

## **THE IMPACT OF EDUCATIONAL ADMINISTRATION AND SCHOOL ADMINISTRATION ON THE ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS**

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**ABSTRACT:** *The study aimed to identify the impact of educational administration and school administration on the achievement of secondary school students. To achieve the objectives of the study, the researcher followed the analytical descriptive approach. The questionnaire was also prepared to answer the study questions. The study sample consisted of (20) students from Al Jazza Secondary Mixed School. To a number of results, the most important of which was the existence of a statistically significant impact on the educational and school administration in raising students' achievement.*

**KEYWORDS:** Educational Administration, School Administration, Secondary Schools.

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### **INTRODUCTION**

The development of the concept of the education process has been accompanied by the concept of school administration so that it expanded to include the administrative aspects and the technical aspects in an integrated form aimed at providing the means and the material and human resources and creating suitable working conditions that help to achieve the objectives of the educational process for which the school was established. Achieve the educational process of social function.

The educational administration is defined as a "social process that facilitates and motivates human elements in all branches and levels of management and systematically guides their efforts towards achieving social goals." It is defined as "the total planning, organization, guidance, control, implementation and evaluation of the work and matters relating to the educational institutions In order to reach the goals of educational drawing, using the best ways to invest in human resources and resources available and the least possible effort and money ", and the school administration from the procedural point of view, the school principal is the procedural body that implements plans and programs according to Policies set out in the regulations, circulars and instructions issued by the Ministry of Education in accordance with the general orientations of the State (Ibrahim, 2014).

The school administration exercises its tasks within the environment and the school community through teachers, students and staff, outside the school with parents and the local community, in addition to the relevant educational institutions. It is part of the educational administration, and a miniature picture of its organization. Its objectives and strategies are derived from it. It is the unit that implements the educational policy, both procedural and practical, according to the available material and human resources. This means that the school administration is an executive department under the supervision of the educational administration. The school administration is headed by a director whose task is to guide the school work towards achieving its goals and implementing the regulations, laws and decisions issued by the higher education authorities. The

school agent, teachers, administrators, technicians and other school staff, The Director of Education at the regional level has some powers and powers for the school principal so that he can perform the duties and responsibilities specified for him, which do not exceed the school he supervises, and there are many definitions of school administration, As: " operations carried out by the school staff group, with a view to create a good atmosphere in which the educational process takes place in which, in order to achieve educational policy and objectives " (facilitating, 2015).

And another known as: "the organizer who interact positively within and outside the school in accordance with public policy and educational philosophy set by the State's desire to prepare young people in accordance with the objectives of society and the public interest of the state and this requires a consistent set of work and activities with the appropriate climate to complete its success, Tafesh said that the school administration is a "group of integrated educational processes, implemented by qualified educators qualified in theory and practical high, to achieve the educational goals to meet the needs of the community, through a range of actions and activities such as planning, organization, implementation and The guidance then makes decisions in light of the achievements. Al-Abd Allah believes that the school administration is an important element in the performance of educational tasks and the implementation of school programs, and it depends on the performance and adequacy of the school institution, and the productivity of the educational process in its different aspects and dimensions in planning, programming, organizing, supervision and follow-up.

Ahmed is also aware of the school administration as "flexible, coordinated and organized efforts, which are based on the strategic planning, evaluation and self-development carried out by the school institution in a participatory and cooperative manner based on the democratic method of performing educational and administrative services effectively to help improve the educational process and achieve quality in its outputs. , Innovating advanced methods to deal with their issues and solve their problems, innovation, development and creativity, raising production efficiency in accordance with general policy, and a philosophy of education using the best possible use of all potential, capabilities and facilities Within and outside the school, to achieve the best possible utilization of resources and exploitation in order to achieve or exceed educational goals "(Abu Farwa, 2010).

### **The study Problem:**

The problem of the current study arises through the following question:

What is the impact of educational administration and school administration on the achievement of secondary school students?

The following questions emerge:

1. What is the impact of the educational administration on the achievement of secondary school students?
2. What is the impact of the school administration on the achievement of secondary school students?

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

The present study aims to:

1. Understand the concept of educational administration and school administration.
2. Identify the relationship between the educational administration and the school administration.
3. Identify the impact of the educational administration on the achievement of secondary school students.
4. Identify the impact of school administration on the achievement of secondary school students.

### **The importance of studying:**

The importance of the current study of the importance of the subject matter in raising the level of school achievement among high school students, which is the intermediate stage of the student's age, and built upon many considerations in determining the future of academic students, and thus integrate them into national action in the state system.

### **Study determinants:**

1. Human selection: This study was conducted on a sample of secondary school students from the mixed secondary school of Jazza in Jerash Education Directorate.
2. Timetable: This study was conducted in the second semester of the year (2018/2019 AD).

### **Terminology of study:**

1. Educational administration: a social process that facilitates and motivate human elements in all branches and levels of management and systematically directing their efforts towards achieving social goals.
2. School administration: The procedural body that implements the plans and programs in accordance with the policies set out in the regulations, circulars and instructions issued by the Ministry of Education in accordance with the general orientations of the state.
3. Secondary stage: is the last stage of school education, preceded by primary education followed by higher education.

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

#### **The relationship of the educational administration with the school administration**

The school administration is an important component of the educational process because it works to stimulate the rest of the other material and human elements, and revitalize it permeates all aspects of educational activity, has changed the concept of the traditional concept, which was seen on the basis that it is based on the obviousness or experience or elements and personal characteristics Which is owned by the administrative and its function is to maintain the school system, and implementation of the school schedule specified by the higher authorities, and to limit the absence of teachers, students, administrators and users and attention to memorize the subjects of students, to the modern concept that The administration sees it as a means to develop the personality of the learner, and it is based on scientific and moral assets and it has two aspects administrative and technical.

The Department of Education and Education at various levels to provide human resources and material resources for school management so that it can perform its functions and achieve the objectives of the school (Ahmad, 2011).

The Department of Education at the regional level is responsible for technical and administrative supervision and follow-up and supervision of the school administration to ensure the implementation of educational policy as well as attention to financial affairs such as the preparation of the budget and the organization of teachers' salaries and allowances and promotions, procurement and tenders and the provision of school buildings - in cooperation with the educational management at the national level and supervision and maintenance. Therefore, the school administration cannot be understood except under the educational administration because the personality of the school derives from the entire educational system and because the school administration is not an independent entity as much as it is part of the larger entity, the educational administration (Tafesh, 2004).

On the relationship between the educational administration and the school administration, it can be considered as part of the general relation to the individual or the whole part, in the sense that the school administration is part of the educational administration and a miniature of its organizations and that there is a close link between them, and they revolve around one axis is education, To implement the educational policy, while the Department of Education is responsible for drawing up this policy and help the school administration financially and technically in the implementation and supervision to ensure the integrity of this implementation, "and whenever the organizational relations between the educational administration and school management is clear, In which the lines of authority and responsibility are defined, it helps to better implement the educational policy "(Al-Abd Allah, 2002).

### **Components of school administration:**

We can consider the school administration consists of four general components:

1. Inputs: The input gives the administration its basic components, determines its goals, and plays a major role in the success or failure of the entire school system. These inputs include the following:

- The school's mission, philosophy and goals.
- Educational policies and legislation.
- Human resources in the school (including all school staff, from the principal, administrative staff, students, and support staff).
- Resources and material resources (building, facilities, equipment, funds, etc.).
- The system of additional services that help the school to perform its work (health, guidance, sports and other services).
- Sub-information system (working methods, objectives, policies, decision-making party, etc.) (Ibrahim, 2014).

2. Processes: It is the interactions and activities through which inputs are converted into outputs, which are both complex and interactive. But their understanding can be simplified by looking at them as specific administrative functions and activities, including:

A - Planning: through which the goals and means, the development of programs and the formulation of policies, and determine the budget.

B - Organization: It is through the division of work and distribution, and identify responsibilities and powers, and ways of communication between employees and coordination between them.

C - Leadership: It is through the interaction between the manager and subordinates and leadership positions, so that the subordinates are directed, and identify their needs, and motivate them to work effectively.

(D) Control: through which the results are evaluated and evaluated (measuring their conformity with the plan and addressing deficiencies and deviations from this plan) (Taysir, 2015).

3 - Outputs: the final outcome of the total processes and influences in the internal and external environment and divided into two parts:

(A) Outputs: (decisions, policies, legislation, good performance, productivity ...).

B - Emotional outputs: (functional satisfaction, strong relationships ... etc).

4- The organized environment: It is the environment in which the organization interacts and affects its performance and effectiveness. It is divided into two parts (Al-Nabah, 2012):

A - External environment: located outside the boundaries of the organization ie the school.

B - Internal environment: located within the boundaries of the organization ie the school.

4 - School function: The school function has changed due to several reasons, including the society's view of the educational process, the ideology that guides the educational thought, and the political and economic conditions prevailing in the structure of the educational system. As a result, previous years witnessed a new trend in the school administration. The function of the school administration exceeded the running of the school in a routine manner. The role of the director was no longer to maintain the system, to ensure that the school was run according to the program and the schedule and to limit student absenteeism and discipline. On the construction of school and furniture and school supplies, and attention to routine administrative work, and the administration is not confined itself in the previous scope, but beyond to new jobs commensurate with the data of the era in addition to what was revealed by educational and psychological research (Abu Farwa, 2010).

One of the new functions of the school from the perspective of modern (Ahmed, 2010):

1. The study of the society and its problems, aspirations and goals, in the sense that the school has become concerned with the study of society and work to solve its problems and achieve its objectives, which led to increased convergence and communication between the school and society, prompting the community to provide the potential and assistance that can contribute to the achievement of the educational process and raise the level.

2. The school considers that the student is the focus of educational learning process, and has been working to provide the learner experiences through which and through it to face the problems encountered.

3. Creating conditions and providing services and experiences that help to educate and educate students, in order to achieve the integrated growth of their personalities.

4. Increase the level of performance of teachers to carry out the implementation of the prescribed curricula in order to achieve the specific educational goals. It is also possible to raise the level of performance of teachers by informing them about the latest information and knowledge of the modern methods and methods of teaching, through training them before and during the service, Dori (Tafesh, 2004).

Method and procedures:

1. The society and the sample of the study: The study population consists of all the secondary school students in Jarash governorate (486). The sample of the study consisted of students from Al Jazza mixed school with (20) students.

2. The study tool: The researcher prepared one main research tool which is a questionnaire consisting of (20) paragraphs to measure the impact of educational administration and school administration on the achievement of secondary school students. The researcher relied on the results of the students on the first test in the second semester (2019 / 2018).

3. Statistical processing: The data of this study were processed according to the following methods

1. Use the Kronbach alpha parameter to determine the stability of the tool

2. Mathematical averages and standard deviations.

3. One way ANOVA.

### Reliability of the Study Tool:

The researcher applied the tool on a survey sample of the study population of (10) student to calculate the Reliability 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 (0.79) in this study, while the corrected reliability coefficient (0.88) 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
0.88	0.79

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

### Data Analysis and Testing of Study Hypotheses:

The first main hypothesis: There is no statistically significant effect at the level of significance ( $\alpha = 0.05$ ) for the effective educational administration in the Jordanian public schools on the achievement of the students.

**Table (2) Analysis of the One way ANOVA**

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between Groups</b>	<b>55.333</b>	<b>1</b>	<b>3.458</b>	<b>7.660</b>	<b>.007</b>
<b>Within Groups</b>	<b>68.167</b>	<b>18</b>	<b>5.244</b>		
<b>Total</b>	<b>123.500</b>	<b>19</b>			

By looking at the previous table, we find that there is a statistically significant effect on the level of alpha (0.05) for effective educational management in Jordanian public schools on students' academic achievement. Where the value of (F) calculated (7.660) is higher than the value of (F) Scaled (2.60) and thus reject the hypothesis of zero and acceptance of alternative, which confirms the impact of effective educational management in Jordanian public schools on the achievement of students and this result can be returned to what it provides Effective educational management for students from a distinguished and enriching learning environment that helps students to excel, create and integrate into the classroom, increasing their ability to receive various knowledge and sciences, and thus excel in academic achievement in the different curricula within the school.

The first main hypothesis: There is no statistically significant effect at the level of significance ( $\alpha = 0.05$ ) for the effective school administration in Jordanian public schools on student achievement.

**Table (3) Analysis of the One way ANOVA**

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between Groups</b>	<b>44.22</b>	<b>1</b>	<b>2.356</b>	<b>6.98</b>	<b>.001</b>
<b>Within Groups</b>	<b>58.12</b>	<b>18</b>	<b>4.567</b>		
<b>Total</b>	<b>102.34</b>	<b>19</b>			

By looking at the previous table, we find that there is a statistically significant effect on the level of alpha (0.05) for effective school administration in Jordanian public schools on student achievement. (6.98) was higher than the value of F (Table 2.60) and thus rejected the null hypothesis and the acceptance of the alternative, which confirms the impact of effective school administration in Jordanian public schools on students' academic achievement. This result can be returned to what it provides Effective school management for students from a safe environment, high organization, as well as high-level educational experiences by teachers.

## RESULTS

1. There is an impact of effective educational management in Jordanian public schools on student achievement.

2. There is an impact of effective school administration in Jordanian public schools on student achievement.
2. The elements of effective school and educational administration are available in Jordanian public schools at different rates.
3. Effective managerial qualities are available in Jordanian public school principals.

### **Recommendations:**

1. Providing workshops and training courses for newly-served managers in Jordanian public schools for effective school administration.
2. Dissemination of the results of the study to the various directorates of the Ministry of Education in Jordan for future use.
3. Not to neglect the role of teacher and student in partnership with the school principal in making administrative decisions that concern the interest of the student in the first place.

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