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The Spiritual Leadership of the Principals of Al- Ramtha District Schools and its Relationship to the Teachers' Mental Health During the Corona Pandemic from the Teachers' Viewpoint

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Abstract

The current study aimed to identify the degree to which the principals of the Ramtha district schools in Jordan practice spiritual leadership, and its relationship to the level of teachers' mental health during the Corona pandemic from the teachers' point of view. The study sample consisted of (410) male and female teachers, the questionnaire was used as a tool for the study.

Where the results showed that the practice of the principals of the Ramtha district schools for spiritual leadership and mental health came to a high degree. Years of experience variable, and the results related to mental health showed that there were differences attributed to each of the variables of gender, educational qualification, and years of experience, teachers, and The researchers recommended intensifying training courses to educate managers about the concept of spiritual leadership, and the importance of applying it in administrative practices, by making it a behavior.

Key words: spiritual leadership, Mental health, Ramtha district, Jordan, school principals, Corona pandemic.

القيادة الروحية لدى مديري مدارس لواء الرمثا وعلاقتها بالصحة النفسية للمعلمين خلال جائحة كورونا من وجهة نظر المعلمين

الملخص

هدفت الدراسة الحالية التعرف على درجة ممارسة مديري مدارس لواء الرمثا في الأردن للقيادة الروحية، وعلاقتها بمستوى الصحة النفسية للمعلمين خلال جائحة كورونا من وجهة نظر المعلمين، وقد تم استخدام المنهج الوصفي الارتباطي، وتكونت عينة الدراسة من (410) معلماً ومعلمة، تم استخدام الاستبانة كأداة للدراسة، حيث أظهرت النتائج أن ممارسة مديري مدارس لواء الرمثا للقيادة الروحية، والصحة النفسية جاءتا بدرجة مرتفعة، حيث أظهرت النتائج المتعلقة بالقيادة الروحية وجود فروق إحصائية تعزى لأثر متغير الجنس، وجاء لصالح الذكور، ومتغير المؤهل العلمي، جاء لصالح مرحلة البكالوريوس، وعدم وجود فروق تعزى لأثر متغير سنوات الخبرة، كما أظهرت النتائج المتعلقة بالصحة النفسية بوجود فروق تعزى لكل من متغيرات الجنس، والمؤهل العلمي، وسنوات الخبرة، وأظهرت النتائج وجود علاقة إيجابية دالة إحصائياً بين درجة ممارسة مديري مدارس لواء الرمثا للقيادة الروحية ومستوى الصحة النفسية للمعلمين خلال جائحة كورونا من وجهة نظر المعلمين، وأوصت الباحثات تكثيف الدورات التدريبية لتثقيف المديرين حول مفهوم القيادة الروحية، وأهمية تطبيقها في الممارسات الإدارية، من خلال جعلها سلوكاً ممارساً.

كلمات مفتاحية: (القيادة الروحية، الصحة النفسية، مديرو مدارس لواء الرمثا، الأردن جائحة كورونا).

Introduction

Educational institutions, like any other institutions, aspire to achieve a high and distinguished level of performance, by enhancing the skills and capabilities of their teachers, but the current challenging conditions the world is witnessing because of the novel Corona pandemic has imposed very significant changes, and transformations in several areas. One of the most challenging areas is human mental health as the feelings of anxiety, frustration, despair, and uncertainty have spread among people, as well as the fear of the unknown future that only God knows. Thus, to deal with these challenges we need a great leadership with a sublime vision linked to God Almighty legislation, a leader who has faith, certainty, hope, determination, and higher values that meet the lofty goals of these educational institutions.

Leadership gives everything great value and looks forward to a bright future and have insight. A leader who strives to encourage a sense of significance and interconnectedness among employees. This kind of leadership is known as Spiritual Leadership, which was defined by Webster Dictionary Received from each of Taleb, Al-Taie, and Aliwi (2017), as “the life-giving force”, is leadership that seeks to find individuals more confident and loyal to the sublime meanings, and protects teachers from depleting their energies and abilities, and protects them from situations of frustration, anxiety, and depression that harm their mental health, as he seeks with what he has of a great spiritual force linked to God to build institutions that have an ethical advantage that moves teachers towards distinguished performance, as this leadership is a source of transcendence and a sense of the importance and value of work within the school .

A Spiritual leader has a great strategic role in improving the quality of school education, as educational institutions operate effectively when led and supported by spiritual leadership, as he reinforces the work with a lofty vision and mission as indicated by Al-Ghanabousi and Idris (Al-Ghanabousi & Idris, 2010), and when the great spiritual leader is present, the teachers work with diligence and determination, because educational institutions will inevitably grow, and thus contribute significantly to the progress of students (Bafadal, 2016).

It Theoretical literature suggests that the 21st-century civilization is a strictly material, soulless civilization that afflicts people with the boredom of life with all its material components, It has become necessary to provide spiritual leadership that inspires the souls of teachers with a determination that promotes harmony and tranquility in the soul, and the courage to challenge crises as every teacher has a great spiritual power that requires profound enlightenment so that he can give and innovate relentlessly without the presence of any negative emotions that hurdles his energies (Toll, 2009). As the spiritual gap is a debilitating and deadly void for those who are afflicted with it, and it is a kind of civilized self-destruction, as it afflicts people with spiritual emptiness (Rushdie, 2010).

Spiritual leaders are aware of the practical needs of teachers, lead them to enhance their performance and increase their involvement by enabling them to become more aware of the specifics and peculiarities of their job goals. They also inspire teachers, put their faith in them, and assisting them in reshaping

their academic goals. Furthermore, they encourage them to invest their practical skills properly to achieve the desired results and they cautiously work to positively enhance their value in their societies; thus, they are key leaders who eagerly seek to maintain respect for people regardless of their identity. They also spread a spirit of hope, fairness, and social justice among teachers. They persistently seek to remove the obstacles that hinder the development of teachers and increase their efficiency (Bozkuş & Gündüz, 2015.) and they make the required change and transformation in their environment starting with themselves, and they use values that bridge the minds and hearts of teachers (Douglas, 2019). Essentially, spiritual leadership as indicated by Fry & Slocum (2008). involves motivating teachers through believing in the vision of the institution leaders and institution culture based on altruistic love, by leading organizations with deeper levels of purposeful actions and behaviors (Houston, Blankstein& Cole, 2007; Thompson, 2005; Wax, 2008; Wheatley, 2002). It motivates teachers in the school to do good as a principle of life, morality and based on love, and it uses hope and faith to reach its goals (Fairholm, 1996). Spiritual leadership has become the most important in educational systems that aim to educate students as successful individuals (Çimen& Karadağ, 2019; Akar, 2010). To understand spiritual leadership, it is important to speak about its aspects. Many scholars have provided a variety of studies to describe the dimensions of spiritual leadership, Aydin & Ceylan (2009) identified it with five dimensions, namely: vision, hope, altruism. , Meaning, and membership. In this study, three dimensions of spiritual leadership were examined, which are: (vision, hope/faith, and altruism). To elucidate this, each dimension was addressed separately, starting from the dimension of vision, as it is defined as “determining an attractive future for the institution, as this vision represents the role of a catalyst by drawing an attractive future that motivates workers to work hard to reach that future Aydin & Ceylan (2009). It serves three important functions: determining the general direction of change, simplifying many more detailed decisions, and helping quickly and efficiently to coordinate actions (Fry, Hannah& Noel, 2011). Vision setting is also a key characteristic of effective leaders since it creates inspiration and motivation for workers to strive harder to achieve it (Bell, 2013). They do three things by heading towards this vision: they value the truth of the status quo, they pave the way for the implementation of this vision, they make all in line with it and they move on to this vision (Raddanipour& Siadat, 2013). To ensure the vision’s success, it must be practical, believable, and appealing in the future. A practical vision must be important to the organization to be credible (Madu, 2008). Speaking about the dimension of hope is very important. Hope is a desire with anticipation for self-realization, while faith adds certainty to hope (Fry, Hannah& Noel, 2011), as this certainty arises from the absence of physical evidence to achieve the intended thing (Fry, 2003). Hope is the desire that the employees' needs will be met in the workplace (Bodla, Ali& Danish, 2013), where some view hope and faith as factors maintaining future aspirations and provide the desire and positive expectation that ensures the effort is made through intrinsic motivation to achieve these difficult goals. Aydin & Ceylan (2009) believe that the presence of a spiritual leader who seeks to form spiritual beliefs and belief in work generates self-motivation in carrying out duties in the best possible way and taking greater responsibility in volunteering work (Raddanipour& Siadat, 2013).

Altruism is the inner urge of a person to satisfy others and improve their well-being as an end in itself (Cherry, 2016). It also indicates beneficial behaviors, such as honesty and compassion among colleagues who support employees directly or indirectly, particularly those who have problems at work (Raddanipour & Siadat, 2013). Altruism as seen by Bodla, Ali & Danish, (2013) is a feeling of wholeness and harmony resulting from care, concern, and appreciation for both self and others. Both medicine and positive psychology affirm that altruism has the power to overcome four destructive emotions which are fear (anxiety, indecision, panic), anger (hostility, resentment, envy, hatred, and jealousy), the feeling of failure (frustration and depression) and pride (selfishness and vanity).

Raddanipour & Siadat (Raddanipour & Siadat, 2013). stated that one of the most important results that can be obtained through spreading the culture of altruism is to spread communication networks between teachers and push leaders to pay more attention to the needs and interests of teachers, as well as their interest in developing teachers and ceding part of the authority and responsibility to them.

Mental health is one of the most important critical areas that need to be addressed, as it is the most important value that the person needs to optimize to stay involved and engage in his or her broad community, particularly if it is related to mental health of teachers. Many research has shown that people who enjoy mental and psychological wellbeing are distinguished by a variety of attributes, the most important of which are: knowledge of reality as it is, a rational view of the complexities of life, a positive self-evaluation, and functioning in line with a mental capacity (Saleh, 2009). Mental health is a great goal that all teachers strive to preserve, and their interest in their mental health have increased in the modern era because of the complexity of modern life, the multiplicity of areas of stress and its sources, in addition to the high level of intellectual and cultural growth that made teachers realize that the pleasure of life does not depend on their physical health only, rather, it extends to their mental health (Hayani, 2011).

Attia (2014) defined mental health as a state of physical, emotional, mental, and social balance that brings the individual to a state of stability, self-acceptance, and achieves a degree of happiness and contentment. Besides, it enables him to socialize properly with his society and this relation is characterized by giving, cooperation, tolerance, and altruism. Then, he will be able to use his capabilities to achieve his goals properly.

Mental health as specified by Dayli (2018) has many indicators including the feeling of competence and self-confidence which accords the individual a sense of value. Other indicators include the capacity for social compatibility, emotional maturity, the ability to self-control, and the ability to employ energies and capabilities in work. The human and value dimension enables the individual to adopt a valuable framework that guides him, directs his behavior, considers the feelings of others, respects their interests and rights, and freedom from neurotic symptoms. Mental health is affected by many factors, the most prominent of which, as Abdallah (2011) reported, is the need for faith, as satisfying this need protects the individual from psychological disorders and behavioral deviations. The moderate religious individual is close to God Almighty, feels at peace with himself, and is optimistic about his future, which makes him enjoy good mental health. Physiological needs and values associated with work indicate that the individual's attitudes towards a specific work have a strong effect on the individual's

behavior and psychological health. Work conditions indicate that every work has its circumstances, and if the working conditions are difficult and not suitable for the individual's health condition, this will lead to a lack of association with and lack of love for this work, which negatively affects his behavior and mental health and vice versa.

The teacher is the main factor in achieving the psychological well-being of his students, as he is the best one who develops the students' performance at school, and works on their scientific and psychological development, leading them to acquire knowledge, forming good attitudes towards school subjects and towards the school and themselves. There is no doubt that the teachers' professional competence, personality, and good relations with students are all reflected in their behavior and the behavior of individual and group students and affect the extent of their enjoyment of mental health. Factually, it is impossible to imagine a teacher who lacks aspects of mental health capable of providing his students with opportunities to achieve their mental health, and no one denies the dangerous role he plays in the scientific and psychological life of students (Zughayer, 2010). Undoubtedly, the psychological state of the teacher is reflected on his Students, and when the teacher is in the best shape, the impact of this appears in an environment of fun, optimism, and fruitful work through the positive interaction between him and his students. As for if the teacher's life is unhappy, then it is not surprising that we see him carry the effects of his misery to the school, and from this point of view the importance of the psychological health of the teacher appears, and the emphasis of psychologists and education in researching it and giving it a priority in the school (Abdallah, 2004).

Many studies related to spiritual leadership were conducted, such as the study of Ajwa (2013). which aimed at determining the degree of availability of the dimensions of spiritual leadership among the leaders of the schools located in the main urban cities in the Dakahlia Governorate at the level of different stages. The study sample consisted of (365) administrators. The results showed that the degree of availability of the dimensions of spiritual leadership among the school leaders was moderate.

A study was conducted in Iran by Aliakbari (2015) aimed to reveal the effect of job satisfaction on the mental health of teachers in the schools of the Iranian city of Mazandaran. The study sample consisted of (332) male and female teachers. The results showed a positive correlation between job satisfaction and the psychological health of teachers in general and it was stronger among female teachers.

Al-Eid & Al-Zamili (2018) conducted a study in the Gaza Strip aimed to identify the level of mental health of government teachers, and its relationship to their level of performance considering the irregularity of their salaries in primary and secondary schools in the education directorates in Rafah and Khan Yunis. The study sample consisted of (176) male and female teachers. The findings showed that the level of mental health of teachers was high, and the level of professional performance of teachers came to a high degree. It also showed a correlation between the level of mental health of public-school teachers and their level of professional performance considering the irregularity of their salaries . In the Sultanate of Oman, Al- Rudinia (2017) carried out a study aimed to reveal the level of motivation, self-efficacy, and mental health of Omani teachers in North Al Batinah Governorate on a sample of (232) male and female teachers. The results indicated that the general level of both teacher motivation and mental health of teachers came to a moderate degree, and that self-efficacy was

moderate, and there is a correlation between motivation, self-efficacy, and mental health. Çimen& Karadağ (2019) conducted a study in Central Anatolia Province, which aimed to test the effect of spiritual leadership on organizational culture, organizational silence, and academic success in high school. The study sample consisted of (457) teachers. The results of the study showed that spiritual leadership came with a high degree. The organizational culture also came to a high degree, and there is a correlational between the bureaucratic culture and the acceptance of silence and defensive silence. The findings also showed positive correlations between the culture of support, the culture of success, and the culture of mission for the stock of school culture, and a positive correlation between spiritual leadership, organizational culture, and academic success of the school. Furthermore, there was a negative correlation between organizational culture and organizational silence, Organizational commitment is considered the most important determinant of spiritual leadership. Al-Rukaibi (2018) conducted a study aimed at identifying the degree of availability of mental health dimensions among basic schoolteachers in the State of Kuwait. The study sample consisted of (330) teachers. The results of the study showed that the degree of availability of mental health dimensions among basic schoolteachers in Kuwait was average. Al-Shahoumi (2020) conducted a study in the Sultanate of Oman, aiming to reveal the reality of school principals' practice of spiritual leadership in Al-Dhahirah Governorate. The study sample consisted of (105) assistants. The results of the study showed that the degree to which school principals practice spiritual leadership was very high, and there are statistically significant differences attributed to the gender variable, the educational qualification variable, the years of experience variable, and for all dimensions of the study. To detect if “the spiritual leadership of the principals predicts the school’s culture according to the perceptions of the teachers working at different levels of the school”, Özgenel& Ankaralıoğlu (2020) conducted a study in Turkey on a sample of teachers who work in public schools in the stages (elementary, middle, and secondary) In the Kartal district of Istanbul province, it consisted of (446) teachers, and the results of the study showed that the spiritual leadership came with a high degree, and the organizational culture variable came with a high degree, and there was a big difference in the level of spiritual leadership that the teachers perceive according to the school level variable, and there are no significant differences Statistics according to the variable of gender, education, age, and occupational seniority.

Karadage et al (2020) study aimed to reveal the extent of the influence of spiritual leadership on the school culture and academic success in the schools of the province of anliurfa in Turkey. The study sample consisted of (471) teachers. The questionnaire and the interview were used as tools for the study. The results of the study showed a significant difference between the average values of teachers 'perceptions of the spiritual principal and the school’s culture scores for teachers that are differed according to the academic success of their schools, and the difference was in favor of schools with high academic success and school culture came with a high degree. The results of the interviews showed a significant relationship between teachers 'perception of spiritual leadership among principals and the characteristics of school culture and the increase in academic achievement, as high-performing schools have spiritual leadership and school characteristics are strong compared to low-performing schools, and with the increase in teachers' perceptions of spiritual leadership, perceptions of school

culture also increase. It also showed that high-performing schools have strong school culture characteristics and have school cooperation, shared values, communication, and principal characteristics and that there is a strong relationship between school culture and academic achievement.

These studies have been benefited from developing a tool for collecting information, identifying its results and comparing them with the results of the current study, and using appropriate statistical treatments in strengthening some opinions related to the theoretical framework, so the current study is distinguished from previous studies in its attempt to identify spiritual leadership among the principals of Al-Ramtha District schools and its relationship to the mental health of teachers during the Corona pandemic from the teachers' point of view, for the school year (2020/2021). It is concluded that the importance of this study emerges through the statement of the relationship between spiritual leadership on mental health, and the statement and extent of the reflection of their positive impact on the development of educational institutions and society, and in the development and improvement of the academic process. Previous theoretical literature and studies have shown that the issue of spiritual leadership is still recent in the literature on leadership, as well as its presence in educational and educational institutions. By reviewing the previous studies, the two researchers see that this study came as one of the few Arab studies to identify the relationship between spiritual leadership among school principals and the mental health of teachers during crises, and it is also one of the few Arab studies in the field of spiritual leadership. This study to the researchers' knowledge is the first study that addresses the relationship between the two variables, spiritual leadership, and mental health.

Study problem and Questions

Since these institutions, especially the educational institutions, and specifically, schools do not operate in isolation from what is happening in the world, this pandemic and the great changes and transformations it imposed posed a great challenge to teachers, and negatively affected their mental health. The repercussions were great, as it limited their energies and abilities to deal with this pandemic professionally and efficiently and limited their ability to provide outstanding performance. As pointed out by Toll (2009), such crises may create in the psyche the feeling that we are going in the wrong way or producing something negative (anxiety). This is what one of the researchers noticed through her work in the educational field. Therefore, we need great administrative leadership that confronts this pandemic with all faith, hope, and certainty, to mobilize workforces and invest the energies of teachers. A leadership as Toll (2009) said, brings peace to the soul and achieves beauty, success, and creativity in an unparalleled way. It also spreads a gentle outpouring of joy that emanates in the depths, stimulates motivation, generates creative energies, realizes existence and the self purely. On a straight path, they present and achieve. Hence, this study sought to answer the following questions:

1. To what extent do the principals of Al- Ramtha District practice spiritual leadership during the

Corona pandemic from the teachers' viewpoint?

2. Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the estimates of male and female teachers of the degree to which school principals practice spiritual leadership during the Corona pandemic attributable to the variables: (gender, academic qualification, Years of experience)?
3. What is the level of teachers' mental health during the Corona pandemic in the schools of Al-Ramtha District from the teachers' viewpoint?
4. Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the teachers' estimates of their mental health level during the Corona pandemic from their point of view attributable to the variables: (gender, educational qualification, and years of experience)?
5. Is there a statistically significant correlation at the significance level ($\alpha \leq 0.05$) between the degree of practicing spiritual leadership by principals of Al-Ramtha District schools and the teachers' mental health level during the Corona pandemic from the teachers' viewpoint?

Objectives

- Identifying the degree to which the school principals of Al-Ramtha District practice spiritual leadership during the Corona pandemic from the teachers' point of view and identify its impact on the level of teachers' mental health.
- Identify the effect of the Socio demographic variables (gender, educational qualification, and number of years of experience) on the teachers' estimates of the degree to which the principals of Ramtha District schools practice spiritual leadership during the Corona pandemic from the teachers' point of view
- Reveal Knowing the effect of the variables (gender, educational qualification, and years of experience) on the teachers' estimates of their level of mental health during the Corona pandemic.
- Identify the correlation between the degree of school principals' practice of spiritual leadership and its relationship with the mental health of teachers during the Corona pandemic from the teachers' point of view,

Importance of Study

The importance of this study is illustrated by focusing the theoretical study literature on the methods of spiritual leadership and its positive role in raising the level of performance managers within the school, and its impact on the psychological health of teachers in times of pandemic, specifically, with the rapid spread of the novel coronavirus.

The results of the current study are expected to benefit both decision-makers in the Ministry of Education and its departments of education, especially in the field of educational leadership and educational policy-makers in developing new strategies for school management, and developing criteria for selecting school principals in light of the requirements of spiritual leadership.

The principles of spiritual leadership and mental health also contribute to providing methodological and procedural frameworks that help administrators in different educational settings in developing training programs for principals that take into account their spiritual leadership to preserve the mental health of teachers.

Definitions of Terms

Spiritual leadership: As defined by Ibrahim (2018) is a leadership style that is based on the adoption of spiritual values such as integrity, honesty, humility, altruism, conviction, and leadership and subordinate care and attention to enhance organizational commitment and enhance the level of performance of individuals and institutions.

Operationally, it is the degree that the respondents score on the spiritual leadership tool in its following domains: vision, hope/faith, and altruism, which were developed to achieve the objectives of the study.

Mental health idiomatically, defined by Abdullah (2013) as a state of psychological equilibrium that is manifested by the integrity of the personality, planning for its future, solving its problems, adapting to reality and its social norms, and enjoying a measure of emotional stability.” Procedurally, it is the degree that the respondents score on the mental health tool in its following areas: social compatibility, emotional maturity, psychological well-being, self-realization, and self-confidence, which were developed to achieve the objectives of the study.

Methodology

Population

The study population consisted of all the (2323) public school teachers in Al- Ramtha District according to the statistics of the Jordanian Ministry of Education for the school year (2020/2021) AD.

Sample

A random sample of (410) male and female teachers was selected from the study population. The sample size is acceptable for the present study because the researchers rely on the questionnaire as a

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data collection tool.

Table (1). Distribution of the characteristics of the study sample the independent variables.

Variables	Categories	Frequency	Ratio
Gender	Male	104	25.4
	Female	306	74.6
	Total	410	%100
Academic qualifications	Bachelor	346	84.4
	Postgraduate	64	15.6
	Total	410	%100
Years of experience	Less than 5 years	99	24.1
	From 5-10 years	153	37.3
	Above 10 years	158	38.5
	Total	410	%100

Instrument

A questionnaire was used as a tool for the study prepared by researchers, and its validity and reliability were made.

The Validity and Reliability of questionnaire.

They were asked to check the appropriateness of the statements of the questionnaire, and to express an opinion on the degree of clarity thereof, the soundness of its linguistic syntax and the degree of suitability to the field to which it belongs, adding, deleting, drafting, or suggesting any modifications.

The face validity of the tool was checked. It was presented to experienced and specialized arbitrators from professors in Jordanian universities, as the arbitration relied on (12) arbitrators from academic leaders and faculty members in the Faculties of Education in Jordanian universities. The final form of the questionnaire comprised of (20) items, where two methods were used to verify the reliability of the study tools, by calculating the reliability coefficient of internal consistency based on the equation (Cronbach's alpha) as shown in Table (2)

Table (2). Results of the tool reliability by using the Cronbach Alpha method of the pilot sample.

Areas	Test-retest	Internal Consistency
The first field: spiritual leadership		
Vision	0.84	0.78
Hope / Faith	0.90	0.81
Altruism	0.88	0.77
The second field: mental health		
Social compatibility	0.92	0.79
Emotional maturity	0.90	0.81
Psychological well-being	0.87	0.84
Self realization	0.89	0.82
Self-assurance	0.91	0.80

Considering validity and reliability, it was found that the results of the reliability are acceptable to achieve the objectives of this study.

Tool Correction Criterion

The statistical model with the relative gradient of the five-point Likert scale was adopted, to make judgments about the arithmetic averages of the study tool and its paragraphs. The statistical standard was adopted using the following equation: Low (1.00-1.66), Medium (1.67-2.33), and High (2.34-3.00).

The scale was calculated by using the following equation:

The upper limit (3) - the lower limit (1)

Number of required classes (3)

$3-1/3= 0.66$ is added to the end of each category.

2. Variables

1. Independent variables: gender, educational qualification, and years of experience.
2. The dependent variables: the spiritual leadership of the principals of Al-Ramtha District schools, and the mental health of the teachers during the Corona pandemic from the teachers' point of view.

Results and discussion

Results of the first question, which is

To what extent do the principals of Al- Ramtha District practice spiritual leadership during the Corona pandemic from the teachers' viewpoint? To answer this question, the arithmetic means, and standard deviations of the degree to which school principals in Al-Ramtha District practice spiritual leadership during the Corona pandemic were extracted from the teachers' point of view, as illustrated in Table (3).

Table 3. Means and standard deviations of the degree of practicing spiritual leadership

Rank	N	Domains	Mean	SD	Level
1	2	Hope / Faith	2.42	.573	High
2	1	Vision	2.41	.551	High
3	3	Altruism	2.38	.549	High
		Spiritual leadership	2.40	.521	High

Table 3 shows that the arithmetic means ranged between (2.38-2.42), where hope/faith domaine ranked first, with the highest arithmetic mean (2.42). Vision domaine came in second place with a mean (2.41). Where altruism domaine ranked last with a mean (2.38). The total average of the spiritual leadership (2.40). This result can be attributed, according to the estimates of the respondents, to the Ministry of Education's interest in improving the leadership skills of the principals and to the

Ministry's recognition of the important and powerful role that the principal plays in influencing the different characteristics of the teachers. Besides, their eagerness to respond to the changes that have taken place and to what continues throughout the Corona virus pandemic in a manner that protects the interests of students. The findings can also be attributed to the training programs offered to school principals dealing with the growth and development of their spiritual leadership skills. In this context, Fry (2003) indicated that principals who embrace spiritual leadership in their leadership are valued and respected and they communicate with teachers healthily. They strive to fulfill their duties and responsibilities and are also ready to solve the problems facing their schools. This is embodied by the Messenger of Allah (ﷺ) saying, “The believers in their mutual kindness, compassion and sympathy are just like one body. When one of the limbs suffers, the whole body responds to it with wakefulness and fever” (Al-Bukhari& Muslim). The findings of this study are consistent with the results of the Al-Shahoumi (2020) and Özgenel& Ankaralıoğlu (2020).

Results of the Second Question which is: "Are

T here statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the estimates of male and female teachers of the degree to which school principals practice spiritual leadership during the Corona pandemic attributable to the variables: (gender, academic qualification, number of years of experience)?

Table 4. Means & standard deviations of the degree of practicing spiritual leadership

variables		Mean	SD	NO.
Gender	Male	2.50	.596	104
	Female	2.37	.490	306
Qualification	Bachelor of	2.43	.514	346
	Postgraduate	2.24	.537	64
Years of experience	Less than 5 years	2.48	.495	99
	5-10	2.32	.501	153
	Above 10 years	2.44	.549	158

Table (4) shows an apparent variance in the means and standard deviations of the degree to which school principals practice spiritual leadership during the Corona pandemic due to the different categories of gender variables, academic qualifications, and years of experience. To demonstrate the significance of statistical differences between the means the Three-Way ANOVA test was used as shown in Table (5).

Table 5. The Three-Way ANOVA test for the impact of gender, academic qualification, and years of experience on spiritual leadership tool.

Source of variance	SS	df	MS	F value	Sig
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Gender	1.174	1	1.174	4.479	.035
Qualification	2.504	1	2.504	9.554	.002
Years of Experience	1.009	2	0.504	1.925	.147
Error	106.123	405	0.262		
Total	111.193	409			

Table (5) shows that:

1. There are statistically significant differences ($0.05 \geq \alpha$) due to the effect of gender, as the F-value= 4.479 with a statistical significance= 0.035, and the difference is in favor of males. This result may be attributed to the fact that male principals have more wisdom than females, and that they have a wise and insightful vision. The result of this study is in line with the result of the study of Al-Shahoumi (2020) which indicated no differences attributed to the effect of gender.
2. There are statistically significant differences ($\alpha \leq 0.05$) due to the effect of academic qualification, where the F-value= 9.554, with a statistical significance= 0.002, and the differences came in favor of the bachelors. This result may be attributed to the fact that principals who hold a bachelor's degree have higher flexibility than principals who hold postgraduate degrees, because they have a broad base in programs, training workshops, and field visits, and they also have a high desire to join leadership courses and have enough time for this. Where those holding postgraduate degrees, their interest may be directed towards the academic and research field. The result of this study differed from the result of the study of Al-Shahoumi (2020) as there are no differences attributed to the effect of the academic qualification variable.
3. There are no statistically significant differences ($\alpha \leq 0.05$) due to the effect of the years of experience, as the f value of = 1.925, with a statistical significance = 0.147. This result may be attributed to the faithful nature of this leadership, regardless of the number of years of experience. This is embodied by the Messenger of Allah (ﷺ) saying, "There is no difference between an Arab and a non-Arab except with piety." The results of this study are consistent with the result of the study of Al-Shahoumi (2013) as there are no differences attributed to the effect of the years of experience.

Results of the Third Question which is:

What is the level of teachers' mental health during the Corona pandemic in the schools of Al- Ramtha District from the teachers' viewpoint? To address this question, the mean and standard deviations of the level of mental health of teachers during the Corona pandemic in schools in Al- Ramtha District were calculated from the teachers' point of view as illustrated in Table (6).

Table (6). Means & standard deviations of the level of mental health of teachers during the Corona pandemic arranged in descending order according to the means.

Rank	N	Domains	Mean	SD	Level
1	1	Social compatibility	2.81	.276	High
2	2	Emotional maturity	2.79	.310	High
3	5	Self-assurance	2.76	.330	High
4	3	Psychological well-being	2.75	.338	High
5	4	Self realization	2.70	.356	High
		Mental health	2.77	.284	High

Table (6) shows that the The level of teachers' mental health during the Corona pandemic in Al-Ramtha schools came from the teachers' point of view, with a (high) score, with a mean of (2.77), and this result can be attributed to the nature of the teacher's life, as his role is characterized by flexibility in his dealings with students, principals, and colleagues. As well as the increased cooperation with the school administration and colleagues regarding the distribution of duties, departures, and administrative work added to their work in education, and participation in the administrative and financial committees within the school. Besides, the teachers' salary is commensurate with the efforts they make, also the interaction between parents and teachers leads to a high level of social esteem befitting the teaching profession, and therefore these factors maintain the mental health of teachers, regardless of circumstances and challenges they face . The support of the Hashemite leadership in Jordan for teachers who have an entrepreneurial spirit also represents a great impact on increasing the level of mental health among teachers and instills in them the spirit of initiative and volunteering to offer the best. The result can be attributed to the impact of the spiritual leadership of school principals on teachers, as it grants teachers a high level of mental health, as they have Islamic morals, the integrity of the faith, and they follow a good example represented by their principals as Al-Mutairi (2005) confirmed that among the indicators of mental health under the Islamic concept: belief in God, performing ritual acts of worship, acceptance of God's judgment and destiny, and a constant sense of closeness to God. Mental health is also affected by many factors, perhaps the most prominent of which, as Abdallah (2013) mentioned as faith needs. The fulfillment of this need protects the individual from psychological disorders and behavioral deviations, as a moderate religious individual is close to God Almighty, feels peaceful and optimistic about his future, that makes him enjoy good mental health, physiological needs, and work-related values because the individual's attitudes towards a particular work have a strong impact on the individual's behavior and his psychological well-being. Work conditions also have an impact on the individual's mental health as if the working conditions are difficult or unhealthy, this led to a lack of attachment to this work which negatively affects the individual's behavior and mental health and vice versa. Where Hurlock (1974) specifies that the growth and development of personality are directed towards

protecting oneself against the dangers of life by controlling and adapting to the environment, positively evaluating stressful life events, as well as looking at them with a challenge and these factors are more motivating than being a threat to security and stability, thus preserving the mental health from deterioration and turmoil. The results of this study are compatible with the results of the study of Al-Eid and Al-Zamili (2018).

Results of the Fourth Question which is,

Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the teachers' estimates of their mental health level during the Corona pandemic from their point of view attributable to the variables: (gender, academic qualification, and years of experience)?

Table (7) Means & standard deviations of the level of teachers' mental health according to gender, academic qualification, and years of experience.

Variables		Mean	SD	NO.
Gender	Male	2.78	.305	104
	female	2.76	.276	306
Academic qualification	Bachelor	2.78	.264	346
	Postgraduate	2.66	.359	64
Years of experience	Less than 5 years	2.70	.357	99
	(5-10) years	2.81	.220	153
	Above more than 10 years	2.76	.280	158

Table (7) shows an apparent variance in the means and standard deviations of the level of teachers' mental health during the Corona pandemic in Al-Ramtha District schools from the teachers' point of view due to the different categories of gender variables, academic qualification, and years of experience. To demonstrate the significance of statistical differences between the means the Three-Way ANOVA test was used as shown in Table (8).

Table (8). The Three-Way ANOVA Test of the impact of gender, academic qualification, and years of experience on the level of teachers' mental health

Source of variance	SS	df	MS	F value	Sig
Gender	.34	1	.34	4.41	.04
Qualification	1.07	1	1.07	14.01	.000
Years of Experience	1.08	2	.54	7.06	.001
Error	30.92	405	.076		
Total	32.93	409			

The data in Table (8) illustrates that:

Regarding the gender variable, the results showed that there are statistically significant differences ($\alpha \leq 0.05$) attributed to the effect of gender, where the f Evaluate= 4.410, with a statistical significance= 0.036, and the differences were in favor of males. This result may be attributed to the fact that males have more wisdom where females tend to have more affection than males, but these challenges facing institutions require more psychological rigidity, which males possess. The result of this study differed from the result of the study of Al-Rukaibi (2019) as it showed no differences attributed to the impact of the gender variable.

As for the academic qualification variable: the results showed that there are statistically significant differences ($\alpha \leq 0.05$) due to the academic qualification impact, as the F value= 14.010, with a statistical significance = 0.000, and the differences were in favor of the bachelor's degree because teachers who hold bachelor are more modest than the holders of postgraduate studies, and the presence of teachers who hold graduate studies in schools may become a factor of pressure and frustration for them, as it does not match their ambition or their academic level. The results of this study differed from the results of the study of Rukibi (2019) which the differences were in favor of the postgraduate category.

Finally, the years of experience variable: the results showed that there are statistically significant differences ($\alpha \leq 0.05$) due to the effect of the years of experience, where the f Evaluate = 7.062 and a statistical significance = 0.001 the differences were in favor of years of experience of the category (5-10) years, and this finding can be attributed to the fact that teachers have gained experience that has allowed them to deal creatively without distractions when coping with these challenges and crises, and have also not reached the stage of boredom. Also, managers demonstrate their faith in the capacity of educators to deal with these challenges, since they have ample passion that is difficult to be ignored.

Table 9. Post Hoc Comparisons (Scheffe) for the effect of years of experience on the level of teachers' mental health during the Corona P

Variables	Means	Less than 5 years	5-10 years	Above 10 years
Less than 5 years	2.7 0			
5-10 years	2.8 1	.11*		
Above 10 years	2.7 6	.05	.06	

Table (9) shows that there are statistically significant differences ($\alpha \leq 0.05$) between the categories (less than 5 years) and (5-10), and the differences came in favor of the category (5-10).

Results of the Fifth Question

Is there a statistically significant correlation at the significance level ($\alpha \leq 0.05$) between the degree of practicing spiritual leadership by principals in Al-Ramtha District school and the teachers' mental health level during the Corona pandemic from the teachers' viewpoint? To address this question, the

Pearson Correlation Coefficient was extracted between the degree of the school principals of Al-Ramtha District practice of spiritual leadership and the level of teachers' mental health of the Corona pandemic from the teachers' point of view as shown in Table (10).

Table (10). Pearson coefficient for the Correlation between the degree of the school principals of Ramtha District's practice of spiritual leadership and the level of teachers' mental health during the Corona pandemic from the teachers' point of view

#	Field	Statistical significance	Vision	Hope/ Faith	Altruism	Spiritual Leadership
	Social compatibility	Correlation coefficient	.51 2(**)	.46 1(**)	.39 9(**)	.48 1(**)
		Sig	.00 0	.00 0	.00 0	.00 0
		N	41 0	41 0	41 0	41 0
	Emotional maturity	Correlation Coefficient	.43 5(**)	.44 6 (**)	.32 8(**)	.42 1(**)
		Sig	.00 0	.00 0	.00 0	.00 0
		N	41 0	41 0	41 0	41 0
	Psychological well-being	Correlation Coefficient	.36 1(**)	.32 2 (**)	.23 7(**)	.31 9(**)
		Sig	.00 0	.00 0	.00 0	.00 0
		N	41 0	41 0	41 0	41 0
	Self-realization	Correlation coefficient	.50 3(**)	.44 0 (**)	.34 9(**)	.45 0(**)
		Sig	.00 0	.00 0	.00 0	.00 0
		N	41 0	41 0	41 0	41 0
	Self-assurance	Correlation coefficient	.40 6(**)	.42 2 (**)	.27 8(**)	.38 3(**)
		Sig	.00 0	.00 0	.00 0	.00 0
		N	41 0	41 0	41 0	41 0
	Mental health	Correlation coefficient	.50 8(**)	.47 6 (**)	.36 5(**)	.47 0(**)
		Sig	.00 0	.00 0	.00 0	.00 0
		N	41 0	41 0	41 0	41 0

Table (10) shows that there is a positive statistically significant correlations between the degree of spiritual leadership of the principals in Al- Ramtha District schools and the level of teachers' mental health during the Corona pandemic from the teachers' point of view, and the result of this result may be attributed to the close connection between faiths and closeness to God, as this kind of leadership is demonstrated by a deep spiritual aspect in which there is closeness to God and certainty that is not tainted by negative feelings as a result of going through challenges or crises such as this pandemic, which is reflected in the sublime message that principals and teachers strive to achieve creatively and distinctly.

Recommendations

- Considering the results of this study, the researchers recommend the following:
- Intensifying training courses to educate principals about the concept of spiritual leadership, and the importance of applying it in their administrative practices..
- Strengthening the role of the spiritual leadership style and adopting with teachers by gaining their trust and showing appreciation for them.
- Conducting studies related to spiritual leadership among academic leaders and expanding its study scope from schools to universities with other variables.

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