Principals' leadership skills to meet the national strategy for education in basic schools

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Abstract

The objective of this study is to investigate the principals' leadership skills in elementary schools to meet the national educational strategy outcomes based on the teachers' views. A quantitative-descriptive approach was applied. The questionnaire was used to collect data. The validity of the questionnaire was measured and the reliability results using Cronbach alpha were 0.948 for educational leadership skills and 0.859 for educational outcomes. The questionnaire was distributed in both male and female schools. A random sample of 385 teachers was included. The collected data were analyzed using descriptive statistics and structural equation modeling to measure the effects of different variables. The findings indicated that the teachers in the sample had five to fifteen years of experience. The teachers showed principals in the elementary schools have moderate educational leadership (3.39). The results showed that the highest trait that existed among the principals was crisis management with a high-weight regression coefficient (0.693), visionary leadership (0.653) and ethical leadership (0.601). The effect of adaptability, communication skills and strategic planning was less. The least common traits among the principals of elementary schools were emotional intelligence and decision-making skills. The research suggested establishing a programme for elementary school principals to develop their leadership skills in order to support the achievement of national educational objectives.

Contents

Contribution of this paper to the literature
The current research highlights the experiences required by the principals to be responsible for the accomplishment of the national educational strategy which aims to develop education.

1. Introduction

Promoting transparency in daily interactions and encouraging people to participate in creative ideas are two aspects of educational leadership principles (El-Amin, 2023). Education leadership is crucial for the advancement of a country's education system (Jain, Gupta, Shankar, & Bagaria, 2022). The traits approach emphasizes the characteristics that educational leaders should possess such as personality, social and intellectual character (Qiu, 2023). Creating educational leadership involves developing a change vision, increasing change knowledge, enhancing change abilities and it is crucial for raising the calibre of teachers (Winters, Chen, Lal, & Chan, 2022). The role of integrating the representatives of the educational system has been assumed by the educational leadership.

Basic school leadership involves the development of future leadership characteristics among school principals (Aldhuhli, Al Waaili, Al Rashidi, & Kharusi, 2022). Principals need to possess qualities such as ethical behavior, promotion of ethical behavior and availability of ethical behavior (Bensimon, 2023). Additionally, instructional leadership plays a crucial role in improving teaching and learning outcomes in basic schools (Al Hadhrami, Al Sharji, Alrishan, Al Maawali, & Gmach, 2022). However, there may be a need for professionalization and strengthening of instructional leadership practices in some educational districts (Abonyi & Sofo, 2021). Latt and Ye (2021) found that teachers' perceptions of their leadership capacity and the organizational culture within schools are also important factors in basic school leadership. Teachers' leadership capacity and organizational culture have a significant but weak relationship, suggesting the need for personal reflection, collaborative culture, and the use of innovative technologies in basic schools. Basic school leadership involves the cultivation of future leaders, ethical behavior, instructional leadership, and the development of a positive organizational culture.

Principals play a crucial role in schools by formulating, implementing and evaluating programs for character-based education (Sofiah, Zaini, & Saihan, 2023). They are responsible for creating and promoting inclusive schools especially for students with special needs (Khaleel, Alhosani, & Duyar, 2021). Principals also contribute to improving the teaching-learning environment by monitoring classes, supporting academic activities and fostering strong communication with staff, parents and the community (Farid, Kaleem, & Khan, 2020). Additionally, Information and Communication Technologies (ICT) are implemented in schools by principals and their technological leadership behaviours are significantly affected by their proficiency with and use of computers (Harahsheh, Alzboun, Hamadneh, Dawoud, & Alrashdan, 2023; Wango & Gatere, 2016). Another crucial component of principals' roles is financial responsibility which involves maintaining the integrity of financial transactions within government channels. Principals have multifaceted responsibilities in schools, ranging from program development to inclusive education, teaching environment improvement, ICT implementation and financial accountability.

This study will investigate the different roles of basic school principals in meeting educational leadership needs according to the national strategy of education. This study will help the top educational leaders improve the capabilities of the principals to accomplish the national educational strategies. The paper will be presented through the introduction, literature review, methodology, results, discussion and conclusion.

2. Literature Review

Effective school principals possess a range of leadership skills that contribute to the overall success of the school. The skills should deal with internal and external educational environments. Educational leadership skills should meet the national requirements to enhance the educational process and the international requirements to meet the new educational development worldwide. The skills of the basic schools' principals include visionary leadership, communication skills, decision-making skills, emotional intelligence, collaboration and building, strategic planning, adaptability, ethical leadership, crisis management, data-driven decision-making and advocacy skills.

The role of visionary leadership by basic school principals is crucial in improving the quality of learning and achieving the school's vision. Visionary leadership involves the principal's ability to create, articulate and communicate a clear vision for the school as well as to anticipate and adapt to changes in the education system (Atika, Harapan, & Rohana, 2021; Liswati, Mustaji, Hariyati, & Uulaa, 2023). Visionary leaders are skilled at putting the school's mission into practice through their supervision of teachers, performance evaluations and satisfying the needs of their staff. (Karwan, Hariri, & Ridwan, 2021). Additionally, they act as experts by bringing forward innovations and enacting laws that promote the adoption of new ideas in education (Öngel, Tabancali, & Korumaz, 2022). Visionary leadership has been found to strengthen school mindfulness and improve the performance of teachers and educational staff (Kamaludin, 2022). However, there are challenges faced by principals in enhancing the quality of learning such as the lack of facilities and the need for teacher certification.

Effective communication skills are crucial for school principals in managing and motivating teachers, improving teacher performance and enhancing the overall quality of education (Herdiana, Yusrizal, & Khairuddin, 2021; Mesiono, Hutagaol, Ismiatun, Saragih, & Nazri, 2023; Nisa, Kharisma, Fatmawati, & Fadillah, 2023; Suherman & Suhardan, 2019). Principals play a vital role in conveying expectations, providing directions, distributing information, giving feedback and fostering a positive learning environment (Gordon-Phan, 2019). They use various communication patterns such as chain patterns and all-channel patterns to ensure effective communication within the school community. Principals may participate in professional discussions, instructional leadership and interpersonal communication with teachers to enhance the quality of teaching and learning. Communication management by principals also contributes to teacher professionalism, decision-making and the overall improvement of the learning process. Delivering and receiving essential information, enhancing school performance and accomplishing learning objectives all depend on the communication skills and practices of principals.

The decision-making skills of school principals in basic schools play a crucial role in driving school progressiveness and improving professionalism. These skills are considered a core competence of school principals as they are responsible for initiating innovations and managing them to overcome common problems in schools (Mirfani, 2017). The ability to make decisions and exercise leadership are two key leadership qualities of school principals that have a significant impact on teachers' behavioural competency. The leadership qualities of school principals, including decision-making have a significant impact on the behavioral competence of teachers. Physical characteristics, emotional intelligence, interpersonal relationships and instructional management are all behavioural competencies of teachers that are closely linked to the effective decision-making, relationship-building, and team leadership abilities of school principals (Pacis & Salvador, 2023). Teachers' engagement in decision-making is positively correlated with principals' strategic skills and this relationship predicts teachers' skill flexibility during the implementation of educational reforms (Da'as, 2019). Therefore, the decision-making skills of school principals are essential for creating a positive and competent teaching environment and promoting educational improvement (Pacis & Salvador, 2023).

The problem-solving skills of school principals play a crucial role in their ability to effectively manage and improve schools. Research has shown that principals with high problem-solving skills are more likely to experience lower levels of burnout and have higher self-efficacy beliefs (Günes, 2022). It has been discovered that implementing main problem-solving management has a favourable effect on academic accomplishment which increases public awareness and interest (Suparman, Sasongko, & Kristiawan, 2021). Principals must possess crisis management abilities as crises can have a detrimental impact on educational institutions. However, studies have found that primary school principals have only moderate levels of crisis management skills (Günes, 2022). Successful leadership practices for solving school problems are essential for principals and differences in these practices have been observed based on gender, academic degree and work experience (Al-Jaradat & Zaid-Alkilani, 2015). Expert principals demonstrate greater proficiency in solving ill-structured or complex problems compared to their typical colleagues.

Emotional intelligence (EI) plays a significant role in the performance of school principals in basic schools. Principals with high emotional intelligence are more effective leaders as they understand and regulate their own emotions and those of their staff and students (Afzal, Naz, & Khan, 2023). EI is related to conflict resolution styles, with principals using a collaborating style more frequently (Mariyadas & Saravanakumar, 2023). Additionally, there is a positive relationship between emotional intelligence and cooperative work skills indicating that principals with higher EI exhibit better collaborative work practices (Fakhrou, Moarbes, Rjeily, & Essa, 2022). However, it is significant to highlight that research has indicated insufficient emotional intelligence among principals in different fields which may have detrimental effects on the educational environment (Al Shehhi, Alzouebi, & Ankit, 2020). It is recommended that emotional intelligence skills be incorporated into the recruitment process and that professional development programs be implemented to enhance principals' emotional intelligence to improve their performance (Chukwunonso, Mary, & Patrick, 2022).

Collaboration and team-building skills are important for school principals to improve school learning quality (Aryani & Haryadi, 2023). These skills help strengthen cooperation and communication between principals, teachers, and students leading to improved learning outcomes. Principals who exhibit effective leadership skills and fulfill their responsibilities are more likely to create a positive and competent teaching environment (Pacis & Salvador, 2023). They play a crucial role in implementing teamwork among teachers, recognizing the importance of teamwork and taking the initiative to promote it (Polega, Neto, Brilowski, & Baker, 2019). Additionally, principals act as instructional leaders, collaborating with teachers and specialists to ensure that the needs of all learners, including students with disabilities are met (Li, 2023). Collaboration also plays a mediating role between principal leadership and teacher professional learning enhancing the relationship between the two in primary schools (Li, 2015). Collaboration and team-building skills are essential for principals in creating inclusive learning environments, promoting teacher professional development and improving school outcomes.

Strategic planning skills are considered very important among elementary school principals. The various strategies are aimed at developing teachers' capabilities and improving the outcomes of education. According to Ramlal (2019), strategic planning includes the motivation of teachers, fostering work discipline, educational supervision and encouraging teachers to participate in the teaching development process. The inclusion of principals will support teachers and improve their practice practically (Yapandi, 2018). They create annual work plans aligned with the school's vision, mission and goals and establish school development teams to implement these plans (Nasir, Hariyati, Suyud, Susmita, & Andriani, 2020). Strategic planning involves systematic diagnosis, planning, policy-making, resource allocation and the development of a supportive strategic culture (Yenipinar & Akgün, 2017). The evaluation of strategic planning is done by analyzing its alignment with the strategic plan and using the results to assess programs and make improvements (Priyambodo & Hasanah, 2021). Strategic planning is essential for elementary school principals to effectively lead and improve the quality of education in their schools.

Adaptability plays a significant role in the work of elementary school principals. Principals need to possess comprehensive skills in competency policies, including social competence, supervision, entrepreneurship, managerial skills and personality (Febyola, Ananda, Feros, & Wulandari, 2023). In elementary schools, the teachers capabilities to adapt to this educational stage affect their development capabilities (Wen, Liu, Pang, & Chen, 2022). Elementary school principals have adopted distant learning in accordance with established guidelines but additional effort is needed in the care programme (Wuryandani, Prananto, Firmansyah, Ardiansyah, & Kurniawati, 2022). Principals have a crucial role in responding to the needs of students with disabilities and ensuring their success through collaboration, building inclusive environments and removing obstacles to learning (Li, 2023). Rahayu and Iskandar (2023) reported that the demands of the 21st-century and facing challenges can be solved through the transformational leadership of school principals in elementary schools which is based on strengthening the quality of education, encouraging innovation, inspiring and motivating and building collaboration. Alrashdan, Al Ajmi, Alnasraween, and Karra (2022) discovered that adaptation abilities are sometimes the solution to educational shortages.

The basic school principals in Saudi Arabia need to meet the educational national strategy. This research paper highlights the importance of professional leadership and management skills for school principals to promote

excellence and high standards in education (Alzaidi, 2015). This paper also discusses the challenges faced by school principals in the centralized educational system in Saudi Arabia and suggests the need for educational reforms and models to support their decision-making process (Ashkar, 2011). Additionally, this research emphasizes the significance of high-quality school principals in the education system and the need for effective leadership during the reform process (Male & Alhouti, 2015). Furthermore, the papers emphasize the importance of innovative teaching techniques and inclusive education in Saudi Arabia which require the collaboration of principals, teachers and educational institutions (Alshalhoub, 2019; Khatoon, Bakreen, & Masri, 2023). It provides insights into the skills, preparation and development programs required for school principals to meet the Saudi educational national strategy.

3. Methods

Settings: A qualitative- descriptive approach was applied in this study to collect the data and analyze it. The study was applied to the eastern part of the Kingdom of Saudi Arabia. The data collection took place from April 1st to October 30th, 2023.

Research problem: The role of school principals plays a vital role in the quality of education. The role of principals is related to their participation in the educational inputs from different attitudes including the country's needs and the teachers' capabilities to serve the educational process. The principal should examine the inputs and outputs of the educational process and analyse the outcomes using the national educational strategy to achieve these aims. These processes taken over by the principals are associated with their capabilities as leaders of the educational process in the schools. This study will investigate the elementary schools' principals' capabilities to play a core role in improving education and will introduce recommendations that help improve the capabilities.

Population and sampling: The number of elementary schools in the eastern area of the KSA is 650 including the male and female schools. The study concerned the views of teachers in elementary schools concerning the capabilities of principals to apply educational leadership traits in their schools. The random samples covered the different categories of respondents in the population which facilitates reaching a comprehensive evaluation. The study included 385 teachers from different male and female schools. According to Hair et al., 10% was added to the random sample to replace the missing questionnaire.

Study variables: The study focused on the characteristics of elementary school administrators that support the national education plan and ensure the effectiveness of the learning process in the learning environment. Visionary leadership, communication skills, emotional intelligence, cooperation and teaching building, strategic planning, flexibility, ethical leadership, crisis management, data-driven decision making and advocacy abilities were among the criteria examined by the principals. The study's alternative perspective focuses on educational results. The educational outcomes are concerned with effective teaching strategies, curriculum relevance, technology integration, parent and community involvement and sustainable educational processes based on national educational strategy (AllahMorad, 2020).

Data collection tools: A questionnaire was used to collect the data. The first part of the questionnaire was concerned with the demographic characteristics of teachers while the second part was concerned with the basic elementary schools' leadership traits and the third part was concerned with educational outcomes. The questionnaires for the male schools were distributed and collected in person through three visits while the females' questionnaires were distributed by email due to community habits.

Validity and reliability: The questionnaire was offered to a group of academicians in the field of educational leadership. Their feedback was considered and reflected in the questionnaire. The questionnaire was distributed in a pilot study of 30 teachers. The reliability analysis was carried out using Cronbach alpha. The results of the reliability analysis showed that Cronbach alpha values exceeded 0.6 which is the acceptable limit for social studies (Taber, 2018). Table 1 shows the reliability results of the different variables. The highest reliability is for educational leadership skills (0.948) and the lowest reliability is for ethical leadership (EL).

Table 1. Reliability analysis using Cronbach alpha

Study variables	Cronbach alpha value
Educational leadership skills (ELS)	0.948
Visionary leadership (VL)	0.784
Communication skills (CS)	0.777
Decision-making skills (DMS)	0.763
Emotional intelligence (EI)	0.810
Collaboration and teaching building (CTB)	0.807
Strategic planning (SP)	0.756
Adaptability (Ad)	0.838
Ethical leadership (EL)	0.867
Crisis management (CM)	0.699
Advocacy skills (AS)	0.832
Educational outcomes (EO)	0.859
Effective teaching strategies (ETS)	0.806
Curriculum relevance (CR)	0.868
Technology integration (TI)	0.806
Parent and community involvement (PCI)	0.778
Sustainable educational process (SEP)	0.768

Statistical analysis: The collected data was entered into SPSS (version. 26). The data was cleaned the non-qualified questionnaires for analysis were removed and the final number of questionnaires reached 365. The reliability was measured for the pilot sample. The analysis of the final database included the use of descriptive statistics to measure the demographic characteristics of the included sample. The mean and the standard deviation were used to measure the trend of the sample for the assessment of the importance of different variables as part of

the elementary school principals' leadership. The normal distribution was measured to determine the possibility of using parametric statistics-related hypothesis testing.

Ethical consideration: The distributed questionnaires included an introduction part that approved the agreement of the schools' teachers to contribute to this study. The process of answering the questionnaire reflects the agreement to participate in this study.

4. Results

Different categories of teachers participated in this survey. The results show that the majority of responses came from male teachers (61.64%) compared to 38.36% of females. The sample teaching experience varied. The highest experience was recorded for the teaching experience of 11-15 years (33.42%) followed by the teaching experience of 5-10 years (31.51%). The lowest teaching experience percentage was recorded for > 15 years (11.51%). The educational level of the participants showed that most of them had a bachelor's degree (70.96%), followed by a master's degree (15.34%). The lowest percentage of the educational level was recorded for PhDs (13.70%) (see Table 2).

Table 2. The demographic characteristics of the sample.

Character	Frequency	Percentage
Gender		
Male	225	61.64
Female	140	38.36
Academic experience		
Less than 5 years	86	23.56
5- 10 years	115	31.51
11-15 years	122	33.42
> 15 years	42	11.51
Educational level		
B.Sc.	259	70.96
Master	56	15.34
Ph.D.	50	13.70

4.1. The Teachers' Trends for the Assessment of Principal's Education Leadership Traits

The educational traits of the principals in elementary schools are still at the intermediate level. The average assessment of educational leadership skills (ELS) was 3.39 . The lowest assessment was for advocacy skills (3.32) while the highest assessment was for emotional intelligence (EI) (3.47). The results showed that the EI was in the first rank as practiced skills followed by collaboration skills (CTB). The third rank of skills practiced was ethical leadership (EL). The strategic planning of the elementary schools' principals' skills was in the fourth rank (3.41). The fifth rank of practiced skills was for communication skills (CS) (3.40). The sixth rank was for adaptability (3.40). The visionary leadership was in the seventh position (3.36) while the decision-making skills (DMS) were in the ninth position (3.33) (see Figure 1).
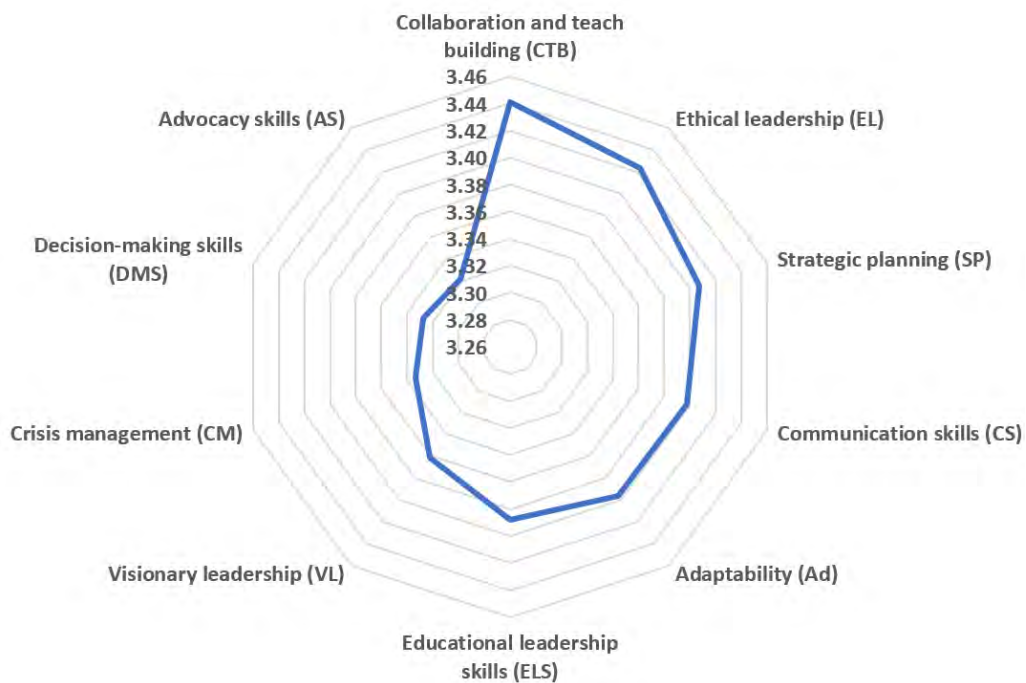

Figure 1. The teachers' assessment of elementary schools' principals of educational leadership traits.

In terms of educational outcomes (EO), the findings indicate that curriculum relevance (CR) (3.40) received the highest assessment, effective teaching techniques (ETS) (3.37) received the second-highest evaluation and technology integration (TI) (3.37) received the third-highest ranking. The fourth evaluation was for parents and community involvement (PCT) (3.29) and the least evaluation was for the sustainable educational process (3.22) (see Figure 2).
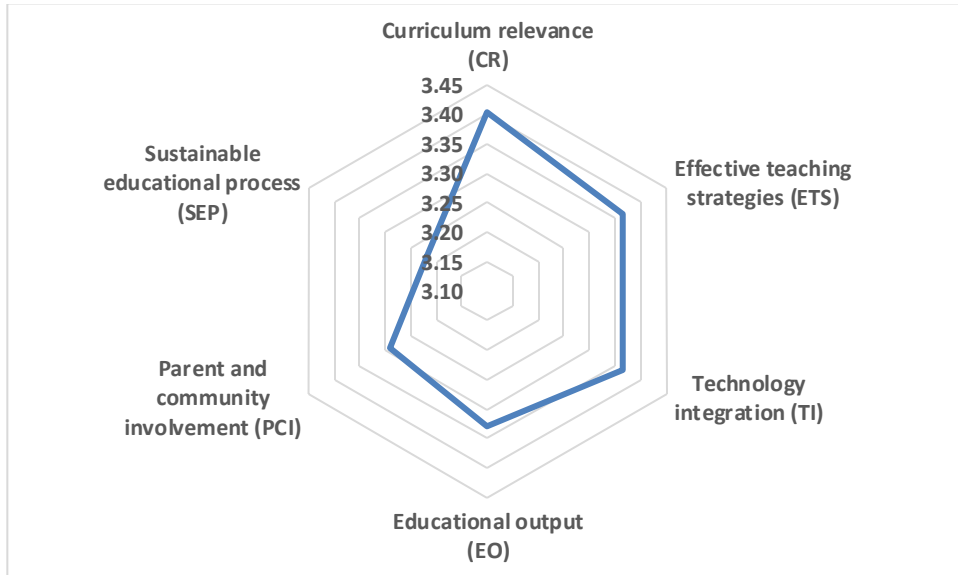
Figure 2. The teachers' assessment of elementary schools' principals of educational leadership traits.

4.2. The Effect of Educational Leadership Skills on Teaching Outcomes

The results in Figure 3 and Table 3 show the effect of different factors on the educational leadership skills of principals (ELS) in elementary schools on educational outcomes according to the national strategy. The results showed that the highest effect of crisis management (CM) has the highest contribution to the ELS (0.693) with a significant effect ($p<0.01$). The second significant effect ($p<0.01$) resulted from visionary leadership (VL) on the ELS (0.653). The third significant effect ($p<0.01$) resulted from ethical leadership (EL) on ELE. The adaptability (Ad) and the communication skills (CS) were in the fourth and fifth position on the effect on the ELS ($p<0.01$). The regression coefficient for the factors collaboration and teaching building (CTB), strategic planning (SP), emotional intelligence (EI) and decision-making skills (DMS) were less than 0.5 with a significant effect on ELS. The results have shown that the effect of ELS on educational outcomes (EO) was significant ($p<0.05$). The regression weight for the effect of ELS on EO was 0.183.
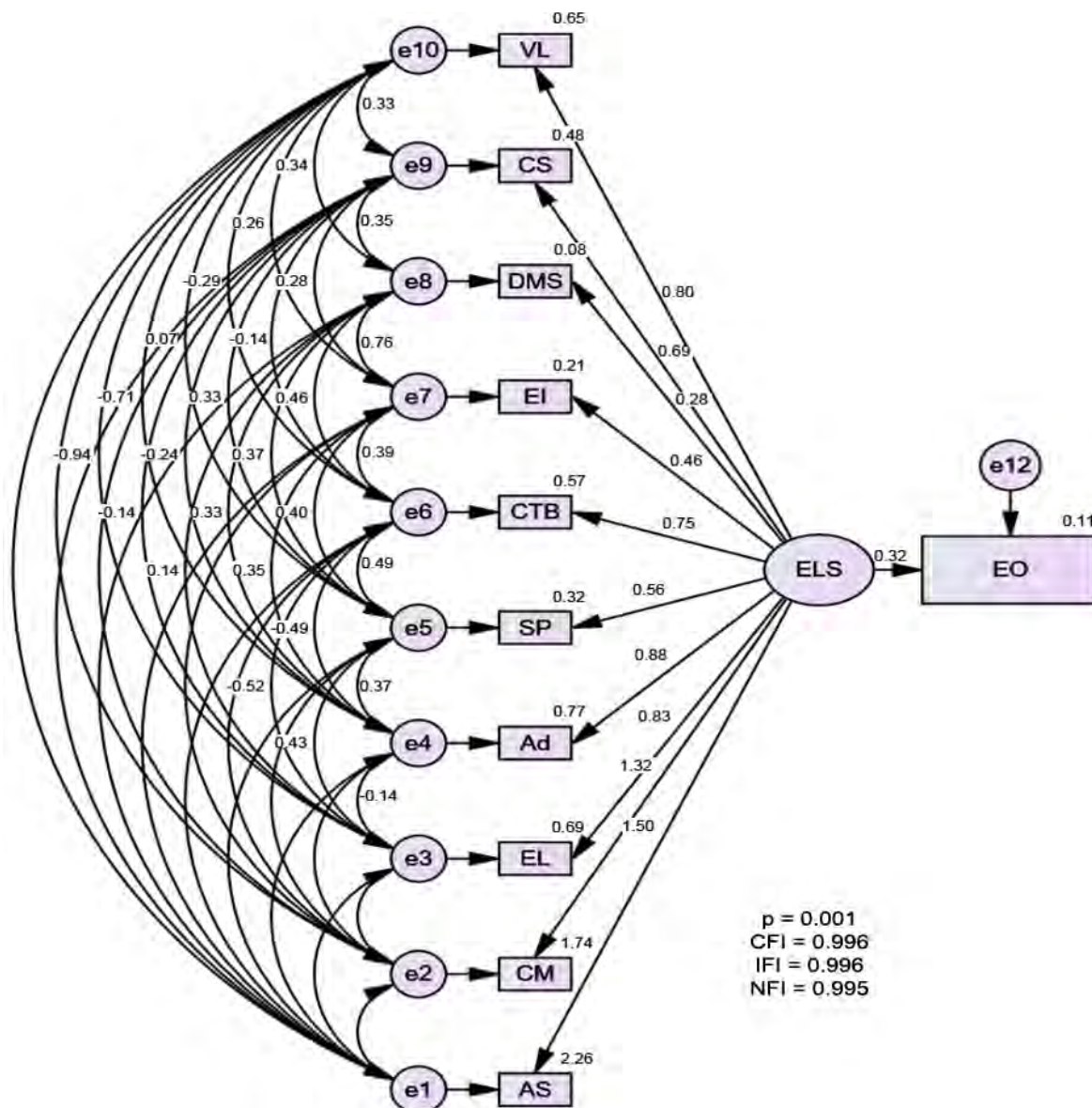
Figure 3. The fitted model for the effect of principals' educational leadership skills on the educational outcomes model.
Note: Educational leadership skills (ELS), Visionary leadership (VL), Communication skills (CS), Decision-making skills (DMS), Emotional intelligence (EI), Collaboration and teach building (CTB), Strategic planning (SP), Adaptability (Ad), Ethical leadership (EL), Crisis management (CM), Advocacy skills (AS), Educational output (EO).

Table 3. Regression weight for the contributors to educational leadership skills and its effect on educational outcomes.

Exogenous variables		Endogenous variable	Estimate	S.E.	C.R.	P
AS	<---	ELS	1.000	--	--	--
CM	<---	ELS	0.693	0.064	10.814	***
EL	<---	ELS	0.601	0.107	5.632	***
Ad	<---	ELS	0.600	0.106	5.666	***
SP	<---	ELS	0.377	0.105	3.581	***
CTB	<---	ELS	0.492	0.104	4.728	***
EI	<---	ELS	0.315	0.107	2.933	0.003
DMS	<---	ELS	0.179	0.079	2.25	0.024
CS	<---	ELS	0.507	0.113	4.486	***
VL	<---	ELS	0.653	0.127	5.149	***
EO	<---	ELS	0.183	0.076	2.404	0.016

Note: *** highly significant at p <0.001.

5. Discussion

The accomplishment of the national strategy outcomes relies on the ability of the educational leadership to draw action plans that meet the national strategy objectives. The traits of educational leadership will facilitate the application of the action plans and attract the teaching staff to contribute to this success. The treats of the school principals especially in the elementary stage play a crucial role in facilitating the application of the educational action plans. The principal's educational leadership should have different characteristics to lead the teaching process in their schools. The findings demonstrated that the principal's ability to successfully lead in fulfilling the demands of their schools was mostly due to proficiency in crisis management. School leaders need to possess crisis leadership roles and competencies to effectively respond to and manage crises (Williams & Liou, 2024). Establishing and maintaining relationships both inside and outside of the school community is a crucial part of responsible leadership as it allows for the timely resolution of issues and the establishment of long-term supportive environments for students (Stone-Johnson, Hubbard, Resultan, & Steilen, 2023). The COVID-19 pandemic highlighted the need for school leaders to adopt proper crisis management skills to adapt to new realities and confront challenges at instructional and organizational levels (Chatzipanagiotou & Katsarou, 2023).

Visionary educational leadership and ethical leadership greatly contributed to the success of ELP. Visionary educational leaders create a distinct vision for their companies and successfully convey it to their staff assisting in the accomplishment of strategic objectives and boosting confidence (Karasel, 2023). They also contribute to the development of a culture of cooperation and enhance the scope of education by implementing suitable strategies for educational organizations (Liswati et al., 2023). On the other hand, emotional intelligence enables leaders to understand and empathize with others which is essential for effective leadership (Brolund, 2016). Leaders can create a supportive and motivating environment for teachers and students leading to improved educational outcomes by recognizing and understanding the experiences of others (Nadiia, Boris, Sergey, & Alina, 2019). Therefore, both visionary leadership and emotional intelligence are important factors in the success of educational leadership in elementary schools and contribute to positive educational outcomes.

The highest contribution to integrating the principals' character was adaptability and communication skills. According to Mallillin, Paraiso, and Sy-Luna (2023) effective communication is essential to fostering a sense of trust between teachers and principals in schools. Effective communication skills are based on clear goal-setting, providing support and guiding teachers towards the best practices (Brolund, 2016). Moreover, face-to-face and personal communication have been found to motivate teachers towards high-performing status (Tyler, 2016). Therefore, the role of adaptability and communication skills in educational leadership is crucial for achieving successful educational outcomes in elementary schools. The impact of other aspects such as strategic planning, emotional intelligence, collaboration and teaching building is lower. These results reflect that the principals of elementary educational schools lack some basic educational leadership traits to lead the educational processes in their schools. Effective leadership in schools requires the ability to work collaboratively with teachers and other education personnel as well as to build strong teams within the school (Prastiawan et al., 2020). Collaboration and team-building skills are essential for creating a positive school culture and fostering a supportive learning environment (Clark & Kayes, 2021). Additionally, effective collaboration and coordination between teachers and school administrators are necessary for the implementation of instructional programmes and the development of a school-learning culture which are key components of successful educational leadership. Therefore, the lack of collaboration and team-building skills can hinder the effectiveness of educational leadership in elementary schools and ultimately impact the success of educational outcomes.

The lack of decision-making capabilities will weaken the other traits of school principals which affect the educational process negatively. Research has shown that there is a significant relationship between the level of decision-making skills of school heads and their instructional leadership practices (Brolund, 2016). Strong decision-making abilities and instructional leadership qualities make principals more likely to assist teachers in enhancing their practices and advancing student learning. Additionally, decision-making skills are important for creating a desirable professional culture and ensuring that decisions are grounded in principle and embedded in policy (LPT, 2022). Therefore, developing and enhancing decision-making skills among educational leaders is essential for the success of educational leadership in elementary schools and the achievement of positive educational outcomes.

6. Conclusion and Recommendations

This study aims to explore the impact of elementary school administrators on the academic results that result from the national educational plan for elementary schools. The study investigated the principal's leadership capabilities by studying the views of elementary school teachers. The questionnaire was used to collect the data. The results included the male and female teachers' views in basic schools. The majority of the teachers had more

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than five years of experience. The findings indicated that the principals of primary schools had a modest level of educational leadership. The highest evaluation of leadership traits was for ethical leadership. There is not enough evidence to establish other traits such as decision-making. Moreover, the assessment of crisis management was low compared to other traits. The intermediate leadership characteristics of the principals affected the educational outcomes derived from the educational national strategy. The findings demonstrated a clear relationship between the success of the educational national plan and the development of principle leaders' capacity to develop and carry out the strategies required to achieve the goal. The findings indicated that crisis management had a significant influence and was followed by emotional intelligence, visionary leadership and flexibility in the fourth position. The study recommended the organizing of national programs to enhance the capabilities of the principals of elementary schools to be able to accomplish the national educational outcomes.

6.1. Future Research

The investigation of education leadership skills in the other educational stages to meet the national educational strategy is crucial to reach a comprehensive image of the national programs required to enhance the schools' educational leadership capabilities.

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