School Principals' Practice of Educational Leadership Based on Values and its Relationship to the Quality of School Life for Teachers in the Irbid Education Directorate
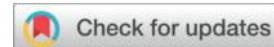
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Abstract

The purpose of the study was to determine the extent to which school principals in the Directorate of Education in the Irbid District practice educational leadership with values and how this relates to the quality of school life for teachers from the perspective of the teachers. The questionnaire was an instrument for gathering data whose validity and reliability were verified, and the descriptive correlational survey approach was employed. A sample of 408 male and female instructors were subjected to it. The findings demonstrated the high level of educational leadership with values practiced by school administrators. Teachers had a high degree of satisfaction with their school lives, and there was a statistically significant positive association between their school life quality and the extent to which school administrators exercised values-based educational leadership.

Keywords: Educational leadership with values, quality of school life, school principals.

Introduction

There are several contemporary management theories and methods that may be used to the growth of administrative leadership in organisations. As a result, the influence of leadership behaviour and its administrative approach within organisations has been the subject of recent research. This method focusses on examining the elements of the administrative personality, with values at the forefront of these components as a main effect on administrative behaviour and performance, in addition to addressing behaviours and the human aspect of management. According to Al-Mohammadi (2022), administrative leaders go through a constant process of applying values and making a lot of administrative judgements inside their organisations. Administrative work is full of value-based decisions. These leaders' diverse attitudes and views frequently have an impact on these choices. According to Al-Halou (2020), values play a significant role in the educational system since they govern human behaviour and have an impact on interpersonal relationships. Values, culture, and systems are unique to each community. Therefore, the cultural, social, religious, and ideological elements of society are the source of values. They serve as a guide for human action and a benchmark for evaluating how people behave in different life circumstances. Put another way, it is the guiding ideology that the majority of the institution's staff adhere to, and it is from this that the organisation draws its vision and mission statements, which articulate its objectives, aims, and ways of thinking. Since education is a value-based process, values have a specific position in education, according to Al-Ani (2014). Without a set of fundamental principles that guide educational work and make it sound, self-preserving, and dedicated to achieving its goals—making sacrifices to uphold the fundamental values of the educational system that preserve its entity and improve its standing among other societal systems—education cannot be upright. As a result, the value question has drawn the interest of experts in the fields of sociology, politics, religion, and education. Multiple perspectives, ideologies, and civilisations have all contributed to the discourse, discussion, and debate around this

subject. Researchers and authors have been and still are interested in this subject, and national, regional, and worldwide forums and events are seeing an increase in the number of debates on it. Since it is a contemporary subject and its notions vary depending on religion and belief, conferences, seminars, and gatherings are arranged to examine it and emphasise its significance.

In order to deal with subordinates, influence their behaviour and feelings, motivate them, establish mutual trust, and create a clear institutional vision that directs them to accomplish goals, this requires leaders to re-evaluate their leadership abilities and develop them within a framework based on values. According to contemporary leadership theories, the value-based leader possesses these attributes. Al-Math'an (2023) defined the value-based leader as one who has the capacity to develop a message and vision for the team and the institution and become conscious of it, inspire followers to reevaluate their work from a value-based perspective, encourage them to put the public interest ahead of their own, and help them reach their full potential.

Numerous phrases that articulate its goals have been used to refer to the idea of leading by values. The "management by values" hypothesis was introduced by Michael O'Connor and Kenneth Blanchard in 2000 as a contemporary administrative trend for organisations in the twenty-first century. It is a theory that addresses the human element of management and looks for ways to comprehend how both individual and institutional values affect things. Wendal and Bajer (2003) introduced the idea of leadership based on values, which is one of the theories pertaining to values-based leadership. Following this was Stephen Covey's well-known thesis in "principle-based leadership" from 2005, in which he outlines the traits of leaders whose leadership is founded on principles and values. These leaders are always learning, eager to serve, full of energy, believe in the humanity of others, and view values as a crucial basis for their interactions with coworkers at work (Schermerhorn et al., 2020). Because it was created for administrations with a more comprehensive vision to enable them to obtain a higher percentage of teachers' commitment through their participation and values that are consistent with the school's values and goals, values-based leadership represents a modern form of management systems. According to Abdul Hamid (2015), values-based leadership is an administrative approach and philosophy that uses values as a guiding principle. It aims to bring people's personal and organisational values into harmony so that their actions are directed towards accomplishing the intended objectives and outcomes.

Additionally, Pede (2015) noted that teachers feel better about their schools and are more likely to stay there when school principals use values-based leadership as a strategy. This demonstrates how crucial values-based leadership is for school administration to accomplish its objectives and increase teachers' sense of loyalty and belonging. Since the school's dominant values system acts as a conduit for communication between instructors and students, the principal's approach to bolstering the educational process demonstrates the significance of values-based leadership in the classroom.

Self-realization, respect for teachers' academic specialisation, democracy, planning work goals and organising their methods of implementation, time management, knowledge appreciation, honesty and dedication in the workplace, pursuing knowledge as a means of professional development, accepting criticism, and believing in teamwork are among the most crucial leadership values that school principals need to have. Given that they are among the elements determining behavioural progress inside the school, all of this

emphasises the significance of leadership ideals in directing educational activities there. Resolving interpersonal disputes is significantly aided by a school principal's comprehension of the values of the learning environment they are responsible for (Dinham, Elliott, Stokes & Rennie, 2018). Given the information provided, the researchers draw the conclusion that it is now urgently necessary to return to leadership ideals in educational practices since doing so aids in making better judgements. Since the philosophy of education is one of the sources of values, it follows that the values derived from it aid in guiding administrative tasks at schools and comprehending the truth of situations, particularly when the principal of the school is trying to overcome challenges in creating educational policies that support him in making decisions pertaining to school matters. His comprehension of fundamental principles also allows him to address challenges pertaining to the curriculum and its implementation.

Based on the idea that if the objective of attaining quality in industry is to produce a high-quality industrial product, then the objective of attaining quality in the educational field is to improve the outcomes of the educational process and adopt the necessary measures, methods, and practices to achieve the established objectives, the concept of quality first emerged in the field of industry and was later borrowed to the field of education. The current educational and school environment is the primary determinant of quality in an educational institution (Hamdan and Al-Zaboun, 2019). Teachers face numerous challenges that impact their performance in the face of modern changes, challenges, and rising educational demands. To effectively fulfil their various roles and stay abreast of developments in their field, they need to pay attention to these issues, improve their professional competence, and upgrade their level. Therefore, a good school administration is one that proactively identifies the positive and bad elements that are present in the workplace, leading to the adoption of programs to enhance the negative elements and reinforce the favourable ones. Employee contact with this environment results from the administration's ability to create an appropriate school environment that is marked by collaboration, contentment, and performance efficiency (Al-Nusour, 2021). According to Al-Disi (2022), teaching is one of the most difficult occupations, and those who hold it must have the personal and psychological qualities necessary to carry out their designated responsibilities to the best of their abilities and to create the behavioural, educational, and scientific conditions necessary to achieve objectives. However, a number of challenges stand in the way of this accomplishment, which is symbolised by the establishment of a suitable and sound learning environment that includes the most crucial elements of the educational process. Thus, according to Hashem (2018), teachers' attitudes towards their work in relation to their strong belief in the educational process's goals, strong desire to belong to it, dedication to carrying it out, integration into it, and benefiting from the components and elements of the school in presenting, clarifying, and communicating scientific material to students are linked to their job satisfaction and the development of their school life.

According to Suhardi and Zinnurain (2022), one of the aspects that contemporary institutions want is the quality of school life. Its execution results in job security and employee happiness, which in turn generates a strong desire to work, which in turn leads to enhanced productivity, better performance, and support for the institution's goals. Possibly one of the most significant organisations in need of enhancing the standard of

living for educators is schools. By meeting their material, psychological, and social requirements, workers' degree of pleasure and satisfaction is reflected in the quality of school life. Since the quality of school life reflects the efforts, actions, and practices taken by senior management to satisfy its employees, make them happy, and make them feel confident and secure in their work life, attention was paid to this area in order to help teachers create a safe, healthy, and appropriate work environment in which they can participate in management and decision-making processes. Because it affects teacher and student performance, fosters a positive school climate, and creates an atmosphere that promotes comfort and contentment, school life quality is extremely important. Thus, it's critical to help teachers grow professionally and feel safe and comfortable in their roles (Lamlom, 2018).

In order to evaluate the findings and relate them to the current study, the researchers looked into earlier research on the topic, which was ranked from oldest to most recent. The research by Van Niekerk and Botha (2017), which exposed Australian principals' views on values in their schools, was one of several studies that addressed leadership by values. Nine school principals were interviewed as part of a qualitative approach. The findings demonstrated that principals' views on values vary, and they also identified the most significant benefits and effects that values offer their schools, including equality, justice, and hard work. The findings also demonstrated that principals unknowingly use values and associate them with their leadership philosophies. Al-Shamrani (2021) carried out a study to determine the extent to which educational leaders practise leadership by values in order to improve the performance of female teachers in public education schools in the Jeddah Governorate from the perspective of the female teachers working there. A sample of 865 female instructors was subjected to the descriptive analytical technique, with the questionnaire serving as a data collection instrument . The findings demonstrated that educational leaders' values-based leadership played a significant influence in improving the performance of female teachers. Al-Ghashmary and Ghanem (2022) carried out a research to determine the extent to which Northern Jordan Valley District school principals practise leadership by values and how this relates to attaining institutional excellence from the perspective of the teachers. Data was gathered using a questionnaire and the descriptive correlational technique. There were 334 male and female teachers in the research sample. The findings demonstrated that school administrators' levels of leading by values practice were mediocre. The goal of Al-Azmi's study (Alazmi, 2023) was to determine how Islamic principles and values affected Kuwaiti school administrators' activities. A qualitative methodology was employed, and school principals participated in 36 semi-structured interviews. The findings revealed three main themes about how Islamic beliefs and values affect principals' practices. The most significant of these are: incorporating Islamic values into leadership qualities; ensuring that the mission and vision align with Islamic principles; and incorporating Islamic values into school principals' responsibilities. The descriptive survey method was employed in the studies that looked into the quality of school life, like the one conducted by Al-Sharab (2020), which sought to determine the degree of work-life satisfaction among male and female science teachers in the Wadi Al-Seer District of the Jordanian capital governorate. A questionnaire was used to gather data from a sample of sixty-five male and female teachers. The findings demonstrated that both

male and female science instructors had high levels of job satisfaction. A research by Khashaba and Al-Zaki (2023) aimed to define the notion of quality of work life, pinpoint its key components, significance, and goals, as well as the extent to which basic education instructors in the Damietta Governorate have access to it. A sample of 400 male and female instructors was subjected to the descriptive technique, with the questionnaire serving as a data collection instrument. The findings indicated that basic education teachers had an average level of access to a good work-life balance. Low pay and incentives, a lack of a healthy school environment, a high student-teacher classroom density, deteriorating furniture, a lack of teacher involvement in work-related decision-making, and the union's lack of role in protecting teachers' rights were among the shortcomings in the availability of a good work-life balance for teachers. Kilag et al.'s study from 2023 aimed to investigate the elements that influence teacher effectiveness, including work-life balance, motivation, job satisfaction, and administrative assistance. Using a combination of interviews and questionnaires, the mixed technique was employed. Ten instructors were interviewed, and one hundred male and female teachers were given the questionnaire. The questionnaire's findings demonstrated that administrative support, job happiness, work motivation, and quality of work life all strongly impacted teacher performance. In contrast, the interviews' findings demonstrated that a variety of factors, including school culture, professional development opportunities, administrative support, work-life balance, job satisfaction, work motivation, and quality of work life, all had a significant impact on teachers' performance. According to the study, teacher performance is influenced by both internal and external variables. Prior research served as the primary source of a great deal of crucial information that directed the researchers in their present study with regard to the problem's definition, formulation, methodology, community, variables, and suitable approaches to accomplish its goals. Furthermore, these studies helped the researchers find a lot of relevant references, studies, and research. They also helped them develop a thorough understanding of the theoretical frameworks that should be used in the current study and helped them discuss the findings and make clear where they agreed and disagreed. The subject, community, sample, variables, and time of the current study set it apart because it examined how much school principals use educational leadership through values and how this relates to the standard of instruction for teachers in the Irbid District's Education Directorate. As far as the researchers are aware, this study is among the most recent Arab studies to examine the relationship between the two factors.

Study Problem

The school is a social institution that strives to achieve educational goals. Its principals play a key role in achieving these goals. The modern concept of school administration emphasizes the principal's leadership and administrative role, enabling them to interact with school personnel. This requires the principal to practice educational leadership based on values, given its significant and effective impact on all aspects of the educational system. The researchers observed that some school principals focus solely on aspects of regulations, instructions, and laws, neglecting the value-based aspect of school management. This may lead to disparities in the practice of educational leadership based on values, which in turn may lead to disparities in viewpoints regarding the quality of school life for teachers. The researchers noted, through previous studies such as Thien, Adams, Kho & Yap (2023), the importance of promoting values-based educational

leadership as a modern administrative concept for school principals, and the necessity of aligning personal and organizational values, and activating them in school work. Al-Ghamshari and Ghanem's (2022) study recommended conducting various studies on values-based educational leadership for school principals. Regarding the quality of school life for teachers, it has become an important issue that education needs, especially in light of the current circumstances. Al-Asiri's (2019) study indicated disparities in the quality of school life for teachers, the most important features of which are: the low social status of teachers, society's view of the teaching profession as inferior, low salaries for teachers and limited career advancement, adherence to regulations and laws related to the work environment, the monopoly of school principals over authority, and the abundance of teaching and administrative pressures and burdens with the large number of students in classrooms. Accordingly, the study problem was determined to identify the practice of school principals of educational leadership with values and its relationship to the quality of school life for teachers in the Directorate of Education in Irbid District, by answering the following questions:

1- To what extent do school principals practice values-based educational leadership in the Irbid Education Directorate, from the teachers' perspective?

2- What is the level of quality of school life for teachers in Irbid Education Directorate schools, from the teachers' perspective?

3- Is there a statistically significant correlation at the significance level ($\alpha = 0.05$) between the degree to which school principals practice values-based educational leadership and the level of quality of school life for teachers in the Irbid Education Directorate?

Study Objectives

The study sought to identify the degree to which school principals practice values-based educational leadership in the Irbid Education Directorate, from the teachers' perspectives. It also sought to identify the quality of school life for teachers in the Irbid Education Directorate, from the teachers' perspectives. It also sought to reveal a statistically significant correlation between the degree to which school principals practice values-based educational leadership and the quality of school life for teachers in the Irbid Education Directorate.

Significance of the Study

The importance of the study is evident as follows:

First: Theoretical Significance

It is hoped that this study will contribute to bridging the research gap between values-based educational leadership for school principals and the quality of school life for teachers. This study is one of the first studies conducted in Irbid in this field. There are few studies—to the best of the researchers' knowledge—that address the relationship between values-based educational leadership and the quality of school life for teachers. Arab and foreign studies have uniquely addressed each variable separately. Therefore, the study could serve as a starting point for researchers to explore the topic and examine samples. The importance of the study will emerge from the recommendations it provides, which could serve as a starting point for future studies on this topic. It could also provide a scientific contribution to the Arab library.

Second: Practical Importance: It is hoped that the results of the current study will benefit the following:

- Decision makers in the Ministry of Education, as the results of the study provide them with feedback on the most important educational methods that contribute to instilling educational leadership values in principals.
- Teachers, as the results of this study provide them with an understanding of the quality of school life they have and its importance in maintaining the educational process in accordance with the established objectives.
- Researchers, as it will open new horizons for them to conduct further studies in various aspects related to the subject of the study.

Technical and Procedural Definitions

- Educational leadership by values, technically speaking, is: "A set of moral values derived from Islamic law, which enable the leader to influence others to achieve common goals in specific situations, and in which ethical dimensions are taken into account when dealing with others and serving their interests and the interests of their community" (Al-Math'an, 2023, 96).

- **It is operationally defined as**: a philosophy and form of management practiced by school principals in Irbid City during their interactions with school staff, caring for them, treating them in accordance with human values, and providing them with facilities that contribute to the positive development of their performance and increase their love and loyalty to the school. It was measured through the responses of sample members to the instrument developed for this purpose. The term "quality of school life" is defined as: "enjoyment of material conditions, a sense of well-being, the satisfaction of needs, life satisfaction, a positive emotional life, positive physical health, and a sense of happiness; leading to a life that is compatible with the essence of the human being and the prevailing values in society" (Al-Buhi, Al-Masry, Majed, and Abdul Rahim, 2018, p. 36).

- **It is operationally defined as**: the set of services and activities provided to male and female teachers in schools in Irbid District to improve their working life, which affects their satisfaction and increases their organizational commitment to achieving their goals and the goals of the school in which they work. It was measured by the total score of the sample members' assessments on the instrument developed for this purpose.

Method and Procedures: This section includes a description of the study's methodology, its population and sample, the method of selecting it, in addition to the study instrument , the procedures followed to verify the indications of its validity and reliability, and the application procedures.

Study Methodology: The descriptive, correlational survey method was adopted, as it is appropriate for the purposes of the current study.

Study Population: The study population consisted of all male and female teachers working in public schools in the Irbid District, numbering (5,191) teachers, according to the Ministry of Education's statistics for the academic year (2025).

Study Sample: A convenient sample of (408) male and female teachers was selected from the study population, ensuring that the sample represented the community from which it was taken.

Study instruments

A questionnaire was developed to collect the necessary data to achieve the study objectives. It consisted of two axes: the first, to measure school principals' practice of

educational leadership based on values, and the second, to measure the quality of school life for teachers in public schools in the Irbid District. To formulate the paragraphs for the first axis, we consulted theoretical literature and previous studies related to the topic, such as the studies of Al-Shamrani (2021) and Al-Ghashmari and Ghanem (2022). We concluded with the formulation of (30) paragraphs distributed across four areas: the area of cooperation and participation, which comprised (7) paragraphs; the area of justice, which comprised (8) paragraphs; the area of social responsibility, which comprised (7) paragraphs; and the area of support and motivation, which comprised (8) paragraphs. To formulate the paragraphs for the second axis, we consulted the studies of Al-Sharab (2020) and Khashaba and Al-Zaki (2023). The axis included (20) paragraphs distributed across three areas: They are: the work environment field, which has (7) paragraphs, the social relations field, which has (7) paragraphs, and the excellence and professional development field, which has (6) paragraphs.

Content Validity of the instruments

To verify the content validity of the instrument , it was presented in its initial form to a group of (10) experts and specialists in the fields of educational administration, pedagogy, and measurement and evaluation from a number of universities. The group was comprised of (10) arbitrators, who provided their opinions on its paragraphs in terms of affiliation, clarity of linguistic formulation, and any amendments they deemed appropriate. Based on the arbitrators' comments, the proposed amendments were made, which included modifying the wording of some paragraphs. Paragraphs (2, 3, 7, 9, and 21) were amended, while paragraphs (13 and 26) were deleted from the paragraphs of the first axis, as recommended by the arbitrators. Thus, the number of paragraphs in this axis in its final form became (28). As for the second axis, the wording of paragraphs (6, 9, and 16) was modified, and paragraphs (5 and 11) were deleted. Thus, the number of paragraphs in the axis in its final form became (18).

Instrument reliability: For the purpose of verifying the internal consistency reliability of the instrument , Cronbach's alpha equation was used based on the data of the first application of the survey sample. For the purpose of verifying the stability reliability (Test-Retest) of the instrument , its axes and domains, it was reapplied to the survey sample with a time interval of two weeks between the two applications. Then, the Pearson Correlation coefficient was calculated between the values of the two applications. Table (1) shows the internal consistency reliability coefficients and the stability reliability of the instrument .

Table (1): Cronbach's alpha coefficients and stability coefficients for the instrument, its axes and domains

Axis One: School Principals' Practice of Value-Based Educational Leadership			
Dimension	**Cronbach's alpha**	**stability**	**Number of paragraphs**
Cooperation & Participation	0.87	0.94**	7
Justice	0.89	0.90**	7
Social responsibility	0.91	0.85**	7
Support and motivation	0.85	0.95**	7
Total axis	-	0.96**	28
Axis II: The level of quality of school life for teachers			
Dimension	**Cronbach's alpha**	**stability**	**Number of paragraphs**
Work environment	0.90	0.80**	8
social relations	0.91	0.87**	8
Professional growth	0.94	0.90**	8
Total axis	-	0.88**	24

It is noted from Table (1) that the values of Cronbach's alpha reliability coefficients for the areas of the axis (school principals' practice of educational leadership with values) ranged between (0.85-0.91), while the values of stability reliability for the areas of the same axis ranged between (0.85-0.95), and the value of the repetition reliability coefficient on the axis (the level of quality of school life for teachers) as a whole was (0.96). It is also noted that the values of Cronbach's alpha reliability coefficients for the areas of the axis (the level of quality of school life for teachers) ranged between (0.90-0.94), while the values of repetition reliability for the areas of the same axis ranged between (0.80-0.90), and the repetition reliability coefficient on the axis of the level of quality of school life for teachers as a whole was (0.88).

The study instrument 's correction criterion

The statistical model with relative grading was adopted to make judgments about the arithmetic means of the study instrument , its domains, and the items that follow those domains. This was done by dividing the range of numbers (1-5) into five categories to obtain the range of each level, i.e. (5-1/5=0.80). Accordingly, the levels will be as follows:

Table (2): Statistical criterion for determining the level of arithmetic means

Arithmetic means category	degree of practice
5.00-4.20	Very large
3.40-أقل 4.20	Large
2.6-أقل من 3.40	Medium
1.80-أقل من 2.6	Small
1-أقل من 1.8	Very Small

Presentation and Discussion of Results:

The study aimed to reveal school principals' practice of values-based educational leadership and its relationship to the quality of school life for teachers. This was achieved by answering each of the following study questions:

First, the results of the first question, which stated: "**What is the degree to which school principals practice values-based educational leadership in the Irbid Education Directorate, from the teachers' perspective?**" To answer this question, means and standard deviations were calculated for the degree to which school principals practice values-based educational leadership from the teachers' perspective, as shown in Table (3).

Table (3): Arithmetic means and standard deviations of the degree to which school principals practice educational leadership based on values in the Directorate of Education in Irbid District from the teachers' point of view in the fields in descending order.

Rank	Number Domain	Axis & its domains	Arithmetic mean	Standard deviation	Score
1	1	Cooperation & Participation	3.47	0.91	Large
2	2	Justice	3.46	0.90	Large
3	3	Social responsibility	3.45	0.95	Large
4	4	Support and motivation	3.44	1.00	Large
	Total		46.3	0.90	Large

The findings in Table (3) show that the arithmetic means of the categories pertaining to the extent of school administrators' use of values-based educational leadership were high. As the Jordanian environment is conservative, authentic, and wise, this matter will not succeed unless the leader is endowed with the values that nourish this system. This suggests that the teachers' perception of their principals is a conscious view of the value reality they live in in their schools. Additionally, the schools in Irbid City are aware of the importance of

administrative values and the value-based principal, and they even compete to build and consolidate a shared value system that is consistent with Islamic values and ethics as well as social values and norms. The degree of closeness and harmony between teachers and their principals is also indicated, as is the fact that principals are characterised by a set of higher essential values, including social responsibility, justice, credibility in relationships and at work, and the ability to motivate and support others. This might be explained by the fact that school administrators are conscious of their core responsibilities, which are founded on a set of administrative principles that influence and prioritise their actions. For schools, maybe because they understand that the institution's values are the principal's values and that management success necessitates excellence in values-based behaviour. Additionally, principals connect these ideals to their job and community culture. The findings of the study by van Niekerk and Botha (2017), which demonstrated that principals had different views on values, supported this. Additionally, principals utilise values inadvertently and associate them with their leadership philosophies. The present research's findings concurred with those of Al-Shamrani's study from 2021, which demonstrated that educational leaders' values-based leadership had a significant influence in improving teachers' performance. They were in contrast to the findings of the study conducted by Al-Ghashmiri and Ghanem (2022), which indicated that school administrators had a modest level of leading by values practice. Each domain is covered separately in the following: The domains arrived in the sequence shown below: With an arithmetic mean of (3.47) and a standard deviation of (0.91), the area of collaboration and participation came in top, and to a significant degree. This might be because principals assign some technical and administrative responsibilities and authority to qualified instructors. The principal must adhere to the rules and regulations that come with delegation, which also apply to some instructors. Perhaps as a result of their desire to guarantee teachers' dedication to the plans and programs, administrators also work with teachers to develop them. Planning and preparation participants are eager to do duties as efficiently as feasible. A principal who fosters cooperation and is adept at working in a group is a successful one. To a great extent, the area of fairness ranked second, with an arithmetic mean of 3.46 and a standard deviation of 0.90. This could be because school principals follow protocols and give everyone their due. Fairness when there are infractions, when duties are assigned, or when rewards are given. In actuality, justice is the cornerstone of the rule of law in any institution, and upholding the law in a fair and open manner fosters a sense of allegiance and dedication to the principles that underpin the organisation. With a substantial arithmetic mean of 3.45 and a standard deviation of 0.95, the category of "social responsibility" ranked third. The excellent outcomes in this area show how eager Irbid Qasaba schools are to take on social responsibility in order to win the community's trust and uphold the school's mission and core values. Schools may provide an example of a community culture that encourages creativity, professional development, and learning for all by implementing community service initiatives and offering encouragement and support to creative kids. International organisations support and foster these values. Since this benefits students and society as a whole and fosters life skills that encourage self-respect and social cohesion, the outcome is ascribed to the implementation of an educational philosophy founded on upholding the rights of others and fostering stronger ties between educational institutions and the local community. Lastly, with a substantial arithmetic mean of 3.44 and a standard deviation of 1.00, the field of "support and motivation" ranked

fourth. The outcome could suggest that school principals make an effort to preserve the social component. It can also be attributed to the training, support, and recognition that teachers receive, as well as to their sense of having their needs met, their morale boosted, and their self-confidence derived from the consistent and methodical encouragement of their managers. Teachers are the real capital of the school, and they are composed of both experienced individuals and those who work in their schools. Without a doubt, one of the key principles behind the teachers' regard for and confidence in their management, as well as their commitment to carrying out his directives, is the culture of encouragement and support.

Second: The results of the second question, which stated: "What is the level of quality of school life for teachers in the schools of the Education Directorate in Irbid District from the teachers' point of view? To answer this question, the arithmetic means and standard deviations of the level of quality of school life for teachers in Irbid District schools from the teachers' point of view were calculated, and Table (4) shows that.

Table (4): Arithmetic means and standard deviations of the level of quality of school life for teachers in the schools of the Directorate of Education in Irbid District from the teachers' point of view on the fields in descending order

Rank	Number Domain	Axis & its domains	Arithmetic mean	Standard deviation	Score
1	1	Work environment	3.60	0.99	Large
2	2	social relations	3.54	1.03	Large
3	3	Professional growth	3.49	1.06	Large
	Total		3.54	0.99	Large

The results in Table (4) show that, from the perspective of the teachers, the arithmetic means of the areas of the quality of school life for teachers in the Directorate of Education's schools in the Irbid District came at a high level. A healthy school environment, like schools in the Irbid District may have a safe and healthy school environment, which helps improve the quality of school life for teachers, and good communication are two possible causes of this. It's possible that instructors and school management communicate well, which enhances relationships and meets teachers' requirements. Teachers may get material and technical assistance from the school administration, as well as training opportunities through conferences, workshops, and courses that enhance their performance and skill set. The principal and teachers' mutual regard, which may serve to strengthen bonds and address teachers' needs, may also be the cause of the school environment's dominance. The order of the fields was as follows: With an arithmetic mean of 3.60, a standard deviation of 0.99, and a high level, the field of (work environment) took first position. This may be because school principals in the Directorate of Education for the Irbid District are eager to create a respectful work environment where teachers are dedicated to religious and ethical principles and follow rules and guidelines. The school's motto is "human relations first, then work second." Because of the nature of the school community, instructors must connect and collaborate with all stakeholders in the educational process, including parents, teachers, counsellors, and administration, in order to fortify their relationships with them. In order to create a positive work environment, school principals are eager to improve human relations by giving teachers their full rights, as outlined in the Ministry of Education's regulations. This is exemplified by creating an environment that lets teachers use their skills and encourages them to be innovative and take part in school decision-making. With an arithmetic mean of (3.54) and a standard deviation of (1.03), the field of

social relations came in second. This could be due, in part, to the fact that schools and the administration have mutual respect and are able to communicate effectively, which helps to improve relationships and meet the needs of teachers. In order to foster better social relationships, the school may host social events. At a broad level, the field of professional growth finished third with an arithmetic mean of 3.49 and a standard deviation of 1.06. In addition to mutual trust and a clear vision specific to achieving the desired goals, the school administration's desire to empower teachers may be the reason for this. It supports new teachers and gives them professional activities, as well as the right time and location for discussion groups and teacher consultations on educational matters that would raise the level and capabilities of the novice teacher. By coordinating and cooperating with technical guidance, educating teachers about the general and specific objectives of each field of study and the curriculum that they teach, and taking into consideration their abilities, directors hope to empower teachers and improve their competencies. Whenever feasible, work with the director and the specialised supervisor to organise lesson models for the topic and instructors, enhance visits to the teacher, and distribute them to various activities. as well as offering training programs to improve productivity and advance professional performance. The current study's findings concurred with those of Al-Sharab's (2020) investigation, which demonstrated that science instructors had a high degree of job satisfaction. They were in contrast to the findings of Khashaba and Al-Zaki's (2023) study, which indicated that the level of availability of work-life quality was mediocre.

Third: The results of the third question and its discussion, which stated: "Is there a statistically significant correlation at the level of statistical significance (α = 0.05) between the degree of school principals' practice of educational leadership with values and the level of quality of school life for teachers in the Directorate of Education in Irbid District? To answer this question, Pearson's correlation coefficients were calculated between the axis of measuring school principals' practice of educational leadership with values and its areas, and the axis of measuring the level of quality of school life for teachers and its areas, and Table (5) shows that.

Table (5): Pearson's correlation coefficient values between the axis of measuring school principals' practice of educational leadership with values and its domains, and the axis of measuring the level of quality of school life for teachers and its domains.

relationship	Statistician	Work environment	social relations	career growth	The kidney for the second axis
Cooperation & Participation	Correlation coefficient	0.84**	0.80**	0.78**	0.83**
Justice	Correlation coefficient	0.82**	0.81**	0.79**	0.84**
Social Responsibility	Correlation coefficient	0.86**	0.85**	0.82**	0.87**
Support and Motivation	Correlation coefficient	0.89**	0.88**	0.84**	0.90**
The whole of the first axis	Correlation coefficient	0.89**	0.87**	0.85**	0.90**

* Significant at a significance level of(0.05)

The results in Table (5) show a statistically significant positive correlation at the significance level (α = 0.05) between the axis of school principals' practice of educational leadership based on values and its domains, and the axis of measuring the level of quality of school life for teachers and its domains. This indicates that the higher the degree of school principals' practice of educational leadership based on values, the higher the level of quality of school life for teachers. This may be due to the fact that educational leadership

based on values by principals enhances the quality of school life for teachers. It works to achieve high individual and institutional productivity, facilitates the investment of human energies to achieve the desired goals in the teaching-learning process, and seeks to invest the latent energies of principals and employees alike by stimulating enthusiasm to achieve academic excellence. This confirms that one of the ways to increase the level of quality of school life for teachers is to increase the degree to which principals practice educational leadership based on values. This is because applying educational leadership based on values in schools achieves the goals of all employees, and teachers in particular. A principal who practices educational leadership based on values provides all the appropriate conditions for teachers to form strong bonds between them and their work, and they feel satisfied while performing their tasks, which are implemented to achieve their personal goals related to their work. Thus, educational leadership based on values among school principals greatly affects the quality of school life for teachers. The reason for this is that school principals who practice educational leadership based on values, employ it well with all employees, realize through it the importance of school management, employ human relations with all employees fairly and equally, involve all employees in planning all school decisions, and contribute effectively to monitoring employees, evaluating their performance, and motivating them based on accurate scientific foundations. All of this contributes to improving the quality of school life for teachers, which increases their desire to develop the schools in which they work by increasing their practical efficiency and productivity. This is reflected positively on the quality of the school in which they work, its development and advancement, and this is what the Ministry of Education seeks.

Recommendations:

- Emphasize raising the level of school principals' practice of values-based educational leadership in the study dimensions (cooperation and participation, justice, social responsibility, support, and motivation). This should be done through the Ministry of Education holding training courses focused on promoting values-based educational leadership and its application in various aspects of school work.

- Emphasize raising the quality of school life for teachers in the study dimensions (work environment, social relationships, professional development). This should be done by having principals build positive relationships with teachers and strengthen these relationships through visits and social meetings.

- Invite researchers and specialists to conduct further studies on the topic of values-based educational leadership and link it to other variables, such as teachers' job performance.

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