

## An Investigation into the Relationship Between Educational Leadership Styles and Job Satisfaction Among Primary School Teachers: A Field Study Conducted in Mouzaïa District 04.

دراسة العلاقة بين أنماط القيادة التربوية والرضا الوظيفي لدى معلمي  
المدارس الابتدائية: دراسة ميدانية في مدارس ابتدائية ببلدية موزاية-

Laskar Hassiba  
Medea university  
Email:alskrhsybt@gmail.com

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### ملخص:

تسعى الدراسة الحالية إلى دراسة العلاقة بين أساليب القيادة التربوية والرضا الوظيفي لدى معلمي المدارس هدفها. الابتدائية هو توليد رؤى تساهم في فهم أعمق لكل من القيادة التعليمية والرضا الوظيفي داخل المؤسسات بالإضافة. التعليمية إلى ذلك تسعى الدراسة إلى التعرف على أنماط القيادة السائدة التي يتبناها مديرو المدارس تم. الابتدائية إجراء البحث على عينة مكونة ذكور) معلماً 102 من ،(وإناث الذين استجابوا لمقياس أنماط القيادة ومقياس الرضا وقد. الوظيفي كشفت النتائج عن عدة نتائج هامة

**الكلمات المفتاحية:** أساليب القيادة التربوية، الرضا الوظيفي، المدارس الابتدائية

### Abstract:

The present study seeks to examine the relationship between educational leadership styles and job satisfaction among primary school teachers. Its aim is to generate insights that contribute to a deeper understanding of both educational leadership and job satisfaction within educational institutions. Additionally, the study endeavors to identify the dominant leadership styles adopted by primary school principals. The research was conducted on a sample of 102 teachers (male and female), who responded to the Leadership Styles Scale and the Job Satisfaction Scale. The findings revealed several significant results, which are presented and discussed in this study.

**Key words:** Educational leadership styles, job satisfaction, primary schools

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## **Introduction:**

Management, in all its administrative processes, plays a central and influential role in every institution within society, whether it is industrial, commercial, or educational. It acts as the main tool responsible for managing development and progress and for achieving institutional goals by introducing the necessary improvements in administrative organization, employee behavior, and managerial methods and techniques—or in all these areas combined. These improvements directly affect the functioning of the institution, either positively or negatively. Therefore, one can say that effective management lays the foundation for building a suitable base for institutional development and progress. In the educational field, school administration serves as the backbone of the teaching and learning process, as it provides both the material and moral conditions needed to raise the level of job satisfaction among all staff members, especially teachers, who form the core of the success and advancement of the educational process.

Job satisfaction is one of the most important factors that positively influence teachers' motivation to make greater efforts toward improving and developing their performance, and consequently, the overall quality of education. For this reason, many theories and studies have addressed this topic, which has also been the focus of the present research entitled: **An Investigation into the Relationship Between Educational Leadership Styles and Job Satisfaction Among Primary School Teachers.**

### **The Statement of the Problem:**

Many modern psychological and educational studies have confirmed that the educational process is essentially a human endeavor. Leadership plays a fundamental role in the success of any educational institution at all levels, in achieving its objectives and fulfilling its noble mission. This success largely depends on the leadership style adopted by the school principal in managing the institution and on the establishment of positive relationships with employees in general and teachers in particular. Such relationships directly influence the overall success of the educational process.

The success of any institution depends on the management style it adopts. The leader of an institution can influence the behaviors, attitudes, and ambitions of individuals. Therefore, most institutional heads today seek effective methods and strategies to prepare individuals capable of leading organizations in ways that promote progress, stability, and the achievement of organizational goals.

However, the failure of a school principal represents a real problem that negatively affects the entire educational process. This shows the impact of the leadership style adopted by the principal on teachers' job satisfaction. Hence, the need arises to

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explore and understand the relationship between educational leadership styles and job satisfaction among primary school teachers. Through this study, we aim to answer the following main question:

**Is there a correlation between educational leadership styles and job satisfaction among primary school teachers from the teachers' point of view?**

The following sub-questions emerge from this main question:

- Is there a relationship between the democratic leadership style and job satisfaction among primary school teachers from the teachers' point of view?
- Is there a relationship between the authoritarian leadership style and job satisfaction among primary school teachers from the teachers' point of view?
- Is there a relationship between the laissez-faire leadership style and job satisfaction among primary school teachers from the teachers' point of view?

**Hypotheses:**

Based on the above questions, the following hypotheses have been formulated:

- There is a correlation between educational leadership styles and job satisfaction among primary school teachers from the teachers' point of view.
- There is a correlation between the democratic leadership style and job satisfaction among primary school teachers from the teachers' point of view.
- There is a correlation between the authoritarian leadership style and job satisfaction among primary school teachers from the teachers' point of view.
- There is a correlation between the laissez-faire leadership style and job satisfaction among primary school teachers from the teachers' point of view.

**Significance of the Study:**

- The significance of this study lies in the fact that it addresses an important topic that deserves in-depth research and analysis.
- It tackles a vital educational issue.
- Educational leadership is considered one of the most significant issues of the twentyfirst century.
- This study sheds light on the relationship between educational leadership styles and job satisfaction among primary school teachers, helping educational leaders reconsider and develop their leadership approaches to enhance teachers' productivity.

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- It seeks to identify primary school teachers' perspectives regarding the dominant leadership styles practiced by school principals.
  - The study also aims to identify both the aspects of satisfaction and dissatisfaction among teachers, which can help principals focus on improving leadership practices, reinforcing job satisfaction, and addressing the factors that lead to dissatisfaction.

### **Research Objectives:**

Among the main objectives that this study seeks to achieve are the following:

- To identify the relationship between educational leadership styles and job satisfaction among primary school teachers.
- To reach findings that contribute to clarifying the importance of leadership and job satisfaction within educational institutions.
- To determine the dominant leadership style that helps enhance the level of job satisfaction among primary school teachers.
- To explore the prevailing leadership styles adopted by principals in primary schools.
- To provide suggestions and recommendations for developing leadership styles among educational leaders in order to improve teachers' job satisfaction.

### **Reasons for Choosing the Topic:**

- The topic is directly related to the researcher's professional field of specialization, which is school administration.
- The topic is suitable for scientific investigation and allows the application of research techniques.
- There is a noticeable lack of studies and research addressing educational leadership styles and job satisfaction.
- The research will provide valuable professional experience and practical insights for the researcher's future career.

### **Key Concepts of the Study:**

- **Operational Definition of "Style":**  
The style refers to the dominant behavior or recurring approach adopted by the principal in most situations encountered within the school.

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- **Operational Definition of “Leadership Style”:**  
Leadership style refers to the set of activities and behaviors demonstrated by the principal that together form the method and approach of his or her leadership.
  - **Operational Definition of “Leadership”:**  
Leadership refers to the activity practiced by the principal to encourage teachers to perform effectively and to motivate them toward achieving shared goals.
  - **Operational Definition of “Educational Leadership”:**  
Educational leadership refers to the behaviors practiced by the principal with teachers as an educational leader. It includes one of the following styles:
    - **Democratic Style:**  
A set of behaviors through which the principal works collaboratively with teachers to achieve the school’s goals, solve their problems, meet their needs, and involve them in decision-making.
    - **Authoritarian Style:**  
A set of behaviors through which the principal uses authority to compel teachers to complete tasks and imposes commands upon them.
    - **Laissez-Faire Style:**  
A set of behaviors through which the principal gives teachers unlimited freedom and allows the school’s affairs to proceed without guidance or supervision.
  - **Operational Definition of “Job Satisfaction”:**  
Job satisfaction refers to the personal feeling expressed by primary school teachers regarding the sense of comfort, respect, happiness, and satisfaction they experience toward the leadership style practiced by their principal.
  - **Primary School Teachers:**  
This term refers to individuals who practice the teaching profession from the first to the fifth grade in the primary schools of the Mouzaïa district.

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## **Previous Studies**

### **Studies Related to Leadership Styles**

#### **Talal Abdul Malik Al-Sharif (2004):**

*“Leadership Styles and Their Relationship to Job Performance from the Perspective of Employees in the Emirate of Makkah.”*

This study aimed to identify the prevailing leadership styles within the Emirate of Makkah and to examine the relationship between these styles and employees' job performance. The researcher employed the descriptive-analytical method and used a questionnaire distributed to a stratified random sample of 120 participants.

The findings revealed a statistically significant positive correlation between the democratic leadership style and job performance, while autocratic and laissez-faire leadership styles were negatively correlated with job performance. The study also indicated that various factors contribute to either increasing or decreasing performance levels. Furthermore, it was found that the three leadership styles exist to varying degrees, with the democratic style being the most dominant, followed by the laissez-faire style, and finally the autocratic style (Al-Sharif, 2004)

#### **Abdullah Bashir Al-Rashidi (2010):**

*“School Leadership Styles in Intermediate Education and Their Relationship to Teachers' Organizational Loyalty from Their Perspective.”*

The purpose of this study was to explore the dominant leadership styles among intermediate school principals in Kuwait, to assess the level of organizational loyalty among teachers, and to examine the relationship between the two variables. It also investigated whether this relationship differed according to gender, experience, and educational qualification. The study sample consisted of 451 teachers (194 males and 257 females) selected purposively. The researcher applied the descriptive method and developed two instruments: a school leadership style scale and an organizational loyalty scale.

Results showed that the democratic style ranked first, whereas the laissez-faire style ranked last. Teachers demonstrated a high level of organizational loyalty. Significant differences were found between gender and organizational loyalty in relation to the autocratic and laissez-faire styles, favoring male teachers, while no significant differences appeared for the democratic style (Al-Rashidi, 2010)

#### **Sami Abdelaziz Amer Abu Al-Kheir (2013):**

*“Leadership Styles of Secondary School Principals in the Governorates of Gaza and Their Relationship to Administrative Creativity from Their Perspective.”*

This study investigated the relationship between leadership styles and administrative creativity among secondary school principals in Gaza. It sought to identify the prevailing leadership style and measure the level of administrative creativity. The descriptive-analytical method was used, and data were collected via a questionnaire

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distributed to all 134 government secondary school principals. A total of 115 questionnaires were retrieved and analyzed.

The study found that there was a high level of agreement on leadership style items overall, with the democratic style ranking first, followed by the laissez-faire and autocratic styles, both at moderate levels. No statistically significant differences were found in leadership styles based on academic qualification, years of service, or educational district. However, there were significant differences in the democratic style in favor of male principals. Results also showed a high level of agreement regarding administrative creativity, with “analysis and connection” ranking first, followed by “flexibility,” “fluency,” “problem sensitivity,” and “originality.” “Risk-taking” ranked last, though all domains were rated highly (Abu Khair, 2013)

### **Studies Related to Job Satisfaction**

#### **Inas Fouad Nawawi Filmban (1998):**

*“Job Satisfaction and Its Relationship with Organizational Commitment among Educational Supervisors in the Education Administration of Makkah.”*

This study aimed to explore the level of job satisfaction and organizational commitment among male and female educational supervisors, as well as the relationship between these two variables. It also sought to examine how personal variables such as gender, academic qualification, specialization, and marital status relate to both job satisfaction and organizational commitment.

The researcher employed the descriptive survey method to determine the type and strength of the relationship between job satisfaction, organizational commitment, and the selected personal variables. The study sample included **103 male supervisors** and **175 female supervisors** from various educational supervision centers in Makkah. Data were collected using a questionnaire.

-The study reached the following main results:

- Both male and female supervisors reported a **high level of job satisfaction**, with a mean score of 3.52 and a standard deviation of 0.52, and a **high level of organizational commitment**, with a mean score of 3.68 and a standard deviation of 0.51.
- There was a **moderate positive correlation ( $r = 0.571$ )** between job satisfaction and organizational commitment across their dimensions.
- Statistically significant differences at the **0.05 level** were found in job satisfaction scores according to specialization — favoring scientific specializations — and gender, favoring males (Ubaidat et al., 2012)

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**Salem Awad Al-Shammari (2009):**

*“Job Satisfaction among Employees and Its Impact on Job Performance.”*

The purpose of this study was to assess the level of job satisfaction among employees working in the industrial sector, to identify the causes of performance differences among workers, and to measure the degree to which higher job satisfaction contributes to improved job performance. The research population consisted of employees in the **Al-Khafji Joint Operations**, and a **random sample of 30 employees** was selected to complete a structured questionnaire.

The main findings were as follows:

- **90% of employees** expressed high or very high satisfaction with their job performance, indicating that they feel they are giving their best effort at work.
  - **63.33%** of respondents believed there was **no fairness or clarity** in task distribution policies.
  - **90%** reported being satisfied with the **rewards and compensation** they receive for their work.
  - **53.33%** were satisfied with the **suitability of their jobs to their academic qualifications**, which the researcher attributed to the fact that most participants did not hold university degrees and therefore viewed their jobs as fitting their level of education.
  - **60%** expressed satisfaction with the **match between their jobs and their professional experience**, which was considered a high percentage, given that **over 63%** of participants had more than ten years of experience.
- More than **83%** of employees reported good satisfaction with the **level of interaction** within the company (Al-Shammari, 2009)

- **Studies Addressing Both Leadership Styles and Job Satisfaction**

**Al-Shanaq, Ma'an Surour Mohammad (2001):**

*“The Leadership Styles of Secondary and Vocational School Principals and Their Relationship to Job Satisfaction from the Perspective of Teachers.”*

The study aimed to identify the leadership styles practiced by male and female principals of public secondary vocational schools in Jordan in two dimensions—**task-oriented** and **human-relations-oriented** leadership—from the perspective of teachers, and to examine their relationship with teachers' job satisfaction.

The sample consisted of **45 male and female teachers**, and two questionnaires were used: one to describe the leadership styles of principals, and another to measure teachers' level of job satisfaction. The researcher employed the following statistical

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tools: **mean, standard deviation, three-way analysis of variance, and Pearson correlation coefficient.**

-The study produced the following findings:

- Principals of secondary vocational schools showed concern for both dimensions of leadership style (task and human relations), with greater emphasis on the **taskoriented dimension**.
- The level of job satisfaction among teachers was **generally above average**.
- There were **no statistically significant differences** in leadership styles according to gender, experience, or educational qualification.
- There was a **strong positive and statistically significant correlation** between the leadership style practiced by principals and teachers' job satisfaction (Al-Shannaq, 2001)

**Al-Harabsheh, Mohammad Oud (2008):**

*"The Leadership Style Practiced by School Principals and Its Relationship to Teachers' Job Satisfaction."*

This study aimed to identify the leadership style practiced by school principals and its relationship with teachers' job satisfaction in the Directorate of Education. It also sought to determine the effect of variables such as **gender, specialization, years of experience, and educational qualification** on teachers' level of job satisfaction.

The sample consisted of **235 male and female teachers**, selected randomly. The researcher used a **questionnaire** as the primary tool for data collection and adopted the **descriptive method**. Statistical analysis involved **means, standard deviations, and Pearson correlation coefficients**.

-The study revealed the following results:

- All leadership styles practiced by school principals were at a **moderate level**.
- Teachers' overall level of job satisfaction was also **moderate**.
- Differences in teachers' job satisfaction were attributed to the variables of gender, specialization, experience, and qualification.
- The study concluded that there is a **positive correlation between leadership style and the level of teachers' job satisfaction**. (Al-Harabsheh, 2008)

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## **Methodological Procedures and Research Results**

### **Research Method**

Research methods differ from one study to another. After determining the nature of the research topic, its problem, and objectives, the researcher selects the most appropriate method.

Given that the present study explores **the relationship between educational leadership styles and job satisfaction from the perspective of primary school teachers**, the most suitable method is the **descriptive-analytical approach**, which relies on objectively and accurately describing the phenomenon under investigation.

The descriptive method is defined as a systematic approach based on careful observation and follow-up of a specific phenomenon or event—quantitatively or qualitatively—over a certain period or several periods, with the purpose of understanding its nature, content, and implications, and ultimately drawing and generalizing conclusions (Al-Saud, 2013)

### **Pilot Study**

The pilot study represents one of the most crucial stages of scientific research, as it enables the researcher to control research variables and ensure the appropriateness and validity of the research instruments. The main objectives of the pilot study are as follows:

- To explore the field of the main study and identify potential challenges and obstacles that may arise during data collection.
- To assess the validity and reliability of the data collection tools in terms of:
  - Clarity of items and instructions. ◦ Modification or replacement of inappropriate items.
  - The extent to which items accurately measure the intended variables.
- To gather sufficient preliminary data about the study population.

To achieve these objectives, a **pilot sample** consisting of **20 male and female teachers** was selected purposively from the study population. They were administered both the **Leadership Styles Scale** and the **Job Satisfaction Scale**.

### **Study Population and Sample**

The study population consists of **primary school teachers** working in the schools of **Mouzaïa District 4**, with a total of **102 teachers (male and female)**. A **purposive**

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**sampling method** was used to select participants. All distributed questionnaires were retrieved successfully, with no loss of data.

### **Data Collection Instrument**

Various tools can be used to collect data—such as interviews, observations, and questionnaires. This study relied on the **questionnaire**, which is one of the most commonly used instruments in scientific research in general, and in administrative sciences in particular.

The questionnaire consists of a series of interrelated and sequentially numbered questions answered by participants to collect data and information related to the study's topic or problem.

It was divided into **two main sections**:

- The **first section** focused on participants' personal information.
- The **second section** included **21 items** distributed across **three axes**:
  1. The **first axis** dealt with the **democratic leadership style and job satisfaction**, including **8 items (1–8)**.
  2. The **second axis** focused on the **autocratic leadership style and job satisfaction**, comprising **6 items (9–14)**.
  3. The **third axis** addressed the **laissez-faire leadership style and job satisfaction**, containing **7 items (15–21)**.

### **Statistical Analysis Methods**

After collecting and reviewing all data and information, the questionnaires were first processed manually, and then statistically analyzed using the **Statistical Package for the Social Sciences (SPSS)** program.

### **Scope of the Study**

The study encompassed **three dimensions**: human, spatial, and temporal.

1. **Human Scope:** The participants were **primary school teachers** in **Mouzaïa District 4, Blida Province**, totaling **102 teachers**.
2. **Spatial Scope:** The study was conducted in a group of **primary schools located in Mouzaïa District 4**.
3. **Temporal Scope:** The research covered both theoretical and fieldwork phases, conducted **from March 2023 to May 2023**.

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**Research Variables:**

**First: The Independent Variable:** The independent variable in this study is represented by *the patterns of educational leadership*.

**Second: The Dependent Variable:** The dependent variable is *job satisfaction*.

**Research Findings:**

Through this study, which investigated *the relationship between educational leadership styles and job satisfaction among primary school teachers from their own perspectives*, and after calculating the frequencies of all items related to both leadership styles and job satisfaction, as well as applying the appropriate statistical methods, analyzing and interpreting the tables, the results were as follows:

- The **first sub-hypothesis** was confirmed, stating that *there is a relationship between the democratic leadership style and job satisfaction among primary school teachers from their perspective*, which appeared to be strong.
- The **second sub-hypothesis** was *partially confirmed*, indicating that *there is a relationship between the authoritarian leadership style and job satisfaction among primary school teachers from their perspective*, which appeared to be moderate.
- The **third sub-hypothesis** was *not confirmed*, suggesting that *there is a relationship between the laissez-faire leadership style and job satisfaction among primary school teachers from their perspective*, which appeared to be weak.

Based on the above, it can be concluded that the **general hypothesis**, which assumes that *there is a relationship between educational leadership styles and job satisfaction among primary school teachers from their perspective*, was *partially confirmed with a moderate degree*. This conclusion is supported by the percentages obtained from the hypothesis-related questions, with a **mean score of 1.94** and a **standard deviation of 0.73**.

**Recommendations and Suggestions:**

1/Provide a suitable work environment for teachers, paying attention to their needs and addressing their problems in a way that achieves the desired goals.

2/Benefit from experienced school principals by learning from their experiences in applying leadership styles.

3/Strengthen the relationships between the school principal and teachers to enhance job satisfaction.

4/Ensure careful selection of school principals who adopt appropriate work styles and maintain good relationships with staff, as this positively affects job satisfaction.

5/Encourage principals to accept teachers' opinions and suggestions and understand their preferences.

6/Provide specialized training courses for principals to develop their leadership skills.

7/Raise awareness of the importance of leadership in schools, as it is responsible for improving the institution, achieving its goals, creating discipline, and overcoming challenges.

8/Conduct studies on leadership styles and their positive or negative effects on teachers, and encourage principals to attend such studies.

9/Reconsider the methods of selecting school principals by establishing clear and specific criteria.

10/Organize meetings led by the school administration for teachers to discuss school-related matters, exchange views, and reach solutions that benefit both the institution and its teachers.

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