



(RESEARCH ARTICLE)



Reality of administrative practices among Palestinian public schools' principals from teachers' point of view

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Abstract

This study aims to scrutinize the administrative practices of public school principals in Palestine through the lens of teachers, while also delving into potential disparities in these practices based on gender, administrative district, educational attainment, academic stage, and years of professional experience. The researcher employed a mixed-method approach, combining both quantitative and qualitative methodologies. Two data collection instruments were utilized: a structured questionnaire comprising 52 items distributed across ten distinct domains, administered to a stratified random sample of 369 male and female educators. Additionally, focus group discussions were conducted to afford a more profound insight into the issue, encompassing 20 male and female educators from schools situated in the northern governorates.

The findings underscore a high level of administrative proficiency among school principals, with an average score of 3.99 (79.8%). Notably, the domain of "Organizing" received the highest rating, while "decision-making" garnered the lowest. It is noteworthy that no statistically significant disparities in mean scores pertaining to administrative practices and their respective domains were observed based on gender or educational qualification. Nevertheless, substantial differentials emerged across administrative districts, with the "Yatta Directorate" exhibiting the highest scores.

In light of these study outcomes, the researcher advocates for the sustained enhancement of administrative practices among school principals, emphasizing the imperative of continuous professional development through specialized training programs.

Keywords: Administrative practices; School principals; Secondary school; Teachers.

1 Introduction

With the rapid evolution of research and studies and scientific progress, new trends have emerged, leading to numerous changes within institutions that impact various levels. These trends shed light on new realities, introduce fresh concepts, and employ modern techniques that align with the characteristics and vision of the contemporary world characterized by dynamism and change. Educational administration has played a pivotal role in effecting change in the educational process. The role of a school principal has evolved from being merely a routine organizer of school affairs to one with a significant role in enhancing the educational process and elevating its quality.

Human development and advancement have become imperative for systems, whether in political, social, or administrative dimensions. It has become the standard by which institutions are judged for their sustainability and resilience. The primary goal remains to achieve the best possible outcomes using the available resources. Therefore, institutions must remain at the forefront, which necessitates keeping pace with development. However, development

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does not solely refer to the novelty of devices and technologies; it also encompasses the evolution of human thought, behavior, openness, refinement, and integration (Al-Rifaei, 2009).

It can be argued that successful school administration is characterized by the adoption of innovative methods to pave the way towards a better future. This is of utmost importance in improving the administrative landscape in which educational specialists operate. Consequently, it compels us to undertake an ongoing process of evaluation and administrative assessment of activities within society. Recognizing its significance in guiding professionals in these fields, institutions move forward to enhance our communities and build a future free from dependency and imitation (Mirlinda, 2018).

School administration represents the most critical component of educational management, responsible for all aspects at the school level. Therefore, educational authorities have taken a keen interest in school administration, aiming to prepare educational leaders capable of leading schools. The success of a school is contingent on the effectiveness of its administration (Massad, 2011).

2 Problem Statement and Study Questions

In light of previous studies and educational literature, the researcher identified the importance of shedding light on the reality of administrative practices among school principals from the perspective of teachers in Palestine. Despite the substantial awareness among school administrators and teachers regarding the significance of administrative practices by school principals in advancing the educational landscape and increasing productivity, the researcher, drawing from previous experience as a teacher, school principal, and current role as a university faculty member, observed ongoing issues between teachers and school principals concerning administrative practices. Recognizing the existence of this problem and the need to understand its underlying causes, the core research problem can be distilled into the following primary question:

2.1 "What is the reality of administrative practices among school principals from the perspective of teachers in Palestine"?

Based on this overarching question, this study will address the following sub-questions

What is the reality of administrative practices among school principals from the perspective of teachers in Palestine?

Are there statistically significant differences in the mean responses of the study sample regarding administrative practices by school principals from the perspective of teachers in Palestine, attributed to variables such as gender, educational qualification, and administrative district?

2.2 Study Hypotheses

- The first hypothesis: There are no statistically significant differences at the significance level ($\alpha < .05$) in the mean scores of administrative practices by school principals from the perspective of teachers in Palestine attributed to the variable of gender.
- The second hypothesis: There are no statistically significant differences at the significance level ($\alpha < .05$) in the mean scores of administrative practices by school principals from the perspective of teachers in Palestine attributed to the variable of administrative district.
- The third hypothesis: There are no statistically significant differences at the significance level ($\alpha < .05$) in the mean scores of administrative practices by school principals from the perspective of teachers in Palestine attributed to the variable of educational qualification.

Study Objectives

The study aimed to achieve the following objectives

- To ascertain the reality of administrative practices among school principals from the perspective of teachers in Palestine.
- To investigate statistically significant differences at the significance level ($\alpha < .05$) in the perceptions of the study sample regarding the reality of administrative practices among school principals from the perspective of teachers in Palestine, attributed to variables such as gender, educational qualification, and administrative district.

2.3 Importance of the Study

The importance of this study lies in shedding light on the reality of administrative practices among school principals from the perspective of teachers in Palestine. It has gained particular significance as it is considered one of the rare studies within Palestinian society – to the best of the researcher's knowledge – that examines "the reality of administrative practices among school principals in Palestine from the perspective of teachers." This study can contribute by providing new information and data that add to the scientific knowledge benefiting the Ministry of Education, the community, and other stakeholders. The current study is of importance and may offer insights into the actual administrative practices of school principals in the northern governorates to aid in decision-making and actions.

2.4 Scope and Limitations

The scope and limitations of the current study are as follows

- Human Limitations: This study was conducted exclusively among teachers in government schools in the northern governorates of Palestine.
- Geographical Limitations: This study was carried out in schools located in the northern governorates of Palestine.
- Temporal Limitations: This study was conducted during the second semester of the academic year 2023.
- Conceptual Limitations: The study was confined to the conceptual boundaries and terminologies mentioned within the research.

2.5 Terminological Definitions

The study included the following terminology

- Administrative Practices: It refers to activities that rely on thinking and mental work associated with administrative personality, aspects, and behavioral orientations aimed at motivating collective efforts to achieve a common goal using available resources based on scientific principles and concepts (Attoui, 2014).

2.6 Literature review and Previous Studies

School management is no longer a routine process aimed solely at managing school affairs. It has evolved into a humane process that aims to develop, organize, and facilitate the school's educational system, providing the conditions, material, and human resources necessary to achieve the desired educational goals. As such, the objectives of school management vary from one stage to another and from one community to another. The formulation of these objectives varies from one thinker to another based on their different perspectives, interests, and the importance they attribute to each educational objective (Al-Ajmi, 2010).

Al-Bohi (2011) presented several classifications of the objectives of school management, with one of the most notable being the classification that divides objectives into:

- Educational and Cultural Objectives: These aim to develop students' inclinations, desires, and skills by providing them with ideas, experiences, and knowledge that align with their inclinations and skills.
- Social Objectives: These aim to define students' responsibilities and rights towards their family and nation while encouraging them to establish good relationships with others for continuous collaboration in achieving societal objectives
- Religious Objectives: Emphasizing a proper understanding of Islamic beliefs, instilling values and virtuous ethics in students' minds, and purifying their understanding from external distortions.
- Economic Objectives: These objectives introduce students to the natural wealth sources in their country, how to preserve and develop them to contribute to societal growth and foster a production culture.

2.7 Concept of School Management

School management plays a crucial and effective role in the success of the entire educational process. The desired educational goals cannot be achieved without the presence of effective school management. The concept of school management has evolved with changes in people's lives and their evolving perceptions of it. Among modern definitions is that it involves organizing the efforts of individuals, coordinating with them, and maximizing their potential to obtain the best results in the least time and effort possible (Al-Khatib, 2010).

The researcher defines it as a set of coordinated, interrelated processes and efforts aimed at achieving educational goals within the school, in line with the state's objectives of raising its citizens in a healthy and proper manner.

2.8 Characteristics of the School Principal Administrative Practices

Administrative practices are the actions and duties performed by the principal within the school that lead to the achievement of the specified educational objectives of the school through the best educational administrative means (Al-Rashaideh, 2012).

Al-Qurashi (2015) believes that effective administrative practices are an important method followed by principals to instill values, higher morals, and positive behavior patterns in their subordinates, making them perform their duties more accurately. This positively affects their administrative performance. Consequently, there is consensus among educational leaders in practicing their professional responsibilities and performing them as intended. This contributes to enhancing productivity and effectiveness in their work and their contribution to serving the stakeholders, thereby achieving numerous educational institution objectives.

2.9 Areas of Administrative Practices

Administrative practices are the activities carried out by the principal within the school that lead to the achievement of the school's educational objectives through the best educational administrative means. Among the administrative tasks and functions performed by the principal in the school are planning, organizing, directing, coordinating, supervising, and evaluating (Al-Rashaideh, 2012).

2.9.1 First: Planning

Al-Bustan et al. (2010) defined planning as an attempt to control the future of an activity or a set of activities toward specific goals to achieve maximum achievement and efficiency that cannot be achieved if left to develop on their own.

Planning is considered the primary task of administrative functions and is the basic cornerstone or principle upon which administrative functions are built. It lays out the plan upon which work will continue. Without it, we cannot determine the resources we need, and without its objectives, we cannot make the right decisions. Therefore, planning is the foundation of management, and it develops through organizing, controlling, and directing (Hussein, 2014).

2.9.2 Second: Organizing

Organizing is the second systematic function among administrative functions and is equally important as planning. It is a fundamental process that requires the principal to bring together or divide subordinates into parts and tasks in an organized manner to enable the achievement of the school's objectives. It assists in the optimal utilization of available resources and maximizes their use. Each resource within the school's resources represents an investment that should yield a return (Al-Momani, 2011).

2.9.3 Third: Decision-Making

The decision-making process is considered one of the essential functions of managers. It is an objective intellectual process that aims to choose the most suitable alternative from multiple alternatives. It depends on criteria that are used in line with the internal and external conditions facing the decision-maker. Consequently, a decision, and the actual act of decision-making, reflect this future behavior, and expected results will follow from this behavior (Aboudi, 2010).

Since the decision-making process is essential for every organization, schools, as educational organizations, also rely on it in their management and organization. Principals, supervisors, teachers, and others control their functions and Decision-makings that impact educational management and its processes (Al-Mutairi, 2019).

2.9.4 Fourth: Evaluation

One of the most important administrative practices for the principal, as the one responsible for the school, is evaluating the work of all those working with him, including teachers, administrators, and students. This aligns with the objectives planned by the educational system. The goal of this evaluation is to ensure that work moves in the direction of correction, deviating from deviation, and finding the appropriate remedy for all work deviations (Ahmed, 2015).

While there are many evaluation domains covering various practical aspects related to all aspects of the educational process, including educational objectives, comprehensiveness, documentation, consistency, expression, harmony, the field of education, textbooks, school construction, educational legislation, student evaluation, which is done in terms of

achievement level, ability, comprehension, inclination, and attitudes. Also, the domain of educational supervision and teacher evaluation through personal qualifications, responsibility tolerance, inclinations, and tendencies (Attoui, 2014).

2.10 Previous Studies

Al-Mutairi's Study (2019): Al-Mutairi aimed to explore the reality of administrative practices of school principals in Al Jahra Governorate, Kuwait, in light of the criteria of strategic management from the perspective of teachers. The study included all teachers in government schools in Al Jahra Governorate, totaling 9,687 male and female teachers. The study's sample consisted of 200 male and female teachers. The descriptive approach was adopted, and to achieve the study's objectives, a questionnaire consisting of 38 items distributed across four domains related to practices in planning, execution, performance evaluation, communication, and organization was developed. The study found that the reality of administrative practices of school principals in Al Jahra Governorate, in light of the criteria of strategic management from the perspective of teachers, was highly rated. The results of the study also showed no statistically significant differences in the responses of the study sample based on gender, years of experience, and differences in the level of education in favor of postgraduate studies.

Al-Otaibi's Study (2018): Al-Otaibi conducted a study to determine the degree of high school principals' exercise of their educational roles from the perspective of teachers in Al Ahmadi Governorate, Kuwait, and its relationship with the performance level of teachers and their distinguished performance. The descriptive correlational approach was used, and a questionnaire was used as a data collection tool. The sample was randomly selected and comprised 642 male and female teachers, with 302 male and 322 female teachers. The study found that the level of high school principals' exercise of their educational roles, from the perspective of teachers, was at a moderate level. The results indicated no statistically significant differences in the study sample's responses regarding the exercise level of high school principals in Al Ahmadi Governorate based on gender and educational qualifications. However, there were statistically significant differences based on years of experience. The study also revealed that teachers' performance in schools in Al Ahmadi Governorate, from their perspective, was at a moderate level. The study found no statistically significant differences in the study sample's assessments of the teachers' performance axis in schools in Al Ahmadi Governorate based on gender, educational qualifications, and years of experience. The results showed a statistically significant positive correlation between the degree of high school principals' exercise of their educational roles and the performance level of teachers from the teachers' perspective.

Al-Shatnawi and Aghbarieh's Study (2018): Al-Shatnawi and Aghbarieh aimed to determine the degree of performance of administrative tasks by high school principals in the Triangle Region from the perspective of teachers. The study population included 1,062 male and female teachers distributed across 30 high schools. A simple random sampling method was used to select a sample of 330 male and female teachers. The descriptive approach was adopted, and to achieve the study's objectives, a data collection tool, which was a questionnaire about the degree of performance of administrative tasks by high school principals in the Triangle Region, was developed. It consisted of 38 items, and its reliability and validity were verified. The study found that, from the teachers' perspective, the degree of performance of administrative tasks by high school principals in the Triangle Region was moderate. The results indicated no statistically significant differences in the teachers' perceptions of the degree of performance of administrative tasks by high school principals in the Triangle Region based on gender and educational qualifications. However, there were statistically significant differences related to years of experience.

Balousha's Study (2017): Balousha's study aimed to identify the reality of administrative practices of school principals in the United Nations Relief and Works Agency for Palestine Refugees (UNRWA) schools in Gaza governorates in light of change management and ways to improve it. The study followed the descriptive-analytical approach, and the study's tool was a questionnaire consisting of 39 items distributed across four domains. The study population consisted of 8,469 male and female teachers, with the questionnaire administered to a sample of 376 male and female teachers. The study found that the reality of administrative practices of school principals in UNRWA schools in Gaza governorates, in light of change management criteria, was significantly high. The results indicated no statistically significant differences between the means of the study sample's assessments of the reality of administrative practices of UNRWA school principals in Gaza governorates in light of change management attributed to gender and educational qualifications. However, the results pointed to the presence of statistically significant differences related to years of service in favor of individuals with 5 to less than 10 years of experience.

Abu Riyalah's Study (2016): Abu Riyalah's study aimed to identify the reality of administrative practices of school principals in the United Nations Relief and Works Agency for Palestine Refugees (UNRWA) schools in Gaza governorates and its relationship with the morale level of teachers. The study also aimed to investigate differences between the means of sample individuals' assessments based on study variables (gender, educational qualifications, and years of service).

The researcher used the descriptive-analytical approach and designed two questionnaires containing 53 items for this purpose. The study population consisted of 8,155 male and female teachers from UNRWA schools in Gaza governorates. The questionnaires were administered to a sample of 775 male and female teachers. Data from the questionnaires were analyzed using the Statistical Package for the Social Sciences (SPSS). The study revealed that the reality of administrative practices of school principals in UNRWA schools in Gaza governorates was high. The morale level of teachers in UNRWA schools in Gaza governorates was also found to be high. The results indicated no statistically significant differences between the means of the study sample's assessments of the reality of administrative practices (personnel management, overall) of school principals in Gaza governorates attributed to gender and educational qualifications. However, the results showed statistically significant differences in the means of sample individuals' assessments of the reality of administrative practices (social management, time management, personnel management, overall) of UNRWA school principals in Gaza governorates attributed to gender in favor of females and to educational qualifications in favor of those with a bachelor's degree. The results also revealed a statistically significant positive correlation between the means of teachers' assessments of the reality of administrative practices (social management, time management, personnel management, overall) of their school principals and their morale level.

Besong's Study (2013): Besong conducted a comparative study of the efficiency of administrative roles of high school principals in the public and private sectors in Maroua, Cameroon. The study sample included 15 principals from public schools and 15 principals from private schools. The study followed the descriptive-analytical approach, and the study's tools included a questionnaire. The study found differences between public and private school principals in terms of financial management, staff motivation, creating a friendly atmosphere, and administrative procedures.

3 Material and method

This study relied on the mixed approach, which includes: the qualitative approach and the descriptive, correlational approach.

3.1 Study population and sample

The study community consisted of all government teachers in the northern governorates of Palestine, who numbered (32414), according to statistics from the Ministry of Education in the same year.

3.2 Study sample

The sample for the study was chosen as follows:

- First: The exploratory sample: A exploratory sample was chosen consisting of (36) of teachers in public schools in Palestine, and that For the purpose of ensuring the validity of the study tools and their use to calculate validity and reliability.
- Second - Study Sample: The study sample was chosen according to several stages; In the first stage, the sample was selected using a cluster random method. The researcher chose: Four clusters: (North Hebron, Hebron, South Hebron, Yatta), out of the total number of education directorates in the northern governorates (18) Directorate, and table(1) It shows the distribution of the sample selected in the first stage according to the variables of gender and directorate.

Table 1 Distribution of the sample selected in the first stage according to the variables of gender and directorate

Directorate		North Hebron	Hebron	South Hebron	Yatta	the total
Sex	male	837	1211	1109	610	3767
	female	1081	1896	1734	803	5514
the total		1918	1307	2843	1413	9281

Then, in the second stage, the researcher chose a representative sample according to the two variables: gender and directorate, by a stratified random method. The directorates that were selected included (9281), male and female teachers, the researcher chose a representative sample of them with a percentage of (4%The sample size was determined based on

The sample size was (369) male and female teachers in public schools in Palestine. And the table (2) shows the distribution of the study sample according to the variables of gender and directorate, as shown in the table (3) Distribution of the study sample According to its independent variables (classification):

Table 2 Distribution of the sample selected in the second stage according to the variables of gender and directorate

Directorate		North Hebron	Hebron	South Hebron	Yatta	the total
Sex	male	33	48	44	24	149
	female	43	75	69	33	220
the total		76	123	113	57	369

3.3 Validity of the study tool

Validity of the arbitrators: The validity of the tool was verified before the process of applying it to the study sample by presenting it to a group of arbitrators who made a number of observations about it, and these were taken into consideration when producing the tool in its final form, as the number of paragraphs reached one (***) paragraph.

3.4 Study design and its variables

The study included the following independent and dependent variables:

3.4.1 Independent variables:

- Sex: two levels: (1- male ,2- female).
- Directorate: It has four levels:.1 North Hebron District, .2 Hebron District, .3 South Hebron District, .4 Yatta District).
- Qualification: It has two levels:1- Bachelor's,2-Master's degree or higher).
- Educational level: It has three levels:1- Basic, 2- High basic, 3- secondary).
- Years of Experience: It has three levels:1- less than5 Years, 2- from5 Years - to less than10 Years, 3- from 10 To less than 20 year, 4- 20 A year or more).

3.4.2 Dependent variable:

The total score and the sub-domains that measure the administrative practices of the study sample.

3.5 Statistical processing

In order to process the quantitative data, and after collecting it, the researcher used the statistical packages for the social sciences program (SPSS, 28) using the following statistical processing:

- Arithmetic means, standard deviations, and percentages.
- Cronbach's coefficient alpha (Cronbach's Alpha); To check the stability.
- a test (T) for two independent groups (Independent Samples t-test); To test hypotheses Related to gender and educational qualification.
- Analysis test Unilateral contrast (One-Way ANOVA); To test related hypotheses By directorate, level of study, and years of experience.
- Dimensional comparisons Using the least significant difference test(LSD).

4 Result and discussion

4.1 Results related to the study questions

4.1.1 Results related to the first question

What is the reality of school principals' administrative practices from the point of view of teachers in Palestine?

To answer the first question, the arithmetic means, standard deviations, and percentages were calculated for the measure of administrative practices among school principals from the point of view of teachers in Palestine, and the table (1.4) explains that:

Table 3 The arithmetic means, standard deviations, and percentages for each area of the administrative practices scale and for the scale as a whole are arranged in descending order

Rank	Domain number	the field	SMA	standard deviation	percentage	the level
1	2	Organizing	4.13	0.572	82.6	high
2	4	Evaluation	4.02	0.602	80.4	high
3	1	Planning	3.99	0.547	79.8	high
4	3	Decision-making	3.86	0.712	77.2	high
The reality of administrative practices			3.99	0.539	79.8	high

It is clear from the table (4) the impact of administrative practices among school principals from the point of view of teachers in Palestine was high, as the arithmetic average of the study sample estimates reached (3.99), and in percentage (79.8). The arithmetic averages of the answers of the study sample members regarding the areas of the administrative practices scale ranged between (4.13-3.86), and the field of “Organizing” came in first place with an arithmetic average of (4.13), and in percentage (82.6), with a high rating, while the field of “decision making” came in last place, with an arithmetic average of (3.86), and in percentage (77.2), with high degree.

The arithmetic means, standard deviations, and percentages of the study sample members’ ratings were calculated on the items of each area of the administrative practices scale, each area separately, as follows:

4.2 Organizing

Table 4 Arithmetic means, standard deviations, and percentages for the organizational paragraphs, arranged in descending order according to the arithmetic means

Rank	Paragraph number	Paragraphs	SMA	standard deviation	percentage	the level
1	8	The administration follows up on teachers’ accomplishments of their tasks	4.23	0.666	84.6	high
2	9	The administration supervises the maintenance of the school building (its facilities, furniture, and equipment) continuously	4.17	0.753	83.4	high
3	7	The administration is keen to provide school furniture to meet the needs of educational plans	4.14	0.748	82.8	high
4	10	Management develops teamwork skills within the work team	4.00	0.819	80.0	high
Organizing			4.13	0.572	82.6	high

It is clear from the table (5) The arithmetic averages of the study sample members’ answers about the field of Organizing ranged between (4.23 - 4.00), and the item “The administration follows up on teachers’ accomplishments of their tasks” came in first place with a mean of (4.23), and in percentage (84.6), with a high rating, while the item “Management develops teamwork skills within the work team” came in last place, with an arithmetic average of (4.00), and in percentage (80.0), with high degree. The arithmetic mean for the field of regulation has reached (4.13), and in percentage (82.6), with high degree.

4.3 Evaluation

Table 5 The arithmetic means, standard deviations, and percentages of the evaluation items are arranged in descending order according to the arithmetic means

Rank	Paragraph number	Paragraphs	SMA	standard deviation	percentage	the level
1	22	The school administration participates in training courses to develop skills related to the evaluation process	4.13	0.746	82.6	high
2	21	The school administration informs teachers at the school of their inbox	4.07	0.813	81.4	high
3	18	The school administration adopts the general goals of education as a basic reference for evaluation	4.01	0.785	80.2	high
4	17	The school administration evaluates its performance through various evaluation methods on an ongoing basis	4.00	0.829	80	high
5	19	The school administration evaluates teachers according to the established evaluation standards	3.99	0.834	79.8	high
6	20	The school administration encourages teachers in the school to self-evaluate them	3.92	0.844	78.4	high
Evaluation			4.02	0.602	80.4	high

It is clear from the table (6)The arithmetic averages of the study sample members' answers to the evaluation field ranged between (4.13-3.92), and the item "The school administration participates in training courses to develop skills related to the evaluation process" ranked first with a mean of (4.13), and in percentage (82.6), with a high rating, while the item "The school administration encourages teachers in the school to self-evaluate themselves" came in last place, with a mean of (3.92), and in percentage (78.4), with high degree. The arithmetic mean of the evaluation field reached (4.02), and in percentage (80.4), with high degree.

4.4 Planning

Table 6 Arithmetic means, standard deviations, and percentages for the planning paragraphs are arranged in descending order according to the arithmetic means

Rank	Paragraph number	Paragraphs	SMA	standard deviation	percentage	Class
1	1	The administration supervises the implementation of the school's general annual plan in light of its needs	4.34	0.628	86.8	high
2	3	In its plans, the administration takes into account the existing financial capabilities	3.99	0.780	79.8	high
3	6	The administration supervises the implementation of each stage of the plan	3.97	0.760	79.4	high
4	5	In its plans, the administration takes into account the needs of the local community	3.96	0.763	79.2	high
5	4	The administration plans extracurricular activities in cooperation with teachers	3.94	0.802	78.8	high
6	2	The administration helps teachers in developing the study plan for the curriculum	3.72	0.916	74.4	high
Planning			3.99	0.547	79.8	high

It is clear from the table (7) The arithmetic averages of the study sample members' answers regarding the field of planning ranged between (4.34 -3.72), and the item "The administration supervises the implementation of the school's general annual plan in light of its needs" ranked first with a mean of (4.34), and in percentage (86.8), with a high rating, while the item "The administration helps teachers in developing the study plan for the curriculum" came in last place, with a mean of (3.72), and in percentage (74.4), with high degree. The arithmetic mean of the planning field reached (3.99), and in percentage (79.8), with high degree.

4.5 Decision-making

Table 7 Arithmetic means, standard deviations, and percentages for the decision-making items, arranged in descending order according to the arithmetic means

Rank	Paragraph number	Paragraphs	SMA	standard deviation	percentage	Class
1	13	The administration makes decisions consistent with the school's objectives	4.04	0.729	80.8	high
2	16	Management judges others objectively	3.88	0.942	77.6	high
3	14	The administration participates with faculty members in making administrative decisions	3.85	0.926	77.0	high
4	15	The school administration delegates powers to employees according to their competence	3.85	0.934	77.0	high
5	11	Management bears responsibility for failure in any decision	3.80	0.970	76.0	high
6	12	Management seeks the expertise of former managers before making decisions	3.72	0.947	74.4	high
Decision-making			3.86	0.712	77.2	high

It is clear from the table (8)The arithmetic averages of the study sample members' answers regarding the field of decision-making ranged between (3.72-4.04), and the item "The administration makes decisions consistent with the school's objectives" ranked first with a mean of (4.04), and in percentage (80.8), with a high rating, while the item "Management uses the experiences of former managers before making decisions" came in last place, with a mean of (3.72), and in percentage (74.4), with high degree. The arithmetic mean of the decision-making domain reached (3.86), and in percentage (77.2), with high degree.

Here the researcher believes that this result is logical, as it came in all its fields with a high degree, and it is considered an amazing degree, and since the reality of administrative practices was high, the researcher attributes this to the understanding and awareness of school principals of the importance of practicing administrative work with high professionalism, which works to develop the process. Educational education through guidance and guidance by school principals to teachers on the principles that must be followed.

This result agreed with the studies of: (Al-Mutairi,2019), (Baalousha,2017), (Al-Shrafat,2017), while it differed with the studies of (Al-Otaibi,2018(Al-Shattanawi and Agbariya,2018), (Abu Samra and Hamarsha,2014).

4.6 Results related to the study hypotheses

4.6.1 Results related to the first hypothesis

There are no statistically significant differences at the significance level ($\alpha < .05$)The averages of administrative practices among school principals and the teachers' point of view in Palestine are due to the gender variable.

For To examine the first hypothesis and determine differences according to the gender variable, a t-test was used for two independent groups (Independent Samples t-test), and the results of the table (13.4) It turns out:

Table 8 Results of the t-test for the significance of the differences between Averages of administrative practices among school principals from the point of view of teachers in Palestine are attributed to the gender variable

Domains	Sex	the number	Average	deviation	value (v)	Significance level
Planning	male	149	3.98	0.533	-.171	.864
	female	220	3.99	0.557		
Organizing	male	149	4.14	0.584	.280	.779
	female	220	4.13	0.565		
Decision-making	male	149	3.88	0.643	.621	.535
	female	220	3.84	0.755		
Evaluation	male	149	4.03	0.537	.300	.764
	female	220	4.01	0.643		
Total	male	149	4.00	0.494	.322	.748
	female	220	3.98	0.568		

It can be seen from the table (9) The value of the significance level calculated on the scale of administrative practices and its fields was; Greater than the value of the significance level specified for the study ($\alpha < .05$). Thus, there are no differences in administrative practices and their fields among school principals from the point of view of teachers in Palestine. Attributable to gender change.

This result may be attributed to the fact that teachers, regardless of their gender, agree in estimating the degree to which these principals practice administrative practices, and perhaps this is due to the fact that the administrative work practiced by the principal seems clear, and everyone is aware of it regardless of their gender, which indicates that the gender variable for these principals was not significant. Any impact on creating differences in the responses of the study sample, with regard to the manager's practice of administrative practices.

The researcher believes that teachers may have one point of view, in that school principals practice the elements of administrative practices at the same level without significant disparity. The researcher believes that the reason for this may be due to the fact that the majority of schools are similar in terms of construction, equipment and spaces, and that the regulations and laws It is unified, and all schools, whether male or female, are subject to it. Most principals, both male and female, are similar in terms of educational and academic qualifications. Likewise, male and female principals are subject to the same educational and administrative workshops and courses held by the Ministry of Education and its directorates.

This result was consistent with the study of: (Al-Mutairi,2019), (Al-Otaibi,2019(Al-Shattanawi and Agbariya,2018), (Al-Shrafat,2017), while the results of the studies of: (Al-Otaibi,2018), (Al-Qurashi,2015), (Istanbul,2014), there are differences in the averages of administrative practices for the gender variable.

4.6.2 Results related to the second hypothesis

There are no statistically significant differences at the significance level ($\alpha < .05$) between the averages of administrative practices among school principals from the point of view of teachers in Palestine due to the directorate variable.

In order to examine the second hypothesis, the arithmetic means and standard deviations were extracted according to the directorate variable, and then a one-way analysis of variance was used (One-Way ANOVA) To identify the significance of the differences according to the directorate variable. And the two tables (14.4) And(15.4) explain this:

Table 9 Arithmetic means and standard deviations for the measure of administrative practices among school principals from the point of view of teachers in Palestine Attributable to the directorate variable

Domains	the level	the number	SMA	standard deviation
Planning	North Hebron District	76	4.07	0.603
	Hebron District	123	3.96	0.552
	South Hebron District	113	3.90	0.517
	Yatta District	57	4.11	0.484
Organizing	North Hebron District	76	4.23	0.531
	Hebron District	123	4.08	0.543
	South Hebron District	113	4.09	0.610
	Yatta District	57	4.22	0.592
Decision-making	North Hebron District	76	3.94	0.630
	Hebron District	123	3.88	0.695
	South Hebron District	113	3.69	0.781
	Yatta District	57	4.02	0.651
Evaluation	North Hebron District	76	4.04	0.555
	Hebron District	123	3.97	0.627
	South Hebron District	113	4.00	0.614
	Yatta District	57	4.14	0.575
Total	North Hebron District	76	4.06	0.509
	Hebron District	123	3.96	0.549
	South Hebron District	113	3.90	0.558
	Yatta District	57	4.11	0.491

It is clear from the table (10) There are apparent differences between the arithmetic means, and in order to know whether these differences have reached the level of statistical significance, the one-way analysis of variance test was used (One-Way ANOVA), and the table (15.4) explains that:

Table 10 The results of the one-way analysis of variance on the total score and the sub-domains of the administrative practices scale among school principals from the point of view of teachers in Palestine are attributed to the directorate variable

Variables	Source of variance	Sum of squares	Degrees of freedom	Mean squares	"F" Calculated	Significance level
Planning	Between groups	2.347	3	0.78	2.655	0.04*
	Within groups	107.562	365	0.29		
	the total	109.909	368			
Organizing	Between groups	1.827	3	0.60	1.877	0.13
	Within groups	118.408	365	0.32		
	the total	120.235	368			

Decision-making	Between groups	5.433	3	1.81*	3.654	0.01*
	Within groups	180.919	365	0.49		
	the total	186.352	368			
Evaluation	Between groups	1.291	3	0.43	1.190	0.31
	Within groups	131.952	365	0.36		
	the total	133.243	368			
Total	Between groups	2.187	3	0.72	2.545	0.05
	Within groups	104.550	365	0.28		
	the total	106.737	368			

Statistically significant at the significance level (p < .05)

It can be seen from the table (15.4) The value of the level of significance calculated on the administrative practices scale and its fields, with the exception of the fields: (planning, decision-making) was; Greater than the value of the significance level specified for the study(.05≥α)Thus, there are no differences in administrative practices and their fields, with the exception of the two fields: (planning, decision-making) among school principals from the point of view of teachers in Palestine due to the directorate variable.

To reveal the location of the differences between the arithmetic means of the two areas: (planning, decision making) among school principals from the point of view of teachers in Palestine due to the directorate variable, a least significant difference test was conducted (LSD) and the table (16.4) explains that:

Table 11 Test results(LSD) For post-hoc comparisons between the arithmetic averages in the two areas: (planning, decision-making) among school principals from the point of view of teachers in Palestine, attributed to the directorate variable

variable	the level	Average	North Hebron District	Hebron District	South Hebron District	Yatta District
Planning	North Hebron District	4.07		0.17*		
	Hebron District	3.96				
	South Hebron District	3.90				-.021*
	Yatta District	4.11				
Decision-making	North Hebron District	3.94			0.25*	
	Hebron District	3.88			0.19*	
	South Hebron District	3.69				-0.33*
	Yatta District	4.02				

Statistically significant at the significance level (p < .05)

It can be seen from the table (12) the following:

There are statistically significant differences at the significance level(.05≥α)In the field of planning, according to the district variable between (North Hebron District) and (Hebron District), the differences were in favor of (North Hebron

District). There were also differences between (South Hebron District) and (Yatta District), and the differences were in favor of (Yatta District).

There are statistically significant differences at the significance level ($.05 \geq \alpha$) in the field of decision-making according to the variable of the directorate between (South Hebron District) on the one hand and each of: (North Hebron District), (Hebron District), and (Yatta District), on the other hand, the differences were in favor of each of: (North District Hebron), (Hebron District), and (Yatta District).

This result may be attributed to the fact that teachers, regardless of their gender, agree in assessing the degree to which these principals practice administrative practices. Perhaps this is due to the fact that the administrative work carried out by the manager seems clear, and everyone is aware of it, regardless of their gender, which indicates that the gender variable. For these managers, it had no effect in creating differences in the responses of the study sample, with regard to the manager's practice of administrative practices.

The researcher believes that teachers may have one point of view, in that school principals practice the elements of administrative practices at the same level without significant disparity. The researcher believes that the reason for this may be due to the fact that the majority of schools are similar in terms of construction, equipment and spaces, and that the regulations and laws are unified, and all schools, whether male or female, are subject to it. Most principals, both male and female, are similar in terms of educational and academic qualifications. Likewise, male and female principals are subject to the same educational and administrative workshops and courses held by the Ministry of Education and its directorates.

This result was consistent with the study of: (Al-Mutairi,2019), (Al-Otaibi,2019)(Al-Shattanawi and Agbariya,2018), (Al-Shrafat,2017), (Baalousha,2017), while the results of the studies of: (Al-Otaibi,2018), (Al-Qurashi,2015), (Istanbul,2014), (back,2014), there are differences in the averages of administrative practices for the gender variable

4.6.3 Results related to the third hypothesis

Table 12 Results of the t-test for the significance of the differences between Averages of administrative practices among school principals from the point of view of teachers in Palestine are attributed to the academic qualification variable

Domains	Qualification	the number	Average	deviation	value (v)	Significance level
Planning	Bachelor's	326	4.00	0.552	1.368	0.17
	Master's degree or higher	43	3.88	0.496		
Organizing	Bachelor's	326	4.14	0.580	0.785	0.43
	Master's degree or higher	43	4.07	0.507		
Decision-making	Bachelor's	326	3.85	0.726	-0.263	0.79
	Master's degree or higher	43	3.88	0.597		
Evaluation	Bachelor's	326	4.02	0.604	0.006	0.99
	Master's degree or higher	43	4.02	0.593		
Total	Bachelor's	326	3.99	0.546	0.436	0.66
	Master's degree or higher	43	3.95	0.487		

There are no statistically significant differences at the significance level ($\alpha < .05$) between the averages of administrative practices among school principals from the point of view of teachers in Palestine due to the academic qualification variable.

To examine the third hypothesis, and determine the differences according to the academic qualification variable, use the t-test for two independent groups (Independent Samples t-test), and the results of the table (13) It turns out:

It can be seen from the table (13) The value of the significance level calculated on the administrative practices scale, and its fields were; Greater than the value of the significance level specified for the study ($\alpha < .05$) Thus, there are no differences in administrative practices and their fields among school principals from the point of view of teachers in Palestine. This is due to the academic qualification variable.

This is due to the fact that teachers, regardless of their educational qualifications, agree in estimating the degree to which principals practice administrative practices, and perhaps this is due to the fact that the administrative work practiced by the principal seems clear, and everyone is aware of it regardless of their qualifications, which indicates that the variable of the educational qualifications of these teachers had no effect. In creating differences in their responses regarding the manager's practice of administrative practices.

The researcher believes that teachers are aware of the requirements of the administrative position, and the work that the principal is required to carry out on the ground without obtaining a high academic degree, such as a master's degree or a doctorate, as administrative practices are linked to the energies possessed by school principals and the latent creative potential. Teachers of all academic degrees see it, and that a higher academic qualification (Master's or Higher Diploma) adds experience and adds scientific information, but it has not changed the teachers' view of principals.

This result agreed with the study of: (Al-Otaibi,2018) (Al-Shattanawi and Agbariya,2018), (Baalousha,2017), (Al-Qurashi,2015), while the results of the studies of: (Al-Mutairi,2019) (Al-Ghailani,2012), (Mansour, 2011), in the presence of differences in the means of administrative practices for the academic qualification variable.

Recommendations

In light of the findings of this study, the researcher recommends the following:

- Continuing to enhance the administrative practices of school principals through ongoing training courses and participating in conferences.
- Conducting educational seminars and workshops for administrators, emphasizing the importance of administrative practices, given their significant role in the educational process and educational institutions.
- Encouraging school principals in adhering to sound administrative practices and pursuing continuous improvement.
- The Ministry of Education should maintain a permanent and evolving commitment to developing administrative practices among school principals by training them in innovating new alternatives for problem-solving that teachers may encounter, rather than relying solely on conventional solutions, to align with scientific advancements.
- Providing in-service training opportunities for teachers, meeting their needs, and enhancing their performance within the school, thereby positively impacting the educational process.

Suggestions

- Conducting further research on the level of administrative practices among school principals and link it to other variables that may play a significant role in either enhancing or reducing these practices.
- Carrying out similar studies in provinces that were not covered by this research and compare their results with the findings of this study.

5 Conclusion

The findings underscore a high level of administrative proficiency among school principals, with an average score of 3.99 (79.8%). Notably, the domain of "Organizing" received the highest rating, while "decision-making" garnered the lowest. It is noteworthy that no statistically significant disparities in mean scores pertaining to administrative practices and their respective domains were observed based on gender or educational qualification. Nevertheless, substantial differentials emerged across administrative districts, with the "Yatta Directorate" exhibiting the highest score, this study offers the community valuable insights for enhancing education quality promoting equality in education, and addressing regional disparities. It underscores the importance of continuous professional development for schools principal, ultimately benefiting students and the education system as a whole.

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