

## **THE EXTENT OF THE APPLICATION OF PARTICIPATORY SCHOOL MANAGEMENT IN JORDANIAN PUBLIC SCHOOLS FROM THE POINT OF VIEW OF THE TEACHERS**

**Nuaman Nasri Abdel Muhsin Otoum**

M.A Degree in political science, Bayt Al-Hekmah – Al Albayt University, Amman post office, University of Jordan, Amman, Jordan. Postal Code (11942)

---

**ABSTRACT:** *The objective of the present study was to investigate the extent to which the participatory school administration was implemented in Jordanian public schools from the point of view of the teachers. To achieve the objectives of the study, the researcher followed the analytical descriptive approach in terms of applying the study tool and data collection and analysis. The sample of the study consisted of teachers of Jerash Elementary School for Boys with (18) teachers. The study found that the extent of the application of participatory school administration (human relations, involvement of the school principal in leadership tasks, delegation of authority) Jordanian government Lars from the point of view of teachers is high, the study recommended the need to work on training courses and workshops for managers of basic and secondary schools in order to deepen the concept of participatory management have.*

**KEYWORDS:** Participatory Management, Public Schools, Teachers.

---

### **INTRODUCTION**

Many governmental and international agencies are concerned with the educational administration in general and the educational administration in particular, because it represents the success in achieving the educational systems for most of its objectives.

Participatory educational administration is considered a way of success for educational systems. There is no successful school administration without a distinctive educational department to help it develop and compete. The participatory educational administration is defined as the effective recruitment of all the resources available in the educational and educational institution (materially, humanely and information ally) in order to achieve the predefined goals of the educational administration. These objectives are implemented with maximum efficiency. The implementation of this concept includes the availability of high level mental, intellectual and human skills. Participatory educational management includes work that includes the operational stages that are used to complete the tasks required to stimulate the human efforts of the employees and employ the available resources Optimized to provide the climate and intellectual and psychological conditions to support the motivation and unite the energies and efforts to implement the objectives of the educational management process and through the organized work that contributes to dealing with various problems and works to provide the solution And for the occasion to achieve these goals and to improve the level of educational management of the highest levels (Ndiku & others, 2009)

### **Problem of the study:**

As the duties and duties of the school principal have become more serious, the faculty members have to work to open the door to faculty members to participate in administrative work in order

to reach the highest levels possible in achieving diversity and excellence in educational work within the Jordanian government schools. in education.

Hence, the problem of the present study is to identify the extent to which participatory school management is implemented in Jordanian public schools from the point of view of the supporting supervisor.

### **The main question of the study:**

What is the extent to which participatory school management is implemented in Jordanian public schools from the point of view of teachers?

### **Sub-Questions:**

1. What is the extent to which participatory school management (human relations) is implemented in Jordanian public schools from the point of view of teachers?
2. what extent is the participatory school administration (involvement of the school principal for teachers in leadership tasks) implemented in Jordanian public schools from the point of view of teachers?
3. what extent does the participatory school administration (delegation of authority) apply in Jordanian public schools from the point of view of teachers?

### **Importance of the study:**

The importance of the role of participatory management is to influence the behavior of individuals and to direct their efforts in the appropriate manner, which works to serve the educational and educational process within the various educational institutions and according to the correct principles determined by the responsible authorities in the state as well as the community bodies interested in supporting the educational and educational process in the form of communities Specialized research or even civil efforts by the supporters of educational efforts, thus contributing to the formation of distinct generations serving the homelands and contribute to their renaissance.

### **Objectives of the study:**

1. Recognize the advantages of participatory management.
2. Identify management patterns.
3. Measuring the extent to which participatory school management is implemented in Jordanian public schools from the perspective of teachers.

### **Study determinants:**

1. Timetable: This study was conducted in the second semester of the academic year (2017/2018)
2. Spatial determinants: This study was conducted in the Jordanian public schools affiliated to the Jerash Education Directorate.

### **Terminology of study:**

1. Participatory management: is the interaction of the individual mentally and emotionally with the group that works with them so that he can mobilize his efforts and energies to achieve its goals and to take responsibility for it with awareness and self-enthusiasm (E. O. Olorunsola and Abiodun Oyebaji Olayemi, 2011)

2. Public schools: Schools belonging to the Ministry of Education and Jordan are listed under their property and are subject to the authority of the Ministry (Jordanian Ministry of Education)

### **The theoretical framework of the study:**

#### **Participatory Management:**

Participation in an organization usually means that the members affected or associated with a decision or opinion in making this decision. Such decisions may include problem solving, agendas, job allocation, training, or any number of topics related to their business. Members share goal setting, evaluate each other's performance, and may also decide how rewards are distributed. Whatever the decision, the implicit truth is staff involvement with their leaders in leadership (Cheung H. 2008).

This does not necessarily mean that all organizations that practice a common management system are democratic organizations. Not all opinions are equal. All decisions are likely not to be taken by a vote; each member is more likely to have the right to influence the decision-making process. At least, staff in this participatory atmosphere are confident that the management will not make arbitrary decisions against the employees' interest. If, on the basis of prior knowledge of the common management situation, the relationship between management and staff is based on trust, respect and openness (Moody, 2012) Some managers believe that such participation implies a waiver of management's rights and responsibilities, which they say is an easy way for managers to abandon their commitment, but access to staff participation is not easy.

Sometimes it takes members a long time to gain the trust and credibility necessary to implement shared management. It is a process of upbringing. We can see the sometimes long-lasting results of deep functional commitment, increased motivation, and higher productivity (Bass).

The sociologist and director of the Institute of Social Research at the University of Michigan, Rensis Laekert, was one of the most important supporters of the idea of joint administration. Leckert's conviction was based on years of research in companies that the best decisions result from participation and that those involved in making these decisions are more committed to their implementation than those who did not participate in its manufacture (Bass Bernard And Riggio Ronald 2006)

#### **New management styles:**

There are four types of new management we offer as follows:

1. Exploitative management: The administration does not trust subordinates or take their opinions in determining policy, making decisions, stems from fear, threats, and rewards sometimes. The dialogue flows often from top to bottom, and what goes from the bottom up is not precise, Staff think that what the manager wants to hear, and the goals are determined by the senior leadership. (Babak. Nemaee, 2012)

2. The authoritarian ruler: The relationship between management and staff is the relationship between the master and the servant. This system includes some staff participation, more rewards than the first system, and a slightly better flow of information from bottom to top. This organization is paternal and friendly, unlike the first, but does not care much about employee satisfaction . (Babak. Nemaee, 2012)

3. CONSULTATION: The administration controls things, but staff can consult before decisions are reached, or solutions to some problems, better bottom-up dialogues, but staff are still wary of up to management. The unpleasant and unwanted information is not presented openly , Staff are also aware that their contributions to decision-making may not be taken seriously. (Babak. Nemaee, 2012)

Leckert proved that he was not alone in believing that participation produced more effective companies. The vast majority of those who met them, whether managers or subordinates, also believed that their institutions work better when leadership is shared, when dialogue is free and staff can join the goal setting process , And when subordinates help in formulating decisions that will affect them.

Leckert argues that the closer the institution approached what he called the fourth (common group) was more effective, and this is the description of the fourth system.

4. Joint Group: Management trusts employees and considers that they are working towards the organization's goals. Members are motivated by rewards. Employees are committed at all levels to discuss and identify issues that are important to them. The dialogue is accurate and flows from bottom to top, top to bottom, The goals are not defined by the top management but by the members who will work to achieve them. Management is defined by the free flow of information in all directions. What is required to accomplish the work. Not all that happens, and the administration does not feel that the dissemination of information means giving up the influence and prestige high. (Babak. Nemaee, 2012)

From my experience in the school administration since the year 2015 until this time (2018), I believe that the joint group or the participatory group, as I would like to call it, as one of the modern types of management is the best to achieve the objectives of the educational institution. The delegation of powers to subordinates and their involvement in Decision making is an internal motivation to give and dedication to work, which is reflected positively in the achievement of the objectives of the educational institution, in contrast to the authoritarian administration, which deprives individuals of their right to participate, and thus turn them into mere people who carry out the orders of the will, The Department noted that a number of tangible results contributed to the achievement of the goals of the educational institution, such as raising the level of achievement of students, as well as the positive impact on the school environment in general, through the acceptance of teacher colleagues for school decisions and work to implement them with all seriousness and sincerity that they participated in taking.

#### **Factors of successful participatory management:**

1. There is a high degree of mutual trust between employees on the one hand and between management and employees on the other.
2. Employees who have the desire or qualifications that qualify them to stand by the administration in policy-making and decision-making.

3. A high level of conviction in the concept of participatory leadership and decision-making on a cooperative basis.
4. To enable us to achieve the overall objectives of the Organization. (Maio Q. 2012)

### **Objectives of participatory management:**

1. Designed to achieve high productivity efficiency of all subordinates.
2. Emphasis on intelligence and the use of logical analysis in solving problems.
3. Take into account self-control by understanding others' goals.
4. The subordinates return to take advantage of all their efforts and energies.
5. Confronting and resolving the conflict.
6. Provide negative and positive incentives.
7. Communication for participatory leadership is done bilaterally.
8. Make strategic decisions with the involvement of subordinates to reach a perfect decision.
9. Involving subordinates in strategic plans (Moshite P. Alan 2013)

Therefore, participatory management leads to the rationalization of the decision-making process because participation helps to improve the quality of decision and make the most of the vast experience and mature minds in the selection of alternatives, as well as that participation prevents opposition to the decision and ease the obstacles that may lead to the prevention of implementation, The administrative leadership in the lower grades and its awareness of its importance and effectiveness in the organization.

Allows subordinates the opportunity to express their opinions and contribute to their proposals, thus improving the relationship between management and subordinates and elevating their moral spirit (Cheung H. 2008).

### **Method and procedures:**

**1. The study population and sample:** The study population consisted of the Teachers at Jerash Education Directorate in the Hashemite Kingdom of Jordan counting (4100) while the sample consisted of (18) A teacher from the teachers of Jerash Elementary School for Boys

### **2. Study Tool:**

The researcher relied on a tool previously prepared under the title: A Proposed Concept for the Development of Participatory Leadership Skills for Principals of Secondary Schools in the Gaza Governorates, which is a questionnaire consisting of (44) paragraphs prepared by the researcher. (Suleiman, 2017 AD)

If the researcher chooses a number of paragraphs to suit his study.

### **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. Simple linear regression analysis.

#### 4 Reliability of the Study Tool:

The researcher applied the tool on a survey sample of the study population of (20) teacher to calculate the Reliability of the study tool through the equation of the consistency of internal consistency (Split – half) 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

$$\text{Corrected reliability equation} = 2 \times \text{split – half reliability coefficient} / 1 + \text{split – half reliability coefficient}$$

**Answer the study questions:**

**Question 1:** What is the extent to which participatory school management (human relations) is implemented in Jordanian public schools from the point of view of teachers?

To answer the previous question, the researcher calculated the arithmetical averages and standard deviations of the study instrument. The results were as follows:

**Table (2) (Statistical averages and standard deviations of the responses of the sample members of the study on the first field in the study tool Human Relations)**

NO	item	mean	S.D	Extent of significance
1	Contributes to a good climate of human relations	2.45	1.23	high
2	Provides an atmosphere of understanding and participation.	2.14	1.48	high
3	He is keen on social communication with teachers on various occasions.	2.89	1.69	High
4	He controls his emotions on teachers when someone makes mistakes.	2.16	1.47	High
5	He is patient with teachers.	1.99	2.1	Low
	<b>total</b>	<b>2.33</b>	<b>1.47</b>	<b>High</b>

By looking at the above table, we find that the extent to which participatory management in Jordanian public schools is applied in the field of human relations from the point of view of teachers is high. One of the most prominent characteristics of school principals in the public schools of Jerash Education Directorate is the principals' keenness to socialize with teachers (2.89), followed by their contribution to the provision of a good atmosphere for human relations with an average of (2.45). The least participatory administrative qualities found in managers were the lack of patience in dealing with teachers with an average of (1.99 ).

**Question 2:** To what extent does school participatory management (involving the school principal for teachers in leadership tasks) apply to Jordanian public schools from the point of view of teachers?

To answer the previous question, the researcher calculated the arithmetical averages and standard deviations of the study instrument. The results were as follows:

**Table (3) (Statistical averages and standard deviations of the responses of the sample members of the study on the first field in the study tool involving the school principal for teachers in leadership tasks)**

NO	item	mean	S.D	Extent of significance
1	Allows teachers to participate in school administration.	2.44	1.23	high
2	Ensures that teachers participate in decision-making.	2.78	1.24	high
3	Invests opportunities available from the abilities of creative teachers.	2.98	1.01	high
4	The administrative tasks are distributed according to the abilities of the teachers.	2.77	1.36	high
5	Involves teachers in organizing different tables.	2.35	1.47	high
<b>total</b>		<b>2.67</b>	<b>1.26</b>	<b>high</b>

By looking at the above table, we find that the extent to which participatory management in Jordanian public schools is applied in the field of involvement of the school principal in the leadership tasks from the point of view of teachers is high. The most prominent characteristics of school principals in the public schools of Jerash Education Directorate is that the director The school invests the opportunities available from the abilities of the creative teachers with an average of 2.98, followed by that the principal of the school is keen on the participation of teachers in decision making with an average of (2.78), The lowest qualities were the teachers' (2.35).

**Question 3:** To what extent does the participatory school administration (delegation of authority) apply in Jordanian public schools from the point of view of teachers?

To answer the previous question, the researcher calculated the arithmetical averages and standard deviations of the study instrument. The results were as follows:

**Table (4) (the arithmetical averages and the standard deviations of the responses of the sample members of the study on the first field in the study instrument delegation of authority)**

NO	item	mean	S.D	Extent of significance
1	It avoids centralized decision-making.	1.78	1.02	low
2	Accepts teacher decisions flexibly.	1.82	1.47	low
3	Authorizes teachers to solve administrative problems.	2.03	high	high
4	A teacher authorizes the distribution of students to classes at the beginning of the school year.	2.88	high	high
5	Supervises the preparation of the course schedule.	2.36	high	high
<b>total</b>		<b>2.17</b>	<b>1.43</b>	<b>high</b>

By looking at the above table, we find that the extent to which participatory management in Jordanian public schools is applied in terms of delegation from the teachers' point of view is high. One of the most prominent characteristics of school principals in the public schools of the Jerash Education Directorate is that the principal authorizes a teacher to distribute students On the grades at the beginning of the academic year with an average of (2.88), followed by the head of the school supervising the preparation of the schedule with an average of (2.36). The lowest qualities were the absence of managers away from central decision-making with an average of (1.78).

## RESULTS

1. The extent of the application of participatory school administration (human relations) in Jordanian public schools from the point of view of teachers is high.
2. The extent of the application of the school participatory management (involving the school principal to teachers in leadership tasks) in Jordanian public schools from the point of view of teachers is high.
3. The extent of the application of participatory school management (delegation of authority) in Jordanian public schools from the point of view of teachers is high.

## RECOMMENDATIONS

1. To hold training courses and workshops for principals of primary and secondary schools in order to deepen the concept of participatory management.
2. Distribution of leaflets to managers including the benefits that can be obtained from the application of participatory management.
3. Conduct further studies on the concept of participatory management on a wider scale, covering all the departments of the Hashemite Kingdom of Jordan.

## REFERENCES

- Babak. Nemaee ‘ (2012). "The impact of participative leadership on employees motivation job satisfaction and innovation"
- Bass Bernard And Riggio Ronald (2006). "Transformational Leadership" Lawrence erbium Associates. Publishers . Mahwah. New Jersey. London.
- Bass. B. M. (1960). "Leadership Psychology and Organizational Behavior " Harber anr Row Publishers. New York. USA.
- Botha. N. (2006). "Leader in schools based management – A case study in selected schools ". Journal of Education ‘south Africa. V26 Issue3. P341- 354.
- Cheung. H. (2008). Teachers efficacy "A comparative study in A Hong Kong and sham Hai primary in- service teachers " The Australian Educational researcher . 35 (1) . 163-12.
- E. O. Olorunsola and Abiodun Oyebaji Olayemi. (2011) "Teachers participation in decision making process in secondary schools in Ekiti State " ‘Nigeria. International Journal of Educational Administration And policy Study's. Vol.3 (6).pp. 78-84.
- Maio Q.(2012). "Participative leadership and the organizational commitment of civil servants in china ". The mediating effects of trust in supervisor.
- Moodly (2012). "Decision making as an activity of school leadership a case study ".
- Moshite. P. Alan. (2013). Teacher participation in school Decision making and job satisfaction as correlates of organizational commitments in senior schools in Pateswana . Andrews university. USA.