

## The Degree To Which The Principals Of Public Schools In The Jerusalem Suburbs Directorate Possess Technical And Administrative Competencies.

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تاريخ القبول: 2023/08/16

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تاريخ الاستلام: 2023/07/12

### Abstract

The current study aimed to identify the degree to which public school principals in the Jerusalem Suburbs Directorate possess technical and administrative competencies from the teachers' point of view, in light of the study variables, gender and educational qualification. To achieve the objective of the study, a questionnaire was used consisting of (38) items distributed over three areas: the humanitarian field, the Technological field and the Tools field. Validity and Reliability were verified by the appropriate statistical methods. The study population consisted of all teachers of Palestinian public schools in Jerusalem Suburbs Directorate of Education. The number of teachers was (1386), distributed over (74) schools. The study sample included (212) teachers, randomly selected from the study population that formed (15.3%) of the population. The researchers used the descriptive approach that suits this study.

The results of the study showed that the degree of possession of public-school principals in Jerusalem Suburbs Directorate of technical and administrative competencies from the point of view of teachers came with an average degree with an arithmetic average of (3.15) for the total degree. The results of the study also showed that there were no statistically significant differences at the level of significance ( $0.05 \geq \alpha$ ) in the average responses of the study sample members to the degree of possession of public-school principals in the Jerusalem Suburbs Directorate of technical and administrative competencies from the teachers' point of view attributed to the variables of the study: gender and educational qualification. In light of the findings of the study, the researchers put a number of recommendations, including: the need to develop criteria for the recruitment of school principals, including technical and administrative competencies, as well as the need to guide them to the importance of administrative techniques and their impact that may return to improve their performance and school academic level.

**Keywords:** Technical and administrative competencies, public school principals, Jerusalem Suburbs Directorate.

## درجة امتلاك مديري المدارس الحكومية في مديرية ضواحي القدس للكفايات التقنية والإدارية

### الملخص

هدفت الدراسة الحالية التعرف إلى درجة امتلاك مديري المدارس الحكومية في مديرية ضواحي القدس للكفايات التقنية والإدارية من وجهة نظر المعلمين/ات، في ضوء متغيرات الدراسة وهي: الجنس، المؤهل العلمي. ولتحقيق هدف الدراسة تم تطوير استبانة مكونة من (38) فقرة موزعة على ثلاث مجالات هي: المجال الإنساني، المجال الفني، والمجال التقني. وتم التحقق من صدقها وثباتها بالطرق الإحصائية المناسبة. تكون مجتمع الدراسة من جميع معلمي ومعلمات المدارس الحكومية الفلسطينية في مديرية التربية والتعليم ضواحي القدس والبالغ عددهم (1386) معلماً ومعلمة، موزعين على (74) مدرسة، واشتملت عينة الدراسة على (212) معلماً ومعلمة، تم اختيارهم بالطريقة العشوائية من أفراد مجتمع الدراسة، لتشكل ما نسبته (15.3%) من مجتمع الدراسة، واستخدم الباحثان المنهج الوصفي لمناسبتها هذه الدراسة. أظهرت نتائج الدراسة أن درجة امتلاك مديري المدارس الحكومية في مديرية ضواحي القدس للكفايات التقنية والإدارية من وجهة نظر المعلمين/ات جاء بدرجة متوسطة، بمتوسط حسابي بلغت قيمته (3.15) للدرجة الكلية، كما أظهرت نتائج الدراسة عدم وجود فروق ذات دلالة إحصائية على مستوى الدلالة ( $\alpha \leq 0.05$ ) في متوسطات استجابات أفراد عينة الدراسة لدرجة امتلاك مديري المدارس الحكومية في مديرية ضواحي القدس للكفايات التقنية والإدارية من وجهة نظر المعلمين/ات تعزى لمتغيرات الدراسة: الجنس والمؤهل العلمي. وفي ضوء النتائج التي توصلت إليها الدراسة، أوصى الباحثان بعدد من التوصيات منها: ضرورة وضع معايير لتوظيف مديري المدارس تشمل الكفايات التقنية والإدارية، وكذلك ضرورة توجيههم إلى أهمية التقنيات الإدارية وما لها من آثار قد تعود بالارتقاء على مستوى أدائهم وعلى مستوى المدرسة.

**الكلمات المفتاحية:** الكفايات التقنية والإدارية، مديري المدارس الحكومية، مديرية ضواحي القدس.

## Introduction

The development and progress achieved by nations in all areas of life is closely linked to the scientific and technological development they reached. Achieving development and prosperity requires the development of the educational system, which is the core of attention and the vital role in building the future and developing societies. Through scientific and technological development that works to provide individuals with the knowledge and skills necessary to keep pace with modern challenges and adapt to advanced technologies in order to improve their abilities and competencies, therefore the success of the school in achieving its goals, including the outputs of its internal and external events and activities, is accompanied by the success of its director and his possession of the skills, capabilities and competencies that qualify him to lead it. With the development taking place in various aspects of life, especially the teaching and learning sector, it has become urgent for the principal to be aware of the quality standards and skills necessary in school administration because of the importance of this in coordinating efforts and achieving educational goals in accordance with political, cultural, and social philosophy, and flexibility of movement and work. (Al-Qarni, 2017), (Al-Shayeb, 2022), (Awada, 2023).

The education system is a vital tool for change and development in all aspects of life, social and economic. The educational system aims to build and develop the individual in various aspects of his personality and abilities, enabling him to achieve innovation and renewal. In order to achieve its goals, the educational system requires influential and effective management that contributes to achieving societal aspirations, as school is one of the vital social institutions that contribute to educate and qualify the individual to participate effectively in society. In order to achieve its full role, the school needs to provide adequate human and material resources and an effective administrative organization to ensure the achievement of its desired goals (Abu Farwa, 1996), (Al-Yaqoub, 2023), and (Mahmoud, 2003).

Actually, The school administration, is a cooperative team in which everyone contributes in turn and assume his responsibilities, the team performs the work and responsibilities entrusted to it, and the above does not contradict the opinion that confirms that the availability of good leadership in the educational institution in light of the rapid changes and quality standards in education is a key factor that enables the school to succeed in performing its job, raising its children and serving its environment. In addition to this, the best guarantee for the success of any educational policy is the cooperation of school staff in developing this policy. and the means of implementation, determining their objectives, and overcoming their obstacles. (Athamna, 2003), (Abdeen, 2014), (Al-Hajjah, 2021).

Based on the above, the modern school relies heavily on the school principal to achieve its objectives, as he presents the core of the administrative process, and the main pillar for the advancement and development of the level of school administration, as well as the active element on which the success of the school's administrative work depends. The good performance of the school principal is also one of the most important basic requirements sought by educational institutions at all levels, and a condition for the success of the administrative process in the school. Therefore, it is demanding that the school principal should have the concern to raise the level of his performance, and to

provide him with certain ways to ensure his success in his work because of its implications on the performance of the school and its staff. (Return, 2010) (Jalal, Mariam, et al., 2023). Thus, it is clear that the successful school Principal is that person who is familiar with the educational goals aimed to be achieved. Accordingly, he sets programs that help in achieving these goals. He also follows up and coordinates the efforts of teachers and identifies the errors in need to be done within a certain time. Because these tasks are not easy, the school principal must have a high degree of academic qualification as well as vocational and technical training, in order to perform these tasks to the fullest. Administration, as it is known, is a science and an art, and for this reason, a school principal is required to possess a set of administrative and technical competencies that aid in enhancing the quality of schools in Jerusalem Suburbs Directorate. Through the execution of supervisory, leadership, behavioral, and social tasks, the successful school principal strives to keep up with scientific and technological advancements, and these advancements play a crucial role in achieving societal, economic, and cultural progress in modern communities

### **Study problem**

The leadership of the educational system in its contents exceeds the general features of leadership, as it is not limited to dealing effectively with the discipline of teachers and students, taking care of the school building and maintaining it, securing financial requirements, keeping school files and other matters that are necessary for the management of educational systems, but the availability of this does not necessarily constitute the comprehensiveness of what is meant by leading and managing the educational system. In addition, he must also acquire a set of technical competencies that allow him to carry out his leadership role brilliantly, in addition to the administrative competencies that qualify him to plan for work and foresee the future. (Taweel, 2018).

Therefore, the task of the educational leader in modern school administration is no longer traditional, as the school educational leader has become the millstone in improving and developing the educational process in light of the rapid changes in quality standards. However, the success of a school leader in achieving the goals of his school depends on a set of factors, foremost of which are administrative and leadership skills. (Al-Yaqoub, 2023).

In addition, Al-Taweel (2006) explained that administrative competencies are one of the basic variables that play a decisive role in determining the parameters of the administrative performance of educational institutions, and also contribute to the variables of perception of the role, attitude and motivation in achieving success and development in the field of educational leadership.

Technical competencies are an essential tool that enables managers to efficiently carry out simple administrative tasks, such as storing employee data and continuous communication with the offices of the educational administration, parents and principals themselves. These competencies save a lot of effort and time for managers and keep them up to date with the latest technological developments in the field of education and their work, enabling them to take the best steps to improve and develop their performance (Carpenter, 2002).

In the midst of continuous progress and contemporary social and technical changes in modern societies, the researchers preferred to study the technical and administrative competencies of public-school principals in Jerusalem suburbs Directorate in order to contribute effectively to the development and improvement of the education system. Therefore, managers must strengthen these competencies to be able to overcome challenges, face changes and achieve sustainable development in education in this region. Based on the above, the researchers' view of the problem of the study seeks to reveal the degree to which the principals of public schools in the Jerusalem Suburbs Directorate possess technical and administrative competencies by answering the following main question:

**To what degree do the principals of public schools in Jerusalem Suburbs Directorate possess technical and administrative competencies?**

**Study Questions:**

The study sought to answer the following two questions:

**First question:**

What is the degree to which the principals of public schools in the Jerusalem Suburbs Directorate possess technical and administrative competencies from the teachers' point of view?

**Second question:**

Are there statistically significant differences at the level of significance ( $0.05 \geq \alpha$ ) in the average responses of the study sample to the degree to which public school principals in the Jerusalem Suburbs Directorate possess technical and administrative competencies from the teachers' point of view due to the variables (gender and academic qualification)?

**Study Objects**

The study aimed to:

1. Assess the extent to which the principals of public schools in Jerusalem suburbs possess technical and administrative competencies, according to the teachers opinions who work in those schools.
2. Determine the level of proficiency of government managers in the fields of technical and administrative, based on teacher evaluations, and focus research on areas that need improvement.
3. Verify that there are statistically significant differences in teachers' evaluation of the competencies of government managers, based on their demographic variables such as gender and educational qualification.
4. Identify both the strong and weak aspects of the performance of government principals in schools on the outskirts of Jerusalem, from the point of view of male and female teachers, and draw the necessary recommendations to improve their competencies and administrative and technical capabilities.
5. Providing valuable scientific evidence and data that contribute to improving educational and administrative performance in public schools in the suburbs of Jerusalem, by enhancing the bond between principals and teachers and enhancing communication and cooperation between them.
6. Enhance awareness of the importance of the role of government managers in developing the educational and administrative process, and provide appropriate support

and training to enable them to face technical and administrative challenges in the current education environment.

### **The importance of the study**

The importance of this study lies in focusing on assessing the degree to which public school principals in the Jerusalem Suburbs Directorate possess technical and administrative competencies, and enhancing our understanding of this vital aspect of the educational system. The importance of the study is stemmed from:

1. Raising the level of education: Through the results of the study, the performance of government managers can be improved, thus raising the level of education and achieving the goals of students' educational achievement. Managers with technical and managerial competencies can improve learning and teaching processes in schools.
2. Develop improvement leadership: Public school principals play a crucial role in the development of educational leadership. The study contributes to the development of their abilities and enhances their skills in technical and administrative improvement, which positively affects the development of the educational process.
3. Improving the quality of school management: The results of the study can contribute to improving the quality of school administration in general. By identifying areas that need improvement and development, government administrators can improve school management and improve the learning experience for students and teachers.
4. Promoting educational development: The study contributes to directing attention to the level of competencies of government managers, thus supporting the development of educational training policies and programs, and improving the technical and administrative aspects of the educational system.
5. Achieving educational excellence: Through this study, educational excellence can be achieved in the Jerusalem suburbs by improving the competencies of principals, improving school performance, and improving educational attainment and educational development in general.
6. The study used scientific research tools with clear and critical thinking methods and a high level of honesty and consistency, which enhances the sincerity of the results and the sincerity of the scientific methodology used in the study.
7. This study may form a knowledge base for subsequent studies.
8. The results of the study may be useful in forming an integrated framework that can be relied upon in diagnosing the strengths and weaknesses in knowing the degree to which public school principals in the Jerusalem Suburbs Directorate possess technical and administrative competencies and contribute to improving and developing these competencies in order to improve the educational process.

In general, the importance of the study is demonstrated by effective improvements in the educational and administrative system and strengthening the role of government principals as effective leaders in achieving sustainable development of schools and improving the quality of education and educational achievement.

### **Study terminology and procedural definitions:**

This study included the following terms:

**Technical and managerial competencies:** A set of skills and requirements possessed by the manager to have the ability to perform well in a way that reflects the strength and ability to achieve what is required of him (Hajji, 2005: 85).

**It is defined procedurally:** a set of skills and abilities possessed by public secondary school principals and able to practice in the field of administrative techniques and school management, and measured by the degree obtained by school principals through their answers to the paragraphs of the study tool.

**Principals:** The executive representative responsible for the school's activities in the pedagogical and educational fields, school activities, technical, administrative and financial affairs (Hajji, 2005: 365).

**It is procedurally defined:** as the person responsible for conducting all the work carried out by the school.

**Jerusalem Suburbs:** The Palestinian areas in the Jerusalem governorate, which are called areas (J2) according to the name of the Palestinian Central Bureau of Statistics, that is, the Palestinian areas in the Jerusalem governorate that are located outside the boundaries of the occupied Jerusalem municipality, and include the study area northwest of Jerusalem, northeast of Jerusalem and southeast Jerusalem, and includes (30) Palestinian population centers, covered by one directorate of education. (Palestinian Central Bureau of Statistics, 2017).

### **Limitations of the study**

The limits of this study are as follows:

- **Objective limits:** Technical and administrative competencies.
- **Human limits:** The study was limited to a sample of Palestinian public-school teachers in the Directorate of Education on the outskirts of Jerusalem.
- **Spatial boundaries:** Government secondary schools in the Directorate of Education on the outskirts of Jerusalem.
- **Time limits:** The field section of the study was applied during the academic year 2022/2023.

### **Background of the study, educational literature and associated previous studies:**

This chapter included a presentation of the educational theoretical literature related to the subject of the study, and the previous related studies, which were divided into two parts: Arab and foreign studies, and were arranged from the latest to the oldest, as follows:

#### **First: Theoretical Framework**

##### **The concept of competency**

There are many definitions that dealt with the concept of Competency, as Al-Khouli (2000: 79) defined it as ability or capability, such as cognitive ability and communicative ability, linguistic, social and technical.

Hassan and Al-Ajmi (2007: 478) defined it as the content of skills, tasks, and functions that a manager must possess or should have in order to perform and accomplish his work effectively.

Based on the above, adequacy can be seen as a set of skills, abilities, knowledge and behaviors possessed by school principals that can be observed and measured.

### **The emergence of the competency-based education movement**

The competency-based education movement did not arise from a vacuum, but was linked to other cultural movements, and this movement did not arise as a result of one factor, but as a result of several factors, the most important of which are (Al-Fadil, 2010, 56):

1. Adopt competence instead of knowledge.
2. Movement of responsibility.
3. Competency based certification movement.
4. The development of pedagogical technology.
5. Work-oriented training.

### **Bases of competency Determination**

Jamel (2001, 32) identified the bases adopted in determining competencies, as follows:

1. Philosophical basis.
2. Practical Basis.
3. Factual basis.

### **Difficulties face competency-based movement**

There are several difficulties facing the competency-based movement, as follows (Al-Fadil, 2010, 69):

1. Disagreement on the concept of competencies.
2. Inaccuracy and unclarity in tasks and roles.
3. The areas that need to identify competencies need long lists to cover all aspects of these areas we deal with.

### **Second: Previous Studies**

This part included a presentation of previous studies related to the subject of study.

Kia Yan (2016) (Chua Yan) conducted a study aimed at revealing the level of leadership skills enjoyed by school principals have, and to know the appropriate leadership requirements to raise the level of the school, staff and students to raise the level of the school and its achievements in Malaysia, the researcher used the descriptive approach and a questionnaire as a tool to study a sample of school principals and their number (75) principals, and the most important results were: 24.9% possess comprehensive leadership skills. The results indicated that the highest arithmetic average was for the variables of academic qualification and years of experience in the possession of leadership skills by managers, and the results also showed that there were no statistically significant differences for the gender variable. The study concluded with a set of recommendations, the most important of which are: Providing opportunities for school principals to develop them professionally, which is reflected in the quality of leadership skills so that they are of higher quality.

(Al-Qarni, 2017) conducted a study aimed at identifying the technological competencies necessary for academic leaders at Al-Majmaah University in light of the innovations of the information and communication revolution, and the degree of their practice, which was selected in a simple random way, as the survey method was used. The study sample consisted of (90) individuals, and this study showed that the availability of technological competencies for academic leaders came to a medium degree, in addition to The existence of a positive and statistically significant relationship between the leader's knowledge of adequacy and their practice of it. In light of these results, the researcher recommended



the need to develop criteria for nominating academic leaders in universities and linking promotion to them.

Al-Mutairi (2011) conducted a study aimed at revealing the degree to which Learning Resources Centers managers possess administrative and technical competencies and their relationship to teachers' use of these centers in private schools in the Tabuk region of Saudi Arabia. The study sample consisted of (299) male and female teachers, selected in a simple random way, and the descriptive survey approach was used, and this study showed that the availability of administrative and technical competencies among the managers of the resource centers came to a medium degree, in addition to the existence of a positive and statistically significant relationship between the possession of administrative and technical competencies by resource center managers and the degree to which teachers use these centers.

Koskal (2011) conducted a study aimed at revealing the technical competencies of Turkish school principals. The study sample consisted of (83) principals, and they were randomly selected. The survey method was used. This study showed that the level of technical competencies among school principals came to an average degree, in addition to the presence of statistically significant differences in the estimates of the members of the study sample, attributed to the gender variable in favor of males. The study recommended that training courses should be held for school principals.

Adegbemeile (2011) conducted a study aimed at revealing the managerial competencies required of Nigerian school principals to achieve the desired school success. The study sample consisted of (100) principals, and they were selected in a stratified random way. The survey method was used, and a tool consisting of (30) items distributed over three areas was used. The study showed that the administrative competencies of school principals came to a medium degree, and it recommended paying attention to administrative competencies that would improve institutional performance.

Odeh (2010) conducted a study aimed at identifying the degree of availability of administrative competencies among principals of basic schools in Madaba Governorate and their relationship to the morale of teachers. The study sample consisted of (357) basic school teachers. The study showed that the degree of availability of administrative competencies among the principals of basic schools from the teachers' point of view came to an average degree, and there were statistically significant differences in the estimates of the members of the study sample attributed to gender variants, in favor of males, academic qualification and bachelor's degree holders.

#### **Summary of previous studies and the rank of the current study, including:**

It is clear from what has been reviewed from previous studies, that administrative and technical competencies have received Arab and foreign research attention, and these studies are closely and directly related to the subject of the current study, as these studies in their entirety can be considered one of the main pillars through which some of the questions of the current study were launched, and also contributed to the understanding of many of its concepts and terminology, and building its theoretical framework. Through these studies, the following were identified:

- These studies vary in their objectives, depending on the different views of the researchers of the problem.

- Most of the previous studies adopted the questionnaire as a tool to achieve its objectives as it is the most appropriate for the nature of the study research.
- Previous studies were similar in their procedures in terms of sample, method of selection, tool and how it was built, and its validity and reliability.

### **Study Methodology and Procedures:**

#### **Study Methodology**

To achieve the desired objectives of this study, the researchers used the descriptive approach for its appropriateness to the nature of this study, which includes a desk survey by getting to the references to build the theoretical framework of the study, and field survey to collect data through the study tool, and analyze it statistically to answer the questions of the study.

#### **Study population:**

The study population consisted of all (1386) teachers of Palestinian public schools in the Directorate of Education on the suburbs of Jerusalem, distributed over (74) schools, for the academic year 2022/2023, according to the statistics of the Palestinian Ministry of Education in 2023.

حسب تسمية الجهاز المركزي للإحصاء الفلسطيني، أي المناطق الفلسطينية في محافظة القدس التي تقع خارج حدود بلدية القدس المحتلة، وتشمل منطقة الدراسة شمال غربي القدس وشمال شرقي القدس وجنوب شرقي القدس وتضم (30) تجمعاً سكانياً فلسطينياً، تشملها مديرية واحدة للتربية والتعليم.

بشكل عام، تظهر أهمية الدراسة من خلال تحسينات فاعلة في النظام التعليمي والإداري، وتعزيز دور المديرين الحكوميين كقادة فاعلين في تحقيق تطوير مستدام للمدارس وتحسين جودة التعليم والتحصيل العلمي.

#### **Study sample:**

A random sample of (212) male and female teachers was selected from the Jerusalem Suburbs Directorate, constituting (15.3%) of the original community of the study.

#### **Study Tool**

For the purpose of identifying the degree to which public school principals in the Jerusalem Suburbs Directorate possess technical and administrative competencies, the researchers developed the study tool, which is (questionnaire), using the theoretical literature and previous studies on the subject such as the study of Kia Yan (2016), Al-Mutairi study (2011), and making use of the Majali questionnaire (2012)

The questionnaire prepared by the researchers consisted of two parts: the first part contains general information about the respondents, while the second part included three areas distributed over (38) items aimed at the degree to which the principals of public schools in Jerusalem Suburbs Directorate possess technical and administrative competencies: the humanitarian field, the technical field, and the technological tools field. Its validity and reliability were verified by appropriate statistical methods. The paragraphs of the questionnaire were prepared according to a five-way Likert scale, as follows: very large, large, medium, few, very few. The responses were given numerical values: 5, 4, 3, 2, 1 respectively, in order to pass judgment on the responses.

#### **Tool Validity**

To verify the validity of the study tool, the method of content validity was adopted, as the questionnaire was presented in its initial form to (10) arbitrators from expert university

professors who hold a doctorate degree in the disciplines of educational administration and pedagogy from Palestinian and Jordanian universities. They were asked to read the items of the questionnaire paragraphs, in order to express their opinions and observations on the integrity of the paragraphs in terms of their clarity, linguistic formulation, and belonging to the field in which they were placed. The arbitrators unanimously agreed on the validity of a large number of paragraphs, and proposed some amendments in the wording of the paragraphs that have already been modified, and the researchers have taken all the observations, specifically paragraphs (6, 9) of the first area, paragraphs (15, 19) of the second field, and paragraphs (35, 36) of the third field, and in terms of linguistic accuracy, to become the study tool consisting of its final form of (38) paragraphs distributed over three areas.

### Structural Validity:

The researchers adopted structural validity because the construction of the paragraphs was actually based on the main concepts of the educational literature and the objective determinants referred to above regarding the leadership skills of public-school principals from the perspective of quality standards.

### Tool Reliability

The researchers used the internal consistency coefficient according to the Cronbach alpha equation, to extract the degree of reliability of the study tool by fields, and Table (1) shows the Reliability coefficients for the fields of study, which are as follows:

**Table (1) Values of reliability coefficients using Cronbach alpha equation for each domain**

Domain	Internal consistency
Humanitarian field	0.79
Technical field	0.81
Technological tools field	0.82

The Reliable coefficients ranged between (0.82-0.79), this result indicates that this tool has good reliability for scientific research purposes and meets the purposes of the study and can be relied upon to interpret the results received from it.

### Statistical methods

After developing the questionnaire and extracting validity and reliability, it was distributed to the members of the study sample, when completing the process of collecting the necessary data and information about the variables of this study, it was coded and processed by the computer to extract the statistical results within the statistical package program for social sciences (SPSS). To answer the questions of the study, the following statistical methods were used:

**To answer the first question:** Arithmetic averages were used to determine the importance of the paragraphs in the questionnaire, and standard deviations to indicate the degree of dispersion of the answers from their arithmetic mean.

**To answer the second question,** the arithmetic averages were used (test, standard deviations, t-test, and One Way ANOVA).

The following equation was used to judge the results:

1-2.33 degrees low

2.34-3.67- ° Medium

From 3.68 - 5 degrees high

The scale was calculated by using the following equation:

### Upper Scale (5) - Minimum Scale (1)

(3)

$$(5-1) / 3 = 1.33$$

Hence add the answer (1.33) to the end of each category.

#### **Presentation and discussion of the results of the study:**

Presentation of results related to the first question:

**First: The result of the first question, which reads:** " What is the degree to which the principals of public schools in the Jerusalem Suburbs Directorate possess technical and administrative competencies from the point of view of male and female teachers? To answer this question, the arithmetic averages and standard deviations were used for all areas of the questionnaire, which measure the degree to which the principals of public schools in the Jerusalem Suburbs Directorate possess technical and administrative competencies from the point of view of male and female teachers, for each field and for each paragraph, and tables (2, 3, 4, 5, 6, 7) show the results as follows:

#### **Fields**

**Table (2) Arithmetic Mean and Standard Deviations of Study Sample Responses to the Areas of Degree of Possession of Technical and Administrative Competencies by Public School Principals in the Jerusalem Suburbs Directorate in Descending Order by Arithmetic Averages**

figure	Fields	Arithmetic mean	Standard deviation	Rank	Grade
1	Humanitarian	3.22	0.81	1	Medium
2	Technical	3.18	0.79	2	Medium
3	Technological tools field	3.05	0.83	3	Medium
Total Grade		3.15	0.81	---	Medium

The results indicate that the degree of practice of government school principals of technical and administrative competencies from the point of view of the members of the study sample on the total score amounted to (3.15) and a standard deviation of (0.81), which is of an average degree, which is a value less than the correct one, this means there is a homogeneity of the members of the study population in their estimation of the degree of practice of government school principals for technical and administrative competencies, which came respectively: the humanitarian field, then the technical field, and then the technological tools field.

The researchers attribute this result to the fact that school principals do not practice technical and technological tools competencies optimally, because many of them, were dated back to the old generation who still look at the school administration according to the traditional view, realize the importance of these competencies to develop the performance of their schools with all their material and human components. In addition to the fact that teachers do not like many of the procedures applied by principals in schools, this is due to the regulations and norms that principals are required to apply, in addition to the lack of participation of teachers in administrative work, especially Skills that need to be made a decision. In addition to the professionalism of some laws that limit the opportunities for teachers' participation in school administrative work, this study agreed with the results of Al-Mutairi's study (2011).

After calculating the arithmetic averages and standard deviations of the study sample for the areas of the degree of practice of government school principals of technical and administrative competencies, and they were as follows:

**The first field: the humanitarian field:** to indicate the degree of appreciation of the paragraphs of this field, arithmetic averages and standard deviations were used, Table (3) shows it.

**Table (3) Arithmetic averages and deviations for the estimates of the study sample to the degree to which the principals of public schools in the Jerusalem Suburbs Directorate possess technical and administrative competencies for Paragraphs related to the humanitarian field arranged in descending order according to the arithmetic averages.**

figure	Paragraphs	Arithmetic mean	Standard deviation	Rank	Grade
1	Develops human relations with teachers	3.7	1.16	1	High
5	Takes into consideration the individual differences between teachers	3.65	1.09	2	Medium
3	Meets the needs of teachers	3.5	1.08	3	Medium
4	Encourages teachers to belong to their profession	3.4	1.27	4	Medium
2	Those working with him feel that he's one of them.	3.3	1.25	5	Medium
6	Encourages teamwork among teachers	3.22	1.19	6	Medium
8	Accepts teachers' opinions and criticisms	3.15	1.18	7	Medium
7	Discusses with colleagues objectively	3.11	1.24	8	Medium
11	Provokes teachers' motivation	2.96	1.21	9	Medium
10	Treats teachers fairly	2.93	1.23	10	Medium
12	Has the ability to perceive teachers' attitudes	2.87	1.25	11	Medium
9	Listens to ideas contrary to his own opinion	2.85	1.22	12	Medium
<b>Total Domain</b>		3.22	0.81	---	Medium

It is clear from the table that the humanitarian field came with an average degree and an arithmetic mean (3.22) and a standard deviation (0.81), which is a value less than one integral, which means the homogeneity of the members of the study population in estimating the degree of practice of public school principals of technical and administrative competencies, in the humanitarian field, and that the highest arithmetic average (3.70) is for paragraph (1), which reads: "Develops human relations with teachers" followed by The arithmetic mean (3.65) is for paragraph (5), which states "takes into account individual differences between teachers" and that the lowest arithmetic average (2.85) is for paragraph (9), which states "listens to ideas contrary to his opinion." This may be attributed to the lack of material incentives workers had and the lack of decentralization in school administration despite the Ministry of Education's recent endeavor to generalize decentralization in its schools in light of the development of e-learning methods. Many laws and regulations are the powers of the ministry only, in addition to the school principal's preoccupation with administrative and technical burdens and follow-up of the school's various problems, in addition to that principals must always be keen on developing human relations inside and outside the school because of its positive impact on their performance. This finding is consistent with the Adegbemile study (Adegbemile, 2011)..

**The second field: the technical field:** To indicate the degree of appreciation of the paragraphs of this field, arithmetic averages and standard deviations were used, and Table (4) shows that:

**Table (4) Arithmetic averages and deviations of the estimates of the study sample to the degree to which the principals of public schools in the Jerusalem Suburbs Directorate possess the technical and administrative competencies of the paragraphs related to the technical field in descending order according to the arithmetic averages**

figure	Paragraphs	Arithmetic mean	Standard deviation	Rank	Grade
5	Applies laws, regulations and instructions of the school	3.73	1.12	1	High
1	Distributes tasks and responsibilities to teachers	3.58	1.21	2	medium
3	Deal well with problems in the school	3.42	1.24	3	medium
2	The principal works to strengthen the relationship between the school and the community	3.32	1.11	4	medium
4	Practices democratic behavior at work	3.3	1.15	5	medium
6	Possess the ability to manage time efficiently	3.26	1.22	6	medium
8	Diversifies in social media with the community	3.12	1.14	7	medium
7	Seeks continuous renewal in his work	3.06	1.23	8	medium
10	Simplifies administrative procedures	3.02	1.22	9	medium
11	Keens on developing teachers' technical abilities	3	1.18	10	medium
9	Seeks to gain the trust of teachers	2.9	1.26	11	medium
12	Has the ability to asses his performance continuously	2.85	1.18	12	medium
13	Reduces routines at school	2.78	1.21	13	medium
<b>Total Domain</b>		3.18	0.79	---	medium

Table (4) shows that the degree of technical skills practiced by school principals in this field came with an average degree, as the arithmetic mean was (3.18) and a standard deviation (0.79), and that the highest arithmetic mean was (3.73) in paragraph (5), which states "Applies laws, regulations and instructions in the school", followed by the arithmetic mean (3.58), which is for paragraph (1), which states: "Distributes tasks and responsibilities with teachers", and that the lowest arithmetic average (2.78) is for paragraph (13), which states "reduces routine procedures in school", and the arithmetic average (2.85), which is for paragraph No. (12), which states "has the ability to evaluate his performance continuously". This may be attributed to the limited technical role of the school principal due to his large administrative burdens and preoccupation with them, as well as the follow-up of students' problems, school discipline problems, and poor technological skills, which requires school principals to emphasize this area better because of its positive impact in developing the effectiveness of the educational process and working to achieve its goals. This finding is somewhat consistent with Yanki & Safia's (2016).

**Third Field: Technical Field:** To indicate the degree of appreciation of the paragraphs of the technical field. Arithmetic averages and standard deviations were used, and Table (5) shows that

**Table (5) Arithmetic averages and deviations of the estimates of the study sample to the degree to which the principals of public schools in the Jerusalem Suburbs Directorate possess the technical and administrative competencies of the paragraphs related to the technical field arranged in descending order according to the arithmetic averages**

figure	Paragraphs	Arithmetic mean	Standard deviation	Rank	Grade
13	Implement modern technology in school management	3.69	1.25	1	High
1	Uses emails to communicate with others	3.42	1.20	2	medium
7	Encourages teachers to conduct research in the field of pedagogical technologies	3.19	1.23	3	medium
10	Accommodates continuous with development in the educational field	3.17	1.22	4	medium
12	Urges teachers to use educational technology	3.1	1.18	5	medium
6	Has the ability to use computer-based technologies	3.01	1.25	6	medium
8	Works to provide modern technological devices in the school	2.97	1.28	7	medium
3	Encourages teachers to use e-learning	2.95	1.25	8	medium
2	Uses the computer in evaluating the performance of employees	2.91	1.24	9	medium
11	Encourages teachers to use the e-library	2.87	1.23	10	medium
9	Uses the Internet as a means of gathering information	2.85	1.27	11	medium
2	Follows up websites to know the latest developments in the field of school administration	2.81	1.24	12	medium
5	Employs scientific and technical development to promote modern trends in school management	2.71	1.23	13	medium
<b>Total Domain</b>		3.05	0.81	---	medium

Table (5) shows that the technical field came with an average degree and an arithmetic mean (3.05) and a standard deviation of (0.81) is a value less than one integral, which means that the members of the study population are homogeneous in estimating the degree of practice of government school principals for technical competencies. All statements came with an average grade, with the exception of paragraph No. (13), which came with a high grade, as its arithmetic averages ranged between (2.71 - 3.69), while paragraph (13) stated: "Employ the tech. Modern Nologia in School Management" ranked first, due to the importance of using technology and employing it because of its impact on performance, as it works to improve it for the better, and came in the last rank paragraph (5) which states "Scientific and technical development is employed to promote modern trends in school management." This may be due to the lack of awareness of school principals of the importance of Employing modern technology in the management of the school that works to upgrade it to reach a better level of progress and success, today's world is a digital virtual world that needs to use technical skills more widely than in the past because of its positive impact in reducing time loss, reducing effort, and making education more fun and easy, and the results of the study are largely consistent with the

study of (Koskal, 2011), which showed that the level of technical competencies of school principals was medium

يشجع المعلمين على استخدام التعليم الإلكتروني

### Presentation of results related to the second question

**Second: The result of the second question, which reads:** "Are there statistically significant differences at the level of significance ( $0.05 \geq \alpha$ ) in the average responses of the study sample members to the degree to which the principals of public schools in the Jerusalem Suburbs Directorate possess technical and administrative competencies from the point of view of teachers attributed to the variables (gender and academic qualification)?

**To answer this question, the variables of the study were answered as follows:**

Gender variable: The arithmetic averages of the respondents' response to the degree of possession of technical and administrative competencies by public school principals in the Jerusalem Suburbs Directorate were calculated from the teachers' point of view according to the gender variable, and Table (6) shows this.

**Table (6) The results of the "T" test for independent samples for the estimates of the sample members to the degree to which the principals of public schools in the Jerusalem Suburbs Directorate possess technical and administrative competencies according to the gender variable**

Domain	Variable	Arithmetic mean	Standard deviation	value "T"	Degrees of freedom	Statistical significance
Humanitarian field	male	3.31	0.71	0.108	211	0.914
	female	3.60	0.89			
Technical field	male	3.25	0.75	1.061	211	0.131
	female	3.25	0.9			
Technological tools field	male	3.10	0.73	1.492	211	0.380
	female	3.05	0.91			
Total Domain	male	3.22	0.73	0.949	157	0.475
	female	3.3	0.90			

Table (6) shows that the value of the level of statistical significance calculated on the total score is (0.475), which is greater than the value of ( $\alpha \leq 0.05$ ), which indicates that there are no statistically significant differences between the average degree of possession of public school principals in the Jerusalem Suburbs Directorate of technical and administrative competencies on the total degree, and all its fields are attributed to the gender variable, and this may be due to the fact that these Males fields and females view are equal because they relate to areas related to career status, and work to improve the school. In addition, the nature of the principal's work is subjected to the same organizational and administrative level to the extent that the principals of public schools in the Jerusalem Suburbs Directorate possess technical and administrative competencies. As well as the fact that school Males and Females principals live in similar conditions and work in the same administrative and educational environment, they also have the same opportunities in studying, qualifying, training and professional growth, as well as receiving instructions and subjected to the same regulations, laws and courses regardless of the gender of the school principal. Moreover, the effort expended is equal for both sexes. This study differed with a (Koskal, 2011) and (Odeh, 2010) studies.

إضافة إلى أن طبيعة عمل المدير أو المديرية تخضع للمستوى التنظيمي والإداري نفسه لدرجة امتلاك مديري المدارس الحكومية في مديرية ضواحي القدس للكفايات التقنية والإدارية، إضافة إلى أن مديري المدارس ومديراتها يعيشون ظروفًا



متشابهة ويعملون في بيئة إدارية وتربوية واحدة، وتتاح لهم الفرص نفسها في الدراسة والتأهيل والتدريب والنمو المهني، كما يتلقون الإرشادات ويخضعون للأنظمة والقوانين والدورات نفسها بصرف النظر عن جنس مدير المدرسة، إضافة إلى أن الجهد المبذول يتساوى فيه الجنسين.

**Academic qualification variable:** To answer this variable, a single variance analysis was used to respond to the study sample members to the degree of possession of public-school principals in the Jerusalem Suburbs Directorate of technical and administrative competencies from the teachers' point of view according to the scientific qualification variable as shown in Table (7), which shows this:

**Table (7): Results of the Single Variance Analysis Test for the Estimates of the Sample Members to the Degree to which Public School Principals in the Jerusalem Suburbs Directorate possess technical and administrative competencies according to the academic qualification variable.**

domains	Sum of squares	Average sum of squares	t	Degrees of freedom	Calculated significance level
Humanitarian field	0.652	0.224	0.381	211	0.732
Technical field	0.627	0.208	0.412	211	0.721
Technological tools Fields	0.551	0.183	0.432	211	0.711
Total Grade	0.207	0.068	0.196	211	0.802

It is clear from Table (7) that the value of the level of statistical significance calculated on the total score has reached (0.802), which is greater than the value of the significance level ( $\alpha \leq 0.05$ ), which indicates that there are no statistically significant differences between the average scores of the respondents on the total score and on all dimensions, according to the variable of academic qualification, and this result is due to the fact that all school principals follow the regulations and laws issued All of them carry out the work assigned to them regardless of their academic qualifications, because the job description of their profession is not related to the degree. In addition, teachers, regardless of their qualifications, participate in workshops and training courses held by the Ministry of Education, in addition to the pursuit of school principals to achieve the goals of their schools, which will not be achieved without a close follow-up of the application of technical and technological tools competencies and skills by principals, and the same applies to the matter that makes there a convergence of ideas regarding the educational learning process and school administration. These differed from (Odeh, 2010) study.

### Recommendations

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

- ❖ The need to develop criteria for the recruitment of school principals, including technical and administrative competencies.
- ❖ The need to prepare training programs for the development and improvement of school principals in light of their technical and administrative competencies.
- ❖ The need to direct principals to the importance of administrative techniques and their impact that may return on improving the level of their performance and at the school level.
- ❖ The Ministry of Education should hold periodic meetings to familiarize managers with technical and administrative developments and ways to benefit from them in school.

- ❖ The Ministry of Education should pay attention to the development of human relations inside and outside the school because of its positive impact on the performance of its employees.
  - ❖ Holding annual courses for school principals on implementing modern technology in school management.
3. توفير الدعم المادي والمعنوي: يجب توفير الدعم المادي والمعنوي للمديرين لتحسين كفاياتهم. يمكن تخصيص ميزانية للتدريب والتطوير، وكذلك توفير الدعم اللازم للمشاريع البحثية والابتكارات التي تساهم في تحسين أداء المدرسة.
3. توفير موارد التكنولوجيا الحديثة: يجب أن تهتم الجهات التعليمية بتوفير الموارد التكنولوجية الحديثة للمدارس، بما في ذلك أجهزة الحواسيب، والبرمجيات التعليمية، والشبكات اللاسلكية، وذلك لتسهيل عملية التطوير والتحسين
- ضرورة توجيههم إلى أهمية التقنيات الإدارية وما لها من آثار قد تعود بالارتقاء على مستوى أدائهم وعلى مستوى المدرسة

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