English Language Teachers' Intelligence-based Classroom Management Styles in the Light of the Situational Leadership Theory:
General Directorate of Education in Baghdad (Al-Rusafa 1) as a Model

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Abstract. The aim of this study is to identify the level of applying intelligence-based classroom management styles by English language teachers in the light of the situational leadership theory from their viewpoints and also to identify the significance of the statistical differences between the mean scores of the target group members according to the variables of (gender, years of service in education and their academic achievement). The researchers use the analytical descriptive approach and a questionnaire to achieve the aims of the study. The questionnaire consists of (40) items distributed into four styles (A1- guidance, A2 - training, A3 - support, A4 - authorization). The whole population includes (655) male and female teachers of English and the study sample includes (100) male and female teachers; (50) males and (50) females from the General Directorate of Education of Baghdad, Al-Rusafa 1. It is found out that styles (A1 and A3: guidance and support) are statistically significant in the mean score of the sample; i.e., English language teachers have a high level of class management by guiding and supporting their students

whereas the statistical significance of styles (A2 and A4) goes to the hypothetical mean score, i.e. the two styles of training and authorization are weakly applied by those teachers. The researchers recommend the Ministry of Education and the General Directorate of Curricula to take into consideration embedding the curricula with various activities that focus on empowering learners' mental capabilities in order to acquire practical skills suitable for their life.

Keywords: styles, intelligences, English language, situational leadership.

الملخص. تهدف هذه الدراسة إلى التعرف على مستوى تطبيق أنماط إدارة الصف بالذكاءات من قبل معلمي اللغة الإنكليزية في ضوء نظرية القيادة الظرفية من وجهة نظرهم ، فضلاً عن قياس دلالة الفروق الاحصائية بين متوسطات درجات أفراد الفئة المستهدفة تبعاً لمتغيرات (الجنس وعدد سنوات الخدمة في التعليم والتحصيل الدراسي) ،وقد وظّف الباحثون المنهج الوصفي التحليلي في دراستهم ، ولغرض تحقيق أهداف الدراسة ومتغيراتها تم بناء استبانة لقياس أنماط إدارة الصف بالذكاءات حسب نظرية القيادة الظرفية ، وتضمنت الأستبانة (40) فقرة موزعة على أربع أنماط هي التوجيه والتدريب والدعم والتفويض (A1,A2,A3,A4) . يتكوّن مجتمع الدراسة من (655) معلم ومعلمة ، أما عينة الدراسة فقد شملت (100) معلم ومعلمة بواقع (50) معلم و(50) معلمة ضمن قاطع المديرية العامة لتربية بغداد الرصافة الأولى . توصلّت الدراسة الى أن نمطي (التوجيه A1، والدعم A3) جاءت دالة احصائياً لمتوسط العينة ، أي أن معلمي اللغة الإنكليزية يتمتعون بمستوى عالٍ في إدارة صفوفهم عن طريق توجيه التلاميذ ودعمهم فقط ، أما نمطي (التفويض A4، والتدريب A2) فجاءت الدلالة الاحصائية لصالح المتوسط الفرضي مما يعني هناك ضعف في اعتماد معلمي اللغة الانكليزية لنمطي التفويض والتدريب في تعليم التلاميذ. هذا وأوصت الدراسة المديرية العامة للمناهج في وزارة التربية بإعادة هيكلية المناهج الدراسية وفق قدرات وامكانات المتعلمين بحيث تسمح بمرونة التنويع في الأنشطة العقلية ، فضلاً عن تركيزها على إكسابهم المهارات الحياتية في المجالات كافة.

1. Chapter One: Introduction

1.1. The Statement of the Problem

The world is being witnessing technological, cultural and scientific changes, especially in the educational sector where knowledge explosion increasingly prevails requiring an urgent response to the serious demands of appropriate investment of human intelligence. However, what can be observed in educational practices including the styles used by English language teachers in managing their classes before the advent of the situational leadership theory

and multiple intelligences limit the capabilities of both teachers and learners because teachers follow a one-sided style which reflects their having a limited an unvaried intelligence aspect. This style leads to the habit of stuffing the students' minds with quantitative information away from providing the students with learning experiences on how to think intelligently. (Al-Heela, 2001:399)

In the same context, we also note that there is a clear shortcoming in the school curricula regarding students' intelligence development procedures except for the linguistic (verbal) and the logical (mathematical) intelligences, which limits students' acquisition of the desired educational knowledge (Adass, 1997:65). The first conference of ministers and those responsible of education in the Arab world, held in Algeria for the period from 14-19 May 1981, gave priority to professional and scientific training of the educational and teaching staff to enable pursue their career growth according to modern leadership theories. On the other hand, the scientific symposium organized by the Arab universities and King Saud University (2/27-2/3/1983) called educational institutions to develop comprehensive rehabilitation programs for methods and patterns of teaching according to contemporary educational developments. Accordingly, the researchers believe that the styles, procedures, and practices adopted in educational institutions are no longer efficient to deal with the current dilemma to achieve competition and survival, and it has become necessary to explore styles and methods that are more capable and effective for satisfying the requirements of the educational stage, whether in the present or in the future. Thus, the practice of comprehensive leadership styles is considered a basis due to their positive effects on the educational setting according to the styles (A1, A2, A3, A4) adopted in the current study.

1.2. The Significance of the Study

Educational institutions, especially schools, can play an effective role in shaping individuals' comprehensive personality when those institutions take the pioneering charge of leading the community. The teaching staff is to be characterized by a set of leadership styles, behavioral models, smart capabilities and personal characteristics that have positive impacts on the learners' behavioral performance and educational outcomes by adopting untraditional teaching styles. (Abd Rabbo, 1994: 98)

Many studies and researches indicate that the teachers' performance in the classroom that focus on intelligences differs from those in traditional intelligence quotation tests when it depends on patterns and skills, activities

associated with effectiveness and adequacy. (Gardner, 1997: 19) Education, based on intelligences, represents intellectual abilities that necessitate the existence of a set of styles to encounter the challenges that learners face during the teaching and learning processes. (Armastrng, 1994: 80) In the same context, (Carlson, 1995: 611) indicates that the use of the concept of multiple intelligences in the educational process increases the effectiveness of the comprehensive learning environment, which leads to the ease of developing students' skills as they are multiplied by various intelligences. Anderson (1998:388) believes that the resort of the teachers to use the concept of multiple intelligences in the classroom increases the students' motivation for learning, increases their recall skill and spreads the spirit of collective cooperation among them. The theory of multiple intelligences, with consideration of teachers and learners' individual differences, emerged in a direction that differs from the common practical situation, which resulted in different teaching styles. Thus, it became necessary to follow a new way of thinking that enables teachers to deal with students to help them in scientific discoveries in various sciences, and this comprehensive view will not be achieved unless there are effective teaching styles. (Sheikh, 2001: 115)

The significance of this study lies in the following considerations of educational thought:

1. The important role of the elementary stage in preparing pupils for life outside the school and not only to pass the examinations prescribed by their teachers.
2. Schools need to follow comprehensive education styles based on modern theories, because of their effective future effects on the ranks of learners.
3. English language teachers need to follow new educational ideas and styles that are appropriate to the development in education through developing the learners' comprehensive skills of learning.
4. The results of this study may contribute to empowering English language teachers with high capabilities for creating classroom settings appropriate for learners to think, acquire knowledge, and apply that knowledge in the fields of scientific and practical life.

1.3. The Aims of the study

The study aims to answer the following questions.

1. What is the level of applying classroom intelligence-based management styles according to the situational leadership theory from teachers' point of view?

2. Are there any statistically significant differences between the mean scores of the teaching staff due to gender (male and female teachers)?

3. Are there statistically significant differences between the mean scores of the teaching staff applications of those styles due to the years of service in education?

4. Are there statistically significant differences between the mean scores of the teaching staff application due to the variable of academic achievement (diploma, bachelor's degree)?

1.4. The Limits of the Study

The current study is limited to classroom intelligence-based management styles according to situational leadership theory that are thought to be applied by primary school English teachers of the General Directorate of Education, Baghdad, Risafa 1 in second course of the academic year 2022/2023.

1.5. Definitions of Basic Terms

This study requires defining the main concepts as well as adopting procedural definitions.

1. Styles are the practices applied by the teachers and are represented by giving students the opportunity to think freely and express opinions in a cooperative and interactive atmosphere to achieve the required goals. (Hamadat, 2006: 29)

The theoretical definition: 'Styles' represent a set of behaviors followed by the teachers for the purpose of achieving the required educational goals by setting lesson plans, and reflect the quality of the interactive relationship with their students from one hand, and between teachers, the curricula and parents on the other hand.

The procedural definition: 'Styles' are methods adopted by teachers to follow up their students depending on the score that the sample individuals will obtain on all items of the study tool.

2. Intelligence-based class management: It means the ability of the individuals to manage the capabilities they possess whether biological, psychological or cognitive, to address situations, procedures and information that can be raised in the classroom and the educational environment as a whole. (Gardner, 1997: p37)

The theoretical definition: The teacher's ability to use various capabilities, skills, competencies and styles to teach and activate the curricula in the

classroom and the cultural environment for the purpose of achieving the desired educational goals.

The procedural definition: It means the ability of the teachers to deal with learners by using logical, linguistic, physical, musical and social intelligences, as well as listening, reading, writing, role-playing and learning by playing that may arise in the classroom environment and can be measured by the total score that will be obtained by the sample individuals in the study tool designated for that purpose.

3. Situational Leadership: It means the purposeful adaptation to the simultaneous situation aiming at developing situation-based effective thinking, especially when the teachers ignore the four approved styles and neglect the participation in dialogues with learners or other workers. (Schermerhorn, J & Sons, In, 2002.p:35)

The researchers adopted this concept because it is consistent with the environment of the target group.

The theoretical definition: The teachers' readiness not to resort to using a single style in the teaching process, but to use a variety of class situation-based styles.

The procedural definition: All the practices applied by English language teachers which represent the styles (A1, A2, A3, A4) adopted in the current study and can be measured by the degree that those teachers obtain for their responses to the tool items.

2. Chapter Two: Theoretical Background and Previous Studies

The current era has witnessed a series of changes and cognitive developments in the educational, cultural, economic and technological sectors unprecedented in any previous era of history. To keep pace with these changes and developments and to move towards renovation in the educational sector, teachers are requested to adopt non-traditional styles, methods and practices including intelligences-based class management styles which develop learners' life skills needed for the present and future times and result in desired objectives.

Generally speaking, teachers are always addressed to develop comprehensively their knowledge, skills, and practices. They need to explore the theoretical foundations of knowledge of multiple intelligences to reinforce

their thinking abilities as one of the basic purposes of education. (Al-Hashimi and Al-Azzawi, 2009: 20)

2.1. The functions of intelligences-based education and the path of the renewed educational thought as mentioned by (Hopper et.al. 2000: 20)

The researchers follow the emergence of the concept of 'intelligences' and its contribution to the comprehensive educational philosophy; theoretically and practically. They can summarize that contribution in the following points.

1. Improving the abilities and intelligence of learners in a comprehensive manner by integrating mathematics, art and music experiences with social, logical and linguistic ones.
2. Developing the teaching styles and other educational practices on how to deal with learners' individual differences.
3. Expanding the participation of the local community in the teaching and learning processes by presenting constructive ideas and proposals that will improve the educational environment and thus achieve the desired goals of the community partnership.
4. Meeting learners' needs and providing them outstanding learning opportunities.

2.2. Classroom Management Styles and the Institutional Structure

Below are guidelines for directing classroom management styles.

1. Identify the quality of the relationship between the teacher and the learners to determine which type of styles is to be followed.
2. Identify the tasks to prepare a comprehensive idea about which style suites the task under consideration.
3. Identify the level of authority you have as a leader of a group.
4. Identify the level of the learners' maturity, as a measure of their ability to accomplish the assigned tasks and thus contributes to determining the type of the active style to help them achieve their desired goals. (Hersey and Blanchard, 1977: 22)

2.3. The Applications of Intelligence-based Classroom Management Styles

Teaching can be associated with intelligence-based styles by using activities of multiple intelligences, for example, language activities that focus on how to enable learners master the reading and writing skills and analyze the topics they have read. Logical intelligence can be activated by practicing

inductive reasoning of mathematical problems and scientific experiments. Analytic and synthetic intelligences can be demonstrated by installing educational games and tools. Physical intelligence is reinforced by performing theatre role-playing activities. Musical intelligence is manifested by singing songs given in the curriculum. Personal intelligence appears when learners look for individual projects and express their critical thinking. Social intelligence is represented by cooperative learning to solve problems, to raise questions and give answers and to take part in brainstorming sessions. Finally, spatial intelligence is activated by exploring sites through trips. The application of all the mentioned styles depends on the teachers' ability to employ the four styles and according to the circumstantial situation. (Ahmed, 2005: 3)

The researchers believe that the recourse of teachers towards intelligence-based teaching styles helps the learners develop a set of skills and competencies that multiply by time and thus increase the intelligence level they acquire, especially in terms of (how and why I learn).

2.4. From Theory into Practice: the Desired Future Scenario

It is worth stating that the researchers in the educational matter intend to make use of theories in their performance (Jawdat, 2002:35) for the following reasons:

1. A theory is considered a clear guide in diagnosing the social relations between teachers and learners, in addition to its potential in diagnosing the required facts.
2. It helps diagnose the problems that they may face in the educational environment, with the possibility of providing the necessary solutions.
3. It contributes to determine the suitable administrative role to be followed, according to the nature of the classroom setting.
4. It guides teachers to anticipate present and future events and to define the desired results to be achieved.

Therefore, the situational leadership theory came to show its effectiveness in managing school classes with intelligences if it is well invested according to its principled styles.

2.5. The Situational Leadership Theory

Bob Hersey and Ken Blanchard are among the first to develop this theory in 1969 which indicates that the effective leaders change their styles of dealing with workers in accordance to the circumstances of the institution and the employees; meaning that there is no single best style in all cases. The mission

and nature of the working group, as well as other factors that may contribute to the achievement of the nature of the tasks to be achieved should be taken into account. The theory also denies the idea of persistence to a single style in the work. The theory suggests four styles of leadership practiced by the leader according to the employees' level of maturity, as shown in Table 1.

Table 1: Distribution of the four styles according to the situational leadership theory

A2 Training high steering and high support	A3 Support low steering and high support
A1 Guidance high steering and low support	A4 Authorization low steering and low support

Low …… Direction ……… Behaviour ……….. High
- Style A1 of guidance refers to directing workers; how, when and where the work should be done.
- Style A2 of training refers to giving the individuals the opportunity to express their opinions while continuing to direct them on how to accomplish the work.
- Style A3 of support refers to encouraging individuals, involving them in the decision-making processes and reducing giving directions for doing duties.
- Style A4 of authorization refers to granting comprehensive powers to individuals after making sure that they assume the responsibilities entrusted to them, and maintaining a relationship between the leader and each individual who has given the authority. (Nevarez and Penrose, 2013: 13)

Accordingly, the researchers believe that this theory is based on the principle of adapting to immediate variables in the environment of any institutional work. This can be explained by the fact that there is no theory in the fields of management and leadership that is valid for every time and place, so choosing any style depends on what suits the immediate situation and can be utilized to achieve the aim of applying the theory and the extent to which it is employed in a time suitable for that situation.

2.6. The Previous Studies

2.6.1. Lindley's (2001): The Relationship between Multiple Intelligence and some Personality Characteristics

This study aimed at identifying the relationship between multiple intelligence and some personality characteristics of the students of Red Woods College in Florida / USA. The sample of the study includes (316) students; (105) males and (211) females. Harames' (1998) multiple intelligence list and some scales of personality were used. Pearson correlation coefficient and T-test were used as statistical means. The results show that the mean score of female students is higher than the mean score of male students. (Lindley, 2001: 52)

2.6.2. Alwan's (2016): The Role of Situational Leadership in the Crisis Management:

It is an analytical study of the opinions of a sample of decision makers at the University of Tikrit. The study aimed at identifying the role of situational leadership in the stages of crisis management. The researcher used the descriptive analytical approach and built the study tool (questionnaire) and distributed it among the individuals of the study sample in the university presidency and the colleges. The results of the field analysis indicated a lack of diversity in the leadership methods used during the stages of the crisis management according to the nature of each situation.

2.6.3. The Scope of Benefit from the Previous Studies

The researchers have not found a study similar to the current study sample to compare the results with the current study, but they have got following other benefits.

1. The two previous studies let the researchers develop the idea of the current study as they noted that the educational institutions (primary schools) follow educational practices that lack activities and practices that contribute to education of high quality.
2. They have examined the statistical tools used for data analysis and select from them what is appropriate to their study.

3. Chapter Three: The Procedures

This chapter describes the methodology of the study, community, sample and the tools. It also includes a description of the procedures carried out by the researchers represented by codifying the study tools and applications and the

statistical treatments by using the statistical package (SPSS) for the social sciences.

3.1. The Methodology of the Study

For the purpose of achieving the objective of this study and controlling its variables, the researchers used the descriptive approach associated with the analytical method, which means studying the events, phenomena and practices in the environment as they are without the researchers' interference in the course of their events. This procedure helped the researchers to interact with those events and then analyze them. (Al-Agha, 2002: 43)

3.2. The Community of the Study

One of the research requirements is to identify the community in order to use the accurate measures as one of the main steps that must be known in the field of educational and psychological research and studies. The community of the current study consisted of English language primary schools teachers of the General Directorate of Education of Baghdad, Al-Rusafa (the first) for the academic year (2022/2023). The total number of those teachers is (655); (85) males and (570) females according to the statistics obtained by the researchers from the Educational Planning Department / Statistics Division. Tables (2, 3 and 4) show the distribution of the study community according to the variables of gender, number of years in service and the academic achievement (diploma or bachelor).

Table 2: The distribution of the study community according to gender

Gender	Number	Percentage
Males	85	13%
Females	570	87%

Table 3: The distribution of the study community according to years of service

Years of Service	Number	Percentage
Less than (10) years	230	35%
(10) years or more	425	65%

Table 4: The distribution of the study community according to the academic achievement

Academic achievement	Number	Percentage
Diploma	180	27%
Bachelor	475	73%

3.3. The Study Sample

For the purpose of accurately representing the study community, (100) teachers (50) males and (50) females, i.e. (15%) of the study population of (655) were randomly selected, taking into consideration the availability of the gender variables, the diversity in the years of their service in education as teachers and the academic achievement in order to ensure a high degree of objectivity in the results as illustrated below.

3.3.1. The Characteristics of the Study Sample

A- Gender, to show the distribution of the study sample individuals according to the variable of gender and their percentages as shown in Table (5).

Table 5: The distribution of the study sample according to gender

Gender	Number	Percentage
Males	50	50%
Females	50	50%

B- Number of years in service, to show the distribution of the study sample according to the variable of number of years in service as teachers and its percentage as shown in Table (6).

Table 6: The distribution of the study sample according to years in service

Years of Service	Number	Percentage
Less than (10) years	50	50%
(10) years or more	50	50%

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C- Academic achievement, to show the distribution of the study sample according to the variable of academic achievement and the percentage as shown in Table (7).

Table 7: The distribution of the study sample according to the academic achievement

Academic achievement	Number	Percentage
Diploma	50	50%
Bachelor	50	50%

3.4. The Tool of the Study

A questionnaire was prepared for the primary school teachers of English (the study sample) of (40) items distributed into (10) items for each of the four styles of training, support, authorization and training. Individual personal information was also obtained regarding gender, years in service as a teacher and the academic achievement.

3.4.1. Sources of the Tool

1. Reviewing the educational literature and previous studies, especially the abstracts of specialized researches in the field of classroom management in general and the situational leadership theory in particular.
2. Consulting some professors specialized in educational and psychological sciences about the requirements of building the tool.
3. Making use the questionnaires adopted in the previous studies relevant to the topic of the current study.

3.4.2. Classification of the questionnaire items into the four styles

The tool was prepared in its initial form into two parts: the first was limited to personal information whereas the second included (40) items distributed according to the four areas of (guidance A1, training A2, support A3, and authorization A4). The questionnaire was reviewed by a jury of specialists at the College of Education, Ibn Rushd for Human Sciences / University of Baghdad, the Open Education College / Baghdad, College of Education, Ibn Al-Haytham for Pure Sciences / University of Baghdad, Al-Salam University College, and Aliraqia University (see Appendix 1). The following amendments were done:

A- Transferring some items from one style to another.

B- Deleting some items that are considered repeated in their meaning.

C- Dividing the item that is considered to have more than one idea.

Accordingly, Table (8) shows the final distribution of the items.

Table 8: The distribution of items onto the four styles

No.	Style	Number of Items
1	Guidance A1	10
2	Training A2	10
3	Support A3	10
4	Authorization A4	10
	Total Number of Items	40

3.5. The Psychometric Properties of the Tool

The face validity of the tool was verified by a group of professor s and assistant professors who are specialists in educational and psychological sciences working for different universities (see Appendix 1). They were asked to judge the correlation of each item to the style attached the appropriateness of the items in terms of its scientific and linguistic content, and the appropriateness of each item to measure what it was developed for.

The reliability of the tool means the consistency in the performance of the teachers (the target group) in the same circumstances in the event when the tool is re-applied to them. The purpose of calculating the reliability is to estimate the errors in the tool in order to propose a package of methods to reduce them. The researchers used two methods for that purpose:

A- Test-retest (the external consistency of the instrument)

The questionnaire was given to a sample of (30) male and female teachers who were randomly selected from outside the sample community, then the same tool was re-used with them after (14) days. Pearson correlation coefficient formula was used to calculate the correlation between the degrees of the first and second applications and the result reliability was (0.87). It was found that all the reliability coefficients were high, which means that the test has a good reliability coefficient and can be relied upon as assured by (Odeh and Al-Khalili, 1988: 35)

A- Alpha-Cronbach's reliability coefficient (the internal reliability of the tool)

For the purpose of verifying the reliability of the tool as a whole and for the four approved styles, Alpha-Cronbach's formula was used. The value was (0.84) which indicates that the tool has a very high reliability as (Essawi, 1985: 58) states that a good indicator of reliability is (0.70) or more. Table (9) shows those results.

Table 9: Reliability values for the study tool as a whole and for each of the four styles

Styles	Alpha-Cronbach	Test-retest
Training A2	0.88	0.86
Authorization A4	0.89	0.87
Guidance A1	0.85	0.83
Support A3	0.84	0.80
Total	0.87	0.84

3.6. The Statistical Treatments

The researchers applied the (SPSS) programme to analyse the data as follows:

a- The test-retest and Alpha-Cronbach's formula to check the reliability of the tool,

b- Percentages and standard deviations to elicit teachers' classroom management styles,

c- T-test for two independent samples to find out the statistical significance of differences.

4. Chapter Four: Results, Conclusions, Recommendations and Suggestions

4.1. The Results

1. The first aim: What is the level of applying classroom intelligence-based management styles according to the situational leadership theory from teachers' point of view?

To find out the level of applying the four styles, the arithmetic means and standard deviations were calculated for each style (A1, A2, A3, A4) separately

for the research sample of (100) male and female teachers. Those means ranged between (26.16 and 35.42) and the standard deviations ranged between (4.52 and 6.57), as shown in Table (10).

Table 10: Arithmetic means and standard deviations

Styles	Arithmetic Mean	standard deviation	t-value	df	Tabular t-value	Statistical Significance	Significane Level
Guidance A1	35.42	5.23	10.34			Significant in favour of the sample mean	
Support A3	34.58	5.97	8.12			Significant in favour of the sample mean	
Authorization A4	28.35	6.57	2.50	99	1.96	Significant in favour of the hypothetical mean	0.05
Training A2	26.16	4.52	8.49			Significant in favour of the hypothetical mean	

It is noted from Table (10) that when comparing the arithmetic means with the hypothetical mean, which is (30) degrees for each of the four samples (A1, A2, A3, A4), it appears that the calculated t-values range between (2.50 and 10.34), but when compared with the tabular value of (1.96), the two styles of (guidance A1 and support A3) are statistically significant in favor of the sample mean. This means that the teachers manage their classes with a high level of both guidance and support. As for the other two styles (authorization A4 and training A2), the statistical significance is in favor of the hypothetical average, which means that the teachers do not adopt these two styles when teaching their students.

2. The second aim: Are there any statistically significant differences between the mean scores of males and females?

To find out if there is any difference between males and females in applying the four styles, the arithmetic means and standard deviations were calculated for both male and female teachers for each style separately. Using the t-test for two independent samples confirmed the difference as shown in Table (11).

Table 11: Arithmetic means and standard deviations for gender variable

Styles	Gender	Sample	Arithmetic Mean	Standard deviation	t-value	Tabular t-value	Significance
Training	male	50	24.93	4.23	10.34		significant
	female	50	27.33	4.51			
Authorization	male	50	26.02	6.44	8.12		significant
	female	50	30.58	5.94		1.96	
Guidance	male	50	33.75	5.37	2.50		significant
	female	50	37.01	4.61			
Support	male	50	32.22	6.04	8.49		significant
	female	50	37.37	4.72			

The results in Table (11) indicate that all the observed differences between male and female teachers are statistically significant as the calculated t-values ranged between (2.73 and 4.75) which is greater than the tabular t-value (1.96). This means that the teachers use those educational styles that make teaching interesting for the students and lead to continuous improvement and development.

3. Are there statistically significant differences between the mean scores of the teaching staff applications of those styles due to the years of service in education?

To find out if there are differences in applying the four styles by the teachers that can be attributed to years of service, the arithmetic means and standard deviations were calculated for each teacher and for each style separately. By using the t-test for two independent samples, the results of differences are shown in Table (12).

Table12: Arithmetic means and standard deviations for years of service variable

Styles	Years of Service	Sample	Arithmetic Mean	Standard deviation	t-value	Tabular t-value	Significance
Training	10 years or more	50	25.48	4.23	1.82	1.96	insignificant
	Less than 10 years	50	27.11	4.51			

Authorization	10 years or more	50	27.24	6.44	2.16	
	Less than 10 years	50	30.07	5.94		significant
Guidance	10 years or more	50	33.98	5.37	3.81	
	Less than 10 years	50	37.76	4.61		significant
Support	10 years or more	50	32.84	6.04	4.43	
	Less than 10 years	50	37.76	4.72		significant

It is obvious that all the observed differences between the sequence of the four styles (from 10 years and over to 10 years and under) are statistically significant in the samples (authorization, guidance and support) only as the calculated t-values range between (2.16) and (4.43), which is greater than the tabular t-values of (1.96). It means that the teachers who have ten years of service or less keep up with all that is new in their field of specialization they have good knowledge of modern teaching styles and they adopt democratic teaching styles. As for the training style, it is not statistically significant as the calculated t-value is (1.82), which is less than the tabular value of (1, 96). It means that there are no differences between the teachers who have ten years of service or more in education and those who have less than ten years.

4. Are there statistically significant differences between the mean scores of the teaching staff's application that can be attributed to the variable of academic achievement (diploma, bachelor's degree)?

In order to assess this aim, the arithmetic means and standard deviations were calculated for each of the four styles separately according to the variable of academic achievement by using the t-test for two independent samples as shown in Table (13).

Table 13: Arithmetic means and standard deviations for the academic achievement variable variable

Styles	Academic achievement	Sample	Arithmetic Mean	Standard deviation	t-value	Tabular t-value	Significance
Training	Diploma	50	25.25	4.23	1.99	1.96	insignificant
	Bachelor	50	27.02	4.51			

Authorization	Diploma	50	26.13	6.44	3.68	
	Bachelor	50	30.66	5.94		significant
Guidance	Diploma	50	33.66	5.37	3.73	
	Bachelor	50	37.34	4.61		significant
Support	Diploma	50	32.09	6.04	5.36	
	Bachelor	50	37.70	4.72		significant

Table (13) shows that that all the observed differences between the outputs of the members of the teaching staff (diploma and bachelor's degrees) are statistically significant in all the four styles as the calculated t-values range between (1.99 and 5.36), which is greater than the tabular value of (1,96). However, the observed differences are in favor of the teachers who have a bachelor's degree, explaining that the teachers are eager to grow and develop their capabilities and have good educational experiences and skills. The result also illustrates their qualitative breakthrough in general and updated styles in particular more than the teachers who have a diploma degree.

4.2. Conclusions

In the light of the results obtained, the researchers draw out the following conclusions:

1. It is impossible to apply all the four intelligence-based classroom management styles in a single class situation, but it is possible to apply the style(s) suitable for each situation.
2. For English language teachers to be successful in their career, they need to get sufficient knowledge (theoretical and practical) of those teaching styles, otherwise, they will keep on adopting traditional styles of less effectiveness.
3. The concepts of the situational leadership theory should be widely integrated in the curriculum material of educational and psychological sciences so that the outcomes will be reflected in the teachers' teaching performance.

4.3. Recommendations

The researchers hope that the General Directorates of Education in Iraq take into consideration the following suggestions:

1. Urge the English language teachers to apply the four styles of guidance, training, support and authorization inside their classrooms with various activities.
2. Urge the supervisors to check the teachers' daily lessons in order to ensure that they apply those styles.
3. Hold periodic training workshops on how to apply those styles with reference to international experiments.
4. Activate the Internet network in the schools to share ideas with local and foreign experts about those styles.
5. Consider teachers' application of those styles as one of the annual evaluation criteria of teachers' performance.

4.4. Suggestions

The researchers suggest carrying out studies such as:
1. The effect of applying intelligence-based teaching styles on the English linguistic achievement of secondary school students,
2. A comparative study of applying the styles of situational leadership theory in other ministries by the educational experts.

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Appendix (1)

The jury members; names, academic titles, specialization and college

No.	Academic Title	Name	Specialization	College
1	Prof. Dr.	Usama H. Hassa	Developmental Psychology	Open Educational College
2	Prof. Dr.	Alaa H. Nasir	Educational Management	College of Education for Pure Sciences / Ibn Al-Haytham
3	Prof. Dr.	Sabeeh K. Nazil	Educational Management	Al-Salam University College
4	Prof. Dr.	Khalid J. Jassim	Measurement & Evaluation	College of Education for Human Sciences / Ibn Rushd
5	Prof. Dr.	Mohsin Salih H.	Educational Psychology	Al-Iraqiya University
6	Assist. Prof. Dr.	Sadiq A. Noor	Measurement & Evaluation	Open Educational College