stratified pool. (190) out of the (201) surveys were turned in, and after excluding the responses from 11 respondents who had provided insufficient information, there were (179) surveys remaining that could be utilized for the analysis.

Instrument of study

In the current research, questionnaires were used to collect replies and to evaluate the respondents' ideas on each of the survey's themes using a Likert scale with five potential values, ranging from "1" to "5". It was broken down into two parts. The "gender, educational qualification, and years of experience" of the respondents is one example of the personally identifying information that is collected during the first part of the survey. The 23 questions found in Part 2 assess of human competencies, including (items 1-23). The studies conducted by Al-Enezi et al. (2017) and Al-Twajry (2019) provide the foundation for the information presented in this section.

Validity of Instrument

Ten experts in educational sciences who work as faculty members at Jordanian universities were shown the research instrument in order to guarantee the instrument's reliability. These experts have been given the responsibility of examining the instrument's language structure, as well as its scientific precision and clarity. The consensus among the specialists is that everything was accepted with only a few minor language adjustments.

Reliability of Instrument

The idea of instrument reliability states that when the same instrument is used on the same population in the same situation, the results may be trusted to be accurate. The Cronbach alpha test was used to check the reliability of the respondents' answers. According to Saunders et al. (2016), the consistency of the replies is most ideal with a score of (60%) or above. The calculated value of the human competencies' internal consistency coefficient was (0.864). This shows that the study instrument's items are internally consistent, as shown by a Cronbach Alpha coefficient value of more than 0.60.

Data Analysis

The researcher conducted an analysis of the concerns raised by the study by making use of the tools in the SPSS software that were designated for mean comparisons, independent sample t-tests, and one-way analysis of variance. The independent sample t-test is the one to use when comparing the means of two groups, whereas the Anova One-Way test is the one to use when comparing the means of groups with three or more means (Cuevas et al., 2004). In order to carry out the analysis of the data, we selected certain means from the table that is presented further down.

Table 2. Interpretation of means

Means	Explanation
1,00-2.33	Disagree (DA)
2.34-3.67	Moderate Agree (MA)
3.68-5.00	Agree (A)

Findings and Discussion

Using descriptive analysis, the respondents' profile was broken down into its component parts, which included their "gender, years of experience, and educational qualification." The majority of respondents were male, as there were 64.8% more males than females with 35.2% total, making the majority of respondent's male. When it comes to the amount of experience that the respondents have, 47.5% of respondents have between 6 and 10 years of experience, 19.6% of the total respondents have between 1 and 5 years of experience, 17.9% of respondents have between 11 and 15, and 15.0% of respondents have more than 15 years of experience. According to the figures in Table 3, the vast majority of respondents 67.0% of respondents have a bachelor's degree, 16.8% of the total respondents have a master's degree, 14.0% of respondents have a high diploma degree, and 2.2% of respondents have Ph.D. degree.

Table 3. Profile of Respondents

The variable	Categories	N	%
Gender	Female	63	35.2
	Male	116	64.8
Years of experience	1-5 years	35	19.6
	6-10 years	85	47.5
	11-15 years	32	17.9
	More than 15	27	15.0

Educational qualification	Bachelor's	120	67.0
	High Diploma	25	14.0
	Master's	30	16.8
	Ph.D	4	2.2

The first study question was answered by the researcher's use of mean values and standard deviations to examine the components of human competencies.

Table 4. Means and standard deviation

N	Items	Means	St.devs	Results
Human competencies				
1	The principal maintains good relations with the teachers within the school.	4.18	0.93	A
2	The principal works to resolve conflicts between teachers in fairness and equality	4.15	0.98	A
3	The principal gives us the freedom to use appropriate educational methods, which leads to implanting our self-confidence.	4.05	0.96	A
4	The principal encourages us to develop our scientific capabilities by involving us in educational training courses.	4.22	0.99	A
5	The principal gives us the opportunity to work freely in accordance with the school regulations	4.79	0.93	A
6	The principal respects our privacy and does not interfere with it.	4.10	0.99	A
7	The principal is keen to solve the problem of our absence objectively, which leads to our strict adherence to working hours.	4.25	1.03	A
8	The principal helps us select various extracurricular activities according to our interest	3.90	0.98	A
9	The principal provides advice and advice to us regarding the difficulties that we face in dealing with educational situations in the classroom	3.75	0.94	A
10	The principal always makes us feel that we are a working team striving to achieve the goals of the school, which gives us a sense of belonging to it.	4.04	0.96	A
11	Works to spread the spirit of cooperation among us by emphasizing teamwork.	3.88	0.98	A
12	Avoids the use of any unnecessary threats, which raises our level of job satisfaction.	4.00	1.03	A
13	The principal appreciates our administrative capabilities, as it allows us to participate in assuming administrative responsibility in the school.	4.06	1.00	A
14	The principal keen to know the extent of our conviction in the work we are doing by consulting us about its course	4.09	1.03	A
15	The principal always seeks to know our reactions towards his administrative decisions, which makes us feel psychologically comfortable.	4.08	0.93	A
16	Avoids haste in making decisions related to work	3.98	0.97	A
17	The principal participates with us in making decisions related to students, which provides us with a sense of self-fulfillment.	4.12	0.95	A
18	The principal provides us with the necessary capabilities in order to conduct research and field studies in order to develop our performance.	4.15	1.08	A
19	The principal increases our educational capabilities by presenting modern educational ideas in teachers' councils.	4.18	1.02	A

20	The principal discusses reports and changes in work with the teacher before approving them.	4.12	1.00	A
21	The principal adopts clear criteria for evaluating performance levels within the school	4.10	0.93	A
22	The principal appreciate us as a result of following up our achievements in the educational work	3.77	1.03	A
23	The principal thanks us in writing for our work efforts	4.05	1.02	A
Total		4.09	0.78	A

According to Table 4, the human competencies had a mean value of (4.09) and a standard deviation of (0.78). This indicates that teachers have high expectations for the human competencies of principals in secondary schools in Ajloun governance. This finding agrees with that of Al-Enezi et al. (2017), Akawneh (2019), Alshamaileh (2019), Al-Twajjry (2019), Daradkeh and El-Ibrahim (2020), Elkhalefa and Ibrahim (2020). But the findings did not agree with the result of Ahmed (2021).

The item with the greatest mean value among the human competencies is item 5, which reads, "The principal gives us the opportunity to work freely in accordance with the school regulations" (4.79). While among the means, item 9, "The principal provides advice and advice to us regarding the difficulties that we face in dealing with educational situations in the classroom" has the lowest value (3.75).

This demonstrated the significance the Ministry of Education places on the administrative process by clearly outlining the roles and responsibilities of the school administrator and providing him with increased authority to match. The principal's abilities should be nurtured, his position as a resident supervisor within the school bolstered, and he should be provided with ample opportunities to learn about dealing with teachers, running a school, and adhering to the principle of justice and equality in resolving any issues that may arise.

Many teachers report feeling valued by the principal because of how they are able to incorporate their passions and hobbies into classroom instruction, how they are treated as individuals, how their privacy is protected, and how they are given opportunities to take on administrative roles. As a result, they are more invested in their jobs, learn new skills, and experience personal growth, all of which benefit their pupils through increased enthusiasm for lessons. Human interactions are vital to the success of the school in carrying out its purpose and accomplishing its goals and a precondition for mental health in order to establish confidence and satisfaction among its workers so long as he feels content with his work. It helps to close collaboration, and mutual trust, all of which contribute to the cohesiveness and social building of the school community. When these conditions are met, educators are more self-aware, have higher morale, and work more diligently and truly to improve students' academic and emotional well-being. This reflects well on the teacher in that he or she is more likely to treat students with respect and care, tailoring their education to their unique personalities and developmental stages, as well as being invested in the students' well-being and eager to help them find solutions to their problems, as well as encouraging open dialogue and thoughtful debate, and valuing students' candor and openness when assessing their contributions.

To answer the second research question, the study employed the independent sample t-test and Anova One Way to determine if there were statistically significant variations in human competencies by gender, educational qualification, and years of experience.

Table 5. Independent Samples T- test

Variables	N	Mean	St.dev	df	t	Sig
Female	63	4.01	0.46	177	1.369	0.084
Male	116	4.06	0.44			

According to Table 5, the mean responses for males on the human competencies were (4.06), whereas the mean responses for females were (4.01). In addition, the value of Sig for two groups that have been divided by gender is 0.084, which indicates that gender has a considerable not impact on human competencies.

Table 6. ANOVA test

Variable	Gropus	Sum of Squares	df	Mean Square	F	Sig
Years of experience	Between groups	0.325	3	0.076	0.802	0.680
	Within groups	35.609	176	0.080		
	Total	35.934	179			
Educationl qualification	Between groups	0.356	3	0.068	0.905	0.665
	Within groups	35.520	176	0.079		
	Total	35.876	179			

Table No. (6) showed that there were no differences in the groups based on years of experience and educational qualifications. Where Sig are (0.680) of experience years and (0.665) of educational qualifications, which indicates that the years of experience and educational qualification do not have a statistically significant effect on human competencies.

Conclusion

The focus of this study was to determine the degree of human competencies among secondary school principals. The suggests that the principal's skills should be developed, his role as a resident supervisor within the school should be strengthened, and he should be given ample opportunities to learn about working with teachers, managing a school, and resolving conflicts in accordance with the principles of justice and equality. As a result of being respected as persons, having their privacy respected, being given the opportunity to take on administrative tasks, and having their passions and hobbies incorporated into classroom instruction, many teachers report feeling appreciated by the principal. Also, as long as he is pleased with his work, human contacts are critical to the school's success in fulfilling its mission and achieving its goals, as well as a necessary prerequisite for mental health. It aids in cooperation and trust, which all serves to strengthen the bonds between students and teachers.

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