EFFECTIVE SCHOOL AND ITS ROLE IN ACHIEVING THE CHARACTERISTICS OF THE ENCOURAGING EDUCATIONAL ENVIRONMENT IN JORDANIAN PUBLIC SCHOOLS

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ABSTRACT: *The objective of the present study was to measure the contribution of the effective school in achieving the characteristics of the encouraging educational environment in Jordanian public schools. To achieve the objectives of the study, the researcher followed the analytical descriptive approach in terms of applying the study tool, the study population may be from all eighth grade students at the Ras al-Majar Primary Mixed School, The study found that the active school contributes to the characteristics of the encouraging educational environment in the Jordanian public schools by 55.2%. The researcher recommended the necessity of spreading the effective school culture in all areas of the Hashemite Kingdom of Jordan because of its many benefits in improving the educational environment.*

KEYWORDS: School, Education, Fan, Features.

INTRODUCTION

In recent years there has been a new concept of the school's function, which is the need for the school to take care of the society and contribute to solving its problems and achieving its objectives. The result of this concept was to increase the rapprochement, communication and partnership between the school and the society. The school studied the problems of society and improved life. Help to show the individual students, and the community provided the potential and assistance that can contribute to the achievement of the educational process and raising the level, and found the school administration itself in front of a new concept of the school and the community, S work to achieve this rapprochement and participation. (Samaan and Morsi, 1989, 10)

The school is considered to be the most important educational intermediary, which has the responsibility of educating and educating the members of the society through its educational programs and educational curricula, and preparing the individual from all aspects of his personality because it carries a lofty message in preparing the generations of civilization and generations that realize their role in society In order for the school to carry out its educational tasks effectively, it is in dire need of an encouraging and educational school environment to help it perform these tasks with a high degree of effectiveness. (Abdeen, 1987, p25)

Hence, the problem of the study is to identify the extent to which the active school contributes to the achievement of the characteristics of the encouraging educational environment in Jordanian public schools.

Problem of the study

To measure the extent to which the school is active in achieving the characteristics of the encouraging educational environment in Jordanian public schools.

Questions of the Study:

1. What is the concept, characteristics, characteristics and pillars of the school active.

2. Measuring the extent to which the school contributes to the achievement of the characteristics of the encouraging educational environment in Jordanian public schools.

Hypotheses of the Study:

1. The active school at the level of significance ($\alpha = 0.05$) contributes to achieving the characteristics of the encouraging educational environment in Jordanian public schools.

Objectives of the study:

The present study aimed to:

1. Recognize the concept and elements and features and pillars of the school actors.

2. Identify the impact of the school on the achievement of the characteristics of the educational environment in the Jordanian public schools.

Importance of the study:

The importance of the current study highlights the importance of the target group, the student, and the responsibility of the Jordanian Ministry of Education to provide the appropriate educational environment for the students in order to improve the learning process. This type of research provides a great deal of information that helps decision-makers in Improve the learning environment for students.

Limitations of the Study:

This study is defined by the following limits:

1. The objective limitation: The objective of the study was to measure the school's effective impact on achieving the characteristics of the encouraging educational environment in Jordanian public schools.

 2. Spatial Limit: This study was applied in Jerash Governorate.

3. The institutional limit: The study was applied to the public schools in Jerash governorates of the Jordanian Ministry of Education.

4. Human Limit: The study was limited to a sample of Jordanian public school students in Jerash governorate.

5. Time Limit This study was conducted during the second semester of the academic year (2017/2018)

The theoretical framework of the study:

Effective school concept:

Because of the concept of effective school, the researchers differed in the definition of effective school. Some of them emphasized that the effectiveness of the school is measured by the high

achievement scores obtained by the students in the general or standardized exams. If the grades are high, the school is effective, but if it is low, it is ineffective.

Of the researchers added other elements other than achievement, such as: the extent to achieve the educational objectives set for the school if achieved cognitive goals, emotional and psychological mobility was effective school and vice versa. (JayM Shafritz and Others, 1988, 19)

The researcher also pointed out that the effectiveness of the school lies in the high levels of achievement of the learners on the one hand and the ability to life skills that relate to attitudes, values and communication skills and identify attitudes on the other hand. (Singh, 1992, 85)

According to Holdaway and Johnson (1993), there is no specific definition of an effective school. Its definition is sensitive, complex, difficult, almost impossible and impossible to achieve, given the complexity of its variables and the interplay of its dimensions. (Abdin, 2001, 228)

Based on the above, we find that some researchers believe that the school is the most effective students achieve high achievement, and some see it as a school capable of innovation and development and work to know and overcome their problems, while others believe that the school is the effective school that develops its members commensurate With their respective abilities.

The researchers differed in their definitions of effective schools according to their point of view and from these definitions:

1. The definition of the effective school means: "The ability of the school to achieve the desired objectives through the optimal and balanced utilization of the resources available to them in their external environment, provided that the effectiveness of one of their demands is not achieved at the expense of the effectiveness of other demands." (Abdeen, 1987, 257)

2. Maureen defines the extent to which the school as a social sphere achieves the desired goals, without impairing its means and resources or exerting strain on the abilities and energies of its members (Maureen, 1993, 40)

3. Diab (2007) defines it as a school that ensures high student achievement, is capable of self-renewal and solving its internal problems, and seeks to develop self-study skills among its members. (Diab, 2007, 3)

In addition, Diab (2007) also notes that the active school is a beautiful school, its management is conscious, its organization is tightly controlled, it has a clear message that sets out the powers of its members of teachers, students, staff and management, which constantly revise their plans and keep abreast of the latest developments. Communication and communication among its members and benefit from the available expertise to achieve a high proportion of graduates with high achievement and ensure them opportunities to work or complete the study through the successful application of the school curriculum. (Diab, 2007,3)

Through the review of some of the active school definitions, we note that these definitions emphasize that the school is effective, the students get high marks, and keep up with the innovations and developments in the field of education, and introduce definitions of a modern concept of the school is different from the old concept of the school, Focusing on self-

education, the student is the focus of the educational process of learning, characterized by a school management firm purpose seeks to work in partnership between workers and interested in the development of workers, and an effective relationship with the community.

Characteristics of the school actors

Based on the results of research and studies, Ronald Edmonds found that the effective school has five characteristics mentioned by Saud (1994) as follows:

1. Having a strong, determined and professional leadership capable of positive change in school, such as raising the level of basic skills for students, developing and enriching the school curriculum, providing a calm school atmosphere and open communication with the community.

2. Having teachers with positive attitudes and high expectations who believe they can understand and understand the content of the curriculum.

3. Focus on education and make it a center of attention, through a structured educational program, with clear educational goals, and the agreement of teachers and director that achieving these goals is the first priority.

4. The existence of a system to evaluate the performance of students, be connected to the educational program, and provide teachers with feedback on the progress and growth of students on a continuous basis.

5. The existence of an educational environment conducive to learning and urges it and provides teachers and students with occupational psychological security generate their satisfaction and motivation to work. (Al-Saud, 1998, 189)

By reviewing the previous characteristics, we find that they focus on the inputs of the school without addressing the outputs such as (achievement and level, dropout, student attitudes and behaviors, absence and delay). The final goal of the school is the nature of its outputs and quality, In school can provide a school environment and a healthy environment conducive to effective and successful teaching and learning, but these characteristics can not lead to high quality outputs.

Abd al-Ghafoor (2003) mentions a number of characteristics of the effective school, which have been identified by several researches and studies in this field. These characteristics are considered essential characteristics of the agreement of most researchers:

1. High expectations towards learners and teachers:

The school is effective in providing an educational health environment in which the expectations of the school administration towards its teachers are high, and the expectations of its teachers towards their students are also high. The way the school administration treats the teacher and their relationship is friendly and familiar. for work.

2. Strong or firm educational leadership:

The educational leadership distinguishes between effective and ineffective schools, where most of the research results indicate that the school is effective, whose director creates an academic environment that encourages teachers to work and helps them achieve their objectives of

implementing the curriculum. The principal is responsible for the school leadership and follow-up teachers and encourage them to Learning and investing the school time in the learning process and achieving the professional growth of the teacher, which is effective for the school.

3. Focus on acquiring the basic skills of the subjects:

The school is effective if its cognitive objectives are clearly defined, and it works to create an effective educational learning environment that promotes the achievement of these goals without hindrances. For example, basic skills for students in basic education are necessary, such as literacy, language and numeracy skills. And then secondary school should pay attention to the basic skills of the various subjects as well as teach the students the higher level skills, which are related to higher thinking skills and other skills.

4. Continuous follow-up to the growth of learners and their progress

Effective school monitors the levels of growth of learners and progress through continuous and systematic measurements to identify the problems of study and diagnosis and identify the causes and the development of remedial plans necessary, and the effective school efforts to achieve continuous monitoring of the growth of learners and their progress.

5. A safe and organized school environment

Providing a safe school environment where the system is in place and complying with the rules of safety and security is a prerequisite for providing an environment conducive to effective learning. This principle is based on the fact that insecurity leads to chaos in the school environment and its problems are caused by chaos and lack of discipline. To spend their academic tasks, where it distracts and makes it focus its efforts in solving non-academic problems because of the chaos and disorder of the system, thus flying a negative non-academic, and thus lead to a negative learning environment impede the school to achieve its educational tasks, so work to provide an environment In which security, discipline and order are a demand for attention to find an effective school. (Abd al-Ghafoor, 2003, 67)

Active School Functions

An effective school is a school of society that seeks to achieve its objectives through various means and possibilities available through its educational and educational functions to the fullest.

Khawaja (2004) mentions some of the school's active functions:

1. Improving the standard of living of citizens.

2. Make the environment a laboratory for school education.

3. Open its doors to the community and provide its facilities for its service.

4. Organize their plans and curricula on key processes and key issues of real life.

5. Involve citizens in school policy planning and program planning.

6. The exercise of democratic methods in thought and action in all human transactions and work to develop and develop among all individuals. (Khawaja, 2004, 49)

Active School Pillars

The subject of the active school has attracted the interest of many researchers, because of the importance of this subject in society in different walks of life. Al-Bahwashi (2006) mentioned eleven pillars of the effective school:

1. Determined Professional Leadership: Leadership is an important pillar of an effective school. The principal has a direct impact on the effectiveness of the relationship of teaching, learning and professional leadership. It requires a clear goal for the school to achieve.

2. Professional teachers: Provide good knowledge of the material taught by the teacher, as well as use appropriate language for learning, and provide an effective learning environment that takes into account the needs and interests of individual students.

3. A meaningful and meaningful assessment: The effective school sets up an evaluation system that evaluates the performance of the school, leadership, teachers, and students that are honest and objective.

4. Safe learning environment: A safe learning environment should enrich positive relationships among family members and foster a sense of belonging among students.

5. Strong organizational framework: To help the school administration maintain an effective relationship with the school community.

6. Advanced student care system: The school has a sophisticated system for follow-up and care of students and develop their performance and meet their needs in light of their abilities and skills, taking into account the difficulties and problems faced by students and address them and work to develop appropriate solutions to overcome them.

7. A clear and positive philosophy: There must be a clear philosophy to recognize that each learner needs and aspirations of his own and work to develop the abilities of each learner mentally, psychologically, socially and physically.

8. A broad and balanced curriculum: The curriculum in the effective school is characterized by the provision of extensive learning experiences, taking into account the backgrounds, needs and aspirations of different students.

9. Family / Community Partnership: There is a strong and participatory relationship between parents and community leaders to participate in school life and to develop a school and teacher response to parents' opinions and inquiries.

10 Purposeful Teaching: The purpose of teaching is to rely on the experiences of the previous students that they possess, and a good understanding of the school system and classroom trends and the use of teaching strategies that correspond to the needs of students and provide students with the knowledge and skills they use in daily life.

11. Vision and objectives: A clear and specific goal and mission must be provided to the school, with teachers, students, parents and the community agreeing on the school's goals and values, with procedures to ensure that the curriculum and curriculum are in line with the school's vision and objectives, The relationship between teachers, students, parents and the community is essential. To reflect school goals. (Al-Bahwashi, 2006, 28)

METHOD AND PROCEDURES

1. population and the study sample

The study population consists of all the eighth grade students in Jerash governorate (1726). The sample of the study was composed of the eighth grade students at Ras Al-Majar Primary Mixed School (15).

2. Study Tool

The researcher prepared one main research tool, a questionnaire consisting of (20) paragraphs to measure the impact of the school on the achievement of the characteristics of the educational environment in the Jordanian government schools.

3. Statistical processing

The data of this study were processed according to the following methods:

1. Use the Chronbach's Alpha parameter to determine the stability of the tool

2. Mathematical averages and standard deviations.

3. Simple linear regression analysis.

4. Reliabilityof the Study Tool:

The researcher applied the tool on a survey sample of the study population of (15) teachers to calculate the stability of the study tool through the equation of the consistency of internal consistency (midterm fragmentation) and corrected by the equation of Spearman Brown, and the following table indicates the value of stability and corrected stability value.

The reliability coefficient was (0.68) in this study, while the corrected reliability coefficient (0.80) was acceptable in this type of humanitarian studies. See Table (1).

Table (1) The study tool reliability coefficient

Corrected reliability coefficient	Split – half reliability coefficient
0.80	**0.68**

Corrected reliability equation = 2 × split – half reliability coefficient / 1 + split – half reliability coefficient

Data Analysis and Testing of Study Hypotheses:

The first hypothesis: The active school at the level of significance ($\alpha = 0.05$) contributes to achieving the characteristics of the encouraging educational environment in Jordanian public schools.

Table (2) Simple linear regression analysis

School actors	(T)	sig	(F)	D.F	sig	Prediction coefficient value
	4.837	0.000	25.781	1 13 14	0.000	0.552

The above table shows that there is a significant explanatory power at the level of ($\alpha = 0.05$) if the value of (F) Calculated (25.781) and at a moral level (0.000).

The researcher explains this result that the availability of a safe educational environment and the appropriate classroom environment and the appropriate educational and administrative staff is one of the most important elements of the encouraging educational environment, thus reaching the effective school which has always been the aim of the hard work and the extra effort exerted by all colleagues. This has contributed to improving their educational level.

RESULTS

1. The active school contributes to achieving the characteristics of the encouraging educational environment in Jordanian public schools by (55.2%).

2. The teachers of Ras Al-Majar Primary Mixed School have the characteristics of the active teacher.

3. The administrative staff of Ras Al-Majar Primary Mixed School is distinguished by its professional management qualities.

RECOMMENDATIONS

1. To spread the culture of effective schools in all areas of the Hashemite Kingdom of Jordan because of its many benefits in improving the educational environment.

2- Educating the educational departments in the various directorates of the Ministry of Education in Jordan that courses and workshops should be held to introduce school principals to the school's active foundations.

3. Encourage students to integrate into the school day by engaging them in various non-curricular activities.

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