The Commitment Degree of the Secondary Schools' Principals in the North Gaza Governorate to the Dimensions of the Servant Leadership and the Development Ways

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Abstract: *The study aimed at identifying the commitment degree of the secondaryschools' principals in the North Gaza Directorate to the dimensions of the servant leadership from the teachers' views. The researcher used the analytical descriptive method. The study's tool was a questionnaire applied to the study's sample contained (259) male and female teachers. The main results of the study were as the following: the commitment degree of the secondary schools' principals in the North Gaza Directorate to the dimensions of the servant leadership from the teachers' views had a large degree with a relative weight (%82.10). The dimensions came in descending order as follows: Building a school community had a relative weight (%84.69), the provision of the leadership style had a relative weight (82.68%), the creativityhad a relative weight (81.95%), the participation in leadership had a relative weight (81.39%), the teacher development had a relative weight (81.37%) and the teacher's appreciation had a relative weight (80.50%). Furthermore, there are no statistically significant differences at ($\alpha \leq 0.05$) on the commitment degree of the secondary schools' principals in the North Gaza Directorate to the dimensions of the servant leadership from the teachers' views due to the variables of (gender, academic qualification and years of service).*

Keywords: *Servant leadership, principals of secondary schools, North Gaza Directorate.*

I. Introduction

Leadership is one of the most important topics in the field of management, and the administrative leadership is considered the standard that determines the success of any organization. Therefore, the success or failure of the organization in achieving goals is often attributed to the efficiency or inefficiency of leadership.

A servant leadership style is one of the distinct leadership styles where the leader focuses during his work on managing the organizational challenges by preferring the interest of participants and the interested people in the administrative process on his personal interest and provides comprehensive and varied services to individuals and society (Reed & et.al., 2011, p. 416).

The importance of the servant leadership concentrates on meeting the vocational needs and desires ofthe workers and gives them the powers to carry out their jobs' duties. Moreover, the servant leadership gives the workers opportunities to participate in the institutional decision-making, encourages them to set initiatives, creativity and innovation in the workand provides a safe, attractive, supported and encouraging environment. Also, the servant leadership supports them to work in a team in all fields of the administrative process because this reflects positively on their behaviors and be more active, committed, affiliated in theorganizational institution. (Stewart., 2017, p. 2,3).

The term of servantleadership appeared in 1970 when Greenleaf published his first article entitled (the Servant is as a Leader) who introduced the term (the Servant Leadership) tosurprise the world through his bold suggestion requested the leader to be a servant (Rashid and Matar, 2016, p. 50).

The servant leadership is defined as: "a complex process of understanding and practicing a leadership style which the interest of employees is preferred over the wishes and interests of the leader to develop them, in addition to raising the spirit of teamwork in the institution. Also, it engages the employees in power and position to achieve a shared interest for both employees and the organization at all levels" (Laub, 2004, p. 8).

The researcher has adopted the dimensions of LaubModel (1999) because it hada series of scientific steps within Delphi method and an international reputation. As well as, many researchers depended on it in studying the servant leadership. Laub Model contains personal and leadership characteristics such as (providing leadership style, creativity and appreciation of others), and the managerial and vocationalcharacteristics such as (developing the individuals, participation in leadership and building a successful society). The dimensions of the model (Laub, 1999) are as follows:

1- The employee'sappreciation: The commitment degree of the schools' principal's to care for the subordinates, appreciate and respect them, also enhancing the trust in dealing with them. Moreover, the principals prefer the subordinates'interests to their interests and the interests of the group.

2- The employee'sdevelopment: The commitment degree of the schools' principal's to raise the vocational and administrative efficiency of subordinates, encourage them to self-development, provide appropriate consultations to them and join them into training courses.

3- Building a successful society: The commitment degree of the schools' principal's to provide a positive organizational atmosphere to the subordinates, enhance human relations with the subordinates, workin a team and encourage the various initiatives.

4- The creativity: The commitment degree of the schools' principal's to the courage to speak the truth and admittheir mistakes, transparent and fair dealing with their leaders and accepting the other opinions.

5- Providing a leadership style: The commitment degree of the schools' principal's to possess an ambitious future visionthat can transform it into clear goals that persuade the subordinates,practice the democratic style and possess the ability and courage to face different situations.

6- Participation in leadership: The commitment degree of the schools' principal'sto participate with their subordinatesin making decisions and assuming the responsibility, as well as limit the monitoring on them, encourage them to practice the leadership roles, work with them faithfully without waiting for praise and give them many powers.

In order to continue the previous efforts in this subject, the researcher detects that there is a necessity to study the commitment degree of the secondary schools' principals in the North Gaza Directorate to the dimensions of the servant leadership and set suggestions to develop it.

1.1. Previous studies:

The researcher conducted a survey of the available studies according to the subject matter, and these studies were classified from the newest to the oldest, as follows: **Al-Najjar's study (2018)**aimed at identifying the practice degree of the principals of UNRWA's schools in the governorates of Gaza to the servant leadership and its relationship with the vocational affiliation of the teachers. The researcher used the analytical descriptive method. The study's tool was a questionnaire applied to the study's sample which contained (760) teachers.The results showed that the practice degree of the principals of UNRWA's schools in the governorates of Gaza to the servant leadership had a large degree.Furthermore, there are statistically significant differences due to the gender variable for females and the years of service variable for thehighest years of service, while there are no statistically significant differences due to the academic qualification.**Al-Helo's study (2017)** aimed at identifying the practice degree of the private schools' principals in the governorates of Gaza to the servant leadership and its relationship with the performance quality of their schools. The study used the analytical descriptive method and the questionnaire as a study's tool. The study's population consisted of all teachers of the private schools totaling (1212) teachers, and the study's sample was (297) teachers. The results showed that the practice degree of the private schools' principals to the servant leadership from the teachers' views had a large degree, and there are no statistically significant differences for the practice degree of the private schools' principals attributed to the gender, academic qualification and years of service variables except the "vocational field" and "school building and development" field where the differences were for the females. Thus, the study recommended holding courses and workshops for the principals to develop their skills according to the principles of servant leadership. **Al-Daihani's study (2017)** aimed at identifying the prevailing leadership techniques of the schools' principals in Kuwait through observant the impact of servant leadership behaviors on strategic planning in schools. Data were collected through personal interviews to determine the views of the study's sample that are consisted of (10) teachers and (10) heads of department from (6) districts in Kuwait. The study dealt with the servant leadership techniques that focused on having a clear vision, self-confidence, diversity in evaluation, having delegation skills, the ability to listen and respect the different opinions. The results of the study confirmed the availability of servant leadership techniques among the schools' principals in Kuwait. Moreover, these techniques affect on strategic planning during the implementation and supervision of the strategic plans and increase the awareness of local, regional and international changes related to education. The study recommended raising awareness among the public schools' workers about the importance of creating an atmosphere of cooperation, joint responsibility and mutual respect. **Ali and Al-Qarni's study (2017)** aimed at detecting the relationship between the practice of heads and supervisors of academic departments at Tabuk University to the servant leadership and the degree of organizational commitment of faculty members. The study used the analytical descriptive method and a questionnaire as a study's tool which applied on (131) faculty members from Tabuk University at a rate of (21.7%). The study reached several results, including the degree of the practice of heads and supervisors of the academic departments at Tabuk University for the servant leadership had a large degree, and there are statistically significant differences in the servant leadership field in the gender variable for males. The study recommended disseminating the culture of servant leadership

dimensions. **Gungor study's (2016)** aimed at predicting the impact of the ethical leadership and servant leadership practices of the secondary schools' principals in Eskisehir city in Turkey on the job satisfaction of teachers from the teachers' views. The study used the analytical descriptive method and the questionnaire as a study's tool. The study's sample consisted of (309) teachers. The results showed that the relative weight of the servant leadership reached (67.10%). Therefore, the study recommended formulating measures for the servantleadership.**Al-Nahal's study (2015)** aimed at identifying the role of the servant leadership in improving the behavior of the organizational citizenship in the Palestinian Ministry of Health.The study used the analytical descriptive method and the questionnaire as a study's tool.The study's sample consisted of (305) employees.The results showed that the reality of the servant leadership in the Palestinian Ministry of Health from the respondents'views had a large degree, and there are statistically significant differences for the servant leadership attributed to the variables of the academic qualification for (Ph.D. and Master) degrees, and years of service for (10 years andmore), while there are no statistically significant differences for the servant leadership attributed to the gender variable.Thus, the study recommended strengthening the concept of the servant leadership for the supervisory leaders and workers in the ministry.**Ghali's study (2015)** aimed at identifying the practice degree of the Palestinian universities to the servant leadership dimensions and the differences in the practice of those universities,and detecting if there are important differences in the level of servant leadership practice due to variables including (gender, academic qualification, years of service). The study adopted the analytical descriptive method and the questionnaire as a study's tool. The study's sample reached (400) workers, while the study'spopulation reached (2157) people.The results showed that the degree ofservant leadership practice was medium, and there are no statistically significant differences in theservant leadership due to the gender, academic qualification and years of service variables. The study recommended implementing training programs for officials to develop their skills and knowledge about the advantages and characteristics of theservantleadership and its impact on both the university and workers.**Abu-Tina, Khasawneh and Al-Tahina's study (2007)** aimed at identifying the practice degree of the schools' principals to the servantleadership in their schools from the viewpoint of those principals and teachers. The study's sample consisted of (390) principals. The researchers used a questionnaire as a study's tool. The study concluded that the practice degree of the schools' principals to the servant leadership from their views was large, while from their teachers'views was medium. Furthermore, there are no statistically significant differences in the gender, the educational stage and the academic qualification of teachers in practicingtheservant leadership, while there are statistically significant differences in the years of service variable for the largest number of years. Therefore, the study recommended holding joint lectures and training workshops for principals and teachers in the technique of servant leadership and how to employ it in schools.

1.2.The statement of the problem

The traditional leadership style has become unable to overcome the challenges that face the commercial enterprises, especially in the light of globalization and the development of leadership and management thought because of the technological progress and the rapid knowledge explosion. The recent studies have been conducted by Gallup institution, andthey showed that more than two-thirds of people leave their jobs because oftheir unsuccessful managers (Hunter, 2004). The researcher was working in many positions as the following: a teacher, educational supervisor, principal and then a general manager in The Ministry of Education and Higher Education in the period (1994-2014). Thus,he noticed through his work that the servant leadership varies among the educational leaderships in schools, directorates and the ministry in the mentioned period. So, the researcher conducted this study to reach results concerning the study's questions. Hence, the study'sproblem involved the following:

- What is the commitment degree of the secondaryschools'principals in the North Gaza Directorate to the dimensions of the servant leadership from the teachers' views?

- Are there statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the commitment degree of the secondaryschools' principals in the North Gaza Directorate to the dimensions of the servant leadership attributed to the following variables: gender (male, female), academic qualification (Bachelor, Graduate Studies)and years of service (less than 10 years, from 10 to 20 years, more than 20 years)?

- What are the suggestions to develop the commitment degree of the secondary schools' principals in the North Gaza Directorate to the dimensions of the servant leadership?

1.3.   Hypotheses of the Study:

- There are no statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the commitment degree of the secondaryschools' principals in the North Gaza Directorate to the dimensions of the servant leadership attributed to the gender variable (male, female).

- There are no statistically significant differences at ($\alpha \le 0.05$) among the averages of the sample ratings on the commitment degree of the secondaryschools' principals in the North Gaza Directorate to the dimensions of the servant leadership attributed to the academic qualification variable (Bachelor, Graduate Studies).

- There are no statistically significant differences at ($\alpha \le 0.05$) among the averages of the sample ratings on the commitment degree of the secondaryschools' principals in the North Gaza Directorate to the dimensions of the servant leadership attributed to the years of service variable (less than 10 years, from 10 to 20 years, more than 20 years)?

1.4. The purpose of the Study
1. Identify the commitment degree of the secondaryschools' principals in the North Gaza Directorate to the dimensions of the servant leadership from the teachers' views.
2. Find out the statistically significant differences at (a≤ 0.05) among the averages of the sample ratings on the commitment degree of the secondaryschools' principals in the North Gaza Directorate to the dimensions of the servant leadership attributed to the following variables: gender (male, female), academic qualification (Bachelor, Graduate Studies) and years of service (less than 10 years, from 10 to 20 years, more than 20 years).
3. Find out suggestions to develop the commitment degree of the secondary schools' principals in the North Gaza Directorate to the dimensions of the servant leadership from the teachers' views.

1.5. The limitations of the study
The subject limit: dealing with the servant leadership according to Laub Model with its six dimensions (the teacher appreciation, teacher development, building the school community, creativity, provision of the leadership style, participation in leadership)
The humane limit: all male and female teachers in the secondary schools in the North Gaza Directorate totaling (791) teachers.
The spatial limit: the North Gaza Directorate - Palestine.
The temporal limit: The study was applied in the first semester of 2019/2020.

1.6. The significance of the study:
1. This study deals with a modern type of management which is the servant leadership.
2. Clarify the commitment of the secondary schools' principals in the North Gaza Directorate to the servant leadership.
3. This study can benefit:

- the Education Committee of the Legislative Council in following up the work of the Palestinian Ministry of Education and Higher Education.
- The specialists in the directorates of education and the Palestinian Ministry of Education and Higher Education.
- The schools' principals in general and thesecondary schools'principalsin particular.
- The researchers in the field of education.

II. Methodology
2.1Research design:
The researcher used the analytical descriptive method to describe the phenomenon of the study, analyze its data, detect the relationship among its components, show the opinions expressed about it, highlight the processes it contains and indicate the effects that it causes (Al-kasbani, 2012, p. 86).

2.2 Instrumentation:
After reviewing the previous studies, the researcher constructed a questionnaire consisting of (60) statements that are divided into (6) fields according to Laub Model: the first field is the teacher appreciation, the second field is the teacher development, the third field is building the school community, the fourth field is the creativity,the fifth field is the provision of the leadership style and the sixth field is the participation in leadership. Each field of the questionnaire consists of (10) statements. Then Likert's scale (very few, few, medium, large, very large) was used to measure the respondents' answers on the questionnaire statements to equal the following degrees (5, 4, 3, 2, 1). All statements of the questionnaire were positive. Moreover, the researcher used informal interviews.

The questionnaire's validity:
1.   The virtual validity "arbitrators validity":
   The questionnaire was presented in its initial form to a group of specializedteachers that work in the Palestinian universities to get feedback.
2.   The internal validity:
The internal validity of the questionnaire statements: The internal validity of the questionnaire statements has done on the exploratory sample by calculating the correlation coefficients between each field of the questionnaire and the total degree of the questionnaire.

Table (1): the correlation coefficients between each field and the total degree of the questionnaire

No.	The field	The correlation coefficient	The significance level (Sig.)
1.	The teacher appreciation	0.878	Sig at 0.01*
2.	The teacher development	0.826	Sig at 0.01*
3.	Building the school community	0.974	Sig at 0.01*
4.	The creativity	0.908	Sig at 0.01*
5.	The provision of the leadership style	0.957	Sig at 0.01*
6.	The participation in leadership	0.938	Sig at 0.01*

*The correlation is statistically significant at(0.01)

Table (1): shows the correlation coefficients between each field and the total degree of the questionnaire, and all correlation coefficients are statistically significant at a significance level of (0.01). Thus, the statements of the questionnaire fields are valid for what they are intended to measure.
In order to confirm the stability of the questionnaire, the Cronbach's Alpha coefficient was calculated at (0.983), and the Split Half Method was calculated at (0.944). This indicates that the questionnaire is consistent.

2.3 The population of the study
The study's population consists of all secondary schools' teachers in the North Gaza Directoratein (2019-2020) according to the formal statistics in the records of the Ministry of Education.
2.4 The sample of the study
A random sample of (259) teachers from the secondary schools was selected to fill the questionnaire, while (257) questionnaires have been recovered, as shown in table (2):

Table (2): the distribution of the study sample according to study variables

The variable	The variable classification	The number	%
The gender	Males	103	40.1
	Females	154	59.9
The academic qualification	Bachelor	148	57.6
	Graduate studies	109	42.4
The years of service	less than 10 years	132	51.4
	From 10 years to less than 20 years	93	36.2
	From 20 years and more	32	12.5
The total		**257**	**100.0**

The Statistical Analysis
The data were analyzed through the Statistical Package for the Social Sciences (SPSS 25), the used statistical tests as the following:
1.   Pearson's Correlation Coefficient.
2.   Cronbach's Alpha test and Split Half Method.
3.   The arithmetic mean, relative weight, standard deviation and ranking.
4.   Independent Samples Test
5.   One Way ANOVA.
In order to interpret the results, the following arithmetic averages were adopted as follows:

Table (3):The adopted criterion in this study

The cell length	The weighted average	The degree
From 1 to 1.80	From 20% to 36%	Very Few
More than 1.81 to 2.60	More than 37% to 52%	Few
More than 2.61 to 3.40	More than 53 to 68%	Medium
More than 3.41 to 4.20	More than 69% to 84%	Large
More than 4.21 to 5	More than 85% to 100%	Very Large

III. The results and discussion of the study

Answering to the questions

- **The first question is**: What is the commitment degree of the secondaryschools' principals in the North Gaza Directorate to the dimensions of the servant leadership from the teachers' views?

In order to answer this question, the arithmetic averages, standard deviation, relative weight and ranking were calculated**.**

Analyzing the fields of the study:

Table (4): The arithmetic mean, relative weight, standard deviation and ranking of the questionnaire's fields

#	The field	Arithmetic mean	Standard deviation	Relative weight	Ranking	The degree
1.	The teacher appreciation	4.025	0.785	80.50	6	Large
2.	The teacher development	4.068	0.709	81.37	5	Large
3.	Building the school community	4.235	0.672	84.69	1	Large
4.	The creativity	4.098	0.772	81.95	3	Large
5.	The provision of the leadership style	4.134	0.737	82.68	2	Large
6.	The participation in leadership	4.069	0.784	81.39	4	Large
	The total degree	**4.105**	**0.691**	**82.10**		**Large**

Table (4) shows that "Building the school community" field had the first rank with a large degree anda relative weight (84.69). The researcher attributes this result to theprincipal's care to provide a positive atmosphere inside the school, enhance the human relationships with the teachers and encourage the teachers to work in a team.While, "The teacher appreciation" field had the last rank with a large degree and a relative weight (80.50), and this is attributed to theprincipal's appreciation and care about the teachers during the work time. Moreover, the principal seeks to achieve ajob satisfaction for the teachers. This result was agreed with the results of Al-Najjar's study (2018), Al-Nahal's study (2018), Al-Helo's study (2017) and Ali and Al-Qarni's study (2017), while the study differentiated from Gungro's study (2016), Ghali's study (2015) and Abu-Tina's et al. study (2007) which had a medium degree.

The answer to the second question, which is:

Are there statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the commitment degree of the secondaryschools' principals in the North Gaza Directorate to the dimensions of the servant leadership attributed to the following variables: gender, academic qualification and years of service?

Thus, There are three hypotheses to answer this question, as follows:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the commitment degree of the secondaryschools' principals in the North Gaza Directorate to the dimensions of the servant leadership attributed to the gender variable.

Table (5): the results of using "T" testfor the gender variable

The fields	gender	Number	Arithmetic mean	Standard deviation	"T" value	Sig.	Level of significance
The teacher appreciation	Male	103	4.106	0.707	1.354	0.177	Not Sig at 0.05
	Female	154	3.971	0.831			
The teacher development	Male	103	3.987	0.722	1.503	0.134	Not Sig at 0.05
	Female	154	4.123	0.698			
Building the school community	Male	103	4.232	0.666	0.050	0.960	Not Sig at 0.05
	Female	154	4.236	0.679			
The creativity	Male	103	4.089	0.745	0.141	0.888	Not Sig at 0.05
	Female	154	4.103	0.792			
The provision of the leadership style	Male	103	4.128	0.696	0.108	0.914	Not Sig at 0.05
	Female	154	4.138	0.766			
The participation in leadership	Male	103	4.084	0.782	0.254	0.800	Not Sig at 0.05
	Female	154	4.059	0.787			
The total degree	**Male**	**103**	**4.105**	**0.662**	**0.006**	**0.995**	**Not Sig at 0.05**
	Female	**154**	**4.105**	**0.712**			

*"T" value at the significance level (0.05) equals 1.96 and at (0.01) equals 2.58

Table (5) shows that the significantvalue of the total degree of the questionnaire equals (0.995) which is higher than the significance level (0.05), and the calculated "T" value is (0.006). This shows that there are no statistically significant differences at (a≤ 0.05) among the ratings averages of the study's sample due to thegender variable. This is attributed to the fair treatment of the schools'principalsfor the male and female teachers, thus they are keen on participating in decision-making, empowering the teachers and holding training courses to develop the vocationalcompetences of the teachers without difference between males and females. This result was agreed with the results of Al-Nahal's study (2018), Al-Helo's study (2017) and Ghali's study (2015), while this result differentiated from Al-Najjar's study (2018) which showed that there is a difference in the gender variable for females.

2. There are no statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the commitment degree of the secondaryschools' principals in the North Gaza Directorate to the dimensions of the servant leadership due to the academic qualification variable.

Table (6): the results of using "T" test for the academic qualification variable

The fields	academic qualification	Number	Arithmetic mean	Standard deviation	"T" value	Sig.	Level of significance
The teacher appreciation	Bachelor	148	4.089	0.790	1.518	0.130	Not Sig at 0.05
	Graduate studies	109	3.939	0.773			
The teacher development	Bachelor	148	4.143	0.705	1.962	0.051	Not Sig at 0.05
	Graduate studies	109	3.968	0.707			
Building the school community	Bachelor	148	4.282	0.644	1.330	0.185	Not Sig at 0.05
	Graduate studies	109	4.170	0.706			
The creativity	Bachelor	148	4.134	0.788	0.874	0.383	Not Sig at 0.05
	Graduate studies	109	4.049	0.751			
The provision of the leadership style	Bachelor	148	4.185	0.736	1.292	0.198	Not Sig at 0.05
	Graduate studies	109	4.065	0.736			
The participation in leadership	Bachelor	148	4.076	0.837	0.153	0.879	Not Sig at 0.05
	Graduate studies	109	4.061	0.709			
The total degree	**Bachelor**	**148**	**4.151**	**0.699**	1.258	**0.209**	**Not Sig at 0.05**
	Graduate studies	**109**	**4.042**	**0.678**			

*"T" value at the significance level (0.05) equals 1.96 and at (0.01) equals 2.58

Table (6) shows that the significant value of the total degree of the questionnaire equals (0.209) which is higher than the significance level (0.05), and the calculated "T" value is (1.258). This shows that there are no statistically significant differences at (a≤ 0.05) among the ratings averages of the study's sample due to the academic qualification variable, and this is attributed to the fair treatment of the principals in dealing with the teachers without considering their academic qualification. This result was agreed with the results of Al-Najjar's study (2018), Al-Helo's study (2017) and Ghali's study (2015), while this result differentiated from Al-Nahal's study (2018) which showed that there is a difference in the academic qualification variable for graduate studies degree.

3. There are no statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the commitment degree of the secondaryschools' principals in the North Gaza Directorate to the dimensions of the servant leadership attributed to the years of service variable.

Table (7): the results of using "F" test for the years of service variable

The field	Source of variation	Sum of squares	Degree of freedom	Average squares	"F" Test	Sig. value	Level of significance
The teacher appreciation	Among groups	0.354	2	0.177	0.286	0.752	Not Sig at 0.05
	Within groups	157.267	254	0.619			
	Total	157.621	256				
The teacher development	Among groups	0.330	2	0.165	0.326	0.722	Not Sig at 0.05
	Within groups	128.505	254	0.506			
	Total	128.835	256				
Building the school community	Among groups	0.100	2	0.050	0.110	0.896	Not Sig at 0.05
	Within groups	115.602	254	0.455			
	Total	115.702	256				
The creativity	Among groups	0.843	2	0.422	0.706	0.495	Not Sig at 0.05
	Within groups	151.735	254	0.597			

	Total	152.579	256				
The provision of the leadership style	Among groups	0.466	2	0.233	0.427	0.653	Not Sig at 0.05
	Within groups	138.592	254	0.546			
	Total	139.059	256				
The participation in leadership	Among groups	0.563	2	0.281	0.456	0.634	Not Sig at 0.05
	Within groups	156.624	254	0.617			
	Total	157.187	256				
The total degree	**Among groups**	**0.373**	**2**	**0.187**	**0.389**	**0.678**	**Not Sig at 0.05**
	Within groups	**121.838**	**254**	**0.480**			
	Total	**122.211**	**256**				

*"F" value at the significance level (0.05), and a freedom degree "2, 254" equals 3.04, and at (0.01) equals 4.66

Table (7) shows that the significant value of the total degree of the questionnaire equals (0.678) which is higher than the significance level (0.05), and the calculated "F" value is (0.389). This resultshows that there are no statistically significant differences at (a≤ 0.05) among the ratings averages of the study's sample due to the years of service variable, and this is attributed to the nature of work in the secondary schools where all teachers are required to work tirelessly because there is a commoninterest between the teachers and principals. Moreover, the principals try to distribute the works and tasks among the teachers according to their specializations, ages and capabilities. This result was agreed with the results of Al-Helo's study (2017) and Ghali's study (2015), while it differentiated from Al-Najjar's study (2018), Al-Nahal's study (2018) and Abu-Tina et. Al (2007) which showed that there is a difference in the years of service variable for long years of service.

The answer to the third question, which is: What are the suggestions to develop the commitment degree of the secondary schools' principals in the North Gaza Directorate to the dimensions of the servant leadership?
- The teachers participate in making decisions.
- The principal encourages the teachers to holdinitiatives.
- The principalpersuades the teachers in discussing their issues without force or coercion.
- The principal participates with the teachers in setting effective plans and achieving the school goals.
- The principal distributes tasks among all teachers equally.
- Promote the continuous communication between the principal and the Directorate of Education.
- The principal developshis/her performance in the light of the technological development.
- The principaltakes into account the teachers'conditions and developstheir performance.
- The principal consults the teachers on all matters of the school.
- The principal creates positive relationships withthestudents.
- The principal disseminates the culture of work in cooperation and participation.
- The principal enhances the cooperation with the other schools.
- The principal uses unified methods and plans in dealing with the students and teachers.
- The principal ensures apositive interaction with the teachers.
- The principal holds training courses to providethe duties and legal assetsto the teacher.
- The principal does a periodic monitoring onthe teachers.
- The principal reduces the burden ofthe teachers.
- The principal applies the standards of quality effectively.
- The principal delegates the tasks a little better.
- The principalappreciates and takes into accountthe teachers'needs.
- The principalcommits to implementing the general goals, developing teachers and maintaining public order.
- The principalholds periodic meetings for each educational subject and identifies its problems to set the solutions.
- The principals participate in leadership courses and develop theirvocational capabilities.
- The principal takes into account the working conditions and preserves the educational process humanly.
- The Ministry of Educationsimplifies the restrictions, regulations and laws to the teachers and expands their powers in making decisions.
- The Ministry of Education sets educational plans that show the creative principals' abilities in forming a flexible educational institution and enhances the participation of the local society in developing schools.
- The principal supports and encourages the individual talents of teachers.
- The principalprotects the teachers and providesthe confidence in dealing with others.
- The principal provides material and moral support for distinguished students and teachers, furthermore provides the means, videos, and stationeryfor the educational process.

- The principal supportsthe distinguished teachers and provides the educational methods that serve the school environment and keep up with the technological development.
- The principal motivates theteachers and provides opportunities for the vice-principal and teachers to express their views.
- The principal reduces the use of manual records and encourages to use computers in employing the technological services.
- The principal enhances the social relationships with the teachers.
- The principal focuses on the behavioral and ethical side suitedto the stage'srequirements.
- The principal participates in lectures that explain how to deal with the local society.
- The principal encourages the teachers to practice the leadership roles and motivates them to take different responsibilities.
- The principal develops the scientific performance of teachers and holds scientific courses.

Recommendations

- The secondary schools' principals should be role models for their teachers in preferringthe public interest.
- The principals should reduce the organizational conflict among teachers and employ it indeveloping their learning and vocational growth.
- The principals should avoid the relationships that are based on profit and loss when they deal with their teachers.
- The principals shouldencourage their teachers to find out their mistakes.
- The schools' principals should adopta democratic pattern in dealing with teachers.
- The secondary schools' principals should reduce the monitoring process on the teachers and encourage the self-monitoring.

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