

Brain Dominance and in relation to Leadership Frames Among Government School Principals in Jenin

Prepared by: Inshirah Omar Yousef Omran

Supervision: Dr. Nuha Iter

Abstract:

The study aimed at revealing the brain sovereignty and its relation to the leadership frameworks of the principals of the public schools in Jenin governorate. The researcher used the descriptive approach in this study, and the study society consisted of all directors and principals of Jenin governorate schools. (70%) of the total population of the population, and of all public schools in Jenin Governorate, where the total sample size was 152 managers and managers, representing 62.3% To achieve the objectives of the study, the researcher constructed tools (32) divided into four sub-areas (brain dominance patterns): rational, assertive, emotional, empirical, and the measure of leadership frameworks represented by 32 (a paragraph divided into four areas: symbolic, political , And structural, human). The measure of the stability of the instrument was calculated by calculating the stability of the total degree of stability coefficient for the study domains according to the stability equation of the alpha Kronbach, and the total score was (69.2%).

The results of the study indicate that there is a positive relationship between the patterns of brain sovereignty and the leadership frameworks of the principals of the public schools in Jenin governorate.

The results of the study indicate that there are no differences in the responses of the principals of the public schools in Jenin Governorate on the measure of brain sovereignty due to the variables (gender, years of experience, variable qualification, specialization and school level). There was also a difference in the average response of the principals of the public schools in Jenin governorate to the scale of the brain sovereignty of the principals of the public schools in Jenin governorate due to the variable years of experience in the emotional field for less than 5 years and for more than 10 years. There were differences in the average responses of the principals of the public schools in Jenin governorate on the measure of brain sovereignty due to the variable of scientific qualification on the experimental field in favor of higher education than Bachelor

The results of the study showed that there were no differences in the responses of the principals of the public schools in Jenin governorate on the scale of leadership frameworks due to the variables (gender, years of experience, school level). There were differences in the practice of leadership frameworks due to the variable of scientific qualification on the humanitarian field, and the results showed differences in the practice of leadership frameworks attributed to the

variable of specialization on the field (political). The results of the study indicated that there were statistically significant differences in the (symbolic) frame attributed to the school level variable and the results were in favor of secondary schools.

In the light of the previous results, the researcher recommended that the Palestinian Ministry of Education should adopt courses on patterns of brain sovereignty, how to detect, develop and understand them. Including brain sovereignty, and school leadership frameworks for school leadership programs to benefit school principals