



The Current State of Job Rotation and Its Relationship to Psychological Competence in Administrative Performance among Female Secondary School Principals from the Perspective of Educational Supervisors

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Abstract

This study examined the reality of job rotation and its relationship to the psychological competence of administrative performance among female secondary school principals from the perspective of educational supervisors in Bisha Governorate. Using a descriptive correlational approach, data were collected through a questionnaire administered to 132 educational supervisors. The findings showed that both job rotation and psychological competence of administrative performance were rated at a high level. Training and skills development ranked highest among the dimensions of job rotation, while planning and organization ranked highest in psychological competence. The results also revealed a statistically significant positive correlation between job rotation and psychological competence in administrative performance. No significant differences were found based on qualification, age, or years of experience, whereas differences related to specialization appeared in the professional development and growth dimension in favor of scientific specialization. The study recommended adopting a clear plan for implementing job rotation, motivating female principals to apply it, and providing training programs that support its effectiveness.

Keywords: Job Rotation, Psychological Competence, Administrative Performance, Female Secondary School Principals, Educational Supervisors.

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واقع التدوير الوظيفي وعلاقته بالكفاءة النفسية في الأداء الإداري لدى قائدات المدارس الثانوية من وجهة نظر المشرفات التربويات

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المخلص

هدفت هذه الدراسة إلى التعرف على واقع التدوير الوظيفي وعلاقته بالكفاءة النفسية للأداء الإداري لدى قائدات المدارس الثانوية من وجهة نظر المشرفات التربويات في محافظة بيشة. واعتمدت الدراسة المنهج الوصفي الارتباطي، حيث جُمعت البيانات من خلال استبانة طُبِّقت على عينة مكونة من (132) مشرفة تربوية. وأظهرت النتائج أن مستوى كلٍّ من التدوير الوظيفي والكفاءة النفسية للأداء الإداري جاء مرتفعاً. كما تصدرُ بُعدُ التدريب وتنمية المهارات أبعاد التدوير الوظيفي، في حين جاء بُعد التخطيط والتنظيم في المرتبة الأولى ضمن أبعاد الكفاءة النفسية. وكشفت النتائج كذلك عن وجود علاقة ارتباطية موجبة ذات دلالة إحصائية بين التدوير الوظيفي والكفاءة النفسية للأداء الإداري. ولم تظهر فروق ذات دلالة إحصائية تُعزى إلى متغيرات المؤهل العلمي أو العمر أو سنوات الخبرة، بينما ظهرت فروق مرتبطة بالتخصص في بُعد التطور والنمو المهني لصالح التخصصات العلمية. وأوصت الدراسة بضرورة تبني خطة واضحة لتطبيق التدوير الوظيفي، وتحفيز قائدات المدارس على ممارسته، وتوفير برامج تدريبية تدعم فاعليته.

الكلمات المفتاحية: التدوير الوظيفي، الكفاءة النفسية، الأداء الإداري، قائدات المدارس الثانوية، المشرفات التربويات.

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© نُشر هذا البحث وفقاً لشروط الرخصة Attribution 4.0 International (CC BY 4.0)، التي تسمح بنسخ البحث وتوزيعه ونقله بأي شكل من الأشكال، كما تسمح بتكييف البحث أو تحويله أو الإضافة إليه لأي غرض كان، بما في ذلك الأغراض التجارية، شريطة نسبة العمل إلى صاحبه مع بيان أي تعديلات أجريت عليه.



1. Introduction

In light of the challenges of globalization, the contemporary era is witnessing major challenges, continuous developments, and rapid transformations across various fields, including the education sector. Schools and universities are considered scientific and educational institutions that seek to achieve multiple objectives and bear the responsibility of preparing administrative competencies capable of reaching levels of creativity and innovation, particularly in view of the rapid development and radical transformation toward scientific and technological advancement, as well as the revolution in communications and information. These developments have affected organizations in general and educational organizations in particular.

In order to overcome these challenges, educational organizations are required to pay close attention to their human resources, as human capital is the primary factor responsible for the success or failure of any educational organization and represents its most important productive resource. Educational organizations must also adopt new concepts related to modern administrative approaches to confront the changes occurring in society in its economic, political, cultural, and social dimensions. It has become evident that dealing effectively with information technology and benefiting from it plays a significant role in rationalizing and developing administrative work.

Al- Qaḥṭānī (2021, p. 3) emphasized the importance of investing in human resources through attracting, qualifying, training, and guiding human competencies to equip them with the necessary expertise and skills, as well as continuously developing them in line with contemporary requirements. Accordingly, institutions must constantly update their systems to move away from unproductive traditional patterns of performance toward new approaches capable of addressing emerging challenges.

Job rotation is considered one of the most important modern administrative practices, as it provides opportunities for a large number of employees to engage in more than one organized role, whether in technical, administrative, supervisory, managerial, or leadership functions. This approach aims to prepare employees to undertake other roles in a systematic and scheduled manner according to a well-designed administrative plan, specifying a period for practicing the new role, whether supervisory, administrative, or leadership, often for four or five years, after which employees are transferred to other positions (, Ḥarāz 2015, p. 194).

Based on the foregoing, job rotation can be regarded as a fundamental pillar of administrative work in any organization. It represents a means of improving the psychological competence of administrative performance and of investing employees' efforts and energies across all organizational levels and departments, which constitutes the focus of the present study.



2. Statement of the Problem

The increasing interest in job rotation reflects its importance, given that individuals represent a core component of the intellectual capital of any organization and play a decisive role in achieving organizational success.

Job rotation is a modern administrative approach through which institutional values, policies, and objectives can be realized. It also helps employees move beyond occupational stagnation toward improved performance and professional advancement. Job rotation is one of the contemporary approaches that stimulate human resources to perform their various roles with creativity and excellence; however, it requires careful preparation, training, and development of employees' technical and administrative skills ('Ali, 2017, p. 1170).

The findings of Al- 'Umar study (2018) indicated that job rotation is one of the most important strategies for developing both employee and institutional performance, as it contributes to acquiring new experiences and diverse skills, enhancing familiarity with organizational tasks, reducing misuse of authority, fostering competition among employees, and mitigating the negative effects of routine and bureaucracy.

In light of the importance of job rotation and based on previous studies, the problem of the present study is formulated in the following main question: What is the reality of job rotation and its relationship to the psychological competence of administrative performance among female principals of secondary schools in Bishah Governorate from the perspective of educational supervisors?

3. Research Questions

The present study attempts to find answers for the questions listed hereunder:

1. What is the current state of job rotation practices in terms of (training and skills development, job description, professional development and growth) among female principals of secondary schools in Bishah Governorate from the perspective of educational supervisors?
2. What is the level of psychological competence of administrative performance in terms of (planning and organization, professional growth, decision-making, evaluation and follow-up) among female principals of secondary schools in Bishah Governorate from the perspective of educational supervisors?
3. Is there a statistically significant correlation between the degree of job rotation and the level of psychological competence of administrative performance among female principals of secondary schools in Bishah Governorate from the perspective of educational supervisors?



4. Are there statistically significant differences in the reality of job rotation among female principals of secondary schools in Bishah Governorate attributable to the variables of (qualification, age, specialization, experience) from the perspective of educational supervisors?
5. Are there statistically significant differences in the level of psychological competence of administrative performance among female principals of secondary schools in Bishah Governorate attributable to the variables of (qualification, age, specialization, experience) from the perspective of educational supervisors?

4. Objectives of the Study

This study is grounded on the following objectives

1. Identify the reality of job rotation practices in terms of (training and skills development, job description, professional development and growth) among female principals of secondary schools in Bishah Governorate from the perspective of educational supervisors.
2. Determine the level of psychological competence of administrative performance in terms of (planning and organization, professional growth, decision-making, evaluation and follow-up) among female principals of secondary schools in Bishah Governorate from the perspective of educational supervisors.
3. Examine the relationship between job rotation and the psychological competence of administrative performance among female principals of secondary schools in Bishah Governorate from the perspective of educational supervisors.
4. Identify differences in the reality of job rotation practices among female principals of secondary schools in Bishah Governorate according to the variables of (qualification, age, specialization, experience).
5. Identify differences in the level of psychological competence of administrative performance among female principals of secondary schools in Bishah Governorate according to the variables of (qualification, age, specialization, experience).

5. Significance of the Study

The significance of this study stems from the importance of job rotation as a contemporary administrative trend that enables organizations to respond effectively to changes in their objectives, resources, and budgets. It provides employees with opportunities to undertake diverse responsibilities and gain broader administrative experience, thereby enhancing organizational flexibility in addressing emerging needs. Practically, the study supports the orientation of the Ministry of Education and educational administrations toward job rotation as a means of meeting their needs for qualified human resources and may provide insights



for developing appropriate mechanisms to identify, prepare, and deploy qualified personnel in accordance with changing administrative requirements.

6. Delimitations of the Study

The study was delimited in terms of subject, time, place, and participants. In terms of subject, the study addressed the current state of job rotation and its relationship to psychological competence in administrative performance among female secondary school principals from the perspective of educational supervisors. As for time, the study was conducted during the second semester of the academic year 1447 AH. Regarding place, the study was limited to public secondary schools for girls under the Education Directorate of Bishah Governorate in the Asir Region. Concerning participants, the study was limited to educational supervisors working in the education offices of Bishah Governorate.

7. Definitions of Terms

1. Job Rotation:

The term 'Job Rotation' is operationally defined as the systematic change of employees' job tasks according to their needs or administrative requirements within a specific period, allowing for the acquisition of experiences and skills and the improvement of psychological competence in administrative performance, as a modern administrative pattern based on rotating positions among female principals of secondary schools in Bishah Governorate.

2. Psychological Competence of Administrative Performance:

Operationally defined as the level to which a school principal achieves assigned tasks and responsibilities, reflected in the outcomes achieved within the school.

3. School Principal:

Operationally defined as the person responsible for all administrative, educational, and pedagogical tasks within the school to achieve its objectives.

4. Educational Supervisor:

Operationally defined as the officially assigned individual responsible for supervisory duties, providing technical support to teachers, assisting them in overcoming difficulties encountered during their educational work, and monitoring the educational process.

Table (1)

Number and Percentage of Research Sample Categories by Research Variables

Variable	Categories	Number	Percentage
Qualification	Bachelor's degree	100	75.8%
	Master's degree	12	9.1%



	Doctorate	9	6.8%
	Other	11	8.3%
	Total	132	100%
Age	30 – 35 years	54	40.9%
	35 – 40 years	20	15.2%
	40 – 45 years	17	12.9%
	More than 45 years	41	31.1%
	Total	132	100%
Years of Experience	Less than 5 years	69	52.3%
	5 – 10 years	24	18.2%
	More than 10 years	39	29.5%
	Total	132	100%
Specialization	Scientific	89	67.4%
	Literary	43	32.6%
	Total	132	100%

8. Research Instrument

To achieve the research objectives — and based on the theoretical framework, previous studies, as well as the researcher's practical experience in the field of educational supervision - the research instrument was developed in its initial form (see Appendix 1). It consisted of a questionnaire comprising two main parts:

- Part One:

This included primary demographic data about the research sample members according to the study variables: (qualification – age – years of experience – specialization).

- Part Two:

This part contained the questionnaire axes, with each axis including several dimensions as detailed below:

Axis 1: The Reality of Job Rotation

This consisted of (18) statements distributed across three dimensions:

- Dimension 1: Training and Skill Development — (6) statements
- Dimension 2: Job Description — (6) statements
- Dimension 3: Professional Development and Growth — (6) statements

Axis 2: Psychological Competence in Administrative Performance

This axis consisted of (20) items distributed across four dimensions:



- Dimension 1: Planning and Organization — (5) statements
- Dimension 2: Professional Growth — (5) statements
- Dimension 3: Decision Making — (5) statements
- Dimension 4: Evaluation and Follow-up — (5) statements

To measure the responses of the research sample, the questionnaire items were placed on a five-point Likert scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree), corresponding to the scores (5, 4, 3, 2, 1) respectively.

Determining the Degree of Approval and Relative Weights

The degree of approval was determined based on the weighted mean value and in light of the scale scores of the research instrument, adopting the following criterion:

The range of the five-point Likert scale used (1 to 5) was calculated as $(5 - 1 = 4)$. This range was divided by the number of scale intervals (5) to obtain the interval length $(4 / 5 = 0.8)$. Then 0.8 was added to the lowest scale value (1) to determine the upper limit of the first interval, and so on for the remaining intervals, as shown in the following table:

Table (2)

Determination of Approval Level According to Arithmetic Means

No.	Interval	Arithmetic Mean	Approval Level
1	1 to less than 1.8	1 – 1.79	Strongly Disagree
2	1.8 to less than 2.6	1.8 – 2.59	Disagree
3	2.6 to less than 3.4	2.6 – 3.39	Neutral
4	3.4 to less than 4.2	3.4 – 4.19	Agree
5	4.2 to 5	4.2 – 5	Strongly Agree

Psychometric Properties (Validity and Reliability of the Research Instrument)

(A) Validity of the Research Instrument

The validity of the questionnaire was verified through two methods:

1. Face Validity

The initial form of the instrument was presented to the research supervisor. After implementing the supervisor's modifications and observations, the instrument was submitted to a panel of arbitrators and experts with relevant experience and specialization (see Appendix 2). The purpose was to determine the extent to which the instrument was suitable for its intended purpose (Al- 'Assāf, 2012, p. 333) by reviewing the questionnaire and providing their opinions.



Based on the arbitrators' comments and suggestions, the researcher made modifications agreed upon by more than 80% of the panel. The most prominent changes included rephrasing some statements, modifying certain words, and deleting one item from the third dimension of the first axis. Thus, after arbitration, the final version of the questionnaire (see Appendix 3) consisted of (37) items distributed across two axes, with each axis containing several dimensions as follows:

- Part One: Demographic data (qualification – age – years of experience – specialization).

- Part Two:

Axis 1: The Reality of Job Rotation — (17) statements distributed across three dimensions:

- Dimension 1: Training and Skill Development — (6) statements

- Dimension 2: Job Description — (6) statements

- Dimension 3: Professional Development and Growth — (5) statements

Axis 2: Psychological Competence in Administrative Performance — (20) items distributed across four dimensions:

- Dimension 1: Planning and Organization — (5) statements

- Dimension 2: Professional Growth — (5) statements

- Dimension 3: Decision Making — (5) statements

- Dimension 4: Evaluation and Follow-up — (5) statements

2. Internal Consistency Validity

To verify internal consistency validity, the questionnaire was administered to an exploratory sample of (25) female educational supervisors. Pearson correlation Coefficients were then calculated:

- Between the dimensions of each axis

- Between the items of each dimension and the total score of that dimension

- Between each dimension's score and the total score of its respective axis

The following tables present the results of internal consistency validity:

Table (3)

Correlation Coefficients of Each Dimension with the Axis to Which It Belongs

Axis	Dimension	Correlation Coefficient	Significance Level
Axis 1: Reality of Job Rotation	Dimension 1: Training & Skill Development	0.894**	0.000
	Dimension 2: Job Description	0.875**	0.000
	Dimension 3: Professional	0.921**	0.000



	Development & Growth		
Axis 2: Psychological Competence in Administrative Performance	Dimension 1: Planning & Organization	0.904**	0.000
	Dimension 2: Professional Growth	0.915**	0.000
	Dimension 3: Decision Making	0.869**	0.000
	Dimension 4: Evaluation & Follow-up	0.881**	0.000

The results in Table (3) show that all Pearson Correlation Coefficients between each dimension's score and the total score of its axis are statistically significant, confirming the internal consistency validity among the dimensions of each axis.

Table (4)

Pearson Correlation Coefficients of Each Item with the Total Score of the Dimension to Which It Belongs

Axis	Dimension	Item No.	Correlation Coefficient	Significance Level
Axis One: Reality of Job Rotation	Training and Skill Development	1	0.790	0.000
		2	0.889	0.000
		3	0.837	0.000
		4	0.784	0.000
		5	0.790	0.000
		6	0.750	0.000
	Job Description	1	0.805	0.000
		2	0.774	0.000
		3	0.803	0.000
		4	0.729	0.000
		5	0.791	0.000
		6	0.829	0.000
	Professional Development and	1	0.779	0.000



Growth				
		2	0.455	0.000
		3	0.754	0.000
		4	0.775	0.000
		5	0.831	0.000
Axis Two: Psychological Competence of Administrative Performance	Planning and Organization	1	0.758	0.000
		2	0.734	0.000
		3	0.900	0.000
		4	0.761	0.000
		5	0.789	0.000
	Professional Growth	1	0.831	0.000
		2	0.751	0.000
		3	0.728	0.000
		4	0.734	0.000
		5	0.778	0.000
	Decision-Making	1	0.789	0.000
		2	0.872	0.000
		3	0.692	0.000
		4	0.774	0.000
		5	0.862	0.000
	Evaluation and Follow-Up	1	0.791	0.000
		2	0.692	0.000
		3	0.778	0.000
		4	0.455	0.000
		5	0.900	0.000

From Table (4), it is evident that the Pearson Correlation Coefficients between the score of each item and the total score of the dimension to which it belongs are statistically significant. This result confirms the internal consistency validity among the items of each dimension of the questionnaire.

**(b) Reliability of the Research Instrument:**

To examine the reliability of the research instrument, the researcher administered the questionnaire to a pilot sample consisting of (25) educational supervisors. Subsequently, the internal consistency reliability coefficient was calculated using Cronbach's Alpha. Table (5) below presents the reliability coefficients of the research instrument.

Table (5)*Reliability Coefficients of the Research Instrument*

Axis	Questionnaire Dimensions	Number of Items	Reliability Coefficient
Axis One: Reality of Job Rotation	First Dimension: Training and Skill Development	6	0.779
	Second Dimension: Job Description	6	0.823
	Third Dimension: Professional Development and Growth	5	0.767
	Overall Reliability of Axis One	17	0.856
Axis Two: Psychological Competence of Administrative Performance	First Dimension: Planning and Organization	5	0.778
	Second Dimension: Professional Growth	5	0.789
	Third Dimension: Decision-Making	5	0.670
	Fourth Dimension: Evaluation and Follow-Up	5	0.759
Overall Reliability of Axis Two		20	0.865
Overall Reliability Coefficient of the Questionnaire		37	0.899



It is evident from Table (5) that all Cronbach's Alpha reliability coefficients for the questionnaire are high. This indicates that the questionnaire demonstrates a high level of reliability and is suitable for application, and that its results can be relied upon and considered trustworthy.

9. Procedures for Implementing the Research

1. Obtaining approval from the competent authorities at the University of Bisha to administer the research instrument. This approval was represented by the researcher obtaining an official facilitation letter issued by the University of Bisha and addressed to the Education Administration in Bisha Governorate.
2. Obtaining a facilitation letter from the Education Administration in Bisha Governorate addressed to the female departments and units of the Bisha Education Administration, as well as to the directors of affiliated offices, in order to facilitate the administration of the research instrument to the targeted sample of educational supervisors.
3. Administering the research instrument to a pilot sample consisting of (25) educational supervisors from outside the main study sample.
4. Administering the research instrument to the target sample of educational supervisors and distributing the questionnaire electronically via the Google Drive platform.
5. Collecting data and information and processing them statistically using the SPSS software package.
6. Analyzing and processing the data, extracting, discussing, and interpreting the results, and deriving the final conclusions.
7. Presenting recommendations and proposed suggestions.

9. Statistical Processing and Methods Used

The research data were analyzed using the Statistical Package for the Social Sciences (SPSS) by employing statistical methods appropriate to the nature of the research and the structure of the research instrument, as follows:

1. Pearson Correlation Coefficient to calculate internal consistency validity and to determine the relationship between the research variables, namely the degree of job rotation and the overall level of psychological competence of administrative performance among female principals of secondary schools, as well as to answer the third research question.
2. Cronbach's Alpha Coefficient to calculate the reliability of the questionnaire.
3. Frequencies and percentages to describe the research sample.
4. Arithmetic means to conduct comparisons between scores.
5. Standard deviations to indicate the dispersion and variability of scores.



6. The One-Sample Kolmogorov–Smirnov Test to examine the normality of the distribution of the sample.
7. The Kruskal–Wallis Test to measure differences among several independent samples.
8. The Mann–Whitney U Test to measure differences between two independent samples.

10. Research Results, Discussion, and Interpretation

First: Results Related to the First Research Question

The first research question of the study is:

"What is the reality of practicing job rotation in its dimensions (training and skill development, job description, professional development and growth) among female principals of secondary schools in Bisha Governorate from the perspective of educational supervisors?"

To answer this question arithmetic means, and standard deviations were calculated for each dimension of **Axis One: Reality of Job Rotation**, as well as for each individual item. The arithmetic means were then ranked in descending order to identify the highest-rated dimensions and items.

The results are presented in the following tables.

Table (6)

Means and Standard Deviations for the Total Dimensions of Axis One: "Reality of Job Rotation"

No.	Dimensions of Axis One: "Reality of Job Rotation"	Mean	Standard Deviation	Rank	Degree
1	First Dimension: Training and Skill Development	4.122	0.605	1	Agree
2	Second Dimension: Job Description	4.035	0.626	3	Agree
3	Third Dimension: Professional Development and Growth	4.077	0.662	2	Agree
Total	—	4.078	0.532	—	Agree

It is evident from Table (6) that the overall score of Axis One: *"Reality of Job Rotation"* was at the level of Agree, with an arithmetic mean of 4.078 and a small standard deviation of 0.532, indicating a high degree of agreement among the sample members regarding the actual practices of job rotation patterns.

The researcher attributes this to the fact that the dimension related to Training and Skill Development, which ranked first, reflects the educational supervisors' perception of both the bureaucratic and routine nature of handling educational supervision requirements on one hand, and the provision of traditional services on the other. Most educational institutions are managed according to detailed laws, regulations, and rules. On the other hand, school principals often continue performing the same tasks in the same position for many years.



Undoubtedly, this routine and standardization in the organizational systems of educational institutions play a significant role in generating boredom and monotony, as well as in freezing the knowledge and skills of the school principals.

Table (7)

Means and Standard Deviations for the Items of the First Dimension: Training and Skill Development, Ranked Descending by Mean

No.	First Dimension: Training and Skill Development	Degree of Practice	Mean	Standard Deviation	Rank	Degree
1	Job rotation reveals the strengths and weaknesses of the principals	T	4.33	0.715	1	Strongly Agree
2	Job rotation develops the experiences and skills of the principals	T	4.23	0.861	2	Strongly Agree
3	Training methods are diversified before job rotation	T	4.02	0.878	3	Strongly Agree
4	Job rotation helps identify the training needs of the principals	T	4.08	0.883	4	Agree
5	Principals undergo sufficient training before being rotated	T	4.08	1.019	5	Agree
6	The principal feels capable of performing any task during job rotation	T	3.99	0.945	6	Agree

It is evident from Table (7) that two items received a rating of "Strongly Agree", while the remaining three items were rated as "Agree". Item No. (2), *"job rotation reveals the strengths and weaknesses of the principals,"* ranked first with a mean of 4.33 and a standard deviation of 0.715, indicating the highest level of agreement among the respondents.

This result is consistent with the findings of 'Alīwah (2017) and Al- Faḍlī (2020), which emphasized that job rotation focuses on transferring individuals between positions based on a studied framework aimed at enhancing their competencies and capabilities. It seeks to increase the productivity and efficiency of employees within the organization by fulfilling organizational requirements and satisfying employees' needs in facing challenges and achieving performance goals.



The researcher attributes this result to the fact that job rotation is a strategic method for investing and utilizing human resources at all levels. This approach is often applied in educational institutions that aim to leverage experience, creativity, and innovation in their educational outcomes, particularly in organizations where the workforce shares similar job functions and educational qualifications.

Table (8)

Means and Standard Deviations for the Items of the Second Dimension: Job Description, Ranked Descending by Mean

No.	Second Dimension: Job Description	Degree of Practice	Mean	Standard Deviation	Rank	Degree
1	Job rotation addresses shortages in the required specializations in the educational field	T	4.20	0.826	1	Strongly Agree
2	Job rotation contributes to leading change in schools	T	4.17	0.833	2	Agree
3	Jobs are accurately described before implementing job rotation	T	4.08	0.949	3	Agree
4	Job rotation policies are taken into consideration when describing jobs	T	4.04	0.911	4	Agree
5	Job rotation identifies and overcomes the difficulties of each job	T	3.94	1.002	5	Agree
6	Diversity of specializations helps in implementing job rotation	T	3.70	1.143	6	Agree

It is evident from Table (8) that five items received a rating of "Agree", while only one item was rated as "Strongly Agree". Item No. (4), *"Job rotation addresses shortages in the required specializations in the educational field,"* ranked first with a mean of 4.20 and a standard deviation of 0.826, indicating the highest level of agreement among the respondents.

The current study asserts that developing a qualified workforce in the educational field requires a gradual progression of personnel in practicing their specialization, allowing their experiences to consolidate and their skills to refine over time, along with a gradual increase in the levels of difficulty. This process contributes to enhancing the quality of work performance through the role of job rotation in the educational field by addressing shortages in the required specializations.



Table (9)

Means and Standard Deviations for the Items of the Third Dimension: Professional Development and Growth, Ranked Descending by Mean

No.	Third Dimension: Professional Development and Growth	Degree of Practice	Mean	Standard Deviation	Rank	Degree
1	Job rotation helps create an organizational climate in secondary schools	T	4.16	0.863	1	Agree
2	Job rotation is one of the methods and techniques of career development	T	4.15	0.833	2	Agree
3	Continuously developing the organizational structure contributes to the success of job rotation	T	4.10	0.923	3	Agree
4	Job rotation contributes to changing and developing career paths	T	4.05	0.960	4	Agree
5	Job rotation provides employees with opportunities for professional growth	T	3.92	1.053	5	Agree

It is evident from Table (9) that all items in this dimension received a rating of "Agree". Item No. (5), "job rotation helps create an organizational climate in secondary schools," ranked first with a mean of 4.16 and a standard deviation of 0.863, indicating the highest level of agreement among respondents.

The current study highlights that human resources are an essential component of the educational process, representing the most critical element within it. Human resources are characterized by their independent will, which enables them either to respond voluntarily or to refuse to comply with the requirements of the educational process. This underscores the importance of having mechanisms that ensure control or guidance over human resources to guarantee the completion of the educational process as planned. Such mechanisms include incentives—both positive and negative.

Second: Results Related to the Second Research Question

The second research question of the study is:

"What is the level of psychological competence in administrative performance in its dimensions (planning and organization, professional growth, decision-making, evaluation and follow-up) among female principals of secondary schools in Bisha Governorate from the perspective of educational supervisors?"



To answer this question, arithmetic means, and standard deviations were calculated for each dimension of **Axis Two: Psychological Competence of Administrative Performance**, as well as for each individual item. The arithmetic means were then ranked in descending order to identify the highest-rated dimensions and items.

The results are presented in the following tables:

Table (10)

Means and Standard Deviations for the Total Dimensions of Axis Two: "Psychological Competence of Administrative Performance"

No.	Dimensions of Axis Two: "Psychological Competence of Administrative Performance"	Mean	Standard Deviation	Rank	Degree
1	First Dimension: Planning and Organization	4.145	0.512	2	Agree
2	Second Dimension: Professional Growth	4.178	0.498	1	Agree
3	Third Dimension: Decision-Making	4.097	0.563	4	Agree
4	Fourth Dimension: Evaluation and Follow-Up	4.113	0.547	3	Agree
Total	—	4.133	0.473	—	Agree

It is evident from Table (10) that the overall score of Axis Two: **"Psychological Competence of Administrative Performance"** was at the level of **Agree**, with an arithmetic mean of **4.133** and a small standard deviation of **0.473**, indicating a high degree of agreement among the sample members regarding the level of psychological competence demonstrated in administrative performance.

The researcher interprets these results as reflecting the supervisors' perception that female principals demonstrate a competent level of planning, decision-making, professional growth, and evaluation in managing secondary schools. This suggests that these competencies are consistently applied in practice, contributing to the effectiveness of administrative performance within the educational institutions.

Table (11)

Means and Standard Deviations for the Items of the First Dimension: Planning and Organization, Ranked Descending by Mean

No.	First Dimension: Planning and Organization	Degree of Practice	Mean	Standard Deviation	Rank	Degree
1	Job rotation enables the principal to implement the plan in light of the organization's policies and objectives	T	4.27	0.763	1	Strongly Agree
2	Job rotation contributes to forecasting	T	4.26	0.788	2	Strongly Agree



	the organization's human resource needs					Agree
3	Job rotation allows the leadership to understand the systems and regulations of work	T	4.19	0.811	3	Agree
4	Job rotation improves the leadership skills of the principals	T	4.13	0.814	4	Agree
5	Job rotation helps in developing flexible plans within the departments	T	4.11	0.905	5	Agree

It is evident from Table (11) that three items received a rating of "Agree", while two items were rated as "Strongly Agree". Item No. (2), "Job rotation enables the principal to implement the plan in light of the organization's policies and objectives," ranked first with a mean of 4.27 and a standard deviation of 0.763, indicating the highest level of agreement among respondents.

The current study suggests that enhancing the psychological competence of administrative performance in educational institutions can be achieved through training and developing the capabilities of principals and motivating them to achieve organizational objectives. In this context, Muştafâ (2020) emphasized that developing psychological competence in administrative performance is a cornerstone in human resource management across all types of organizations, regardless of their field of work. The process of performance evaluation and analysis of institutional outcomes contributes to adjusting or correcting the inputs of the administrative process within the organization.

Table (12)
Means and Standard Deviations for the Items of the Second Dimension: Professional Growth, Ranked Descending by Mean

No.	Second Dimension: Professional Growth	Degree of Practice	Mean	Standard Deviation	Rank	Degree
1	Job rotation develops the professional experiences of administrators	T	4.23	0.768	1	Strongly Agree
2	Job rotation strategies contribute to preparing leadership	T	4.19	0.830	2	Agree
3	Job rotation places the right person in the right position	T	4.14	0.789	3	Agree



4	Job rotation builds accumulated experience among administrators	T	4.08	0.879	4	Agree
5	Job rotation helps develop leadership skills	T	3.98	0.988	5	Agree

It is evident from Table (12) that four items received a rating of "Agree", while only one item was rated as "Strongly Agree". Item No. (5), "Job rotation develops the professional experiences of administrators," ranked first with a mean of 4.23 and a standard deviation of 0.768, indicating the highest level of agreement among respondents.

This can be attributed to the fact that psychological competence in administrative performance is, in one of its forms, manifested in achievements that are the result of contributions from all elements, functions, and sub-systems within the organization; no achievement can be attributed to a single element without the contribution of the others (Raab & Haddad, 2019).

Table (13)

Means and Standard Deviations for the Items of the Third Dimension: Decision-Making, Ranked Descending by Mean

No.	Third Dimension: Decision-Making	Degree of Practice	Mean	Standard Deviation	Rank	Degree
1	Job rotation helps everyone participate in decision-making	T	4.31	0.783	1	Strongly Agree
2	Job rotation contributes to developing problem-solving skills	T	4.19	0.773	2	Agree
3	Job rotation ensures fairness and equality between employees and supervisors	T	4.14	0.783	3	Agree
4	Job rotation increases employees' sense of being part of the organization	T	4.13	0.842	4	Agree
5	Job rotation enhances transparency in decision-making	T	4.05	0.927	5	Agree

It is evident from Table (13) that four items in this dimension received a rating of "Agree", while only one item was rated as "Strongly Agree". Item No. (2), "Job rotation helps everyone participate in decision-making," ranked first with a mean of 4.31 and a standard deviation of 0.783, indicating the highest level of agreement among respondents.



The current study suggests that participation of all stakeholders in decision-making can be considered an activity aimed at problem-solving, which ideally leads to optimal or at least satisfactory outcomes for all participants. This process is inherently rational and relies on explicit or implicit knowledge and beliefs about job rotation within the educational institution.

From this perspective, many scholars believe that participatory decision-making may be the main reason for the success or failure of educational applications in the field. This aligns with the findings of Al-Mas'ul (2019), who indicated that the psychological competence of administrative performance of each employee is measured by diligence, perseverance, and participation in decision-making.

Table (14)

Means and Standard Deviations for the Items of the Fourth Dimension: Evaluation and Follow-Up, Ranked Descending by Mean

No.	Fourth Dimension: Evaluation and Follow-Up	Degree of Practice	Mean	Standard Deviation	Rank	Degree
1	Job rotation contributes to verifying the results of the established plans	T	4.30	0.730	1	Strongly Agree
2	Job rotation provides feedback from both internal and external sources	T	4.17	0.830	2	Agree
3	Job rotation makes the evaluation process transparent	T	4.14	0.848	3	Agree
4	Job rotation ensures continuous follow-up to achieve organizational goals efficiently	T	4.14	0.863	4	Agree
5	Job rotation helps in continuously monitoring workflow	T	3.91	1.073	5	Agree

It is evident from Table (14) that four items in this dimension received a rating of "Agree", while only one item was rated as "Strongly Agree". Item No. (2), "Job rotation contributes to verifying the results of the established plans," ranked first with a mean of 4.30 and a standard deviation of 0.730, indicating the highest level of agreement among respondents. In contrast, Item No. (1), "Job rotation helps in continuously monitoring workflow," ranked last with a mean of 3.91 and a relatively high standard deviation of 1.073, indicating variability in responses among the participants.

The current study posits that differences in performance levels are among the factors affecting psychological competence in administrative performance within educational institutions. These differences



relate to both the material and moral rewards received by employees. The higher the correlation between employee performance and promotions, allowances, and incentives, the higher the employee's performance (Abd - Raḥmān , 2019).

Furthermore, Ismā'īl (2019) asserts that, although job rotation is considered an effective tool and a dynamic pillar for improving institutional work systems, its impact depends on proper planning and follow-up, ensuring it contributes to organizational efficiency and development.

Thirdly: Results Related to the Third Research Question

The third research question of the study was:

"Is there a correlational relationship between the degree of job rotation and the level of psychological competence in administrative performance among secondary school principals in Bisha Governorate from the perspective of educational supervisors?"

To answer this question, Pearson's correlation coefficient was calculated between the total scores of the job rotation dimensions and the total scores of the psychological competence dimensions in administrative performance among secondary school principals. The correlation coefficient was found to be 0.813, which is statistically significant at $p = 0.000$. This result indicates a positive and statistically significant correlation between job rotation and the level of psychological competence in administrative performance.

To address the fourth and fifth research questions, it was necessary to test the normality of the distribution of the research sample to ensure that the data were normally distributed across the sample categories. The researcher employed the One-Sample Kolmogorov-Smirnov Test to determine whether the data obtained from the sample followed a normal distribution. This step was essential to identify the appropriate statistical tests to apply for each case, whether parametric or non-parametric tests. The results of this test are presented in the following table:

Table (15)

Results of the One-Sample Kolmogorov-Smirnov Test for Normality of Distribution of the Research Sample

Variable	Test Statistic	Significance Level (p)
Qualification	5.180	0.000
Age	2.974	0.000
Years of Experience	3.827	0.000
Specialization	4.939	0.000

It is evident from the results of the One-Sample Kolmogorov-Smirnov Test that the data do not follow a normal distribution for any of the research variables. Consequently, the researcher applied the Kruskal-Wallis Test for multiple independent samples concerning the variables qualification, age, and years of



experience, and the Mann-Whitney U Test for two independent samples concerning the variable specialization, as presented subsequently.

Fourthly: Results Related to the Fourth Research Question

The fourth research question of the study was:

"Are there differences in the reality of job rotation among secondary school principals in Bisha Governorate according to the variables: (qualification, age, specialization, experience) from the perspective of educational supervisors?"

(A) Differences According to the Qualification Variable:

The Kruskal-Wallis non-parametric test was employed for multiple independent samples, including Bachelor's, Master's, Doctorate, and Other, to determine whether there were statistically significant differences in the perception of job rotation according to qualification. The results are presented subsequently.

Table (16)

Results of the Kruskal-Wallis Test for Multiple Independent Samples to Detect Differences in the Average Responses of the Research Sample According to Qualification

Dimensions of Axis I: "Reality of Job Rotation"	Qualification	Frequency	Mean Rank	Chi-Square	Significance (p)
Dimension 1: Training and Skill Development	Bachelor	100	67.08	0.306	0.959
	Master	12	67.21		
	Doctorate	9	66.56		
	Other	11	60.45		
Dimension 2: Job Description	Bachelor	100	66.01	1.919	0.589
	Master	12	58.33		
	Doctorate	9	80.83		
	Other	11	68.14		
Dimension 3: Professional Development and Growth	Bachelor	100	67.94	1.595	0.660
	Master	12	65.79		
	Doctorate	9	67.94		
	Other	11	53.00		
Total Dimensions of Axis I: "Reality of Job Rotation"	Bachelor	100	67.29	1.277	0.735



Master	12	64.75
Doctorate	9	73.50
Other	11	55.55

It is evident from Table (16) that the significance level of the total dimensions of Axis I was 0.735, which is greater than 0.05. Similarly, the significance levels of the first dimension, Training and Skill Development, the second dimension, Job Description, and the third dimension, Professional Development and Growth, were 0.959, 0.589, and 0.660, respectively, all exceeding 0.05. This indicates that there are no statistically significant differences at the 0.05 level between the Mean Rnk responses of the research sample concerning the total axis or any of its dimensions according to the variable qualification.

The current study interprets this result as indicating that job rotation focuses on the outputs and objectives that the organization seeks to achieve through its employees, particularly via training and skill development. Job rotation thus reflects both the goals and the means necessary to achieve them, ensuring that advancement and promotion are available only to those with the appropriate competence and experience. Succession planning prioritizes individuals based on their qualifications and competencies. This aligns with the findings of Nūr al - Hudā (2018) and Qāsim (2022), who emphasized that job rotation enriches the capabilities, experience, and skills of employees, providing the organization with qualified personnel capable of undertaking any leadership succession in any position.

(b) Measuring Differences According to Age Variable

The Kruskal-Wallis nonparametric test was employed for multiple independent samples categorized by age groups: 30–35 years, 35–40 years, 40–45 years, and above 45 , as shown below.

Table (17)

Results of the Kruskal-Wallis Test for Multiple Independent Samples To Detect Differences in the Average Responses of the Research Sample According to Age

Dimensions of Axis I: "Reality of Job Rotation"	Age Group	Frequency	Mean Rank	Chi-Square	Significance (p)
Dimension 1: Training and Skill Development	30–35 years	54	64.62	0.328	0.955
	35–40 years	20	70.15		
	40–45 years	17	67.15		
	Above 45	41	66.93		



	years				
Dimension 2: Job Description	30–35	54	64.37	1.439	0.696
	years				
	35–40	20	71.35		
	years				
	40–45	17	59.44		
	years				
	Above 45	41	69.87		
	years				
Dimension 3: Professional Development and Growth	30–35	54	66.47	0.770	0.857
	years				
	35–40	20	71.63		
	years				
	40–45	17	60.79		
	years				
	Above 45	41	66.40		
	years				
Total Dimensions of Axis I: "Reality of Job Rotation"	30–35	54	65.74	0.845	0.839
	years				
	35–40	20	73.35		
	years				
	40–45	17	62.79		
	years				
	Above 45	41	65.70		
	years				

It is evident from Table (17) that the significance level of the total dimensions of Axis I was 0.839, which is greater than 0.05. Similarly, the significance levels of Dimension 1 (Training and Skill Development), Dimension 2 (Job Description), and Dimension 3 (Professional Development and Growth) were 0.955, 0.696, and 0.857, respectively, all exceeding 0.05. This indicates that there are no statistically significant differences at the 0.05 level between the Mean Rnk responses of the research sample in the total axis or any of its dimensions according to the age variable.



(c) Measuring Differences According to Years of Experience

The Kruskal-Wallis nonparametric test was employed for multiple independent samples categorized by years of experience: less than 5 years, 5–10 years, and more than 10 years, as shown below.

Table (18)

Results of the Kruskal-Wallis Test for Multiple Independent Samples to Detect Differences in the Average Responses of the Research Sample According to Years of Experience.

Dimensions of Axis I: "Reality of Job Rotation"	Years of Experience	Frequency	Mean Rank	Chi-Square	Significance (p)
Dimension 1: Training and Skill Development	Less than 5 years	69	70.49	2.645	0.266
	5–10 years	24	55.90		
	More than 10 years	39	65.96		
Dimension 2: Job Description	Less than 5 years	69	64.14	1.085	0.581
	5–10 years	24	64.75		
	More than 10 years	39	71.74		
Dimension 3: Professional Development and Growth	Less than 5 years	69	63.63	2.915	0.233
	5–10 years	24	61.00		
	More than 10 years	39	74.96		
Total Dimensions of Axis I: "Reality of Job Rotation"	Less than 5 years	69	65.67	1.825	0.401
	5–10 years	24	59.29		
	More than 10 years	39	72.41		

It is evident from Table (18) that the significance level of the total dimensions of Axis I was 0.401, which is greater than 0.05. Similarly, the significance levels of Dimension 1 (Training and Skill Development), Dimension 2 (Job Description), and Dimension 3 (Professional Development and Growth) were 0.266, 0.581, and 0.233, respectively, all exceeding 0.05. This indicates that there are no statistically significant differences



at the 0.05 level between the Mean Rnk responses of the research sample in the total axis or any of its dimensions according to the years of experience variable.

The current study interprets this result as suggesting that the years of experience variable reflects the accomplishment and execution of tasks associated with the employee's role, indicating how effectively an individual fulfills the requirements of their position. It emphasizes that performance should be distinguished from effort, as effort refers to the energy expended, whereas performance reflects the quality and effectiveness of task completion.

(d) Measuring Differences According to Specialization

The Mann-Whitney U test was used for two independent groups: Scientific and Literary specializations, as illustrated below.

Table (19)

Results of the Mann-Whitney U Test for Two Independent Groups to Detect Differences in the Average Responses of the Research Sample According to Specialization

Dimensions of Axis I: "Reality of Job Rotation"	Specialization	N	Mean Rank	Rank Sum	Mann- Whitney U	Significance (p)
Dimension 1: Training and Skill Development	Scientific	89	64.85	5772.00	1767.000	0.473
	Literary	43	69.91	3006.00		
Dimension 2: Job Description	Scientific	89	69.24	6162.00	1670.000	0.228
	Literary	43	60.84	2616.00		
Dimension 3: Professional Development and Growth	Scientific	89	70.98	6317.00	1515.000	0.048
	Literary	43	57.23	2461.00		
Total Dimensions of Axis I: "Reality of Job Rotation"	Scientific	89	68.10	6060.50	1771.500	0.489
	Literary	43	63.20	2717.50		

It is evident from Table (19) that the significance level of the total dimensions of Axis I was 0.489, which is greater than 0.05, indicating no statistically significant differences in the overall perception of job rotation between Scientific and Literary specializations. Similarly, the significance levels for Dimension 1 (Training and Skill Development) and Dimension 2 (Job Description) were 0.473 and 0.228, respectively, both exceeding 0.05, confirming the absence of significant differences in these dimensions.



However, a statistically significant difference was observed in Dimension 3: Professional Development and Growth ($p = 0.048$) in favor of the Scientific specialization. This difference can be attributed to the characteristics commonly associated with scientific specialization, such as continuous curiosity, a persistent pursuit of knowledge, creativity, analytical skills, logical reasoning, endurance, and the ability to formulate hypotheses and theories (Shahwīn, 2018).

The current study interprets this finding as indicating that individuals with a scientific background tend to engage more effectively in activities that contribute to professional development and growth during job rotation, reflecting a stronger inclination toward self-improvement, critical thinking, and problem-solving in the educational administrative context.

Fifth: Results Related to the Fifth Research Question

This section addresses the Fifth research question, which states: "Are there differences in the actual level of psychological competence in administrative performance among female secondary school principals in Bisha Governorate according to the variables: (educational qualification, age, specialization, experience) from the perspective of educational supervisors?"

(A) Measuring Differences According to the Educational Qualification Variable:

The Kruskal-Wallis nonparametric test for several independent samples was employed, considering the categories (Bachelor's, Master's, Doctorate, and Other), as detailed below.

Table (20)

Results of the Kruskal-Wallis Test for Several Independent Samples To detect differences between the mean responses of the research sample according to (educational qualification)

Dimension of the Second Axis: "Psychological Competence for Administrative Performance"	Qualification	Frequency	Mean Rank	Chi- Square	Significance Level
Dimension 1: Planning and Organization	Bachelor's	100	66.71	1.134	0.769
	Master's	12	64.46		
	Doctorate	9	76.33		
	Other	11	58.82		
Dimension 2: Professional Growth	Bachelor's	100	67.06	0.550	0.908
	Master's	12	63.88		
	Doctorate	9	71.50		
	Other	11	60.23		



Dimension 3: Decision-Making	Bachelor's	100	64.70	1.054	0.673
	Master's	12	65.54		
	Doctorate	9	76.44		
	Other	11	75.82		
Dimension 4: Evaluation and Follow-up	Bachelor's	100	66.61	1.568	0.667
	Master's	12	58.00		
	Doctorate	9	78.33		
	Other	11	65.14		
Total of Second Axis Dimensions: "Psychological Competence for Administrative Performance"	Bachelor's	100	66.91	0.737	0.865
	Master's	12	61.92		
	Doctorate	9	74.11		
	Other	11	61.55		

It is evident from Table (20) that the significance level for the total dimensions of the second axis, "Psychological Competence for Administrative Performance," was 0.865, which is greater than 0.05. Similarly, the significance levels for the first dimension, "Planning and Organization," was 0.769; for the second dimension, "Professional Growth," it was 0.908; for the third dimension, "Decision-Making," it was 0.673; and for the fourth dimension, "Evaluation and Follow-up," it was 0.667. All values exceed 0.05, indicating no statistically significant differences at the 0.05 significance level between the Mean Rnk responses of the research sample regarding the total second axis, "Psychological Competence for Administrative Performance," as well as all its individual dimensions, attributable to the variable (educational qualification).

The current study posits that the success and enhanced effectiveness of educational organizations and institutions are associated with improving the overall psychological competence for administrative performance, including planning and organization, professional growth, decision-making, and evaluation and follow-up. Accordingly, both Al- Maḥāmid (2020) and Al- Şulaybī (2018) linked the components of quality psychological competence for administrative performance to essential conditions, noting that administrative performance is effective when all participants in the educational process adhere to the mission of the educational institution.

**(B) Measuring Differences According to the Age Variable:**

The Kruskal-Wallis nonparametric test for several independent samples was employed for the age groups (30–35 years, 35–40 years, 40–45 years, and over 45 years), as detailed below.

Table (21)

Results of the Kruskal-Wallis Test for Several Independent Samples To detect differences between the responses of the research sample according to (age)

Dimension of the Second Axis: "Psychological Competence for Administrative Performance"	Age	Frequency	Mean Rank	Chi- Square	Significance Level
Dimension 1: Planning and Organization	30–35 years	54	67.44	0.730	0.866
	35–40 years	20	71.73		
	40–45 years	17	64.29		
	Over 45 years	41	63.63		
Dimension 2: Professional Growth	30–35 years	54	69.58	1.533	0.675
	35–40 years	20	66.48		
	40–45 years	17	70.59		
	Over 45 years	41	60.76		
Dimension 3: Decision-Making	30–35 years	54	71.90	2.100	0.552
	35–40 years	20	66.08		
	40–45 years	17	62.38		
	Over 45 years	41	61.30		
Dimension 4: Evaluation and Follow- up	30–35 years	54	69.15	0.506	0.918
	35–40 years	20	63.33		
	40–45 years	17	65.53		
	Over 45 years	41	64.96		
Total of Second Axis Dimensions: "Psychological Competence for Administrative Performance"	30–35 years	54	70.42	1.390	0.708
	35–40 years	20	66.60		
	40–45 years	17	66.82		
	Over 45 years	41	61.16		



It is evident from Table (21) that the significance level for the total dimensions of the second axis, "Psychological Competence for Administrative Performance," was 0.708, which is greater than 0.05. Similarly, the significance levels for the first dimension, "Planning and Organization," was 0.866; for the second dimension, "Professional Growth," it was 0.675; for the third dimension, "Decision-Making," it was 0.552; and for the fourth dimension, "Evaluation and Follow-up," it was 0.918. All values exceed 0.05, indicating no statistically significant differences at the 0.05 significance level between the Mean Rnk responses of the research sample regarding the total second axis, "Psychological Competence for Administrative Performance," as well as all its individual dimensions, attributable to the variable (age).

The absence of differences between the Mean Rnk responses of the research sample across the total axis of "Psychological Competence for Administrative Performance" and all its dimensions—Planning and Organization, Professional Growth, Decision-Making, and Evaluation and Follow-up—attributable to the age variable, can be explained by the fact that psychological competence for administrative performance represents a set of activities and procedures carried out by the educational institution's principal to achieve satisfactory results in leading the institution without wasting time (Al- Qaḥṭānī , 2019).

(C) Measuring Differences According to the Years of Experience Variable:

The Kruskal-Wallis nonparametric test for several independent samples was employed for the experience groups (less than 5 years, 5–10 years, and more than 10 years), as detailed below.

Table (22)

Results of the Kruskal-Wallis Test for Several Independent Samples To detect differences between the Mean Rnk responses of the research sample according to (years of experience)

Dimension of the Second Axis: "Psychological Competence for Administrative Performance"	Years of Experience	Frequency	Mean Rank	Chi- Square	Significance Level
Dimension 1: Planning and Organization	Less than 5 years	69	64.95	1.086	0.581
	5–10 years	24	62.73		
	More than 10 years	39	71.56		
Dimension 2: Professional Growth	Less than 5 years	69	66.62	1.035	0.596
	5–10 years	24	60.25		
	More than 10 years	39	70.13		



Dimension 3: Decision-Making	Less than 5 years	69	64.50	0.535	0.765
	5–10 years	24	66.54		
	More than 10 years	39	70.01		
Dimension 4: Evaluation and Follow-up	Less than 5 years	69	63.35	1.702	0.427
	5–10 years	24	65.15		
	More than 10 years	39	72.91		
Total of Second Axis Dimensions: “Psychological Competence for Administrative Performance”	Less than 5 years	69	64.34	0.690	0.708
	5–10 years	24	66.00		
	More than 10 years	39	70.63		

It is evident from Table (22) that the significance level for the total dimensions of the second axis, “Psychological Competence for Administrative Performance,” was 0.708, which is greater than 0.05. Similarly, the significance levels for the first dimension, “Planning and Organization,” was 0.581; for the second dimension, “Professional Growth,” it was 0.596; for the third dimension, “Decision-Making,” it was 0.765; and for the fourth dimension, “Evaluation and Follow-up,” it was 0.427. All values exceed 0.05, indicating no statistically significant differences at the 0.05 significance level between the Mean Rnk responses of the research sample regarding the total second axis, “Psychological Competence for Administrative Performance.”

(D) Measuring Differences According to the Specialization Variable:

The Mann-Whitney U test was employed for two independent groups, namely (Scientific and Literary), as detailed below.

Table (23)

Results of the Mann-Whitney U Test for Two Independent Groups To detect differences between the Mean Rnk responses of the research sample according to (specialization)

Dimension of the Second Axis: “Psychological Competence for Administrative Performance”	Specialization	N	Mean Rank	Sum of Ranks	Mann- Whitney U	Significance Level
Dimension 1: Planning and Organization	Scientific	89	69.51	6186.50	1645.50	0.182



	Literary	43	60.27	2591.50		
Dimension 2: Professional Growth	Scientific	89	70.67	6290.00	1542.00	0.065
	Literary	43	57.86	2488.00		
Dimension 3: Decision-Making	Scientific	89	69.24	6162.00	1670.00	0.229
	Literary	43	60.84	2616.00		
Dimension 4: Evaluation and Follow-up	Scientific	89	67.24	5984.50	1847.50	0.741
	Literary	43	64.97	2793.50		
Total of Second Axis Dimensions: "Psychological Competence for Administrative Performance"	Scientific	89	69.83	6214.50	1617.50	0.147
	Literary	43	59.62	2563.50		

It is evident from Table (23) that the significance level for the total dimensions of the second axis, "Psychological Competence for Administrative Performance," was 0.147, which is greater than 0.05. Similarly, the significance levels for the first dimension, "Planning and Organization," was 0.182; for the second dimension, "Professional Growth," it was 0.065; for the third dimension, "Decision-Making," it was 0.229; and for the fourth dimension, "Evaluation and Follow-up," it was 0.741. All values exceed 0.05, indicating no statistically significant differences at the 0.05 significance level between the Mean Rnk responses of the research sample regarding the total second axis, "Psychological Competence for Administrative Performance," as well as all its individual dimensions, attributable to the variable (specialization).

The absence of statistically significant differences between the Mean Rnk responses of the research sample across the total axis of "Psychological Competence for Administrative Performance" and all its dimensions—Planning and Organization, Professional Growth, Decision-Making, and Evaluation and Follow-up—attributable to the variable (specialization), can be explained by the fact that, in general, psychological competence for administrative performance represents a vital element in translating educational ideas and theories into practical and tangible outcomes.

11. Summary of Research Results, Recommendations, and Suggestions

First: Summary of Research Results:

- The overall score for the first axis, "Reality of Job Rotation," was at the level of agreement "Agree" with a mean of (4.078) and a small standard deviation of (0.532).
- The scores of all dimensions of the first axis, "Reality of Job Rotation," were at the level of agreement "Agree." The first dimension, *Training and Skills Development*, ranked first with the highest mean (4.122) and the lowest standard deviation among all dimensions (0.605). The third dimension, *Professional*



Development and Growth, had a mean of (4.077) and a standard deviation of (0.662). The second dimension, *Job Description*, ranked last with a mean of (4.035) and a standard deviation of (0.626).

- The overall score for the second axis, "Psychological Competence for Administrative Performance," was at the level of agreement "Agree" with a mean of (4.153) and a small standard deviation of (0.542).
- The scores of all dimensions of the second axis, "Psychological Competence for Administrative Performance," were at the level of agreement "Agree." The first dimension, *Planning and Organization*, ranked first with the highest mean (4.192) and a small standard deviation (0.589). The third dimension, *Decision-Making*, had a mean of (4.165) and a standard deviation of (0.654). The fourth dimension, *Evaluation and Follow-up*, ranked penultimately with a mean of (4.132) and a standard deviation of (0.588), while the second dimension, *Professional Growth*, ranked last with a mean of (4.123) and a standard deviation of (0.649).
- A statistically significant positive correlation was found between job rotation and the level of psychological competence for administrative performance.
- No statistically significant differences were found at the 0.05 significance level between the mean responses of the research sample regarding the total of the first axis or any of its dimensions attributable to the variable (educational qualification).
- No statistically significant differences were found at the 0.05 significance level between the Mean Rnk responses of the research sample regarding the total of the first axis or any of its dimensions attributable to the variable (age).
- No statistically significant differences were found at the 0.05 significance level between the No statistically significant differences were found at the 0.05 significance level between the Mean Rnk responses of the research sample regarding the total of the first axis or any of its dimensions attributable to the variable (age).
- responses of the research sample regarding the total of the first axis or any of its dimensions attributable to the variable (years of experience).
- No statistically significant differences were found at the 0.05 significance level between the No statistically significant differences were found at the 0.05 significance level between the Mean Rnk responses of the research sample regarding the total of the first axis or any of its dimensions attributable to the variable (age).
- responses of the research sample regarding the total of the first axis or in the dimensions *Training and Skills Development* and *Job Description* attributable to the variable (specialization). However, statistically significant differences were found at the 0.05 significance level in the third dimension, *Professional*



Development and Growth, attributable to the variable (specialization), in favor of the scientific specialization category.

- No statistically significant differences were found at the 0.05 significance level between the Mean Rnk responses of the research sample regarding the total of the first axis or any of its dimensions attributable to the variable (age).
- responses of the research sample regarding the total of the second axis, "Psychological Competence for Administrative Performance," or any of its dimensions attributable to the variable (educational qualification).
- No statistically significant differences were found at the 0.05 significance level between the Mean Rnk responses of the research sample regarding the total of the first axis or any of its dimensions attributable to the variable (age).
- responses of the research sample regarding the total of the second axis or any of its dimensions attributable to the variable (age).
- No statistically significant differences were found at the 0.05 significance level between the Mean Rnk responses of the research sample regarding the total of the first axis or any of its dimensions attributable to the variable (age).
- responses of the research sample regarding the total of the second axis or any of its dimensions attributable to the variable (years of experience).
- No statistically significant differences were found at the 0.05 significance level between the Mean Rnk responses of the research sample regarding the total of the first axis or any of its dimensions attributable to the variable (age).
- responses of the research sample regarding the total of the second axis or any of its dimensions attributable to the variable (specialization).

Second: Research Recommendations:

In light of the research findings, the study provides several recommendations, the most important of which are:

- Implementing a specific plan for job rotation among secondary school principals, as it contributes to achieving a higher level of psychological competence for administrative performance.



- Encouraging and continuously motivating secondary school principals to practice job rotation and accept its application in secondary schools.
- Providing training programs that support job rotation processes and assisting secondary school principals in its practical implementation.
- Enhancing communication among school principals and benefiting from their diverse administrative experiences to support job rotation plans.
- Organizing seminars and lectures for school principals and teachers to increase awareness of the importance of job rotation and foster a positive attitude toward it.

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