

The Extent of Practicing the Skills of Team Work Leadership Among Heads of Departments in Directorate of Education in Methnb, Saudi Arabia: A Field Study

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Abstract:

Sound leadership has an important role in achieving the success of any institution; so the leader must possess some work team leadership skills such as decision-taking, communication, motivation, conflict management and meeting management. The current study is an attempt to identify the extent of practicing team work leadership skills among the heads of the departments in the Directorate of Education in Methnb Governorate. Utilizing the descriptive surveying method and the descriptive comparative method, it was applied to (58) heads of the departments and (107) supervisors. Their viewpoints were taken into account through a reliable questionnaire. The current study resulted that practicing of all skills for all dimensions of work team leadership among the heads of the departments, represented in decision-taking, communication, motivation, conflict management and meeting management, was high. The communication skill comes among the most practiced skill of the work team leadership skills, followed by meeting management skill, decision-taking skill, motivation skill, and conflict management skill, respectively. There were statistically significant differences at the level of (0.05) between the means of practicing the work team leadership skills among the heads of the departments from the perspective of their supervisors according to years of experience variable in favor of the more experienced heads of the departments. The study recommended the need of holding permanent training courses for department heads to promote their team work leadership skills.

Keywords: team work, leadership skills, heads of departments, Directorate of Education in Methnb.

1. Introduction

The leader plays a crucial role in achieving the managerial success of any institution. Not only is he/she entrusted with accomplishing the objectives of the institution, but also responsible for keeping abreast of international changes with a view to developing the business of the institution and the performance of the staff (Al-Quahtani, 2008; Hegan, 2009; Al-Sayeh, 2013). Due to this influential role of the leader, his/her qualifications, experience and personality traits should be considered carefully due to their significance for managing the institution according to scientific bases, thus accomplishing the intended objectives (Eisa, 2009).

Accordingly, the leader has to possess leadership skills which allow him/her to build a homogeneous team work that is able to overcome any obstacle in light of a clear vision and plan for achieving these objectives. These skills are: administrative skills, human skills, technical skills, social skills, innovation and creative thinking skills, change and development skills, and team work leadership skills (Abdel Wahab, 2014).

Besides, team work leadership skills, which have been known at the end of the twentieth century, are deemed one of the most significant methods applied for developing the institution. This new administrative approach has been adopted due to the failure of the other bureaucratic administrative approaches which were based on centrality, and uni-sided decision-taking, thus preventing innovation, change, participation and activeness (Abu Garboue, 2014).

This can be accomplished through building effective team work that is characterized by common understanding, mutual agreement, and thorough understanding of the main tasks of the institution.

2. Statement of the problem

Working as a supervisor of national and international education in the Directorate of Education in Methnb Governorate, the researcher has noticed that the heads of departments lack the required skills to accomplish their related tasks. This was established through the use of ended questions answered by (20) supervisors at the Directorate of Education. There was a consensus that the heads of the departments at the Directorate of Education in Methnb Governorate confronted a problem when they practiced the skills of leading a work team. The current study addressed the following main question: "To what extent do the heads of the departments at Directorate of Education in Methnb Governorate practice the skills of leading a work team?"

This main question was branched up into the following sub-questions:

- 1- To what extent do the heads of the departments at Directorate of Education in Methnb Governorate practice the skills of leading a work team from the perspective of their supervisors?"
- 2- Are there any differences in practicing the skills of leading a work team among the heads of the departments at Directorate of Education in Methnb Governorate from the perspective of their supervisors attributed to the years of experience?

3. Objectives

The current study aimed to:

- 1- Identify the extent to which heads of the departments at Directorate of Education in Methnb Governorate practice the skills of leading a work team from the perspective of their supervisors.
- 2- Specify the different views of the supervisors of Directorate of Education in Methnb Governorate regarding the extent to which the heads of the departments practice the skills of leading a work team due to years of experience.

4. Significance

- The results of the current study may contribute to drawing the attention of officials and decision-makers at the Ministry of Education to update leaders' nomination criteria and setting policies which increase work productivity.
- The results of the current study may provide officials at Directorate of Education in Methnb Governorate with updated information regarding the skills of leading a work team, which should be applied to the heads of the departments, identify and enhance the strengths, and determine and redress weaknesses.
- The results of the current study may shed light on the skills of leading a team work for the heads of the departments at Directorate of Education in Methnb Governorate as well as practicing these skills appropriately.
- The results of the current study may accommodate the supervisors at Directorate of Education in Methnb Governorate with the updated information on the skills of leading a work team, thus improving their daily practices and apply team work skills appropriately in a way that enhances their efficiency and increases their productivity.

5. Limitations

The study was limited to the skills of leading a work team (decision-taking, communication, motivation, conflict management, meeting management) for the heads of the departments. It was limited to all supervisors of Directorate of Education in Methnb Directorate, Qassim, Saudi Arabia. This study was applied in the second term for the academic year 2015/2016.

6. Population and sampling

The participants of the study were chosen on an inclusive basis; they included all the population of the study, hitting (58) heads of the departments, (107) supervisors at Directorate of Education in Methnb Governorate, Saudi Arabia.

7. Methodology

The current study relied on the descriptive surveying method for collecting, organizing and analyzing data and information, and the descriptive comparative method for identifying the differences in the viewpoints of the supervisors of Directorate of Education in Methnb Governorate to explore to what extent they practice the skills of leading a work team for their heads of the departments who have varied years of experiences.

8. Definition of terms

8.1 Leadership:

Webster's Dictionary defines leadership as "the power or ability to lead other people," but for most people, there's a lot more to it than that. - See more at: <http://www.businessnewsdaily.com/3647-leadership-definition.html#sthash.FGKwohaE.dpuf>

8.2 Work team:

It refers to a group of members who cooperate and negotiate freely and firmly to accomplish optimal objectives and top priorities; namely, achieving the objectives of the team at the expense of their personal objectives of each individual of the team (Eisa, 2009).

8.3 Skills of leading a team work

They refer to the set of artistic, mental, behavioral, and administrative skills which are anticipated to exist at different degrees among employees and administrative leaders. If these skills exist and interact, work will go well and objectives will be achieved efficiently and professionally (Abdel Wahab, 2014).

The researcher defines the skills of leading a work team as a set of practices, which are accomplished by the leader to direct the team towards the best levels of potential occupational performance in order to achieve the objectives of the team, and upgrade the levels of the educational process in the institution, including the skills of decision-taking, communication, motivation, conflict management, meeting management.

9. Hypotheses

Reviewing the literature, the study addresses the following hypothesis: There are statistically significant differences at the significance level (0, 05) between the means of practicing the skills of leading the team work among the heads of the departments at Directorate of Education in Methnb Governorate attributed to the differences in the years of experience.

10. Instrument

Reviewing the literature, the researcher prepared a questionnaire to achieve the objectives of the study by identifying the extent to which the heads of the departments practice the skills of leading the work team. First part comprises basic information, represented in the (years of experience of the heads of the departments). Second part comprises the extent to which the heads of the departments practice the skills of leading the work team. It has five dimensions (Decision-taking skills, Communication skills, Motivation skills, Conflict management and Meeting management) with (50) items. Each dimension includes one of the skills of leading the work team for the heads of the departments. The five-point LIKERT scale was utilized: (very high, high, medium, low, and very low) in order to measure the extent to which the heads of the departments practice the skills of leading the work team.

10.1 Validation:

The study instrument has been validated in two ways:

- *Face validity*: The instrument was presented to a group of specialized and experienced reviewers (13) in number. Their comments and views were considered. The questionnaire was modified according to 75% consensus among raters in order to present it in an appropriate way.

- *Internal validity*: In order to assure the internal validity of the questionnaire, it was distributed to a sample of (20) supervisors whose circumstances resemble those of the participants of the study. Table (1) and Table (2) demonstrate the following results:

Table (1): Correlation coefficient of the items of each dimension in relation to its total score

Dimension	Item	Correlation coefficient	Item	Correlation coefficient
Decision-taking skills of the heads of the department	1	** 0.765	6	** 0.578
	2	** 0.866	7	** 0.759
	3	** 0.742	8	** 0.599
	4	** 0.579	9	** 0.694
	5	** 0.651	10	** 0.764
Communication skills of the heads of the departments	11	** 0.701	16	** 0.808.0
	12	** 0.795	17	** 0.660.0
	13	** 0.591	18	** 0.588
	14	** 0.690	19	** 0.730
	15	** 0.620	20	** 0.844
Motivation skills of the heads of the departments	21	** 0.823	26	** 0.586
	22	** 0.871	27	** 0.781
	23	** 0.870	28	** 0.879
	24	** 0.904	29	** 0.787
	25	** 0.938	30	** 0.688
Conflict management skills of the heads of the departments	31	** 0.710	36	** 0.937
	32	** 0.873	37	** 0.812
	33	** 0.933	38	** 0.801
	34	** 0.831	39	** 0.908
	35	** 0.916	40	** 0.840
Meeting management skills of the heads of the departments	41	** 0.830	46	** 0.711
	42	** 0.799	47	** 0.670
	43	** 0.807	48	** 0.740
	44	** 0.863	49	** 0.602
	45	** 0.851	50	** 0.708

** Indicative at level (0.01). Table (1) shows that all correlation factors among all items and their related

dimension s were positive and statistically significant at (0.01).

Table (2): Correlation coefficient of each aspect in relation to the total score of the questionnaire

Dimension	Correlation coefficient
Decision-taking skills	** 0.82
Communication skills	** 0.92
Motivation skills	** 0.943
Conflict management skills	** 0.855
Meeting management skills	** 0.84

This table displays that all items of the questionnaire are valid and measure their respective objective.

10.2 Reliability:

In order to verify the reliability of the questionnaire, the same sample of the internal validity was used to find the Cronbach Alpha equation. The following table shows the reliability coefficient resulted from this equation.

Table (3): Values of reliability coefficient of each dimension of the questionnaire and of the total questionnaire

Dimension	Correlation coefficient
Decision-taking skills	** 0.93
Communication skills	** 0.916
Motivation skills	** 0.941
Conflict management skills	** 0.957
Meeting management skills	** 0.901
The questionnaire in general	** 0.935

Table (3) indicates that the questionnaire is markedly reliable, and it is ready for application.

10.3 Application of the questionnaire:

(107) questionnaires were distributed to the participants, and seven were discarded because they were invalid for statistical analysis. Accordingly, (100) questionnaires were valid for statistical analysis. Additionally, following is a description of the sample of the study, distributed according to the years of experience variable:

Table (4): Description of the sample according to the years of experience variable

Years of experience	Number	Percentage
Less than 5 years	32	32%
From 5 to 10 years	32	32%
More than 10 years	35	35%
Total	100	100%

11. Discussion

First question: To what extent do the heads of the departments at Directorate of Education in Methnb Governorate practice the skills of leading a work team from the perspective of their supervisors?

First dimension : decision-taking skills for the head of the department:

Table (5): Arithmetic means, standards deviations, level of practice, and frequency of items

No.	Items	Mean	St. D	Level	Freq.
1	S/he works with the team to collect the information required for an existent problem.	4.07	0.946	High	2
2	S/he benefits from the experiences of his subordinates to analyze alternatives to reach the suitable solutions.	4.16	0.918	High	1
3	S/he proposes diverse alternatives for the team to choose the best ones.	3.93	0.987	High	5
4	S/he makes the team participate in taking decisions based on the intended objectives.	4.05	1.104	High	3
5	S/he makes the subordinates feel they are important for taking decisions.	3.77	1.043	High	9
6	S/he sets a clear mechanism for the active participation of the subordinates in taking decisions.	3.49	1.210	High	10
7	S/he possesses the required skills for solving the problems related to the decision.	3.90	1.059	High	7
8	S/he urges the active participation of subordinates in taking decisions.	3.96	1.100	High	4
9	S/he makes the subordinates participate in solving the confronted problems.	3.91	1.102	High	6
10	S/he, alongside with the team, prioritizes the information related to the confronted problem.	3.80	1.035	High	8
Total		3.90	0.854		

This table shows that the heads of the departments highly practice the decision-taking skill with a general arithmetic mean (3.90). This can be attributed to the competences granted by the heads of the directorates of Education to the heads of the departments in Methnb Governorate to take decisions through providing the supporting environment, training, and education by providing training courses and programmes for the staff, as well as granting employees trust and empowerment to practise their work independently. This

dimension is consistent with the study of Al-Herasha (2006) concerning the impact of the features of the work team on the effectiveness of decision-taking.

Second dimension : communication skills of the heads of the departments

Table (6): Arithmetic means, standard deviations, level of practice, and frequency

No.	Items	Mean	St. D	Level	Freq.
11	S/he commits himself/herself with communicating with the subordinates in a manner which strengthens the humane relationships with the subordinates at the institution.	4.21	0.988	Very high	2
12	S/he chooses the appropriate communication method for achieving the objectives of the institution.	4.22	0.905	Very high	1
13	S/he uses diverse methods to communicate with his/her subordinates.	3.99	0.980	High	8
14	S/he follows clear communication for facilitating the flow of information in a manner which upgrades performance efficiency.	4.08	0.907	High	3
15	S/he uses modern communication for determining performance indicators of the institution.	4.05	0.968	High	4
16	S/he is careful to communicate quickly with the work team for taking the decisions in the appropriate time.	4.04	1.014	High	5
17	S/he avoids the traditional communication methods, which obstruct achieving work at the institution.	3.84	1.152	High	9
18	S/he depends on modern communication methods for issuing directives.	4.00	0.932	High	7
19	S/he activates the appropriate communication system which allows the clarity of the message between the sender and the receiver.	4.05	0.914	High	4
20	S/he commits himself or herself with using communication channels which aid in the flow of information quickly.	4.02	0.964	High	6
Total mean		4.05	0.738	High	

This table indicates that the heads of the departments practice the communication skill with high level and total mean (4.05). This can be attributed to the nature of the subordinates and the potentials of the institution which leads to the improvement of the performance inside the work team. This is consistent with the study of Teska (2005) concerning practicing the communication skills inside the work team among the heads of the departments. Based on the abovementioned results, it is clear that arithmetic means of the communication skill ranges (from 3.84 to 4.22) with level of practice (high and very high).

Item (12) got the highest arithmetic mean, "S/he chooses the appropriate communication method for achieving the objectives of the institution." in terms of the agreement of supervisors, with very high level of practice, and with an arithmetic mean (4.22). This is attributed to the unlimited support of the Ministry of Education for providing the modern and varied communication methods which enable the officials to choose the best and most appropriate method to achieve accuracy and quickness in order to achieve the objectives of the Directorate of Education, which contributes to providing the electronic communication methods, followed by item (11), "S/he commits himself/herself with communicating with the subordinates in a manner which strengthens the humane relationships with the subordinates at the institution." in terms of the agreement of the subjects, with "very high" level of practice and with an arithmetic mean (4.21). This may be attributable to the extent of the contribution of the Directorate of Education in Methnb Governorate to strengthening humane relationships with officials and employees, as well as developing the human network at the institution. This aspect is consistent with the study of Hegan (2009) concerning the commitment of the head with developing the humane networking inside the work team.

Third aspect: motivation skills of the heads of the departments

Table (7): Arithmetic means, standards deviations, level of practice, and frequency

No.	Items	Mean	St. D	Level	Freq.
21	S/he praises the subordinates orally so as to motivate them.	4.03	1.105	High	3
22	S/he presents financial and nominal incentives to upgrade the performance of the employees.	3.22	1.338	Medium	9
23	S/he motivates the subordinates once they finish the required tasks.	3.72	1.190	High	5
24	S/he presents the appropriate motivation which suits the performance.	3.58	1.283	Medium	8
25	S/he provides subordinates with motivation on time.	3.58	1.199	High	7
26	S/he avoids negative reinforcement, such as punishment and deduction.	4.22	1.203	Very high	1
27	S/he is fair when they give subordinates incentives.	4.21	1.066	Very high	2
28	S/he uses motivation as an effective tool for ensuring obedience and loyalty of the subordinates.	3.72	1.296	High	5
29	S/he is careful to enhance competitiveness through motivation.	3.63	1.269	High	6
30	S/he is able to strike a balance between penalty and wrong behavior.	3.78	1.050	High	4
Total mean		3.76	0.930	High	

Table (7) shows that the heads of the departments practice the motivation skill with high level and arithmetic mean (3.76). This can be attributed to the practice of this skill by the head of the department inside the work team. This skill is crucial for motivating the behavior of the subordinates and their human abilities, as well as transferring these behavior abilities into productive behavior which achieve the required objectives. This aspect is consistent with the study of (Eissa, 2007) regarding the role of motivation for urging the behavior of the subordinates inside the work team.

Fourth aspect: conflict management skills of the head of the department:

Table (8): Arithmetic means, standards deviations, level of practice, and frequency

No.	Items	Mean	St. D	Level	Freq.
31	S/he possesses diverse skills for managing conflict among subordinates.	3.70	1.068	High	9
32	S/he informs subordinates of the factors causing conflict to avoid them.	3.88	1.104	High	4
33	S/he aids subordinates in solving the confronted problems.	3.93	1.103	High	3
34	S/he confronts the objectives of the subordinates to alleviate conflict.	3.87	1.070	High	5
35	S/he convinces the conflicting parties to concede when the conflict hikes up.	3.82	1.077	High	6
36	S/he is able to solve the problem of the conflicting parties at the institution.	3.80	1.015	High	7
37	S/he applies statutes and systems to curb conflict among subordinates.	3.79	1.028	High	8
38	S/he is concerned with the complaints of the conflicting parties.	3.87	1.143	High	5
39	S/he cooperates with their subordinates for reaching acceptable solutions to solve the conflict among all parties.	3.99	.969	High	2
40	S/he encourages give/take policy for moderate solutions	4.11	1.127	High	1
Total mean		3.76	1.127	High	

Table (8) shows that the heads of the departments practice the conflict management skill with high level and an arithmetic mean (3.76). This can be attributed to skill of the heads of the department and their ability to practice conflict management skills inside the work team and their commitment to the balanced authority which enables them to direct the objectives of the subordinates to achieve the objectives of the management by unifying their efforts and explaining the reasons that cause conflict so as to avoid it. This dimension is consistent with the study of (Jubran, 2014) concerning the significance of the head's commitment with conflict management skills.

Fifth aspect: meeting management skills of the head of the department:

Table (9): Arithmetic means, standards deviations, level of practice, and frequency

No.	Items	Mean	St. D	Level	Freq.
41	S/he holds meetings for the significant issues rather than for administrative show.	4.08	1.089	High	3
42	S/he determines the objective of the meeting clearly and accurately.	4.05	1.114	High	4
43	S/he provides the subordinates with the agenda of the meeting prior to the meeting.	3.53	1.298	High	7
44	S/he is careful to prepare, and write down the minutes of the meeting.	3.89	1.154	High	5
45	S/he is careful to provide the suitable environment for the meeting hall.	3.86	1.164	High	6
46	S/he possesses diverse skills for managing the meeting.	3.86	1.092	Very high	6
47	S/he empowers all subordinates to present their views during the meeting.	4.21	1.008	Very high	2
48	S/he responds to the views of the subordinates during the meeting.	4.23	1.043	High	1
49	S/he asks all members to present their views in a written form.	3.27	1.390	High	8
50	S/he makes sure that all attendees sign the minutes after they read it.	4.05	1.258	High	4
Total mean		3.91	0.920	High	

Table (9) shows that the heads of the departments practice the meeting management skill with a high level and arithmetic mean (3.91). The abovementioned results indicate that the arithmetic means of the meeting management skill range (from 3.37 to 4.23) with level of practice (high and very high). This can be attributed to the fact that the heads of the departments convene meetings inside the work team, as well as adopting planning, organization, execution, evaluation, and follow-up of the results of the meeting to achieve its required objectives. This dimension is consistent with the theoretical framework of the study.

Work team leadership skills of the head of the department:

Table (10): Arithmetic means, standards deviations, level of practice, and frequency:

Dimension	Mean	St. D	Level	Percent. Sig.	Freq.
Decision-making skill	3.90	0.854	High	78%	3
Communication skill	4.05	0.738	High	81%	1
Motivation skill	3.76	0.930	High	75.2%	4
Conflict skill	3.76	0.930	High	75.2%	4
Meeting management skill	3.91	0.920	High	78.2%	2
	3.88	0.874	High		

Table (10) shows that the total arithmetic means of all dimension s is (3.88) with very high level of practice. This shows that the heads of the Directorates of Education in Methnb Governorate practice the work team leadership skills with a high level. This could be attributed to the concern of the heads of the departments with forming work teams and their understanding of the role of these teams to develop processes of making and taking decisions, and adopting their implementation; the awareness of the heads of the departments of the significance of communication between the manager and his/her subordinates at all levels; their attempts to provide an appropriate motivating environment as well as their interest in working as a team due to its importance for achieving the objectives of the management, decreasing unfair play among individuals, thus limiting institutional conflict.

The table, further, indicates that the heads of the departments of the Directorates of Education in Methnb Governorate practice the communication skills; their practice comes first with an arithmetic mean (4.04) with a degree of “great.” The meeting management skill comes second with an arithmetic mean (3.91). The decision-taking skill ranked the third with an arithmetic mean (3.90). The motivation skill and conflict management skill come fourth with an arithmetic mean (3.76) with a high level. The results of the current study are consistent with several pieces of literature review concerning practicing of work team management team. While the reality of practicing this skill in the present study is “high”, it has been “low” in the other studies by (Jubran, 2014), (Al-Zahrani, 2011), (Sedam, 2007), and (Al-Qurani, 2005).

Results of the second question: Are there any differences in practicing of the skills of leading a work team among the heads of the departments at Directorate of Education in Methnb Governorate from the perspective of their supervisors attributed to the years of experience? The results indicated in Table (11):

Variables	Source of variance	Freedom degree	No. of squares	Mean of squares	Calculated <i>F</i> value	Sig. level
Decision-taking skill	Between groups	2	20.511	10.256	19.232	0.000
	Within groups	98	51.727	.533		
	Total	100	72.238			
Communication skill	Between groups	2	13.110	6.555	15.584	0.000
	Within groups	98	40.800	.421		
	Total	100	53.910			
Motivation skill	Between groups	2	26.694	13.347	21.951	0.000
	Within groups	98	58.980	.608		
	Total	100	85.673			
Conflict management skill	Between groups	2	26.694	13.347	21.951	0.000
	Within groups	98	58.980	.608		
	Total	100	85.673			
Meeting management skill	Between groups	2	9.186	4.593	5.965	0.0004
	Within groups	98	74.687	.770		
	Total	100	83.873			
Total	Between groups	2	18.496	9.248	21.923	0.000
	Within groups	98	40.920	.422		
	Total	100	59.416			

Table (11) indicates that there are statistically significant differences at (0.05) regarding the actuality of the work team leadership skill among the heads of the departments and regarding each dimension . This is attributed to the years of experience variable. Scheffé's Test was conducted to explore the trend of differences. Table (12) demonstrates the following results:

Table (12): Results of (LSD) Test to compare the dimensions of the work team leadership skill according to age groups

Dimension	Years of experience	Arithmetic mean	Less than 5 years	From 5 to less than 10 years	More than 10 years
Decision-taking skill	Less than 5 years	3.28			
	From 5 to less than 10 years	4.02			*
	More than 10 years	4.38		*	
Communication skill	Less than 5 years	3.55			
	From 5 to less than 10 years	4.14			*
	More than 10 years	4.44			
Motivation skill	Less than 5 years	3.06			
	From 5 to less than 10 years	3.88			*
	More than 10 years	4.32		*	
Conflict management skill	Less than 5 years	3.06			
	From 5 to less than 10 years	3.88			*
	More than 10 years	4.32			
Meeting management skill	Less than 5 years	3.49			*
	From 5 to less than 10 years	4.02			
	More than 10 years	4.22			
Work team leadership skill	Less than 5 years	3.29			
	From 5 to less than 10 years	3.99			*
	More than 10 years	4.34			

Table (12) shows that there are statistically significant differences at less than 5 years level at (0.05) regarding the arithmetic means of extent of practicing the work team leadership skills among heads of the departments and practicing extend of the communication skills, the conflict management skills, the meeting management skills, and the work team management skills concerning the years of experience (from 5 to less than 10 years), (less than 5 years) in favor of those with (5 to less than 10 years). This difference does not exist between the years of experience (from 5 to less than 10 years) and (more than 10 years).

There are also statistically significant differences at less than 5 years level at (0.05) regarding the

arithmetic means of the extent of practicing of the decision-taking skills and motivation skills among the heads of departments regarding the years of experience (from 5 to less than 10 years) and the (less than 5 years) in favor of the years of experience (from 5 to less than 10 years); and the years of experience (from 5 to less than 10 years) and (more than 10 years) in favor of the years of experience (more than 10 years).

The previously mentioned results show that there are differences between the degrees of practicing the work team leadership skills of the heads of the departments from the perspective of their supervisors according to the years of experience variable. The results, further, indicate that there are differences between each dimension of the work team leadership, represented in the skills of decision-taking, communication, motivation, conflict management, meeting management. These differences are attributed to the work years of experience. This may be attributed to the fact that the manager has undergone various experiences, which enriched his or her skills and increased his or her knowledge, thus enabling him or her to practice the work team leadership skills. Accordingly, the results of this study differ from those of Jubran (2014). There are not statistically significant differences between the means of the responses of the participants towards the practices of the secondary school principals of the work team leadership skills. The absence of these differences may be attributed to the years of experience variable, as well as the difference in the setting, the sample, the application environment, and the tackled dimensions.

12. Conclusion

The current study concluded that practicing the skills for all dimensions of work team leadership among the heads of the departments, represented in decision-taking, communication, motivation, conflict management and meeting management, was of high level. The communication skill comes among the most practiced skill of the work team leadership skills, followed by meeting management skill, decision-taking skill, motivation skill, and conflict management skill, respectively. There are statistically significant differences at the level (0.05) between the means of the extent of practicing the work team leadership skills among the heads of the departments from the perspective of their supervisors according to the years of experience variable in favor of the more experienced heads of the departments.

13. Recommendations

Officials of the Ministry of Education should reconsider the criteria of evaluating and nominating the heads of the departments, in terms of their ability to practice the work team leadership skills. Officials of the Ministry of Education in Methnb Governorate should

- Support the work team building skills among the heads of the department through continuous training programs in order to keep abreast of the recent and contemporary work team leadership skills.
- Develop the skills of the heads of the departments for motivating their subordinates via holding workshops and meetings, which develop these skills.
- Direct the heads of the department to set up a clear and declared mechanism for financial incentives, and to commit themselves to motivating their subordinates in a way that strengthens their belonging and fair competitiveness.
- Hold workshops for the heads of the departments to exchange their experiences particularly from the seniors to the juniors.
- Provide educational supervisors with the ample information on the work team leadership skills through meetings, activating circles, or directed readings.

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