Perspectives of the Principles of the Jordan Badia Areas Schools on the Applicability of the Self-Management Principles in Their Schools

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Abstract: This study aimed at identifying the perspectives of the principals of the Jordan Badia areas schools on the applicability of the self-management principles in their schools. In order to achieve the objectives of the study, the researcher, relying on the theoretical literatures and pervious studies in the area of the self-management, prepared and developed the study instrument which was a questionnaire comprised (42) items. The items were distributed over two domains: Human Resources Management and Financial Resources Management. The validity and reliability of the instrument was ensured and then distributed over a sample of (179) male and female principals of the North, Middle and South Jordan Badia areas schools which were chosen by the stratified random manner in compliance with the study variables. The study indicated that the visions of the principals of the Jordan Badia areas schools about the applicability of the self-management principles in their schools were (3.12) with a medium degree. It further indicated that there are no statistically significant differences of the gender and years of experience effects on the applicability degree. The study recommended that the Ministry of Education should continue supporting orientation toward actual decentralization in the educational management. This could be achieved through granting the school principals more powers and enable them participate in the decision making so as to perform their managerial and technical duties with high harmony and effectiveness. The study further recommended research toward designing comprehensive applied training programs to prepare the school principals in the light of the school self-management methodology in the Jordan Badia areas so as to transform their schools from less advantaged into more remarkable ones.

Key words: Jordan Badia, self-management, applicability degree, reliability

INTRODUCTION

In the wake of the major challenges facing the administrative process and the existence of the ongoing and successive changes that ran along the administrative systems and methods which are relied upon in the managerial domain inside the administrative organization including the educational institutions, it was inevitable to witness the emergence of modern managerial concepts. Such concepts are required to interact with these changes and be in line with the latest pertinent issues. To address all these challenges and changes more and more efforts and works have to be exerted to approach the development and improvement of these processes in a manner that secures the success of the administrative works and realizes the anticipated goals of the institution.

Among these modern administrative concepts, appeared the school self-management, a management that focuses on the planning, control and direction processes. It holds multiple skills extended to cover all the administrative aspects. It managed to get the administration out of its centralization to a move of the deep and comprehensive change. Therefore, it is inescapable to carry out certain improvements and developments that help the smooth course of the educational process in a manner achieving the goal behind establishing these schools. This could be achieved through orientation toward decentralization, reassessment of the methods and instruments employed in the decision making processes, activation of the societal participation, contributions of the civil community in the education development, adoption of new managerial inputs in both the educational and schools management such as self-management, management at the school site. This is because these inputs avail more school autonomy as well as the possibility of being opened to the community and booster their relations with the NGO's (Masoud, 2010; Al-Ajmi, 2007).

The self-management is a modern administrative input in the school administration, providing the opportunity for its openness to the community and more school autonomy. Further, it may go beyond that to establish appropriate relations with both the public and private sectors organization. This area had attracted the attention of many of the pioneers of the administrative thought. They contributed to it effectively, especially in

the Universal Educational Systems, a case emphasizing the urgent need for the study and adopting this orientation in the Arab Educational Systems. This orientation is focused on making the concern of the school entirely poured on it as an administrative unit, enjoying more autonomy in managing its various affairs and issues. This will make research run based on decentralization in all the administrative processes and functions but still at the same time, subject to both the internal and external assessment. This will further allow the individual workers take part in the managerial research and decision making processes which in turn will produce the administrative questionability that will assist in the proper research direction (David, 1996; Ouchi and Segal, 2003).

In the light of the consecutive of the educational reformation and development movements witnessed by the developed and developing countries equally during the last quarter of the 20th century till now, most prominent of which may be the one recently named school restructuring as a contemporary universal trend, the application there of emerged in the USA, Canada, Australia and New Zealand. Theses processes aimed at improving the school effectiveness through the endeavor of these countries for more decentralization in managing their education. They also aimed at turning the school into an administrative unit by its own, working under the leadership that is aware of its decisions freely and independently. It further enhances the abilities of its teachers, participates in setting new standards to evaluate the all the workers' performance in the school, question them and take into account the views of the participants in achieving the study advancement and bettering its educational outputs (Abdel Dayem, 1985; Hussein, 2006).

The school self-management became a more current input at the level of the advanced countries such as the USA in 1995, Netherlands in 1998, Geneva in 2000, New Zealand in 1997, Chile in 2000 and Mexico in 2000 as well as other developed countries. The traditional struggle among the world states led into a competition on the innovative ideas. In addition, the local and national dialogues were accompanied by the call for the necessity of applying the self-management input into many schools and educational administrations at the level of these advanced countries. It was also a natural reaction to the belief of many researchers and practitioners in the educational area that by applying this input there will be logical solutions of many contemporary educational problems and issues. Under the school self-management, the school becomes the basic autonomy unit. Even more it can have the ability to solve its own problems and

develop cooperation and sharing responsibilities among all the participants in the school life. The school will also enjoy autonomy accompanied by questionability; define the structure of the labor force of the teachers, administrators and assistants. It will further take charge of the responsibility to support the team morale through strengthening participation throughout the school and diversification of its styles, especially when the school principals, the teachers, students and parents are not enjoying positive and effective participation in leading these schools and management. In this case, the self-management input is the optimum solution for this problem. The societal participation in the educational process is the suitable input to secure the school self-management in the democratic societies. Thereafter, the quality and effectiveness of the output which is the aim of every educational reform (David, 1996; Cheng, 2006).

Reform in the sense of modernization is not mere transference of modern administrative styles or seeking to transfer modern technology to the Bada area schools. Rather, it is the carrying out of an objective analysis for the reality and facts as well as the factors dominating the administrative parameters, taking reformative, practical, wise steps, continuous training of the principals and workers. It further involves re-determination of the roles and responsibilities, revision of the regulations and rules, reallocation of the resources, redistribution of the decision making authorities and creating an evaluation system of the administrative process. In this concern, the Jordan Badia comprises about 560 schools, housing around 90 thousand male and female students. Nonetheless, the rate of school attendance of Jordan Badia populates at the early education, basic and secondary stages (both the academic and vocational) are low as compared with other parts of Jordan. This could be ascribed to the low level of facilities and services at schools, lack of suitable educational and school supplies, the apparent shortage in nursery and kindergartens. The rate of the students who abandon school seats in the secondary stage schools (namely 10-12th graders) accounted for 25%. Furthermore, the Badia residents are suffering from high illiteracy rates which also amounted (21%) as an overall for the whole Badia with the Southern Badia is the highest in illiteracy rate (28%) and the women illiteracy rate was 39% in the Southern Badia.

Accordingly, education in the Jordan Badia areas (sometimes named less advantaged) is passing through a critical stage that needs a delicate organizational analysis to identify the size of the problem the education is suffering. This is because, long ago, the problem

outcomes are being dealt with rather than its inputs; further, the conditions of these schools were not restructured at administrative, technical and financial levels. Thus, the Ministry of Education is required to spend exceptional efforts for reasons concerning the state of the economical and developmental opportunities in these areas. Accordingly, the need for graduating generals of high scientific and psychological levels becomes a national developmental requirement to fill the gap between the urban schools and Badia schools. This will improve the competitive abilities in the wake of the information and communication revolution and the shift from the centralized to the decentralized management mode. The 21 century is witnessing political, economical and cultural changes and transformations, characterized by both depth and breadth. These changes and transformations are more and more shaping the future in an irrevocable manner. As a result, many global educational systems, over the last years, began applying new methods and trends in self-management of their schools. These were proved successful for the sake of the reformation processes being carried out by the community and addresses the low levels of the schools as well as turning these schools from less-advantaged to more remarkable schools. This is because the current challenge in the Badia schools is not only providing education for all the surrounding populate but also education should of a high quality. This mandates the Ministry of Education to reconsider the educational process and the educational system of the Badia area schools such as the inputs, processes and outputs; shift to the decentralized management and self-management for the aim of enhancing its effectiveness, upgrade its efficiency, improving its components through an independent educational vision, basically emphasizing the qualitative dimension of these schools and raise the level of its outcomes.

In the light of the above, the researcher considers that a major part of the public education problem is a managerial problem and that the administration is a basic input for the development and quality of education both in terms of planning, implementation and evaluation. Furthermore, the ministry should address these challenges through providing capable cadres and administrative efficiencies which are able to practice the school management profession and adopt the modern administrative concepts, out of which is the self-management of the human and materialistic resources management with high efficiency, effectiveness and quality.

Study problem: The current study sought to answer the following questions: What are the perspectives of the Jordan Badia schools principals about the applicability of the self-management principles in their schools?

Are there statistically significant differences at $\alpha = 0.05$ level among the means of the perspectives of the Jordan Badia schools principals about the applicability of the self-management principles that are attributed to the (gender, years of experience) variables?

Study objectives: This study aims at identifying the perspectives of the Jordan Badia schools principals about the applicability of the self-management principles in their schools within the gender and years of experience variables.

Study importance: The importance of the study rests in the following: it introduced a new concept of the school management that is the self-management and the applicability at the school through new roles in the power delegation and participation in the decision making process to contribute in raising their management efficiency levels and to more enjoy their powers in the areas of the human, materialistic and financial resources within an administrative system based on questionability and transparency in work.

It is hoped that the results of this study will benefit the top management leader in the Ministry of Education, the administrative and educational policy-makers. The study is addressing a vital issue that interests the officials of the field education work such as principals, teachers and supervisors for the purpose of improving the administrative level at their schools.

Procedural definitions
School self-management: A managerial input based on considering the school as an independent unit by its own; possessing its human, materialistic and financial affairs management through orientation toward decentralization. This will be achieved by granting the school principal, students, parents and the local community, powers for managing their school and sharing them in decision making and taking within an effective questionability system to judge the quality of the educational outputs at the school with all transparency.

Study limits: This study is limited to the male and female principals of the Jordan Badia areas public schools in the North, Middle and South Badia Directorates of Education in 2011/2012 school year. The generalization of the study findings and results will be depending upon the validity and reliability of the study instrument as well as the objectivity of the study population responses (school principals) to the study instrument items,

concerning the school self-management principles and the similarity of the typical study communities to the community of this current study.

Former studies: The researcher reviewed many former studies that are related to the current study including: Cardon *et al.* (2009) study that aimed at revealing the visions of the students, teachers and parents about the effect of the school self-management on vitalization of the student activity for the basic stage pupils. It was applied at eight schools and concluded that the use of the self-management had an effective impact on the study activities from the views of the students, teachers and parents.

Al-Graffiti's study aimed at identifying the applicability degree of the Self-Management System and difficulties faced in the Sultanate of Oman. The study sample consisted of 264 students. To achieve the objectives of his study, the researchers employed two instruments in his research (the questionnaire and the interview). The most important findings of this study assured the applicability degree of the school Self-Management System at the schools included in his study in the Sultanate of Oman was of a moderate level on all the areas and the performance as a whole.

The study of both (2006) aimed at identifying two thought schools about the school self-management issue. One of these thought schools viewed the self-management at schools was a successful and effective means to improve the schools. On the other hand, the other thought school saw that school self-management achieved on the minimal success degree in improving the schools. This study attempted to clarify and crystallize the leading, pioneer and important role of the school principal's self-management to guarantee the improvement of the schools in South Africa. This study employed the descriptive method through the case study of a number of the secondary schools. The study results showed that the leading role of the school principal represents the main facto in the occurrence of a successful relation between the school self-management and school improvement.

In a study conducted by Al-Dosari (2006) aimed at identifying the factuality of the school management in the female schools in the Kingdom of Saudi Arabia, she applied the study on all the study population comprising 102 administrative supervisors, 291 intermediate and secondary schools (female) principals. The questionnaire was employed as the research instrument. The study concluded that one of the justifications for orientation toward the school self-management is the need of the female principals to issue decisions concerning the school affairs without reporting to the educational directorate in all matters.

The study of Cheng and Cheung (2004) aimed at identifying the nature of the school high level self-management relationship with the education quality in Hong Kong. The study sample consisted of 68 public school. The results indicated that the Self-Management Method is preferable at the base level. This type of school environment had had more effective groups and its ability to adaptation, flexibility and production was in line with the internal and external needs and challenges.

Cranston (2002)'s study aimed at demonstrating the effect of the school self-management on the principals' roles and responsibilities as well as on the changes in the skills and abilities they are required to have in order to perform the new roles. The researcher used the interview method and the focused-group method. He used this method with a sample of 6 principals. This study was carried on the elementary schools in Queensland Province, Australia. The study concluded that there are changes concerning the variation and complexity of the responsibilities carried out by the principals as they became taking part in strategic administrative areas which were never found in the past as a part of their job such as: budget management, administrative panel members management, workers management, institutionalized management and educational management.

Salameh (2000)'s study aimed to identify the school effective self-management in each of England, Australia and Hong Kong as well as the possibility of making use of it in Arab Republic of Egypt (ARE). The researcher used the problem-solving method to achieve his goals of the study. The study indicated that among the factors that call for applying the school self-management style in Egypt are: renovation of the education policy; shift toward privatization; orientation toward the market free economics. The study concluded in setting proposed procedures toward applying the self-management in the Egyptian schools and improve its effectiveness. An important finding was the revision of the school management restructuring in a manner that allows the support of the parents and teachers' council role, enhances the student participation in the school management, grants the school wider powers and activates the accountability system of the school.

Cheung and Cheng (1996)'s study aimed at applying the self-management at the schools in Hong Kong. The researchers used the Descriptive Survey Method at a wide level so that it covered 241 state-funded secondary schools in Hong Kong and 204 school principals. However, 12 school principals were chosen to participate

in the first stage of the School Self-Management Initiative Project. The study concluded that the principals see that the most important reason the government is introducing the initiative project is that it improves the education quality.

Phillips conducted a study aimed at determination of the success level of the schools in achieving the expected and desired outcomes from applying the school self-management. The study population consisted of 169 schools and the study sample consisted of 30 schools which were randomly chosen. In order to achieve the study objectives and the collection of the required data and information, the researcher used two methods: the questionnaire and the interview. The study concluded that all the study sample of the schools are seeking for work toward the achievement of the anticipated outcomes of the school self-management.

As noted earlier, the former studies did not address the applicability of the self-management principles by the school principals of the Jordan Badia areas as this study is the first of its kind in Jordan which tackled a community in need for introducing this type of management and that distinguished this study among other studies.

MATERIALS AND METHODS

The researcher used the Descriptive Analytic Method as it best fits the nature and objectives of the study. The study population consisted of all the male and female principals of the Jordan Badia area, affiliated to the education directorates of North, Middle and South Badia (n = 560) male and female principals.

Study sample: The researcher selected a sample of 179 male and female principals by the stratified random manner according the study variables. Table 1 shows the distribution of the study sample by age and years of experience.

Study instrument: To realize the objective of this study, the researcher referred to the theoretical literature and former studies concerning the self-school management. Then, he developed a questionnaire consisting in its final form of 42 items as per the graded five-point likert scale in response to the items by: very high, high, medium, low and very low. The items were distributed over two fields:

- First field: Human Resources Management
- Second field: Financial Resources Management

Table 1: Distribution of the study sample of the male and female school principals of the Jordanian Badia areas by age and years of experience

Variables	Levels	Number	Percentage
Gender	Male	84	47
	Female	95	53
Total	-	179	100
Years of experience	<5 years	53	30
	From 5-10 years	61	34
	>10 years	65	36
Total	-	179	100

Table 2: Reliability coefficient by the test-retest method for the domains and the instrument as a whole

Domain	Coefficient
Human resources management	0.89
Materialistic resources management	0.85
The instrument as a whole	0.86

Validity of the instrument: The validity of the questionnaire was assured by presenting it to 15 referees of the University of Jordan experts and the Ministry of Education. Their directions and suggestions were taken into consideration such as addition of new suitable items, fitting the items into the most appropriate field and deletion of some unsuitable items.

Reliability of the instrument: The study reliability had been verified by applying it to a random sample of 20 school principals of the study population as well as of outside the sample by test-retest method and a 2 weeks interval between the first and second applications. The reliability coefficient was (0.86). Table 2 shows this.

Statistical processing: To answer the first question, the means and standard deviations evaluations of the study sample of the items of each field, independently were calculated. To answer the second question, the means and SD of the perspectives of the school principals on the applicability of the self-management at their schools by the gender and years of experience variables. In order to indicate the statistical differences among the means, the t-test of the gender variable was used; meanwhile ANOVA was used for the years of experience variable. The means were classified to define the applicability degree of the self-management principles as follows: (<2.33: low) (from 2.33-3.66: medium) and (>3.66: high).

RESULTS AND DISCUSSION

First question: What are the perspectives of the Jordan Badia schools principals about the applicability of the self-management principles in their schools?

To answer this question, the researcher extracted the means and SD of the perspectives of the Jordan

Badia schools principals about the applicability of the self-management principles in their schools. Table 3 shows this as per each domain of the study.

Table 3 shows that the perspectives of the Jordan Badia areas school principals of the applicability of the self-management principles at their schools was medium (m = 2.90). The results of the study further show that the Human Resources Management domain came first with a 3.12 mean followed by the second and last rank the Financial Resources Management domain (m = 2.49). The self-management principles were analyzed as follows: First: Human resources management domain.

The researcher obtained the means and SD of the perspectives of the school principals of the Jordan Badia areas on the applicability of applying the self-management principles at their schools concerning the human resources management domain. Table 4 shows these results.

Table 4 shows that the applicability degree of the self-management principles in the human resources management domain was at a medium level with 3.12 mean. It is also noted that the highest applicability degree level was for item 3 providing: transforming the general objectives emerging from education philosophy that serves the privacy of school surrounding environment with a high degree. This may be attributed to the concern of the school principals to activate the teachers, students, parents and community members' roles at the Badia areas, through transformation of the general education goals into special goals serving the privacy of the Badia surrounding environment. An aspiration that could be achieved through their participation in setting the mission, vision and clear objectives of the school as well as setting the school plans of all the aspects of the school educational system. On the other hand the lowest degree level of applicability was for item 2 providing: considering the school as a primary unit for making school-related decisions.

Further, Table 4 shows that 7 items of the human resources management domain are applicable with a high degree. About 7 items with medium degree and 2 items with low degree of applicability. The researches further outlines that the least applicability degrees of the

Table 3: The means and SD of the perspectives of the Jordan Badia schools principals about the applicability of the self-management principles in their schools in a descending order by the means of the domains

Domains	Mean	SD	Rank	Grade
Human resources management	3.12	1.07	1	Medium
Financial resources management	2.49	1.27	2	Medium
The domain as a whole	2.90	1.16	-	Medium

Table 4: Means and SD of the perspectives of the school principals of the Jordan Badia areas on the applicability of applying the self-management principles of the human resources domain at their schools in a descending order by the means

No.	Domains	Means	SD	Rank	Degree
3	Transforming the general objectives emerging from education philosophy that serves the privacy of school surrounding environment	4.17	1.15	1	High
25	Encouraging the self efforts within the local community members to support the educational process	4.15	0.85	2	High
26	Cooperation between the school, teachers and local community to complete the shortage in preparing the human resources	4.11	0.89	3	High
4	Setting a mission, vision and clear objectives for the school under participation of the principal, teachers, students and members of the local community	4.02	0.94	4	High
12	Defining the methods, means, measures and introduction of the students' performance	4.00	0.96	5	High
17	Setting regulations and rules for conduct and self-discipline of the students	3.85	0.84	6	High
23	Providing counseling and psychological services for the students	3.69	1.21	7	High
27	There is a clear job description for the teachers and administrators' tasks at the school	3.54	1.16	8	Medium
21	The principals recommends teachers and workers' service termination based on the rules and regulations	3.50	4.04	9	Medium
4	Defining the admittance and transference basis for the school students	3.34	0.94	10	Medium
24	Providing a definite mechanism for administrative and educational accountability about the performance at the schools	3.29	0.87	11	Medium
19	Providing a feedback about the school work performance on a continuous basis	3.18	0.97	12	Medium
6	Conducting interviews and examinations for applicants for job vacancies at the schools	3.18	0.94	13	Medium
16	Use of the self-assessment for the performance of the teachers and administrators at the school	3.03	1.31	14	Medium
15	Allocation of the duty hours of the school day	2.87	1.25	15	Medium
8	The principal is the party who approves the leaves of the teachers and administrations	2.85	1.11	16	Medium
22	Use of corporeal and incorporeal methods to motivate teachers and workers and enhance their achievements	2.79	1.23	17	Medium
20	Questionability about the students' achievement performance	2.70	1.11	18	Medium
14	Providing the primary and auxiliary services for the students	2.64	1.34	19	Medium
13	Participation in the sequence and development of the school curriculums	2.63	1.15	20	Medium
10	Activation of the principals as an internet supervisor	2.61	1.11	21	Medium
11	Providing an electronic educational environment for the school	2.43	0.98	22	Medium
9	Providing the educational programs for the teachers and workers specialized in vocational development	2.41	0.87	23	Medium
5	The school principal advertises about the job vacancies at the school	2.39	0.94	24	Medium
7	Recommending for appointing in the job vacancy	2.38	0.75	25	Medium
18	Power delegation of decision taking to the workers at the school level (Principal, teacher, students, local community)	2.27	0.97	26	Low
2	Considering the school as a primary unit for making school-related decisions	2.23	1.22	27	Low
	Overall degree	3.12	1.07	-	Medium

self-management at schools were: considering the school as a primary unit for making school-related decisions and power delegation of decision taking to the workers at the school level (principal, teacher, students, local community). This may be ascribed to the centrality of the decision making by the Ministry of Education, scarcity of delegating the required powers to the school principals in addition to the fact that school principals typically report to the Directorates of Education when taking any decision so as to obviate any type of accountability.

Therefore, the school should be considered as a one basic unit for decision making with the self-movement liberty and initiative spirit in problem solving and creative thinking in order to get rid of the central organizational obstacles and as a means for development and improvement on the school performance through the contribution of all the school community members in decision taking being the closest to the works and assignments carried out at their schools for the purpose of excellence and improving the quality of the educational outcomes of the school. As a result, decentralization in management is a basic of the self-management principles as it delegates powers at the school level including the principals, teacher, parents and members of the local community since those are the most conceiving and understanding parties of the students and communities needs where there schools are functioning. This study is consistent with the study of Al-Ghafiri (2008).

Second: Financial resources management domain: The researcher obtained the means and SD of the perspectives of the school principals of the Jordan Badia areas on the applicability of applying the self-management principles at their schools concerning the financial resources management domain. Table 5 shows these results.

Table 5 shows that the applicability degree of the self-management principles in the financial resources management domain was at a medium level with 2.49 mean. It is also noted that two items in the financial resources management domain implies its applicability from the views of the school principals with high degree; 5 items with medium degree and 8 items with low degree. Further, the highest applicability degree level in the financial resources management domain was item 37 providing: preparation of an annual report on the school budget. This may be attributed to the fact that budget preparation is deemed a routine work of the principal who is required to perform it and that the school management is accustomed to and is capable to do it at a high level. On the other hand, the lowest applicability degree level in this domain was for the item 34 providing: the school principal shall practice his/her powers by inviting for tenders which will be performed by tenders committee that will be formed at the school because of the transactions of the education directorates with the principals through the centralized method which leads to constraining the powers of the school principal in the financial resources management domain, through refraining him/her from inviting for bids or tenders, even at a limited level yet necessary for the school such as repairs of facilities and utilities or granting incentives for the teachers or workers of the school. This is because such procedures need bureaucratic approvals by the Ministry of Education and supervision of the Audit Bureau. The results of this study were consistent with those of Al-Ghamidi's.

Second question: Are there statistically significant differences at $\alpha = 0.05$ level among the means of the perspectives of the Jordan Badia schools principals about the applicability of the self-management principles that are attributed to the (gender, years of experience) variables?

Table 5: Means and SD of the perspectives of the school principals of the Jordan Badia areas on the applicability of applying the self-management principles of the financial resources domain at their schools in a descending order by the means

No.	Domain	Means	SD	Rank	Degree
37	Preparation of an annual report on the school budget	3.69	1.050	1	High
38	Preparation of the school budget	3.68	1.090	2	High
41	Activation of the questionability system about the use of the financial and material resources	3.34	1.240	3	Medium
35	Regulating the school budget in favor of the school, if needed	3.21	0.970	4	Medium
39	Search for new financing resources	3.08	0.910	5	Medium
40	Renting the school facilities such as halls, spaces for the local community for symbolic amounts	2.89	0.850	6	Medium
36	Annihilation of the consumed-up items under the supervision of a special committee of the school workers	2.52	0.950	7	Medium
30	Allowing he school to receive donations both materialistic and in kind and grants from individuals, societies and local community organizations to develop the educational process	2.31	0.880	8	Low
29	Directing the school fees so that the school will be able to maintain them within its budget to spend from them	2.21	1.230	9	Low
28	The school administration shall spend the financial resources as per the priorities and the set-up plan	2.04	1.340	10	Low
32	Granting the school purchase committee the authority to purchase school requirements	1.87	1.020	11	Low
33	The school principal may exchange among the budget items as needed by the school interests	1.75	1.020	12	Low
42	Transference of the financial powers to the school under supervision and control of the local community	1.71	0.127	13	Low
31	Granting the school administration powers to spend rewards for the remarkable performance of the workers	1.62	0.940	14	Low
34	The school principal shall practice his/her powers by inviting for tenders which will be performed by tenders committee that will be formed at the school	1.55	1.130	15	Low
	Overall degree	2.49	1.270	-	Medium

Gender variable: To answer this question, the mean and SD were taken to identify the difference in the means of the perspectives of the individuals on the applicability of the self-management principles by gender variable. Table 6 shows this.

Table 6 shows no statistically significant differences at (α = 0.05) attributed to the gender in all the domains of the self-management principles (human resources management, financial resources management) and in the domains as a whole. This might be ascribed to that most of the decisions taken at the schools of the Jordan Badia areas are deemed programmed decisions subject to the public policies of the Ministry of Education. These decisions are issued for both the male and female schools equally. Further, the community in which the school principals live (both male and female principals) is the same community and subject to and affected by the same conditions.

Years of experience variable: To answer this question, the mean and SD were taken to identify the difference in the means of the perspectives of the individuals on the applicability of the self-management principles by years of service variable. Table 7 shows this.

Table 7 shows a clear variation in the means and SD of the principals of the Jordan Badia areas schools on the applicability of the self-management principles due to the differences in the years of experience categories. To illustrate the statically significant differences among the means, ANOVA was used as per Table 8.

Values stated in Table 8 shows that there are no statistically significant differences at the significance level (α = 0.05) among the means of the perspectives of the school principals of Jordan Badia areas on the applicability of the principles of self-management by the years of experience variable for the total degree and all the study domains as the significance level was >0.05. This result may be justified by that it is normal in the light of equal opportunities provided by the Ministry of Education at the Badia schools according to the decision and policies applied there. This led to the existence of consistency between the school principals regardless of the years of experience variable. Further, they follow the same methods in their works based on carrying out the directions of the centralized directorate for all their administrative and financial works regardless of the years of experience. They are supported and improved through the training workshops and they are all living the same conditions which created an organizational uniform culture for them at the Jordan Badia areas.

Table 6: Results of t-test to identify the difference in the means of the perspectives of the individuals on the applicability of the self-management principles by gender variable

Domain	Gender	No.	M	SD	t-value	Liberty freedom	Significance
Human resources management	Male	84	3.10	1.12	0.359	177	0.745
	Female	95	3.31	1.05			
Financial resources management	Male	84	2.50	1.22	0.351	177	0.730
	Female	95	2.28	1.29			
Domains as a whole	Male	84	2.92	1.05	0.356	177	0.854
	Female	95	2.89	1.24			

Table 7: Means and SD of the perspectives of the school principals of the Jordan Badia areas on the applicability of applying the self-management principles by years of service

Domains	Categories	No.	Mean	SD
Human resources management	<5 years	53	4.14	1.09
	From 5-10 years	61	3.11	0.98
	>10 years	65	3.10	1.04
Financial resources management	<5 years	53	2.48	1.18
	From 5-10 years	61	2.51	1.29
	>10 years	65	2.48	1.25
Domains as a whole	<5 years	53	2.91	1.10
	From 5-10 years	61	2.88	1.18
	>10 years	65	2.90	1.15

Table 8: ANOVA analysis for the effect of the years of experience on the perspectives of the Jordan Badia areas schools on the applicability of the principles of self-management at their schools

Domain	Source	Total Sq.	Liberty degree	Sq. Mean	F-value	Significance
Human resources management	Inter-groups	2.589	3	1.306	0.063	0.275
	Intra-groups	75.847	175	0.452	-	-
	Total	78.436	178	-	-	-
Financial resources management	Inter-groups	1.845	3	0.941	0.138	0.131
	Intra-groups	78.683	175	0.471	-	-
	Total	80.528	178	-	-	-
Domains as a whole	Inter-groups	1.057	3	0.532	196.00	0.846
	Intra-groups	54.344	175	0.324	-	-
	Total	55.401	178	-	-	-

CONCLUSION

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

- Designing a comprehensive applied program to prepare the school principals according to the school self-management in conformity with the modern administrative foundations
- Continuing the support for orientation toward actual decentralization in the educational management, through authorizing the schools more powers to carry out their administrative tasks freely and flexibly
- Creating workshops for the local community of the Jordan Badia areas that are surrounding each school in order to spread the cultural concept of the school self-management so as to secure their acceptance and support of the existing development and change for the purpose of transforming their schools from less-advantaged into more distinguished schools

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