

Degree of the Practice of Educational Governance Principles from the Point of View of School Principals in the Directorate of Education for Ramtha district in Jordan

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Abstract

The study aimed to know the degree of the practice of educational governance principles from the point of view of school principals in the directorate of education for Ramtha district in Jordan. This work-study was done by using the analytical descriptive survey method. In order to answer the study questions, a tool was developed that included (35) paragraphs and was distributed to the sample members (72) principals for the academic year 2020-2021. The study results showed that the degree of the directorate's practice in all fields of educational governance (transparency, participation, accountability, and empowerment) was medium. This study showed that there were statistically significant differences at the level ($\alpha \leq 0.05$) in the field of (accountability) due to the gender variable and in favor of females and in the field of (transparency), it is attributed to the variable of academic qualification and in favor of the doctorate. Moreover, in the field of (participation), it is attributed to the educational qualification variable and there were no statistically significant differences in the field of (empowerment). While there were statistically significant differences at the significance level ($\alpha \leq 0.05$) in the educational governance arithmetic mean in the field of (participation) between qualifications (Bachelor, Diploma, and doctorate) and Master. Accordingly, it can be recommended that the Directorate of Education deepen the concept of governance among school principals, whether by preparing a guide for this or planning and implementing administrative, technical, and other procedures.

Keywords: Directorate of Education, Ramtha District, Educational Governance, School Principals.

INTRODUCTION

The Ministry of Education plays an important role in the progress and development of countries and since the directorates of education are one of its pillars, it bears a major role in fulfilling the immortal message of education in learning, raising awareness, and communicating with the community. Furthermore, the Directorate of Education derives its identity from the philosophy, objectives of education, and from society and its culture. Therefore, the hopes of the region in which the directorate is located relating to great

roles represented in completing its education role as part of the education system.

In light of the challenges facing public education, particularly in the twenty-first century and the spread of technology and the Internet, education directorates have become more demanding than ever before to provide competently and effective educational services. In order to cope with these challenges and developments, it has become necessary to deal with the concept of educational governance. Which is represents a framework that pushes it to change and adapt to the accelerating

academic progress and its participation in it. In addition, to promoting the values of democracy to ensure the quality of education and administration, with the aim of advancing education, serving students and teachers, and qualifying them.

Educational institutions tended to apply the principles of governance in them, in order to ensure that the outputs of the educational process are compatible with the needs of the market and to perform their administrative and educational tasks with transparency, fairness, and integrity.

With this expansion and spread of information, the concept of governance has moved from companies to universities and education. Thus the concept of governance of educational institutions has emerged recently due to the contribution that universities and education in most countries of the world contribute to development in its various social, economic, administrative, political, health, and other aspects. Where it is considered an important and vital part of the general society, and it also has reciprocal relations with this society (Al-Khudairi, 2005).

Educational governance is one of the modern topics that aim to develop the performance of all parties involved in the educational process. Furthermore improving it within the educational institution, whether the Directorate of Education or the school. Through governance, higher education can be achieved in terms of level and content, characterized by transparency in work, and accountability for performance and results (Qambar, 2016).

El-Meligy indicates that governance helps improve and develop the performance of the educational institution and avoids any risks or conflicts that impede the quality of its performance. Thus, the educational institution can enjoy a competitive position in relation to its counterparts in the global education market (El-Meligy, 2011).

Based on the foregoing, this study came to identify the degree of the practice of educational governance principles from the point of view of school principals in the

directorate of education for Ramtha district in Jordan.

Study problem

Educational governance in the education sector is essential for the development of laws and instructions in the education directorates where that is reflected in schools. Therefore, it is possible to work on developing laws and principles to ensure transparency in work, ensuring the application of regulations, accountability, and taking into account integrative and community participation in order to achieve the strategic goals.

By reviewing previous studies conducted in the field of educational governance at the level of education regions and directorates, we found it necessary to research this topic. In addition to what was recommended by some studies, such as the study Halawa and Taha which was recommended the necessity of issuing clear laws and regulations, and adopting the principles of governance. Especially with regard to transparency, accountability and participation, review of governance systems, the extent of their application, and follow-up on their implementation (Halawa and Taha, 2013).

In light of the foregoing, the problem of the study is represented in the following question:

What is the degree of the practice of educational governance principles from the point of view of school principals in the Directorate of Education for Ramtha district in Jordan?

Importance of study

The importance of this study stems from its consideration of a topic that has an important role in reforming and developing public education, which is educational governance. This importance is represented in the following:

- Benefiting from the guide prepared and developed by the Ministry of Public Sector Development in Jordan in 2017, which included good global principles and practices in the field of governance, and adopted it as a tool for assessment and improvement of good

governance practices. These principles and practices are rule of law, transparency, accountability, participation, integrity, fairness, effectiveness, efficiency, and sustainability (Jordan's Ministry of Public Sector Development, 2017).

- It is hoped that the results of this study will benefit educational leaders in the education directorates in identifying the degree to which they practice the principles of educational governance.

- This study can constitute a starting point for research on the issue of educational governance, with the provision of theoretical literature, previous studies, and tools whose validity and reliability have been confirmed.

- This study could constitute a scientific addition to the Arab library in general and the Jordanian library in particular.

Study questions

1. What is the degree of the practice of educational governance principles from the point of view of school principals in the Directorate of Education for Ramtha district in Jordan?

2. Are there statistically significant differences at the level ($\alpha \leq 0.05$) in the degree of the practice of educational governance principles from the point of view of school principals in the Directorate of Education for Ramtha district in Jordan due to gender, qualification, and experience?

Study objectives

This study aimed to identify the degree of the practice of educational governance principles from the point of view of school principals in the Directorate of Education for Ramtha district in Jordan?

Study limits

The limitations of this study included the following:

- Spatial limits: The topic of the study is determined by the degree to which the Directorate of Education in the Ramtha District

in Jordan practices the principles of educational governance from the point of view of school principals.

- Human limits: This study was limited to the principals of government schools affiliated with the Directorate of Education of the Ramtha District.

- Time limit: This study was applied in the academic year 2020/2021.

Terminology of study

Directorate of Education: A unit that supervises administrative and technical of all regular public schools and irregularities in the directorate, and technical supervision of non-governmental institutions. Moreover, it is responsible for the educational planning in the district, and for following up the work of the educational system in the field (Al-Arabid, 2010, 8). The Directorate of Education of the Ramtha District is one of the directorates of the Jordanian Ministry of Education. We have adopted the definition Al-Arabid as a procedural definition for the education directorates.

School principal: He is the person officially appointed by the Ministry of Education as a school principal who is directly responsible for all aspects of work in his school to achieve a better educational environment, and work to provide the capabilities and conditions to achieve the desired goals (Daour, 2007, 9).

Ar-Ramtha District: It is an field administratively attached to the Irbid Governorate, which is affiliated with the Jordanian Ministry of Interior.

Schools: Any educational institution that includes grades from the first primary to the second secondary, and is affiliated with the Directorate of Education of the Ar-Ramtha District.

Educational Governance: It is conceptually defined as the implementation of standards and systems of quality and excellence that govern the performance of educational institutions, in order to achieve integrity of attitudes, the correctness of behavior, and integrity of

behavior. This is in order to ensure transparency, accountability, and participation from all parties, and to give priority to the interests of the institution over individual interests. Which leads to the development of institutional performance and the protection of the interests of all parties directly and indirectly related to the educational institution (Al-Seer, 2013).

Educational governance can be defined procedurally as the mark obtained by the study sample members through their answers to the paragraphs of the educational governance questionnaire tool that was developed and adopted in this study.

Educational literature and previous studies

Educational literature

Educational literature includes topics related to educational governance, its definition, origin, development, and its underlying principles.

Definition of governance by language

Governance is defined by the language, it means sculpture and it is a term derived from the government and means discipline, control, and rule. In addition, the term "governance" includes a number of aspects, including (Michael, 2005):

1. Wisdom: means guidance and counseling.
2. Sentencing: means controlling matters by setting controls and restrictions that control behavior.
3. Invoke: means refer to ethical and cultural references and to experiences obtained from previous experiences.
4. Judgment: means seeking justice, especially when the authority of management deviates and manipulates the interests of shareholders.

The term (Governance) is defined as a set of laws, regulations, and decisions that aim to achieve quality, and excellence in performance

by choosing appropriate and effective methods to achieve the plans and objectives of institutions. Governance also means the presence of any systems that control the operations between the basic parties that affect performance, and it also includes the components of strengthening the institution in the long term and determining who's responsible and responsibility (Williamson, 2009, p:18).

Halawa and Taha defined governance as the set of laws, regulations, and decisions that push to achieve quality and excellence in performance by choosing appropriate and effective methods to achieve the organization's plans and objectives. Furthermore, it includes the elements of strengthening the institution in the long term and determining who's responsible and responsibility (Halawa &Taha, 2011, p: 2).

Governance can be defined as a situation, process, trend, a current that governs the establishment of the institution, adjusts its direction, and protects and secures the integrity of the procedures and behaviors of all its members. In order to enable the school administration and teachers to exercise authority within a framework of integrity, transparency, accountability, and justice, and to provide for its organizational, human, and material requirements, in a manner that ensures the achievement of its protection, growth, and stability (Al-Khudairi, 2005, p: 53).

Looking at the previous definitions, it can be said that there are several things in common in the definitions of governance represented in a set of laws and regulations that help the institution or management to manage its affairs. It is also a set of rules and decisions that help the management of the institution to reach safety and to make appropriate decisions, through communication between all the beneficiaries of the directorate, schools, employees, and society.

Principles of educational governance

The principles of educational governance lead to providing a strong basis for the educational process, advancing the educational institution's teaching, procedures, and service

provision to the community. In addition to contributing to comprehensive community development processes.

The principles of governance are represented in the following (Kayrooz, & Prtestou, 2002):

- **Transparency:** It means providing complete information about activities away from ambiguity and confidentiality. It delves into two aspects the first is clarity of procedures and credibility of the presentation of information and data on private and public political, economic and social units and institutions. Furthermore, clarity of operations among them in terms of planning, financing, and implementation, to reach the previously stated goals and objectives. The second aspect of transparency delves into the relationship of stakeholders with the services provided by the first aspect and their right to obtain and access, correct and real information in a timely manner (Vincke, et al., 2003). In addition to the openness of the educational institution to all those dealing with it and those interested in it and make information sufficiently available to all, free from ambiguity, confidentiality, and misinformation, and make everything achievable.

- **Accountability:** The United Nations Development Program defined accountability as asking officials to provide the necessary clarifications to stakeholders on how to use their powers and define their duties and take criticisms leveled at them, meet the requirements required of them, and accept some responsibility for failure and inefficiency or for deception and fraud (Vincke, et al., 2003). The principle of accountability is linked to the necessity of activating the role of law and decisions, and prosecuting anyone who violates them and this applies to all employees without discrimination. Moreover, this principle should be practiced positively away from negativity with the aim of achieving education outcomes and improving work in order to achieve quality education.

- **Participation:** It is represented and concerned with cooperation and active participation between educational institutions

and civil society institutions also the relationship between them is one of partnership and complementarity. This requires a wise vision and a strategy-wise, and this is done by participating in strategic planning, meetings, and workshops (Vincke, et al., 2003).

- **Disclosure:** The process of presenting financial information, whether quantitative or descriptive, in the financial statements or in the margins, notes, and supplementary tables in a timely manner. Which makes the financial data not shaded and satisfactory to users of financial data from external parties who do not have the authority to access the books and records of the companies (Abu Zaid, 2005).

- **Ethical Commitment:** It is a set of ethical principles and values that govern the actions of individuals. As for degrading ethics, it must transcend the moral principles and laws of the ordinary individual. Where a set of rules are designed and become professional rules that encourage the proper conduct of the professional and are at once realistic and applicable (Boyton, Johnson, Walter Kell, 2001, p: 84).

- **Quality of Laws and Legislation:** The law is defined as a set of foundations and rules that govern society and work to organize it, as a society cannot live successfully If its personnel are not subject to the rules governed, and they do what like without taking into account their duties and rights (Damraoui Damarawi, 2017). Legislation is a set of abstract general rules issued by the legislative authority (Fattouh, 2007).

- **Performance:** Kolter presented the concept of outstanding organizational loyalty by introducing a model of the characteristics of business organizations with superior performance. Also, he referred to a group of factors that he described as the keys to outstanding loyalty. The first step in the path of outstanding performance is to identify stakeholders and they are customers, employees, etc. Organizations today realize that unless they meet the needs and desires of stakeholders, they cannot achieve the prestigious position they aspire to reach. But

these organizations can achieve this by managing core operations, developing new products, attracting customers, misaligning expenses, and meeting needs. Thus, the organization can achieve its objectives of satisfying its stakeholders (Kotler, Inc, 2000, p:40-42).

The evolution of the concept of governance

The concept of governance developed during the seventies, eighties, and nineties of the last century, and became focused on the government and public services as the main driver of economic and social development. In addition, it includes the capabilities of the state established under the rule of law to integrate and lead society as a whole. Then the concept of governance expanded further and became focused on the capabilities of the state and the civil sector. It is concerned with the democratic nature of government and recognizes the role of non-governmental organizations (NGOs) and the role of community-based organizations (CBOs), and reaffirms the partnership with the market economy (United Nations Development Program (UNDP).

Previous studies

Studies related to the issue of governance educational and education can be presented according to the chronology of their publication and from the most recent to the oldest as follows:

Bashir, (2019) reached in his study aimed to define the foundations and principles of governance and to indicate their importance and the requirements for applying the principles of governance in public education in Sudan. The researcher used the descriptive analytical deductive approach, and the sample was represented in official documents, studies, and literature issued about governance. The researcher reached a number of results, the most important of which are defining governance and the conditions and requirements for its application and that the reality of applying the principles of governance in education is at arithmetic mean (40%),

especially the principle of transparency, participation, and accountability, which is less applied in educational institutions (Bashir, 2019).

The study of Al-Momani and Al-Ibrahim, (2019) aimed to identify the degree of application of good governance and determine the degree of effectiveness of administrative performance in the directorates of education in northern Jordan, and identify the extent there is a correlation between the degree of application of good governance and the effectiveness of administrative performance. Two tools have been prepared first is a questionnaire to reveal the degree of application of good governance, and the second is a questionnaire to reveal the degree of effectiveness of administrative performance. The study sample consisted of (102) administrators who were chosen by the stratified random method. The results of the study showed that the degree of application of good governance in the directorates of education in northern Jordan and the effectiveness of administrative performance from the point of view of the administrators working in them came to a high degree. Moreover, there is a strong positive relationship between the degree of governance application and the effectiveness of administrative performance (Al-Momani & Al-Ibrahim, 2019).

A study by Balharith (2016), aimed to identify the reality of the application of total quality management in the General Administration of Education in the Najran region, and the reality of the application of governance concepts. As well as the relationship between them from the point of view of female and male directors. The researcher used the descriptive survey method, and the study tool was the questionnaire, and the study sample consisted of (55) female and male directors. The results of the study showed that the responses of the study members to the application of the concept of governance in the General Administration of Education in the Najran region were moderate (Balharith, 2016).

The study completed by Mahmoud, (2016) aimed to identify the degree of application of the principles of governance, and its

relationship to the quality of work procedures in the directorates of education in the governorates of the northern West Bank in Palestine from the views of the principals of government secondary schools. In this study, the researcher used the descriptive approach. The sample of the study was (173) male and female directors. Among the most prominent results obtained is that the degree of governance application in the education directorates was medium. In addition to the absence of statistically significant differences between the arithmetic mean degrees of applying the principles of governance and the arithmetic mean the quality of work procedures due to the variables of gender, academic qualification, administrative experience, school gender, and performance evaluation. Also, there were statistically significant differences in the degree of application of the principles of governance due to the variable of the Directorate and in favor of the Directorate of Tubas and Qabatiya. The researcher obtained a positive, statistically significant correlation at the level of ($\alpha \geq 0.05$) between the degree of governance application in the fields of (administrative culture, empowerment, and accountability) (Mahmoud, 2016).

Abu Dabeel, (2015) revealed in his study the degree of application of good governance in the management of Qurayyat education from the point of view of its administrators. To achieve the objectives of the study, a questionnaire consisting of (40) paragraphs was prepared, divided into four fields. The study sample consisted of (181) administrative staff in the Qurayyat Education Department. They were chosen by the intentional method, and the sample is (85%) of the total study population. Among the most important findings of the study is that the application of good governance in the management of Qurayyat education from the point of view of the administrative staff came to a medium degree (Abu Dabeel, 2015).

The study of Al-Shammari, (2015) aimed to reveal the degree of governance practice of school district principals, and its relationship to the level of taking social responsibility from the point of view of school principals in the State of Kuwait. The researcher used the descriptive

correlative approach and applied the study tool to a sample of male and female teachers. The study concluded: The degree to which school district principals practice governance from the point of view of school principals in the State of Kuwait was medium. It also found a positive, statistically significant relationship at the level ($\alpha \leq 0.05$) between the degree to which school district principals practice governance, and the level of holding their social responsibility (Al-Shammari, 2015).

The study by Fasekas and Burns, (2012) aimed to know the relationship between governance and knowledge production in education. The descriptive-analytical method was used. The results of the study showed that the educational organization in the Organisation for Economic Co-operation and Development (OECD) countries face complex challenges, especially with regard to the production of knowledge. Furthermore, the application of good governance in the educational organization, it contributes to the production and dissemination of knowledge of all kinds, benefiting from it, making it available to public opinion for discussion, and informing the public of the level of progress in the performance of the educational system. The study showed that implementing governance requires flexible and less centralized administrative systems. It also showed that there are differences between workers in an educational organizations (Fasekas & Burns, 2012).

Mirope, (2011) was his study on the effectiveness of governance in educational institutions and identified private secondary schools in the municipality of Arusha in Tanzania - a case study. The study sample consisted of (40) individuals from (16) private secondary schools. The descriptive analytical-qualitative and field method was used. The results showed that the appointed administrative bodies, which are supposed to increase the effectiveness of school administrations, were not working by (70%), and the nominated committees did not work by (25%). Thus, there are no differences between these committees. The lack of these committees also affected the ability of the administrative bodies to show support for the performance of

schools and to contribute to the dominance of the head of the administrative body or the board of directors (Mirope, 2011).

It is noted through the review of previous studies that they reached a set of results related to the extent of application or degree of governance practice in educational and education institutions in Jordanian and non-Jordanian environments. It can be emphasized here the importance of benefiting from these studies to bring this study into existence. It is noted that this study distinguished itself from previous studies that it dealt with educational governance in Jordan's directorates of education, the degree of its practice, and the views of school administrators in those practices.

Table (1): *This shows the study sample individuals according to study variables (management experience and academic qualification).*

Management Experience	20 years or less			21 years and over			Total
	Bachelor + Diploma	Master's degree	Doctorate	Bachelor + Diploma	Master's degree	Doctorate	
Gender							
Female	14	8	-	9	13	-	44
Male	13	23	2	2	13	2	28
Total	12			60			72

It is clear from Table (1) that the number of school principals with experience (20 years and less) reached (60), including (38) male and (22) female principals. The number of school principals with experience (21 years and over) reached (12), including (17) male and (12) female principals. While the number of school principals with academic qualifications (Bachelor + Higher Diploma) reached (27), including (13) male and (14) female principals. In addition, the number of school principals who have a master's degree is (47), including 36 male and 21 female principals. Then the number of school principals with a academic qualification (doctorate) reached (4), including (2) male and (2) female principals.

Method and Procedures

The study adopted the descriptive-analytical method, in collecting data and describing the answers of the sample members, due to the suitability of this method to the nature of the study.

The study population and sample

The study population and its sample consist of all school principals in the Ramtha District in Jordan and the number (72) male and female directors, for the academic year 2020/2021. Table (1) shows the distribution of the study sample members according to their variables.

Study tool

To build the tool, reference was made to the educational literature and previous studies, to develop a scale initially to reveal the degree to which the Directorate of Education in the Ramtha District in Jordan practices educational governance from the point of view of its school principals. The scale included two sections, the first is personal data. The second is the fields and principles of educational governance, which are transparency, participation, accountability, and empowerment. It consisted of (42) paragraphs in their initial form distributed on a triple scale according to the approved statistical criteria, which are (high: 3-2.34), (medium: 2.33-1.67) and (low: 1.66-1).

Validity the tool

The content of the study tool was verified and presented to a group of arbitrators consisting of (11) academics, principals of the directorates of education, and school administrators, and their observations were taken into account. This is an indication of the validity of the construction and content of the questionnaire. The tool was adopted in its final form to include (35) a paragraph distributed in fields; Transparency, participation, accountability, and empowerment.

Tool Stability

To verify the stability of the tool, the test and retest method (test-retest) was used and was reapplied after two weeks on another group outside the study sample. The Pearson correlation coefficient between the results of the two applications on the study tool as a whole was calculated. The stability coefficient was calculated in the manner of internal consistency according to the Cronbach Alpha formula and found (0.82). This indicates that the scale has appropriate stability to conduct such a study.

Study variables

The study examined the following variables:

1. Depended variable: degree of educational governance practice
2. Independent variables: Gender: Male, Female
 - The number of years of experience: 20 years and less, 21 years and more.
 - Bachelor's degree + diploma, master's degree, and Ph.D.

Statistical processing:

To answer the study questions, arithmetic means, standard deviations, triple analysis of variance, and the "t" test were calculated to test the significance of statistical differences between gender, educational qualification, and experience.

Results and discussion

Findings on the first question: What is the degree to which educational governance is practiced in the Directorate of Education in Jordan's Ramtha District from the point of view of school principals?

To answer this question, the arithmetic means, standard deviations, and the rank has been extracted to the extent of the study sample member's practice in fields of study and the tool as a whole. Table 2 illustrates this.

Table No. (2): *Arithmetic averages, standard deviations, and rank of the degree of the practice of the Directorate of Education in the Ramtha District for the fields of educational governance and the tool as a whole from the point of view of school principals are ranked in descending order*

N o.	Field	Arithmetic average	Standard deviation	Rank	Degree
4	Transparency	2.24	0.73	1	Medium
3	Participation	2.23	0.71	2	Medium
2	Accountability	1.97	0.81	3	Medium
1	Empowerment	1.94	0.88	4	Medium
Total degree		2.09	0.77		Medium

Note from Table (2) that the calculation arithmetic means ranged from (2.24 - to 1.94). The field of transparency ranked first with the highest arithmetic means with standard deviation (2.24 and 0.73), while the field of participation ranked second with average arithmetic (2.23) and standard deviation (2.71), the accountability was third with average arithmetic of (1.97) with a standard deviation of (0.81) and in the rank fourth in the field of empowerment with an arithmetic means (1.94) with a standard deviation of (0.88).

The arithmetic means of the fields as a whole (2.09) with a standard deviation (0.77), reflects the average level of practice of the Directorate of Education of the Ramtha Brigade in Jordan in the principles of educational governance from the point of view of the principals.

The results of the fields' paragraphs can be presented as follows:

First Fields: Transparency

members' opinions in the "Transparency" paragraphs

Table (3) shows the arithmetic means, standard deviations, and the rank of the study sample

Table (3): *Arithmetic means, standard deviation, and rank of the opinions of the study sample members in the paragraphs of the field (Transparency) arranged in descending order*

No.	Paragraph	Arithmetic mean	Standard deviation	Rank	Degree
5	Instructions apply to all principals without discrimination	2.31	0.65	1	Medium
2	The Directorate of Education gives school principals the opportunity to see their plans	2.30	0.67	2	Medium
3	The Directorate of Education publishes periodic reports of its achievements to those concerned	2.30	0.77	3	Medium
8	The Directorate of Education coordinates its activities and programs with school principals	2.28	0.79	4	Medium
1	The Directorate of Education pursues policies of clarity and disclosure in the conduct of its work	2.27	0.83	5	Medium
9	The Directorate of Education conducts an evaluation of its performance with the participation of the parties concerned	2.26	0.78	6	Medium
4	The Directorate of Education provides clear regulations, instructions and protection to report corrupt practices from its employees	2.20	0.84	7	Medium
7	The Directorate of Education provides a mechanism for receiving complaints and proposals	2.15	0.97	8	Medium
6	The Directorate of Education shall adopt specific and stated principles and criteria in the application of human resources procedures and policies, such as; (Training, incentives,.. and others)	2.11	0.99	9	Medium
Total degree for field		2.24	0.73		Medium

It is noted from Table (3) that the degree to which the Directorate of Education of the Ramtha District in Jordan exercises the principles of educational governance for the field of "transparency" as a whole from the point of view of school principals was medium, reaching the arithmetic means (2.24) and standard deviation (0.73), and all the paragraphs of this field came at a medium level, with arithmetic means ranging from (2.31 - 2.11), in the first rank, the paragraph "Instructions apply to all principals without discrimination", with arithmetic means of (2.31) standard deviation (0.65), at the second grade, provided that "The Directorate of Education gives school principals the opportunity to see their plans", with arithmetic means of (2.30) with a standard deviation (0.67).

The paragraph states: "The Directorate of Education shall adopt specific and stated principles and criteria in the application of human resources procedures and policies, such as; (Training, incentives,.. and others " at the last level with arithmetic means of (2.11) and standard deviation (0.99). This is due to the Directorate of Education's engagement with school principals and communication is important in a transparent manner, through official books, meetings, and periodic meetings. In addition to familiarizing them with decisions about their work, their respective administrative and technical burdens, and involving them in making them.

The results of this study are consistent with those of the Bashir and Al-Shammari studies (2019, 2015), respectively, which found that the practice and application of governance

principles in educational institutions and their management were moderate.

Second field: Participation

The arithmetic means standard deviations, rank, and degree of practice were found for the paragraphs of the "participation" field from the point of view of public school principals in the Ramtha district in Jordan. Table (4) shows this.

Table (4): *Arithmetic averages, standard deviations, and rank of the degree of participation of the study sample members for the paragraphs of the second field: Participation*

No.	Paragraph	Arithmetic mean	Standard deviation	Rank	Degree
8	The Directorate of Education involves school principals in the decision-making of its schools, such as; (Appointment or transfer of teachers, etc.)	2.30	0.65	1	Medium
7	The Directorate of Education supports the formulation and development of policies in a way that ensures the participation of principals.	2.29	0.77	2	Medium
2	The Directorate of Education cooperates with school principals to manage crises	2.27	0.89	3	Medium
3	The Directorate of Education provides an effective incentive system to encourage principals to cooperate with it	2.25	0.92	4	Medium
4	Directorate of Education involves school administrators in the development and implementation of strategic plans	2.23	0.96	5	Medium
5	Directorate of Education involves school principals in evaluating school work results	2.22	0.97	6	Medium
1	The Education Directorate encourages school principals to provide creative ideas to participate in development processes.	2.19	1.04	7	Medium
6	The Directorate of Education involves school principals in the development and streamlining of procedures for their work	2.11	0.93	8	Medium
Total degree		2.23	0.71		Medium

It is noted from Table (4) that the degree to which the Directorate of Education of the Ramtha District of Jordan exercises the principles of educational governance for the field of "participation" as a whole from the point of view of the principals of schools was medium, with the arithmetic means (2.30) and standard deviation (0.75). The arithmetic means range from (2.30 to 2.11).

In the first rank, the paragraph states: "The Directorate of Education involves school principals in the decision-making of its schools, such as; (Appointment or transfer of teachers, etc.)" with arithmetic means (2.30) and standard deviation (0.65), while in the second rank, the paragraph "The Directorate of Education supports the formulation and development of policies in a way that ensures the participation of principals." the arithmetic

means of (2.29) by a standard deviation (0.77), and the paragraph "The Directorate of Education involves school principals in the development and streamlining of procedures for their work" at the last rank, this may be due to the Education Directorate's participatory engagement with school principals.

The results of this study are consistent with the findings of a study by Al-Harith (2016), which found that the realities of applying the Comprehensive Quality Management in the General Department of Education and Education in the Najran region were moderate.

Third field: Accountability

The arithmetic means standard deviations, rank, and degree of practice were found for the "Accountability" field paragraphs from the

point of view of public school principals in the Ramtha district in Jordan. Table (5) shows this.

Table (5): *Arithmetic means, standard deviations, and rank to the degree of participation of the study sample members for the paragraphs of the third field: accountability*

No.	Paragraph	Arithmetic mean	Standard deviation	Rank	Degree
9	The accountability mechanisms of the Directorate of Education are clear	2.30	0.65	1	Medium
6	The Directorate of Education shall inform school administrators of the Penal Code and know if the penalty is repeated.	2.28	0.77	2	Medium
4	The Directorate of Education is committed to implementing managers' accountability away from patronage	2.22	0.89	3	Medium
2	The Directorate of Education defines managers by the regulations and instructions of the Ministry of Education	2.10	0.79	4	Medium
3	Managers are held accountable based on reliable information	1.99	0.90	5	Medium
5	Directorate of Education informs managers of their rights and responsibilities	1.79	0.96	6	Medium
7	The accountability mechanisms of the Directorate of Education allow monitoring and review at any time	1.73	0.97	7	Medium
1	The Directorate of Education relies on an effective internal system to monitor managers' professional behavior	1.70	1.04	8	Medium
8	The Directorate of Education takes the necessary measures against violators of the regulations and instructions in force in the Ministry of Education	1.68	0.93	9	Medium
Total degree		1.97	0.81		Medium

It is noted from Table (5) that the degree to which the Directorate of Education of the Ramtha District in Jordan exercises the principles of educational governance for the field of "accountability" as a whole from the point of view of school principals was medium, reaching the arithmetic means (1.97) standard deviation (0.81) and arithmetic means ranged from (2.30 - 1.68). At the first rank was the paragraph, that states that "The accountability mechanisms of the Directorate of Education are clear", with arithmetic means (2.30) and standard deviation (0.65), and the second rank of which states that "The Directorate of Education shall inform school administrators of the Penal Code and know if the penalty is repeated.", with arithmetic means of (2.28) with standard deviation (0.77).

The paragraph "The Directorate of Education takes the necessary measures against violators of the regulations and instructions in force in the Ministry of Education" at the last rank with

arithmetic means of (1.68) and standard deviations (0.93) this may be due to the Directorate of Education discussing and justifying managers' decisions or actions against any of them. The results of this study are consistent with the findings of the Abu Dabeel Study (2015), which found that the application of good governance in village education management from the point of view of administrative staff was moderate.

Fourth field: Empowerment

The arithmetic averages, standard deviations, rank, and degree of practice were found for the paragraphs of the "empowerment" field from the point of view of public school principals in the Ramtha district in Jordan. Table (6) shows this.

Table (6): Arithmetic means, standard deviations, and rank of the degree of participation of the study sample members for paragraphs of the fourth field: Empowerment

No.	Paragraph	Arithmetic mean	Standard deviation	Rank	Degree
3	The Directorate of Education pays attention to school principals without discrimination	2.28	0.69	1	Medium
7	The Directorate of Education is keen to listen to principals' problems and needs	2.25	0.68	2	Medium
1	The Directorate of Education works to solve principals' problems and meet their needs	2.18	0.89	3	Medium
4	Directorate of Education encourages principals to work in a team spirit	2.11	0.92	4	Medium
5	The Directorate of Education provides an enabling environment for the exchange of information and ideas among its managers	1.89	0.91	5	Medium
9	The Directorate of Education defines the powers and tasks of its managers in an integrated manner without contradicting or overlapping with the instructions of the Ministry of Education	1.75	1.09	6	Medium
8	The Directorate of Education is keen to establish human relations in its schools, based on the director's personality, opinions, and ideas	1.72	0.77	7	Medium
6	The Directorate of Education promotes principals' affiliation with the profession	1.69	0.80	8	Medium
2	The Directorate of Education grants managers powers commensurate with their responsibilities.	1.67	0.88	9	Medium
Total degree		1.94	0.88		Medium

It is noted from Table (6) that the degree to which the Directorate of Education of the Ramtha District in Jordan exercises the principles of educational governance for the field of "empowerment" as a whole from the point of view of school principals was average, with an arithmetic means of (1.94) and standard deviation (0.88) The arithmetic means ranged from (2.28 to 1.67), the first grade the paragraph stating that "The Directorate of Education pays attention to school principals without discrimination" with arithmetic means (2.28) standard deviation (0.69), the second rank was "The Directorate of Education is keen to listen to principals' problems and needs" with the arithmetic of (2.25) by the standard deviation (0.68).

The paragraph: "The Directorate of Education grants managers powers commensurate with their responsibilities" at the last rank with an average of (1.67) standard deviations (0.88), maybe due to some kind of communication between the Directorate of Education and school principals, the aims they pursue and

possible decisions to achieve the educational governance's advocacy.

The results of this study are consistent with the findings of the 2016 Mahmoud study, which found that the degree of implementation of governance in the directorates of education in the northern West Bank governorates from the views of the principals of government secondary schools was moderate.

Results related to the second question: Are there statistically significant differences at the level ($\alpha \leq 0.05$) in the degree of the practice of educational governance principles from the point of view of school principals in the Directorate of Education for Ramtha district in Jordan due to gender, qualification, and experience

To answer this question, the arithmetic means and standard deviations of the level of practice of the Directorate of Education of the Ramtha District in Jordan for the principles of educational governance have been extracted

from the view of school principals according to the study variables, using a three-point variation analysis to test the indication of differences between variables.

In the light of principals' responses to the field of study, after classifying them under the following levels: (gender: Male, Female), (Academic qualification: Bachelor + Diploma, Master's Degree, Ph.D.) and years of experience 10 years and less, 11 years and

more. Tables (7, 8, and 9) show the arithmetic means and normative deviations of the degree to which the Directorate of Education of the Ramtha District exercises the principles of educational governance from the school principals' point of view according to gender variables, academic qualification and years of experience.

1. Gender

Table (7): Arithmetic averages and standard deviations of school principals' opinions on the practice degree of the directorate's practice of educational governance principles by gender

Field	Gender	No.	Arithmetic average	standard deviation	t-value	Significance level
Transparency	Male	28	2.90	0.60	0.991	0.323
	Female	44	2.92	0.59		
accountability	Male	28	2.81	0.66	0.304	0.761
	Female	44	2.73	0.52		
Participation	Male	28	2.66	0.64	-0.391	0.696
	Female	44	2.63	0.58		
Empowerment	Male	28	2.65	0.56	-0.570	0.569
	Female	44	2.61	0.50		
Total marks	Male	28	2.75	0.50	0.395	0.693
	Female	44	2.72	0.44		

Table (7) shows that there are no statistically significant differences at the level ($\alpha \leq 0.05$) between the arithmetic averages of the degree of practicing the principles of educational governance by the Directorate of Education for the Al-Ramtha District from the point of view of the school principals in it, due to the variable of gender, the t-value of the total degree reached (0.395) at the level of ($\alpha \geq 0.693$), and t-values were not appeared statistically significant in all fields, as the t-value for the field of "transparency" was (0.991) and at the level of ($\alpha \geq 0.323$), and the "participation" amounted to (0.304) at the level of ($\alpha \geq 0.761$). While the "Accountability" the t-value reached (-0.391) at a level of ($\alpha \geq 0.696$) and for the

"empowerment", the t-value reached (-0.570) at a level of ($\alpha \geq 0.569$).

2. Academic qualification

Table (8) shows the arithmetic averages and standard deviations of the opinions of school principals in the degree of the practice of the Education Directorate in the Ramtha District of the principles of educational governance according to the educational qualification variable

Table No. (8): *Arithmetic averages and standard deviations of school principals' opinions on the degree to which the Directorate of Education in the Ramtha District practices the principles of educational governance by academic qualification.*

Field	Academic qualification	N o.	Arithmetic average	standard deviation
Transparency	BA + diploma	27	2.22	0.53
	Master	31	2.29	0.58
	PhD	2	2.26	0.64
accountability	BA + diploma	27	2.15	0.50
	Master	31	2.21	0.54
	PhD	2	2.17	0.57
Participation	BA + diploma	27	2.01	0.46
	Master	31	2.27	0.60
	PhD	2	2.25	0.64
Empowerment	BA + diploma	27	2.15	0.52

	Master	31	2.29	0.53
	PhD	2	2.25	0.55
Total marks	BA + diploma	27	2.13	0.50
	Master	31	2.25	0.56
	PhD	2	2.24	0.60

It is noticed from Table (8) that there are apparent differences between the arithmetic averages of the degree of the practice of the Directorate of Education in the Ramtha District for educational governance according to the variable of the principal's academic qualification in each of the fields of the questionnaire and the total degree of the fields combined. Those who have academic qualifications (Masters) obtained the highest arithmetic average reached (2.25), followed by those with a academic qualification (Ph.D.), with an average of (2.24), then (Bachelor + Diploma) with an average of (2.13).

Table (9) shows the triple variance analysis to show the significance of the differences between the variables in the light of the school principals' responses to the degree of the practice of the Education Directorate for the fields of study.

Table (9): *Analysis of the triple variance to show the significance of the differences between the views of school principals in the degree of educational governance practice according to the variables of gender, educational qualification, and experience*

No.	Variable	Field	sum of squares	degree of freedom	mean squares	F-value	Statistical significance value
1	Gender	Transparency	0.670	1	0.670	2.888	0.910
		Participation	0.065	1	0.065	0.238	0.626
		Accountability	0.993	1	0.993	4.124*	0.044
		Empowerment	0.858	1	0.858	2.660	0.105
2	Educational qualification	Transparency	0.024	2	0.012	0.053	0.949
		Participation	2.110	2	1.055	3.866*	0.023
		Accountability	0.323	2	0.161	0.670	0.513

		Empowerment	0.377	2	0.188	0.584	0.599
3	experience	Transparency	1	1	2.057	8.867*	0.003
		Participation	1	1	0.037	0.135	0.714
		Accountability	1	1	0.076	0.314	0.576
		Empowerment	1	1	0.757	2.345	0.127
Erro		Transparency	440994	194	0.232		
		Participation	52.937	194	0.273		
		Accountability	46.683	194	0.241		
		Empowerment	62.587	194	0.323		

Table (9) shows that there are no statistically significant differences at level ($\alpha = 0.05$) between educational governance averages according to the views of the study sample members in all fields attributable to variables (gender, academic qualification, and experience) except for statistically significant differences between educational governance averages of the study members on the field of (accountability) attributed to the gender variable and in favor of females.

In the field of (transparency) attributable to the variable academic qualification and for the benefit of doctorates. In the field of (participation) attributable to the variable academic qualification. In order to determine the direction of differences in this field, the Scheffe test for dimensional comparisons has been used, and table 10 shows this.

Table (10): Results of the (Scheffe) test for dimensional comparisons of educational governance averages among the study sample members in the field (participation) according to the educational qualification variable

Academic qualification	Master	Ph.D.
Bachelor + Diploma	0.40*	-0.12
Master	-	0.18*

Table (10) shows the existence of statistically significant differences at the level ($\alpha = 0.05$) in

educational governance averages in the field of (participation) between the academic qualifiers (bachelor + diploma and Ph.D.) and the qualifiers (masters) and in favor of those with qualifications (Masters).

The results of this study are consistent with the Mahmoud study (2016), which showed that there are no statistically significant differences between the averages of the application of governance principles and the averages of the quality of work procedures, which are attributable to the variables; Gender, academic qualification, management experience, school gender, and performance appraisal. And there were statistically significant differences in the degree of application of the principles of governance due to the variable of the Directorate and in favor of the Directorate of Tubas and Qabatiya. And there is a positive, statistically significant correlation at the level of ($\alpha \geq 0.05$) between the degree of governance application in the fields of (administrative culture, empowerment, and accountability).

It is consistent with the Al-Shammari study (2015), which found a positive and statistically significant relationship at the level ($\alpha \leq 0.05$) between the level of governance exercised by school district administrators and their level of social responsibility. It is agree with the study of (Fazekas and Burns, 2012), which showed differences among the educational organization's staff.

It is consistent with the (Mirope,2011) study, which showed no differences between the governing body's committees and the governing body. It is consistent with the Al-Shammari study (2015), which found a positive and statistically significant relationship at the level ($\alpha \leq 0.05$) between the level of governance exercised by school district administrators and their level of social responsibility.

Based on the results of this question, it may be concluded that there is a different impact of gender, academic qualification, and experience on managers' opinions to the extent that the Directorate of Education exercises the fields of educational governance in schools and related activities and events. This may be attributed to the poor/weak interaction of the directorates with the principals on transparency, participatory, accountability, and empowerment subjects, It also provides development programs and training courses that keep pace with accelerating global changes in the administrative and educational sphere and are reflected in their performance. Additionally, may also be attributed to different managers' experiences and qualifications and accept them for it.

Recommendations:

- The Directorate of Education shall deepen the principals' governance concept by preparing a guide to this, and by planning and implementing administrative, technical, and other procedures.
- The clarity in the Directorate's engagement with school principals.
- Involve principals by developing and streamlining their work procedures.
- Adopt the principle of justice and equality among school principals.
- Develop mechanisms to apply accountability away from patronage.
- Give school principals powers commensurate with their responsibilities.

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