

PARTICIPATORY SCHOOL ADMINISTRATION AND ITS IMPACT ON THE ACADEMIC ACHIEVEMENT OF THE STUDENTS OF THE BASIC STAGE IN JORDANIAN PUBLIC SCHOOLS

Manal Mohammad Ahmad Akawneh

Jordan, Irbid post office, liwa' bani kananah

ABSTRACT: *The study aimed to identify the participatory school administration and its impact on the academic achievement of the students of the basic stage 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 and data collection and analysis. For the Directorate of Education of the liwa' Bani Kenana, while the sample of the study consisted of (30) students from the elementary school of Kfr soom. The study found that there is a statistically significant impact of the participatory school administration on the academic achievement of the students of the stage The core of the Jordanian government schools, the study recommended the need to work on the application of the theories of modern management in the various Directorates of Education of the Ministry of Education of Jordan.*

KEYWORDS: school, administration, academic achievement, Jordanian public schools

INTRODUCTION

The School of the 20st Century requires the principal to take additional steps to manage the school's democratic pathways through planning and setting goals, or identifying the appropriate procedures for implementation and follow-up, through participation, discussion and various meetings within and outside the school. The educational institution that he chairs, as well as the delegation of authority to his staff in the school to share with him the responsibility and carry out the responsibilities of the school and supervision in order to be committed to the implementation of these goals.

The Director as an educational leader in his institution affects all employees, and instills in them an efficient participation and responsibility in achieving the desired educational goals and reap the desired successes with them.

The director was one of the principals, chiefs, and faculty and staff supervisors. He was the first decision maker. Within these multiple roles, the director worked side by side with the faculty to continually improve the school's educational programs. This was achieved by maintaining best practices Methodology and its sharing with teachers The Director also sought to ensure that his teachers had been trained in such practices and worked on the latest supervisory and management practices and placed them within their own context.

The study Problem:

The present study attempts to shed light on the participatory school administration and its impact on the academic achievement of the students of the basic stage in Jordanian public schools.

Study Questions:

Is there a statistically significant effect at the level of salinity ($\alpha = 0.05$) for the participatory school administration on the academic achievement of the students of the basic stage in Jordanian public schools?

Objectives of the study:

1. Acquaintance with modern theories of school administration.
2. Identifying the standards of evaluating school administration in the light of modern theories in school administration.
3. Identify some other theories of school management.
4. Measuring the impact of participatory school administration on the academic achievement of the students of the basic stage in Jordanian public schools.

the importance of studying:

The importance of this study is of the importance of striving to build an open generation to the world capable of excellence and creativity. Since the school is a generation factory, it is incumbent upon its departments to search for everything that is new and has a positive impact on improving the academic, scientific and scientific achievement of students.

Study determinants:

1. Timetable: This study was conducted in the second semester of the academic year (2018/2019)
2. Spatial determinants: This study was conducted in the Jordanian public schools affiliated to the Directorate of Education of the liwa' Bani Kanana.

Concepts and terms of study:

School Management Concept:

Al-Zubaidi defines school administration as: "a set of operational and technical processes that are carried out through cooperative collective humanitarian action in order to provide the intellectual, psychological and material climate that helps stimulate motivation and the desire for active and organized work; individually or collectively to solve problems and overcome difficulties The educational and social goals of the school are fulfilled as the society seeks them "(Al-Zubaidi, 1988, p. 97).

Concept Theory:

The theory is: "A concept or opportunity similar to a principle that has the value of definition in some way, is general, organizes a science or science, provides a method of research and interpretation, and connects results with principles (Hafni, 2000, p. 88).

Comparison between the concept of educational administration and educational administration and school administration:

These three concepts have been widely used in books and literature on management in education, and may sometimes be used to mean one thing. It seems that the confusion in these definitions is due to the transfer from the term foreign - Education - which translated into Arabic in the sense (education) sometimes and education sometimes other. This, of course, has helped to translate the term Administration Education into educational management and educational management as a single thing, which is true.

However, those who prefer to use the term (educational administration) want to be in line with modern educational trends that prefer to use the word "education" on the word "education" as education is broader and broader than education and that the function of educational institutions is "full education" Education. Although the educational administration wants to focus on the concept of education rather than on education, the educational administration is more specific and clear in terms of scientific treatment, and that the final separation between them is due to the public educators and workers in the field of education, and whichever is commonly used among them, agree to use .. And what meaning The school administration seems to be easier because school management is related to what the school is doing to achieve the message of education. This means that the school administration is determined at the procedural level that it is at the school level only, thus becoming part of the school. Educational administration as a whole, ie, the connection of the school administration to the educational administration is a special link to the year (Morsi, 1977).

The Need for Theory in Educational Management:

The interest in theory in the educational administration is new. Until 1950 there were no clear studies in this field. Studies that focused on management theory did not appear clearly before the 1960s. This was the result of support from the WkKellogg Foundation in the United States Has supported studies in the field of educational administration and monitored between 1946-1959 an amount of over nine million dollars for this purpose. Through this interest and the accompanying conferences and lectures Coladarsi and Gitzlez issued their pioneering book on the use of theory in educational administration. Manal Writings such as Griffiths, Hagman, Schwartz, Campbell, Gregg, Belsile, Walton, and many others.

Prior to these studies, managers presented their suggestions to improve the management of their personal experiences based on the trial and error method. However, the educator who initiates in his actions from the principle of trial and error or from ready-made solutions is a man who neglects his intelligence and denies the potential of self-innovation. Clarity and depth and needs a person who adopts a conscious theory in his practices.

In fact, it is not surprising that the emergence of management theory has been delayed. Management, like other humanities, is a complex and multifaceted humanitarian process, and it is not easy to develop a general theory. The importance of the field of educational administration makes the search for a theory very important so that the educational institution can carry out its work successfully avoiding the method of trial and error. The long history of natural science clearly shows that mere observation of phenomena leads to useful and practical knowledge only through general principles that are used as a guiding factor and directed at what can be observed, measured or interpreted. Those interested in management science may see a conflict between so-called theory and practice, in addition to the multiplicity of theories and their short life. But for whatever reason, all these factors should not be allowed to underestimate the importance of our theory of management. Because the value of the theory is not measured by its age long or short. "Theory may be wrong but it leads to progress."

How many scientific theories proved wrong but led humanity to progress? Is it possible to deny the service offered to us by the old theory that the atom is the smallest thing and that its division is not possible? The observations that led us to this theory are what led the progress and development that we are witnessing today in the world of maize. The main purpose of any theory is to help to arrive at more accurate predictions and expectations. One of the main reasons for the theory is that knowledge is not readily understood unless it is coordinated and arranged according to a particular system. The educational administrator to crystallize the theoretical construction on which to rely on the interpretation of evidence and practical output without the adoption of the theory remains all fragmented and contributes to the loss of administrative rather than increased insight.

Some people may think that as long as the thing is applied and working, why do we strain ourselves to know why? But if a person does not know what to look for, it is difficult for him to find something important.

"The appropriate theory helps managers continue to grow by providing them with the best ways to organize their experiences and certainly the coherence of phenomena. Such a theory keeps them alert to the unexpected results of their work. They avoid childish interpretations of successful businesses and alert them to changing circumstances," Thompson said. May require a change in their behavioral patterns "(Saleh, DD).

Sources of building school theory:

The first source: the reports and comments of the management staff of the school from the experience of the process is dependent on the subjective and personal impression.

Source 2: surveys conducted by scholars, researchers and adult writers in the field of school administration.

Third source: mental reasoning to reach through logic and reason to draw some of the consequences of some ideas or general issues that we recognize or believe in validity (Freijat, 2000, p. 48).

Criteria for evaluating school administration in the light of modern theories in school administration:

There are several main criteria through which to evaluate the good school management in the light of modern theories in the school administration, the most important:

- 1 - clarity of the objectives that the school administration to achieve.
- 2 - clear definition of responsibilities, in the sense that there is a clear division of labor and the definition of competencies.
3. A democratic approach based on a genuine understanding of the importance of respect for the individual in human relations.
- 4 - All energies of the school - from the potential of material and human - recruited to serve the educational process in order to achieve the performance of work with the economy in time and effort and money (Salama, 2003).

5. Good school management is characterized by a good communication system, whether it relates to the internal relationships of the school, or between it and the community, and between the higher education authorities (Kizlik, 1999).

Modern participatory theories in school administration:

Many of the school administrators tried to analyze the administrative process and try to develop theories of it. These attempts had the effect of achieving some kind of progress in this area. Both Paul M. and his assistant Donald H. Ross tried to lay the foundations of the theory of management. School Management Principles ". Jess. Serars also tried to research the management function in a study in 1950 under the title of the nature of the administrative process. The Cooperative Program for Educational Administration in America prepared several programs to identify theoretical methods of educational administration, including the 1955 book " ", And Simon developed in his book" The Concept of Man Administrative "in 1945 the nature and importance of decision-making in the administrative process, and in 1968 JW Getzels developed a scientific theory in school administration, where he considered the management as a social process, while Sears considered the educational administration in terms of its functions and components and analyzed the administrative process into several key elements, To say that all the efforts that have been made are all influenced by the ideas of public and industrial administrators such as Taylor (Henry Fayol) (Lothar Giulik) and other members of the public administration (Freijat, 2000).

Some of the most prominent modern participatory theories in school administration include:

First: the theory of management as a social process Social Processing Theory

This theory is based on the idea that the role of the principal or the role of the teacher is determined only by the relationship of each other, and this requires a careful analysis scientifically, socially and psychologically, based on the nature of the character that plays this role (Betty, 2001). The following models of this theory can be illustrated:

A - Getzels model:

Gates views administration as a hierarchy of relations between superiors and subordinates within a social system, and that any social order consists of two aspects that can be conceived in a form that is independent of each other and in fact is intertwined.

The first aspect concerns institutions, their roles, the so-called set of tasks, performances and behaviors of individuals in order to achieve the great goals and objectives of the social system. The second aspect concerns individuals, their personalities, their needs, and the ways in which they are different, i.e., whether they are lenient, tolerant, Or cooperation, or are they concerned with achievement .. and other things that are advantageous to them.

Social behavior is a function of these two main aspects, institutions, roles and expectations. They represent the organizational or normative dimension. Individuals, personalities and needs represent the personal dimension of the relationship between the principal and the teacher. The teacher must be seen by the manager through his / her personal needs and objectives. To understand each other and to work together in a constructive and cooperative spirit. But when the theories are different, the relationship between them is not well.

The basic idea in this model is based on the fact that the behavior of the individual within the social system and within it, such as the school is a result and result of each of the expectations required by others and his personal needs and the trends and moods. (Atwi, 2001).

B. The Guba model of management as a social process

Juba looks at the man of the administration as a dynamic force that gives him two sources: the center that occupies him in connection with the role he plays and the personal status he enjoys, and enjoys the man of the administration by virtue of the power granted by this center, and this authority can be seen as official because it And the second source of power related to personal status and the ability to influence it is an unofficial force that cannot be delegated and all members of the administration without exception have the official power vested in them, but not all of them have the power of personal influence, Only power without power of influence has in fact lost half of its administrative power, and a man of management must have both power and influence, the two main sources of power for a man for the administration of education and others.

C) the theory of T. Parsons

Parsons believes that all social organizations must achieve four main purposes:

Adaptation or adaptation: the adaptation of the social system to the real demands of the external environment.

2 - Achieve the goal: the definition of goals and the mobilization of all means to achieve their achievement.

3 - Integration: the sense of establishing and organizing a set of relations between members of the organization so as to ensure coordination and unite them in each integrated.

4 - Cumin: in the sense that the organization maintains the continuation of its incentives and cultural framework. (Atwi, 2001).

Second: the theory of human relations Leadership Theory

This theory believes that the authority is not inherited in the educational leader, nor is it derived from the leader of his followers in school. The authority in the leader is theoretical and he acquires it from his followers through their awareness of the qualifications that this leader possesses. Understanding and analyzing the needs of teachers and pupils, and the importance of reconciling the needs of teachers, pupils and school needs. (Khawaja, 2004, p. 41).

It is not intended that the owners of this theory to engage management in personal relations directly with the workers, so there are no social distances separating the administrative and subordinates, because the efforts of the administrative in this case dispersed away from the productive objective of the institution but what the owners of the theory is to take into account the psychological and social dimensions that make Workers do their part without resorting to dodging and power-resistance, because workers always look forward to a kind of common understanding that makes the authority feel that it is in their interest to consider them as carefully as the requirements of the work take care of them. The subordinate who is not handicapped can concentrate To work, the risks are considerably less committed by the increasing integration between the faces of his work and the work of the Group, and maintains

cooperation with peer support for the continuity of the institution and its success, and thus to ensure maintaining the existing conditions that relaxes her. (Arifaj, 2001, p. 25).

Third: Dicesion Making Theory

This theory is based on the fact that management is a type of behavior in which all human or human organizations exist. The process of directing and controlling activity in organization for social and administrative function is to develop and organize the decision-making process in a highly efficient manner. The principal works with groups of teachers, students, Or with individuals with social ties and not with individuals themselves.

The decision-making process is the cornerstone of the management of any educational institution. The criterion on which the school can be assessed is the quality of the decisions made by the school administration and the adequacy with which those decisions are put into effect. These decisions are influenced by the behavior, personality and style of the school principal, Consider the following steps when making a decision:

1. Identify and identify the problem.
2. Analysis and evaluation of the problem.
3. Establish criteria for governance in which an acceptable and agreed solution can be assessed.
4. Collect the material (data and information).
5. Formulate and choose the solution or preferred solutions and choose in advance any possible alternatives.
- 6 - Put the preferred solution in place with the preparation of the atmosphere to implement and ensure the level of performance to fit with the implementation plan and then assess the validity of the decision that was taken and is the most appropriate decisions? (Khawaja, 2004, p. 42).

Fourth: Organization Theory: Organaiztion Theory

The organization is an attempt to assist the administrative to analyze the problems of the organization and guide him in his plan and administrative decisions as well as help him to be Are more sensitive to the understanding of the formal and informal groups to which they relate. (Khawaja, 2004, p. 42).

Fifth: Management theory as functions and components:

The functions of management that Sears referred to do not go beyond the range of functions mentioned by his predecessors, led by the French engineer Henry Fayol. The main functions of the administration in the various fields of administration as determined by Sears are planning, organizing, directing, coordinating, Planning, Organizing, Managing, Co-ordenating and Controlling.

When analyzing these functions, it is possible to reveal the nature of the administrative work in different fields, since the same functions are what the administrator does.

In the planning process, the manager needs to examine the circumstances in preparation for successful and practical decisions, taking into account the nature of the objectives and the

possibilities available to achieve them, and the obstacles to progress towards the goals and attitude of the workers.

In the regulatory process, laws, regulations and instructions need to be structured into human and material resources arrangements, facilitating the implementation of the objectives of the organization or organization arising out of the arrangements.

In the process of guidance, the administration activates the implementation procedures by reconciling the authority to which it is qualified through the powers of its position and the authority derived from its intelligence, knowledge and experience, in its overall awareness of the objectives of the organization, the nature of the work entrusted to it and its material and human potentials and the social forces and circumstances affecting them.

In the process of coordination, the administration needs to make all elements of the organization and its processes go in an integrated, non-duplicative and non-contradictory manner, so that efforts are directed rationally towards the goals set within the available resources and within the limits of social, economic, political and cultural powers.

Monitoring is a direct or indirect follow-up of an institution to assess its work system and its usefulness in the light of its expected objectives (Arifaj, 2001, pp. 30-31).

Sixth: Leadership Theory

The educational leadership of the educational institution is important for the community in general and for the educational and school administration in particular because of its direct relationship with parents, teachers, and students. Leadership is not simply the acquisition of a set of common characteristics or needs but a working relationship between the members of the school or the educational institution. This theory approaches the ideas of human relations theory in that they focus on achieving the natural goal of man (Khawaja, 2004).

Seventh: Role theory

If we assume that the school principal plans to set up a sports team for his school, who will be assigned this responsibility? If a teacher of sports education is assigned to this and cannot succeed in forming the appropriate team, what does the principal do? What is the position the rest of the physical education teachers of others? In such cases, the principal must know the expected role of each teacher in the school as well as the expectations of the group to which they belong, taking into account the expectations and requirements of the school in general.

This theory deals with the description and understanding of complex human behavior in educational institutions (schools).

It must pay special attention to the skills, abilities and personal needs of each teacher and take measures that enhance the means of communication between them and their social nature and develop their information so that the role of each one of them can be positive and effective and help achieve the goal of the school. (Ibid., P. 47).

Eighth: System Theory

This theory is widely used in biological and natural sciences, as well as widely used in other social sciences, including the science of educational administration and school. This theory explains the different systems as consisting of logical combinations by their analysis. The

complex phenomena in organizations or institutions are interpreted in quantitative form, Applied research on change in attitudes or social studies is sometimes impractical or inaccurate. This theory is based on the fact that any social, biological or scientific organization must be seen through its inputs, processes and outputs. Educational system consists of interrelated factors and elements that are directly and indirectly connected and include: the members of the system, its official and informal groups, the trends in it, the system and its employees, the way it is built, the interactions between its structures and centers, and the power it contains.

The origin of the system analysis method dates back to the post-World War II era, when the US military used it as "operational research" and moved to other fields. However, its interest in education began recently and began to emerge clearly since the sixth decade of the century. "This was due to the growing interest in, and regulation of, education on the one hand, and the focus on the economics of education on the other."

The systems approach in management refers to the application of scientific thinking in solving administrative problems. The theory of systems introduces a method of dealing that flows through the units, sections and all the subsystems of a single system, as well as through its systems.

The process of the system is based on quantitative information, empirical information, logical reasoning, creative research, taste of individual and social values, and integration into a framework in which the organization communicates its objectives (Amayreh, 2002).

Method and procedures:

A) Society and sample of the study: The society of the current study consists of sixth grade students in the Directorate of Education of the liwa' Bani Kenana in the Hashemite Kingdom of Jordan (1207). The sample of the study consisted of 30 students from sixth grade Triangle Kfr soom basic school.

B) Study tool:

The researcher relied on the results of the final test for the sample of the study to calculate the effect of applying the theories of modern school administration on the achievement of students.

C) Statistical processing:

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

- 1- The arithmetic averages and the standard deviations.
2. One sample T-test

Data Analysis and Testing of Study Hypotheses:

The main hypothesis: There is no significant statistical effect at the level of salinity ($\alpha = 0.05$) for the participatory school administration on the academic achievement of the students of the basic stage in Jordanian public schools.

Table (4): The arithmetical averages, the standard deviations and the T value of the responses of the sample members of the study sample

Participatory school management and collection	means	Standard deviation	DF	T	sig
	81.6	1.982	29	8.325	0.000

In the previous table we find that there is a statistically significant effect on the level of (0.05) of the participatory school administration on the academic achievement of the students of the basic stage in the Jordanian public schools. The value of the significance level is less than the value of the alpha level (0.05) Acceptance of the alternative hypothesis and rejection of zeroes, as the arithmetic average of (81.6) indicates the strength and positive relationship.

Results:

1. There is a statistically significant impact of the participatory school administration on the academic achievement of the students of the basic stage in Jordanian public schools.

Recommendations:

1. Working on the application of theories of participatory management in the various directorates of education of the Ministry of Education and Jordan.
2. Conduct further studies and researches to verify the validity of the results of this study.

List of references:

- Hafni, Abdel Moneim (2000). Comprehensive Dictionary of Philosophy Terminology, I 3, Madbouli Library, Cairo.
- Khawaja, Abdelfattah (2004). The development of the school administration, the House of Culture, Amman.
- Al-Zubaidi, Salman Ashour (1988). Trends in child-rearing, Anas House Publishing, Amman.
- Zubaidi, Salman Ashour (2001). Effective classroom management in the light of modern school administration, printing presses of the Libyan Arab revolution, Tripoli, Libya.
- Salama, Yasser (2003). Modern school administration, Dar world of culture, Amman.
- Saleh, Hani Abdul Rahman (d.) Educational Administration, Research and Studies, Amman.
- Arifaj, Sami Salti (2001). Contemporary educational administration, Dar thought Printing and Publishing, Amman.
- Atwi, Jawdat (2001). Educational Administration and Supervision: Its Origins and Applications, International Scientific House, Amman.
- Amayreh, Mohamed Hassan (2002) Principles of School Administration, 3, Dar Al-Masirah, Amman.

- Freijat, Ghaleb (2000). Educational Management and Planning: Various Arab Experiences, Amman.
- Morsi, Mohamed Mounir (1977). Educational management of its assets and its applications, the world of books, Cairo.
- Betty, J, (2001): Management of the Business Classroom, (editor), national Business Education Association.
- Bush, T. (1986): Theory of Educational Management, London: Harber Row Publisher.
- Kizlik, Robert. (1999): Classroom and Behavior Management, US.A: university of neworleans.
- MacCabe, P. (1999): The Role of the School Pricipal. From Int. Site: www.Paperwriters.com/aftersale.htm