"Self-management of secondary school leaders in Irbid Qasbah and its relationship to teachers' participation in the administrative decision-making process from their point of view"

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Abstract

The study aimed to identify the degree to which secondary school leaders possess self-management and its relationship to the participation of teachers in the administrative decision-making process. The researcher used the descriptive analytical method, and the study population consisted of all secondary school teachers in Qasbah Irbid, whose number is (1783) teachers; As for the study sample, which consisted of (210) teachers, which constitutes (11.7%) of the study population; It was chosen randomly. The researcher has developed a tool (questionnaire) consisting of (50) items, to collect the study data after verifying its validity and reliability, and the (SPSS) program was used to analyze the data and extract the results. **The most important results:** The degree of self-management practice among secondary school leaders in Qasbah Irbid came to a medium degree, and the degree of teachers' participation in the administrative decision-making process came to a large degree, and the results showed a positive correlation with statistical significance between the average estimates of the degree of self-management practice by secondary school leaders And its relationship to the degree of teachers' participation in administrative decision-making. The results also showed that there were statistically significant differences at the level of ($\alpha \leq 0.05$) between the average estimates of the sample members about the degree of practice of self-management by secondary school leaders, according to the gender variable in favor of females, as well as the presence of statistically significant differences according to the educational qualification variable and in favor of the postgraduate qualification. And there are no statistically significant differences according to the variable years of experience. **Based on the results, the researcher recommended:** It is necessary to work on deepening and increasing awareness of the importance of administrative decisions, strengthening the concept of self-management, and the participation of teachers in the process of making and taking administrative decisions in schools. As well as promoting the positive attitudes of school principals towards the participation of teachers in school decision-making. The necessity of granting school leaders more powers necessary to make and take appropriate educational decisions; Involving school teachers in the decision-making process at the level of education departments, and this supports the success of administrative decisions.

Keywords: self-management, school leaders, teacher participation, administrative decision-making.

Introduction:

Today, educational institutions at all levels have witnessed exceptional circumstances, such as the crisis of the Corona pandemic (Covid-19), which imposed on those in charge of the administrative decision-making process in them to search for innovative creative solutions to help them overcome this stage and its difficult circumstances, where administrative decisions represent an important role and pivotal in the management of these institutions, especially in times of crisis.

That is why those leaders must possess what qualifies them of scientific and performance skills to face such crises and their consequences, and this helps them to continue to achieve their goals and maintain their workflow and be able to give better in light of the intense competition witnessed by the stage and era in which we live. The main, rather basic, processes in the management of any institution, and represent the centerpiece, heart and essence of management because of its position in the management of institutions, and understanding the administrative behavior of any institution is done by studying how decisions are taken in that institution, as it is the engine of the efforts of human resources workers. It permeates all functions of management and its elements, whether defining objectives, drawing plans to be achieved, defining work systems, rules and procedures, selecting employees and controlling them and other multiple administrative duties and tasks known to be administrative (which includes all of them, in 2003).

Effectiveness in making administrative decisions refers to the organization's ability to achieve positive results with a high degree of efficiency, the ability to continue in an era of competition, and the ability of administrators to choose the goals to be achieved, and the appropriate means and methods to achieve them. On achieving its goals, researchers and specialists differed in the presentation and identification of these main factors and differed in the degree of their impact (Al-Shamma and Khudair, 2001).

Al-Ghamdi (2019) indicates that management is the main motive, the main tool for change, and the substantial of all institutions, especially educational ones. The success of the educational institution in performing its mission and achieving its goals is largely based on the efficiency and effectiveness of its management. Khreesat and Al-Sisi (2020) distinguished between efficiency and effectiveness on the grounds that efficiency and effectiveness go hand in hand with each other, they are two sides of the same coin and their availability in any institution, person or work is considered a criterion For success, whether for the institution, the person or the work, qualification is related to productivity, and the related rationalization and exploitation of time, effort and money, while effectiveness relates to the extent to which the goals, development and growth of the institution are achieved in order to raise the level of competitiveness of the institution and to remain in the atmosphere of competition witnessed by the market; And that by meeting the needs, aspirations and requirements of customers, - to stay for the best -. Therefore, institutions that seek to achieve their goals seek to build an effective and distinguished administration that can face the current changes, meet the requirements and needs of the future, and meet the expectations and hopes of the beneficiaries (clients) in particular and society in general.

The administrative and educational thought has developed in a remarkable way, which led to the development and change of the school administration function and the multiplicity of its tasks and the expansion of its scope at the present time, in addition to the complexity of the role played by the school leader, as it became difficult to manage the

school by one person without cooperation with All employees in the school, as the school administration requires participation and cooperation in the effort from everyone to reach the successful way in which the duties and tasks of the administration are carried out (Abu Khattab, 2008, 17).

The study Problem:

Educational institutions always strive for excellence in the educational decision-making process, and this requires more efforts to improve the entire educational educational process, and the process of selecting the appropriate educational decision efficiently, that is, with the least effort and cost and the highest quality. The educational decision-making process is the focus of administrative activities in the educational institution, whatever it is. Its level is one of the most important practices that administrators and leaders practice in educational institutions. It is also one of the activities that need creativity and innovation, as it is one of the activities that consume their time and effort due to its multiplicity and repetition. At the same time, it is one of the most dangerous aspects of the administrative process for administrators and leaders because they are directly responsible for the results of these decisions.

With the emergence of challenges facing the globalization generation and the rapid technological and technical development, and the widening range of problems and challenges facing schools at all levels, it may be necessary to deal with causes and types of solutions, which necessitate avoidance of randomness and absurdity in decision-making. From here, the researcher saw that the problem of the study revolved around answering the following questions for the study:

The first question: What is the degree of self-administration by secondary school leaders in Irbid Governorate, and what is its relationship to teachers' participation in administrative decision-making?

The following sub-questions emerge from this question:

The first sub-question: What is the degree to which secondary school leaders in Irbid Governorate practice self-administration from the point of view of the study sample members?

The second sub-question: What is the degree of teachers' participation in administrative decision-making from the point of view of the study sample members?

The second question: Are there statistically significant differences at the significance level ($\alpha \geq 0.05$) between the responses of the study sample members about the degree of self-management practice by secondary school leaders in Irbid Governorate according to the personal variables of the study sample members (gender, educational qualification, years of experience)?

Study Objectives: This study aimed to:

1. Revealing the degree of self-administration by secondary school leaders in Irbid Governorate from the teachers' point of view.

2. To identify the degree of teachers' participation in decision-making in secondary schools in Irbid Governorate.

3. Determining the relationship between the practice of school leaders in Irbid governorate for self-administration and the degree of teachers' participation in decision-making from their point of view.

The importance of the study: The importance of the study stems from two aspects:

a. Theoretical aspect:

1. The theoretical importance of the study stems from the importance of the topic it deals with, which is the practice of self-management (decentralization in management), which keeps pace with modern administrative thought and the

changes of the times; As the trend towards decentralization in education has become a globally reliable trend, many hopes for the advancement of the educational process.

2. That the results of this study contribute to enriching the educational library on the subject of school self-management and the participation of teachers of management in school decision-making and the relationship between them.

B. Practical aspect:

1. It is hoped that the results of the current study will benefit secondary school leaders in Irbid governorate by identifying the reality of their practice of self-management and the degree of their involvement of teachers in the school decision-making process.

2. It is also expected that the results of the current study will benefit the Department of Training and Educational Supervision in the Education Department in Irbid Governorate to hold training courses for secondary school leaders regarding self-management and participation in school decision-making.

Terminology of study:

- School leaders: They are defined procedurally as a group of individuals entrusted with carrying out the duties and tasks of administering public secondary schools in Kasbah Irbid District; It includes male and female schools.

- Teachers' participation in the administrative decision-making process: Al-Ghamdi (2019) defines the degree of teachers' participation in school decision-making as the degree to which school leaders allow teachers to participate in school decision-making, and it is measured by the responses of the study sample members to the study

tool prepared for this purpose. The researcher has adopted this procedural definition in the study.

- The administrative decision-making process: Al-Nushan (2003) defines it as a mental process in which steps of logical thinking are exercised, which is that there is a goal or objective to be reached or a problem to be solved, and there is information about the goal or problem and the decision maker analyzes it by developing alternatives Solutions for her to come up with the appropriate alternative to choose it as one of these alternatives as her solution.

The researcher defines the procedural decision-making process as the degree obtained by school leaders through the response of the study sample members to the paragraphs of the decision-making process questionnaire; and prepared for this purpose.

The limits of the study:

- Objective limits: The study was limited to identifying the degree of practice of self-administration by secondary school leaders in Irbid Governorate from the point of view of the study sample members.

- Spatial limits: The study was applied to secondary schools in Irbid Governorate.

- Human limits: the study was limited to secondary school teachers in Irbid Governorate.

- Temporal limits: This study was applied in the first semester of the academic year (2020-2021).

Many scholars and researchers in the field of administration saw that it guarantees the school more independence and the authority to make decisions and increases participation in its industry. It also encourages excellence in competition between schools, increases support and strengthens the authority of parents in the school board, and contributes to an effective role

in rationalizing and improving the efficiency of resource use. materialism, and then activating educational accountability - whether financial, administrative or technical -, and all of this began to be clear at the level of the developed and civilized countries (Al-Ajmi, 2017).

It is considered one of the serious attempts in the field of developing the educational process, since the school staff is aware of its problems and suffering, the administration of the school requires that it be the responsibility of those who work in it to make it a school capable of achieving common goals, especially for students and the local community (Elmessiri, 2013). Al-Ghamdi (2019) defines the school leaders' practice of self-management as: all efforts and actions undertaken by school leaders from making the necessary decisions to run the work of schools through the powers granted to them by the authorities regulating educational work, through communication and information flow, educational accounting work, development Professional for teachers.

Theoretical literature and previous studies of the study

a. Theoretical literature:

First: The school's self-management: School-Based management

During the sixties and seventies of the twentieth century, the world witnessed many educational reforms, which in turn focused on developing curricula and improving teaching methods. However, the desired results were unsatisfactory in most countries of the world, and with the beginning of the eighties there were more important developments in the fields of administrative thought and its applications. - particularly in commercial and industrial organisations-; To keep pace with the increasing trend towards: technological and economic globalization, privatization, new economic trends, knowledge inflation, information explosion and the dominance of total quality in education, and it was natural for educational

organizations to be affected by these developments, so it became certain that improving educational quality requires the necessity of jumping from attention to the level of education in the classroom (only). To the interest in organizing the school and its administrations (as a whole) and restructuring it in a way that allows the development of its functions and operations, and improves its educational outcomes. And researchers in the field of management that it guarantees the school more independence and the authority to make decisions and increases participation in its industry, and it encourages excellence in competition between schools, and increases the support and strengthening of parents' authority in the school board, and contributes an effective role in rationalizing and improving the efficiency of the use of material resources, and then Activating educational accountability - financial, administrative or technical -, and all of this has begun to be clear at the level of the developed world countries M and the civilized (Al-Ajami, 2017).

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The historical establishment of the Autonomous Administration:

The historical roots of the emergence of self-management go back to the era of industry and work. In the latter half of the twentieth century, an industrial model emerged that demonstrated the benefit of encouraging workers to change their roles to gain widespread fame and credibility. This economic success and high-quality achievement prompted Japanese car manufacturers to give workers the opportunity to Their factories manage their groups, and the same method was followed by factory and business owners in the United States of America to give workers the opportunity to participate in making decisions about their work (Ali and Rajab, 2010, 143).

From the above, the self-management, like many different administrative approaches, has emerged its idea in factories and companies and has proven its success and suitability for application, then the idea of using it in various educational fields, including at the school level, took several names, including the local administration of the school, then the site management of the school, then The administration is centered around the school, and the basic idea of self-management is based on decentralization and granting schools and their staff more powers to manage school affairs on the grounds that they are the most familiar with the schools' needs to achieve their goals (Al-Ghamdi, 2019).

Importance of School Self-Management:

Muezzin (2017) summarized the importance of school self-management with the following:

1. It works to improve the appropriate school climate that helps activate administrative efficiency and effectiveness, and improve educational outcomes through transparency in dealings between members of the administrative body, teachers and the local community, and their involvement in decision-making, which is reflected in improving the level of job satisfaction for teachers, and the speedy completion of school work.

2. Allowing more flexibility and freedom for the school, and thus ensuring speedy decision-making and appropriate measures to confront educational problems.

3. Elimination of bureaucracy and administrative centralization, and the principle of delegation of authority and accountability.

4. Disseminate self-censorship in the minds of the school staff, and encourage the method of self-evaluation within the school.

5. It provides the opportunity to apply educational policies and programs easily as a result of administrative flexibility, reducing individual authorities, and delegating authority to employees (Somech, 2010)).

The foundations and principles on which the school's self-management is based: summarized by Al-Ajmi (2017) as follows:

1. **Participation in decision-making**: The philosophy of participation in educational decision-making is based on a sense of ownership and the faculty's sense of it, which in turn is reflected in an increase in the effectiveness of the school. Therefore, preparing a method or mechanism for participation in school decision-making would support the school's self-ownership. This mechanism can be activated by establishing a school board of directors, which gives teachers and parents the opportunity to participate in its management in parallel with the legitimate authority of the school administration.

2. **Decentralization of power**: Regional decentralization is seen as a form of freedom that enables members of the

institution or the people of the village, city or region to participate in managing their own affairs or institutions in a democratic environment; Decentralization - as an administrative pattern - leads to alleviating the burdens on the decentralized administration (the ministry) - taking into account the general foundations of the management policy. The adoption of activating the decentralized administration is accompanied by an administrative pattern based on the simplification of administrative procedures; And then simplify the efforts and correspondence that (often) are carried out, if the working wheel remains focused in the mother administration (the ministry).

3. **Transparency and accountability for results**: Accountability and transparency are two concepts closely related to the concept of community participation in education, especially in light of the application of the self-management approach at the school level. Although accountability and corruption are mutually exclusive terms, they are interrelated, because it is difficult to talk about one without talking about the other. accountability.

4. **Improving students' conditions**: Focusing on students' education from the first moment they enter the classroom is one of the most important foundations and principles that are concerned with activating the school's self-management entrance. David, JL (1996) sees that the main criterion for judging the effectiveness of the school board is its ability to Linking non-classroom issues - such as sports competitions and extra-curricular activities - and the accompanying awareness of the value of order,

discipline and accuracy in performance under any circumstances, to the environment that supports the education process of students. In this way, the council does not deviate from the main goal of the self-management entrance, which is to achieve the maximum level of education and student achievement.

5. **Continuous professional development for all employees and all members of school councils**: The principle of continuous professional development for all school staff, and all school council members, is seen as one of the most important principles and foundations that make it difficult for school self-management to achieve its goals without activating its mechanisms.

Second: the decision-making process:

The steps of the decision-making process do not differ from the steps of solving the problem and are as follows:

- **Defining the problem. * Develop appropriate alternatives as alternatives solutions.**
- **Evaluate these alternatives and choose the best and most appropriate one.**
- **Choosing the appropriate alternative as a decision and then implementing and evaluating it.**

The concept of decision-making: The concept of decision-making language is derived from the Qur'an, read in the place, i.e. its proximity and ability to it, which is stability in the sense of equilibrium, and the low lam meets in it, and the opinion is passed by whoever has its signature (Al-Mu'jam Al-Wasat, 1960), while the decision idiomatically refers to a choice between alternatives. Specific, giving priority to the best, the best, and the least harmful, which means reaching a conclusion, defining a specific opinion, and reaching a judgment, meaning that the decision-making skill is steps that the

individual follows to choose the appropriate decision (Talab, 2011, 33).

The concept of decision also refers to the ability that leads the individual to a solution that should be reached in a problem he encountered or a confusing situation, by choosing a solution from multiple alternatives as existing or innovative solutions, and this choice depends on the information collected about the problem and on values, habits, experience, education and individual skills (Al-alaq, 2008).

The subordinates may make the decision and the president or the manager will take the decision-making process, or all the stages are done by participating in the decision-making, taking and implementing it. The concept of participation in decision-making: when any institution or organization is able to implement the process of making any administrative decision successfully; Thus, it ensures the successful conduct and implementation of the administrative process within a reciprocal relationship that includes the participation of all parties to the institution, chief and subordinates; With the aim of reaching decisions that meet the common interests of all parties, and from here the concept of participation in the decision-making process began.

The decision-making process has received great attention from sociologists and modern management, and these scholars agree that there is a clear meaning for decision-making in the presence of alternatives and choosing the most appropriate ones. That is, after studying the expected results of each alternative and their impact on achieving the common and desired goals within the givens of the organizational environment (Hussain, 2005). Here, Harrison (Harrison, 1999) indicates that the process of making administrative decisions is one of the continuous tasks and keeping pace with administrative activity, because it is not limited to an employee alone, or at a level without

anyone else. In fact, it is spread throughout the organization and is practiced at all levels.

The relationship between self-management and the decision-making process:

Al-Fadl (2004) has defined self-management as a comprehensive and sequential set of steps that ultimately aim to find a solution to a specific problem, or to face an emergency situation or certain situations that may occur, or to achieve common and planned goals. Self-management is the opposite of centralization in which decisions are concentrated at the top of the administrative hierarchy. It means decentralization and participation in the decision-making process by those in charge of managing the school and working in it, such as teachers. According to the saying of the people of Mecca, I know its people; For this, there is a direct relationship between the participation of teachers of management in the school decision-making process because they know the problems and challenges facing the school more than others at the higher administrative levels.

Studies related to school self-management:

Al-Ghamdi's study, (2019) entitled "The degree of practice of self-management by school leaders in Al-Baha region and its relationship to the participation of teachers in decision-making from their point of view." The study sample consisted of (342) teachers, and the researcher used the descriptive correlative approach, and the questionnaire was used as a tool for collecting study data, and the study reached the following results: 4.03), as it was found that there were statistically significant differences at the significance level ($\alpha \geq 0.05$) to the degree of school leaders practicing self-management according to the study variables, the educational stage and years of experience, in favor of the intermediate stage, and those with years of experience (less than 10 years), and the results of the study also showed no differences Statistically significant in the degree of school leaders' practice of self-management according

to the school's location variable, and the results also showed that the degree of teachers' participation in decision-making from their point of view came with a degree Significant, with an arithmetic mean (4.00), and the results of the study showed that there were no statistically significant differences for the degree of teachers' participation in decision-making according to the variables of educational stage and school location at the significance level (α ≥ 0.05), while it was clear that there were statistically significant differences at the significance level (0.01).) according to the variable years of experience in favor of those with years of experience (less than 10 years). The results of the study also showed the existence of a statistically significant correlation at the significance level (0.01) between the degree of practice of self-management by school leaders in Al-Baha region and the degree of teachers' participation in decision-making.

Muezzin (2017) conducted a study aimed at determining the availability of requirements for achieving self-management in secondary schools in Taif Governorate, Saudi Arabia from the point of view of its leaders and agents, and to reveal statistical differences at the significance level (α ≥ 0.05) in estimating secondary school leaders and agents To the extent of the availability of requirements for achieving self-management, which are attributed to the different variables of the nature of work, and years of experience in school leadership. The researcher used the descriptive survey method, and the questionnaire was used as a tool for collecting study data. The study population and its sample consisted of (75) school leaders, and (68) agents in government secondary schools in Taif Governorate. The study reached the following results: There are statistically significant differences At the significance level (α ≥ 0.05) in estimating secondary school leaders and agents in Taif governorate about the dimensions of the third requirements for

achieving self-management, which are attributed to the nature of work, in favor of secondary school leaders, and there are statistically significant differences at the significance level (α ≥ 0.05). Between the averages of the responses of high school leaders and agents about the dimensions of the third requirements for achieving self-management, which are attributed to the variable of experience in school leadership, and in favor of their experience (10 years or more).

Al-Omari (2015) conducted a study that aimed to identify the reality of the application of self-management in private education in the schools of Tabuk in the Kingdom of Saudi Arabia, and to reveal the obstacles to the application of self-management in private education in the schools of Tabuk, and to identify the powers granted to school workers to apply self-management in private education in Tabuk schools. And reaching proposals and solutions that contribute well to the implementation of self-management in private education in Tabuk schools. The study used the descriptive approach, and the questionnaire was used as a tool for collecting its data. The study population and its sample consisted of all (71) private school principals in the city of Tabuk. The study reached a set of results, the most important of which are: Private education in the city of Tabuk came with a high degree of application of all administrative, technical and financial aspects.

Studies related to teachers' participation in administrative decision-making:

Al-Sufyani's study (2012) entitled "The degree of teachers' participation in school decision-making (a field study from the point of view of secondary school teachers in Taif Governorate), which aimed to identify the degree of teachers' participation in school decision-making related to students' affairs, for teachers, curricula and methods of implementation, The local community, school

facilities and financial matters, as well as revealing the significance of the statistical differences between the averages estimating the degree of teachers' participation in school decision-making according to the personal variables of the study sample members (scientific qualification, type of academic qualification, number of years of experience). The researcher followed the descriptive analytical approach and the questionnaire Which consisted of (46) items for collecting its data centered on the objectives of the study. As for the study population, it consisted of all teachers of daytime secondary schools in Taif Governorate, which numbered (1031) teachers, where the sample that consisted of (380) teachers was chosen by stratified random method. Relativity, the questionnaire was distributed to the sample members, and (354) questionnaires were returned and valid for statistical analysis. The most important results: The degree of teachers' participation in school decision-making (in the five domains) as a whole was low, with an average of (2.44). The degree of teachers' participation in making school decisions related to student affairs was, in general, moderate, with the exception of one statement with a low degree of participation, which measured the approval of the students' scientific visits program. The results also showed that there were statistically significant differences at the level of significance ($\alpha \geq 0.05$) between the average estimates of the study sample members about the degree of teacher participation in making school decisions related to student affairs, due to the variable years of experience and in favor of more than 15 years of experience.

Hasan, Hanin (2020) conducted a study entitled: "The Effectiveness of Administrative Decision-Making of Private Secondary School Principals in the Capital Governorate Amman and its Relationship to Crisis Management from the Perspective of Workers". The study aimed to

identify the degree of effectiveness of administrative decisions among private secondary school principals in the capital Amman governorate and its relationship to crisis management from the workers' point of view. After verifying its validity and reliability, the tool was distributed to the study sample, which numbered (457), an educational supervisor, a teacher, and an assistant principal, using a simple random sampling method. The results of the study showed: that the degree of effectiveness of administrative decision-making was high with an arithmetic mean (81.3), and the degree of crisis management practice was at a high degree and with an arithmetic mean (75.3), and that there were no statistically significant differences at the significance level ($\alpha \geq 0.05$) between the arithmetic averages of responses The sample members are attributed to the variables of gender, specialization, job title and years of service.

The study of Al-Hassoun, and Al-Omari (2017) entitled "A proposed model to increase the participation of governmental secondary school teachers in school decision-making in the capital governorate in Jordan", which aimed to build a proposed model to increase the participation of governmental secondary school teachers in making school decisions in the capital governorate of Amman in Jordan, the study used the descriptive approach, and the questionnaire was used as a tool for collecting its data, and the study population consisted of (4434) male and female teachers working in government secondary schools in the capital governorate, and the study sample, which numbered (1203) male and female teachers, was selected by the stratified random sampling method. The results of the study showed: that the degree of teachers' participation in decision-making was medium, as it was found that there were statistically significant differences at the significance level ($\alpha \geq 0.05$), due to the variable gender, academic qualification and years of

experience, in favor of males, and in favor of holders of a bachelor's degree with a diploma, And in favor of years of experience from (5 years to less than 10 years).

Al-Otaibi and Al-Shareja (2016) conducted a study aimed at identifying the most important obstacles that limit the participation of teachers in the decision-making process in secondary schools in the State of Kuwait, and the impact of some variables on that. The study used the descriptive approach, and the questionnaire was used as a tool to collect its data. The study sample consisted of (924) male and female secondary school teachers in public education schools in the State of Kuwait. The results showed: the presence of obstacles related to the teacher ranked first compared to other obstacles, while the obstacles related to laws The systems are last. In addition, the results showed that there were statistically significant differences at the significance level (α ≥ 0.05) according to the educational qualification variable in favor of the least qualification (bachelor), and the experience variable in favor of the least experience (less than 5 years).

The Sakkijha study (2015) aimed to reveal the level of moral leadership of private kindergarten principals in Amman governorate and its relationship to the level of female teachers' participation in decision-making from their point of view. There are (2788) female teachers in the Amman governorate, and the study sample consisted of (331) kindergarten teachers. The study reached the following results: that the level of participation of female teachers in decision-making in private kindergartens in Amman governorate, from their point of view, was average, and that there was a positive correlation with statistical significance at the significance level (α ≥ 0.05) between the level of moral leadership of private kindergarten directors. In the governorate of the capital, Amman, and the level of participation of female teachers in decision-making

Commenting on previous studies:

Through the researcher's review of previous studies related to the issue of the degree of self-management practice by school leaders, she found that most of these studies used the descriptive approach, the sample, and the questionnaire as a tool for collecting their data. The results of this study agreed with the study of Al-Ghamdi (2019) in the presence of a statistically significant correlation between the degree of school leaders' practice of self-management and the degree of teachers' participation in administrative decision-making. It differed with the study of Al-Ghamdi (2019), the study of Muezzin (2017), and the study of Al-Omari (2015), where the degree of practice shown by the results of these studies was high.

As for the previous studies related to the issue of teacher participation, they agreed with the study of Al-Ghamdi (2019), the study of Al-Otaibi, and Al-Shareja (2016) in terms of years of experience. It differed with the Sakkijha study (2015), the study of Al-Hassoun, and Al-Omari (2017), and the Al-Sufyani study (2012), whose results about teacher participation were low.

Method and Procedure

This part of the study includes a description of the study's method, sample, community, tool used, its validity and reliability, correction of the tool, its variables, and procedures. The following is an exposition of that:

Study Methodology:

I used the descriptive analytical method, due to its suitability for this study. It is through which the phenomenon under study can be described, its data analyzed, the relationships between its components, the opinions raised about it, the processes it contains and the effects that they cause.

Study Population:

The study population consisted of all secondary school teachers in the Directorate of

Education of Qasbah Irbid, who numbered (1783) male and female teachers during the second semester of the academic year (2020/2021), according to the Ministry's statistics.

Study sample:

A random sample of (210) male and female teachers was selected, and they constitute 11.7% of the study population. Table (1) shows the distribution of the sample members according to the study variables.

Table No. (1): Distribution of the study sample according to its variables

Variables	levels	Number	percentage
gender	male	112	53.3
	female	98	46.7
qualification	bachelor	128	61.0
	postgraduate	82	39.0
years of experience	Less than 5 years	70	33.3
	From five to 10 years	72	34.3
	More than 10 years	68	32.4
total		210	100%

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Study tool: After reviewing the theoretical literature and previous studies on the subject of the study as a study (Abu Ashour and Al-Nimri, 2013). A scale was developed to identify the self-management appreciation of secondary school leaders in Irbid governorate and its relationship to the participation of teachers in the administrative decision-making process from their point of view. Medium, weak, and very weak) to answer those paragraphs.

The validity of the study tool: After designing the questionnaire in its initial form, it was presented to a group of arbitrators, numbering (8) with specialized and experienced faculty members in the departments of the colleges of education in Jordanian universities. And its integrity, and the suitability of the paragraph to the field under which it fell, and linguistic accuracy, in addition to any other opinions they may deem appropriate, whether by deletion, addition or merging. The arbitrators made many observations, as some paragraphs were amended. 80% of the arbitrators agreed on them.

Stability of the study instrument:

To verify the stability of the study tool, the stability coefficients were calculated for them, using the Cronbach-Alpha method to identify the internal consistency of the paragraphs, as it was applied to an exploratory sample from outside the study sample, numbering (26) teachers, and the value of the correlation coefficient for the first part prepared to measure the degree of possession Secondary school leaders in Irbid Governorate for self-management (0.87) and the value of the correlation coefficient for the second part, which was prepared to measure the degree of teachers' participation in the administrative decision-making process (0.83), which are acceptable values for conducting such a study.

Correction of the study instrument: The five-graded Likert scale for degrees of approval was used, as follows: very significant (5), significant (4), medium (3), few two, and very little one, for management rating the subjectivity of secondary school leaders in Irbid governorate and its relationship to teachers' participation in the administrative decision-making process from their point of view. The following statistical grading was used to distribute the arithmetic

averages, according to the category length equation:

period length

$$\text{Category length} = \frac{\text{period length}}{\text{number of categories}}$$

= (5-1)/5

= 0.80

Therefore, the distribution of the categories became as follows:
First: (1-1.80) an estimate of a very low degree.
Second: (1.81-2.60) an estimate of a small degree.
Third: (2.61-3.40) average grade. Fourth: (3.41-4.20) highly rated.
Fifthly: (4.21-5.00) an estimate of a very high degree.

Study Variables:
a. The main variables: They include:
- The independent variable: Self-management among secondary school leaders in the Kasbah of Irbid District.
- Dependent variable: Teachers' participation in the administrative decision-making process.
- B. Secondary independent variables: They include:
- Gender: It has two levels (male and female).
- Academic Qualification: It has two levels (Bachelor, Postgraduate).
- Years of experience: It has three levels: (less than 5 years, from 5 to 10 years, and more than 10 years).

Study procedures: The study was carried out according to the following procedures:
1. The study tool is designed.
2. The study tool was presented to arbitrators from the faculty members of the departments of the colleges of education in Jordanian universities.
3. The study tool has been produced in its final form.
4. The study subjects were identified.
5. The questionnaire was distributed to all study members electronically, and (210) questionnaires were responded to by teachers, and when reviewed, the data were complete, so they were all subjected to statistical analyzes.
6. After completing the study, the data was stored on the computer.
7. Appropriate statistical processing of the data was carried out using the Statistical Package for Social Sciences (SPSS) program on the computer to obtain the results.
8. The study questions were answered by presenting, analyzing and discussing the results in the light of the theoretical literature and previous studies.

Statistical analyzes: The researcher used the following statistical analyses:
1- Arithmetic averages and standard deviations.
2- A test of triple analysis of variance.
3- Pearson correlation coefficient.

Study results and discussion

This part includes a presentation of the results that were reached, after the researcher collected the data using the study tool, and presented them according to the study questions. Results related to the first question: "To what degree do secondary school leaders practice self-management from the teachers' point of view?"

To answer this question, the arithmetic averages and standard deviations of the study sample's estimates were calculated on the items of the degree of self-administration by secondary school leaders in Irbid Governorate

from the teachers' point of view in secondary   schools, as they were shown in Table (2).

Table No. (2): Arithmetic averages and standard deviations of the study sample estimates on the degree to which secondary school leaders in Irbid Governorate possess self-administration from the point of view of teachers in secondary schools arranged in descending order according to the arithmetic averages

rank	number	Paragraphs	Arithmetic mean	Standard deviation	degree of practice
1	9	The administration is keen to adopt the operational plans for all school employees.	4.19	0.78	Large
2	15	The administration applies the legislation regulating educational work according to the school's operational plan, which achieves the interest of the work	4.14	0.88	Large
3	16	The administration applies mechanisms to control the time of teachers and students, such as fingerprinting.	4.05	0.86	Large
4	11	The administration organizes seminars and meetings that meet the needs of teachers and students without referring to the Education Administration.	4.03	0.81	Large
5	25	The administration is keen to develop a plan for the professional development of teachers after determining their training needs	3.94	0.85	Large
6	24	The administration is keen to hire specialists in professional development programs for teachers.	3.87	0.95	Large
7	8	The administration can apply the full powers necessary to conduct the administrative work of the school.	3.82	0.94	Large
8	14	The administration provides an integrated database on school needs	3.74	1.18	Large
9	2	The administration is keen to keep teachers informed of official non-confidential letters.	3.71	0.78	Large
10	7	The administration works to suspend school hours in emergency cases.	3.66	0.89	Large
11	12	The administration can increase or decrease the number of classes in the school when needed.	3.63	1.42	Large
12	17	The administration clarifies the accounting standards for teachers and applies them to everyone in the school to work with	3.54	0.67	Large
13	1	The administration employs modern technologies in communicating with parents.	3.51	0.73	Large
14	21	The administration motivates teachers to enroll in various qualification training courses to raise their	3.49	1.34	Large

		effectiveness.			
15	22	The administration works on developing the leadership skills of all teachers in the school.	3.41	1.31	Large
16	23	The administration is keen to set standards that are used in evaluating teachers' performance.	3.36	1.21	medium
17	13	The administration is keen to use the bulletin board to circulate official letters and instructions.	3.26	1.37	medium
18	5	The administration is keen to use the various electronic means efficiently and effectively.	3.22	1.11	medium
19	6	The administration supports administrative contacts with the entities regulating the educational process at the higher levels of the education administration.	3.14	1.14	medium
20	4	The administration communicates directly with local government agencies in emergency cases.	3.12	1.18	medium
21	10	The administration gives the teachers the freedom to enrich the curricula in the interest of the students.	2.80	1.15	medium
22	3	The administration is working to diversify the means of communication and communication with teachers	2.75	1.13	medium
23	20	The administration monitors the commitment of all employees to the duties and tasks assigned to them.	2.66	0.57	medium
24	19	The administration monitors school records periodically.	2.53	0.54	small
25	18	The administration discusses with teachers the results of the students and evaluates their performance.	2.41	0.54	small
The whole field			3.40	0.41	medium

*

The great degree from 5

Table (2) above shows that the degree of secondary school leaders' practice of self-management came with an arithmetic mean (3.40), a standard deviation (0.41) and a medium practice degree, and the researcher attributes this result perhaps to the fact that this type of leadership does not suit our societies, as well as to the centralization of administrative decisions in upper and middle management levels; This does not allow school leaders representing the executive management to take the appropriate decision at the appropriate time only after referring to them.

And that paragraph (9), which states: "The administration is keen to adopt the operational plans for all the school's employees." It ranked first with an arithmetic mean (4.19) and a standard deviation (0.87) in a significant degree. Paragraph (15) was the text of which was: "The administration applies Legislation regulating educational work according to the school's operational plan, which achieves the interest of work" ranked second with a mean (4.14) and a standard deviation (0.88) and to a large degree, while paragraph (18) which stipulated: "The administration discusses teachers in students' results and evaluates their performance" ranked last. With an arithmetic mean (2.41) and a standard deviation (0.41) and to a small degree, the arithmetic mean of the estimates of the

sample members on the paragraphs of this field as a whole was (3.40) and a standard deviation (0.41), with a medium degree.

Results related to the second question: Are there statistically significant differences at the significance level (α ≥ 0.05) about the degree of self-management practice by secondary school leaders from the teachers' point of view according to the variables (gender, educational qualification, experience)?

To answer this question, the arithmetic averages and standard deviations of the sample members' estimates of the degree of self-management practice by secondary school leaders from the teachers' point of view were calculated, according to the gender variable (males and females), the educational qualification variable (bachelor's, postgraduate studies), and the experience variable (Less than 5 years, from 5 to 10 years, more than 10 years), as shown in table (3):

Table no. (3): Arithmetic averages and standard deviations of the scores of the study sample members on the degree to which secondary school leaders practice self-management from the teachers' point of view by gender, educational qualification and experience

variable	levels		The degree to which secondary school leaders practice self-management
gender	Male N=112	Arithmetic mean	3.32
		Standard deviation	0.39
	Female N=98	Arithmetic mean	3.51
		Standard deviation	0.40
Academic qualification	Bachelor N=128	Arithmetic mean	3.34
		Standard deviation	0.41
	Postgraduate N=82	Arithmetic mean	3.52
		Standard deviation	0.38
Experience	Less than5 years N=70	Arithmetic mean	3.39
		Standard deviation	0.40
	From 5 to 10 years N=72	Arithmetic mean	3.41
		Standard deviation	0.38
	More than 10 years N=68	Arithmetic mean	3.42
		Standard mean	0.44

It is noted from Table (3) that there are apparent differences between the average estimates of the study sample on the degree to which secondary school leaders practice self-management, according to the independent study variables (gender, educational qualification and experience). , where the results were, as shown in Table (4) below.

Table (4): A three-way analysis of variance test for the differences between the estimations of the sample members on the degree to which secondary school leaders practice self-management according to the different variables of gender, educational qualification and experience

Variables	sum of	Freedom	mean squares	P value	Statistical

	squares	degree			significance
gender	1.545	1	1.545	10.135	*0.002
qualification	1.243	1	1.243	8.149	*0.005
experience	0.534	2	0.267	1.750	0.176
false	31.257	205	0.152		
total	2473.478	210			

*

Statistically significant at the level of statistical significance (α ≤ 0.05)

Table (4) shows:

- There are statistically significant differences at the level of statistical significance (α ≤ 0.05)) between the average estimates of the sample members on the degree of self-management practice by secondary school leaders, according to the gender variable and in favor of females. The value of the test "P" is a function at the significance level (0.002). The researcher attributes this result to the fact that females like this type of management, as it gives school principals the freedom to make administrative decisions. Especially related to choosing the appropriate teaching method, as well as using modern technological techniques in the classroom or using distance learning in light of the Corona pandemic.

- There are statistically significant differences at the level of statistical significance (α ≤ 0.05)) between the average estimates of the sample members on the degree of practice of self-management by secondary school leaders from the teachers' point of view according to the educational qualification variable and in favor of the qualification of the postgraduate campaign, the value of the test "P" is a function at the level of significance (0.005). The researcher attributes this

result to the fact that the graduate studies campaign is more informed and they see in this type of administration complete freedom to perform the duties and tasks of the school's work and the administrative and educational decisions taken in this regard.

- There are no statistically significant differences at the level of statistical significance (α ≤ 0.05)) between the average estimates of the sample members on the degree of self-management practice by secondary school leaders due to the variable of experience. This is because the value of the test "P" is not significant at the significance level (0.176), there is no difference between the average estimates of those with short or long experience on the degree of self-management practice by government secondary school leaders, and there is also a convergence in the arithmetic averages.

Results related to the third question: "What is the degree of teachers' participation in the administrative decision-making process from the teachers' point of view?"

To answer this question, the arithmetic averages and standard deviations of the study sample's estimates were calculated on the items of the degree of teachers' participation in the administrative decision-making process from the point of view of teachers in secondary schools, as they are shown in Table (5) below.

Table No. (5): Arithmetic averages and standard deviations of the study sample estimates on the degree of teacher participation in the administrative decision-making process from the point of view of teachers in secondary schools, arranged in descending order according to the arithmetic averages

rank	number	Paragraphs	*Arithmetic average	Standard deviation	Participation degree
1	15	Involve the experts and specialists in identifying the optimal and realistic alternatives to solve the problem	4.19	0.78	Lage
2	23	Discusses innovative alternatives to solve the problem objectively in light of the available possibilities.	4.14	0.88	Large
3	19	Ensures that the proposed alternatives meet the needs of the parties affected by the decision.	4.05	0.86	Large
4	13	*The powers, responsibilities and roles of those involved in implementing the decision are defined	4.03	0.81	Large
5	12	Preparing the available material and human resources necessary for the implementation of the decision before the issuance of the procedures for its implementation	3.94	0.85	Large
6	22	It exchanges opinions objectively to find the best possible alternatives to solve the problem	3.87	0.95	Large
7	1	The administration gives way in making decisions related to the administrative process.	3.82	0.94	Large
8	20	Chooses the appropriate alternative as a solution to ensure the quality of the workflow of the developed plan.	3.74	1.18	Large
9	16	Strictly follows up the decision implementation plan to correct errors and implementation obstacles.	3.71	0.78	Large
10	11	The decision is formulated in precise, clear and concise terms that are understood by all	3.66	0.89	Large
11	14	A plan is drawn up for the implementation of the decision, including its stages, according to priorities	3.63	1.42	Large
12	7	The parties and the owners of the problem shall participate in developing alternative solutions to it.	3.54	0.67	Large
13	6	Management analyzes the information available about the problem to ensure that it is correct.	3.51	0.73	Lrge

14	4	The administration communicates with teachers and parties concerned with the problem to determine its dimensions	3.49	1.34	Large
15	18	Choose the appropriate alternative to solve the problem in light of the available possibilities.	3.41	1.31	Large
16	2	The administration involves teachers in all decisions related to educational performance	3.36	1.21	Large
17	5	Management collects information related to the problem quantitatively and qualitatively	3.26	1.37	Medium
18	3	Management explains to teachers the dimensions of the problem it faces in clear and precise terms.	3.22	1.11	Medium
19	25	*Ensures that the result and impact of the decision is in accordance with the criteria set as a solution to the problem, otherwise it is modified and changed.	3.14	1.14	Medium
20	24	Evaluates the outcome of the implemented decision and its ability to solve the problem to prevent its recurrence.	3.12	1.18	Medium
21	9	teachers are involved in evaluating the alternatives presented to the decision in light of the pros and cons of these alternatives	2.80	1.15	Medium
22	17	Chooses a solution that prevents the problem from recurring in the future for a reasonable period of time.	2.75	1.13	Medium
23	8	All data and information about the problem is available to participants in developing alternatives as solutions.	2.66	0.57	Medium
24	21	He chooses the solution that matches the internal and external conditions of the school.	2.53	0.54	small
25	10	Everyone involved in the implementation of the decision is formally aware of their responsibilities and roles to comply with	2.41	0.54	Small
The whole field				3.40	0.41

*The great degree from 5

Table (5) shows that the arithmetic averages of the study sample's estimates on the degree of teachers' participation in the administrative decision-making process were to a large extent and with an arithmetic average of (3.66), and the researcher attributes this result to secondary school teachers having a clear and specific vision of ideas that would contribute to the development of the process. Administrative, as well as their possession of various abilities, especially intellectual, that enables and qualifies them to produce a wide range of creative development ideas for the present and the future through the application of self-management and participation in administrative decision-making, and this encourages them to develop themselves

professionally and, in all fields, and increases their eagerness to adopt the method of constructive criticism. Keeping pace with the rapid cognitive and technological developments and communication and communication technologies and using them, in order to raise their competitive abilities to improve performance and the quality of the output.

Paragraph (15), which stipulated "involves the experts and specialists in determining the optimal and realistic alternatives to solve the problem," came first with an arithmetic mean (4.18) and a standard deviation (0.78) and to a significant degree. Paragraph (23) came in the text of which was "discussing innovative alternatives." To solve the problem objectively in light of the available capabilities" ranked second with a mean (3.93) and standard deviation (1.01) to a large degree, while paragraph (10) which stipulated "everyone involved in the implementation of the decision officially knows his responsibilities and roles to abide by them" occupied the last rank with an average of Arithmetic (3.23), standard deviation

(1.01), and a medium degree. The arithmetic mean of the estimates of the sample members on the paragraphs of this field as a whole was (3.66), standard deviation (0.64), and to a large degree.

The results related to the fourth question: Are there statistically significant differences at the significance level ($\alpha \geq 0.05$) about the degree of teachers' participation in the administrative decision-making process from the teachers' point of view according to the variables (gender, educational qualification, experience)?

To answer this question, the arithmetic averages and standard deviations of the sample members' estimates of the degree of teachers' participation in the administrative decision-making process from the teachers' point of view were calculated, according to the gender variable (males and females), the educational qualification variable (bachelor's, postgraduate studies), and the experience variable (Less than 5 years, from 5 to 10 years, more than 10 years), as it was shown in Table (6).

Table No. (6): Arithmetic averages and standard deviations of the scores of the study sample members on the degree of teachers' participation in the administrative decision-making process from the teachers' point of view according to the variable of gender, academic qualification and experience

variable	levels		The degree to which secondary school leaders practice self-management
gender	Male **N=112**	Arithmetic mean	3.51
		Standard deviation	0.67
	Female **N=98**	Arithmetic mean	3.83
		Standard deviation	0.57
Academic qualification	Bachelor **N=128**	Arithmetic mean	3.57
		Standard deviation	0.68
	Postgraduate **N=82**	Arithmetic mean	3.80
		Standard deviation	0.58
Experience	Less than5 years **N=70**	Arithmetic mean	3.57
		Standard deviation	0.68
	From 5 to 10 years	Arithmetic mean	3.80

	N=72	Standard deviation	0.56
	More than 10 years	Arithmetic mean	3.66
	N=68	Standard mean	0.64

It is noted from Table (6) that there are apparent differences between the average estimates of the study sample members on the degree of teachers' participation in the administrative decision-making process from the teachers' point of view, according to the independent study variables (gender, academic qualification and experience), and to reveal the significance of these differences in the arithmetic averages, Using the three-way analysis of variance test, where the results were, as shown in Table (7).

Table (7): Three-way analysis of variance test for the differences between the estimates of the sample members on the degree of teachers' participation in the administrative decision-making process from the teachers' point of view according to the difference of gender, educational qualification and experience

Variables	sum of squares	Freedom degree	mean squares	P value	Statistical significance
gender	4.458	1	4.458	11.547	*0.001
qualification	1.772	1	1.772	4.588	*0.033
experience	1.100	2	0.550	1.425	0.243
false	79.151	205	0.386		
total	2907.394	210			

*

Statistically significant at the level of statistical significance ($\alpha \leq 0.05$)

Table (7) shows

- There are statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) between the average estimates of the sample members on the degree of teachers' participation in the administrative decision-making process from the teachers' point of view, due to the variable of gender and in favor of females. This result is attributed to the fact that the female members of the study sample see that the application of self-management fulfills their needs of freedom necessary to make administrative decisions related to the implementation of the duties and tasks of their educational work.

- There are statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) between the average estimates of the sample members on the degree of teachers' participation in the administrative decision-making process from the teachers' point of view, due to the educational qualification variable in favor of a postgraduate qualification. The researcher attributes this result to the fact that the study sample members of the graduate studies campaign believe that the practice of self-management by secondary school leaders increases the freedom to choose the administrative decisions necessary to implement school work and activities.

- There are no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) between the

average estimates of the sample members on the degree of teachers' participation in the administrative decision-making process from the teachers' point of view due to the variable of experience. The researcher attributes this result to the fact that secondary school leaders with different experiences receive the same programs and training courses in the field of management, exercise the same duties and tasks, bear the same responsibilities, and apply the same procedures and legislation (laws, regulations, and instructions) regulating the educational process issued by the Ministry of Education without exception, in order to ensure them to achieve the desired and desired goals with distinction and quality.

Results related to the fifth question: Is there a statistically significant correlation at the level of statistical significance ($\alpha \leq 0.05$) between the degree of secondary school leaders' practice of self-management and the degree of teachers' participation in the administrative decision-making process?

To answer this question, Pearson's correlation coefficients were calculated between the average degree of high school leaders' practice of self-management and their estimates on the degree of teachers' participation in the administrative decision-making process, as shown in Table (8).

The degree of participation of teachers in the administrative decision-making process.	Statistician	The degree of participation of teachers in the administrative decision-making process
School leaders practice degree.	Correlation coefficient value Statistical significance	**0712 0.000

● It is statistically significant at the significance level ($\alpha \leq 0.05$).

Table (8): Pearson's correlation coefficients between the average estimates of the degree of high school leaders' practice of self-management and their estimates on the degree of teachers' participation in the administrative decision-making process.

Summary of results:

- The degree of self-management practice among secondary school leaders in Irbid governorate came to a medium degree according to the estimates of the study sample members; With a mean of (3.40); and standard deviation (0.41).

- The degree of teachers' participation in the administrative decision-making process came to a large extent according to the estimates of the sample members; With a mean of (3.66); And a standard deviation of (0.64).

- There are statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) between the average estimates of the sample members on the degree of self-management practice by secondary school leaders, due to the variable of gender and in favor of females. As well as the presence of statistically

significant differences at the level of statistical significance (α≤0.05) between the average estimates of the sample members on the degree of self-management practice by secondary school leaders from the teachers' point of view due to the educational qualification variable and in favor of the postgraduate qualification. There are no statistically significant differences at the level of statistical significance (α≤0.05) between the average estimates of the sample members on the degree of self-management practice of secondary school leaders due to the variable of experience.

- There is a positive, statistically significant correlation between the average estimates of the degree of self-management practice by secondary school leaders and its relationship to the degree of teachers' participation in administrative decision-making.

Recommendations: Based on the results, the researcher recommended a number of recommendations, the most important of which are:

- The need to work on deepening and increasing awareness of the importance of administrative decisions, strengthening the concept of self-management, and the participation of teachers in the process of making administrative decisions in educational institutions.
- The necessity of working to involve teachers in making school decisions related to student and teacher affairs, curricula and methods of implementation, the local community, school facilities and financial matters.
- Enhancing the positive attitudes of school principals towards teachers' participation in school decision-making.

- Giving school leaders more powers necessary to make and take appropriate educational decisions.
- Involving school leaders in decision-making at the level of education departments, and this supports the decision's success. List of references:

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