

“The Degree of Awareness of School Principals of Strategic Management Skills from their Point of View”

By Researchers:

Iafie Saleh Aqil Al-Makhariz

Balqa Applied University

Musa Ahmad Atieh

Al-Balqa Applied University

Inas Ahmad Albado

Al-Balqa Applied University



Abstract:

The degree of awareness of school principals in dealing with the phenomenon of school violence from their point of view.

This study aimed to identify the role of school principals in addressing the phenomenon of school violence from their point of view, and the study followed the descriptive survey method, and a sample of government school principals and directors affiliated to the Northwest Badia Education Directorate were selected. (33) principals and (32) principals, and the study tool was a questionnaire that included (32) items that dealt with the phenomenon of school violence, and the results showed that the role of school principals and principals in addressing the phenomenon of violence was average, as for the effect of gender, qualification and experience in management in addressing the phenomenon violence.

Keywords: Role, School Principal, School Violence.

Study background and problem:

The current era has witnessed a new trend in various fields of life and its functions, and this includes the functions that the contemporary school performs at the hands of the one who leads the educational process in it, except the school director. His tasks have varied from studying the goals and problems of society to increasing the learner's ability to develop and develop and improve the skills of the students

Adapting to the new reality, to creating the appropriate conditions for the growth of the learner mentally, intellectually and physically, to raising the level of the teacher's performance and developing his scientific and professional skills, as well as the need for the manager to have a leadership ability in light of the concept of leadership in contemporary thought and the development of his strategic management skills.

The director of the school, with his workers in the field of education, performs efforts characterized by coordination, in order to achieve the educational goals, so that this is consistent with the general goals of the state, to educate its children in a correct manner, based on general foundations (Atawi, 2012). Rahali (2014) indicated that the school principal is a professional administrative leader who has the ability to create appropriate conditions, use material and human resources, and raise the level of the school community, including teachers, students and administrators, by activating their positive contributions in the educational process to achieve the goals. Scientific in full.

The school principal works to achieve his goals derived from the goals of the school, which in turn are derived from the basic goals of educational thought. Therefore, school administration is considered a vital component of the educational process, as the school is the outlet for educational operations, and this requires the school principal to have experience in education that qualifies him to lead the school with high efficiency (Al-Otaibi, 2012). As for Al-Badri (2002), he mentioned that the school principal must possess three types of skills: conceptual skills, technical skills and human skills.

Conceptual skill means the manager's ability to accurately plan administrative work, prioritize, predict future changes, innovate, and provide solutions in a creative way.

As for technical skills, they are related to the manager's ability to deal with the problematic situation, and this is only possible if he is able to link between the technical side and the scientific side, as with this link he can formulate the right policies, define the terms of reference and establish accurate systems for managing communications and relationships, and with regard to With human skills, the school principal must be proficient in dealing with others, and increase the ability of his workers to perform their work accurately and faithfully, as well as increase the morale of the group to achieve psychological satisfaction, and increase empathy and self-confidence.

Al-Ajmi (2000) and Al-Agbari (2002) show that the principal must achieve all the objectives of the school administration, which come with four sets of objectives: cultural objectives, social objectives, moral objectives, and economic objectives. The first group relates to providing the learner with ideas and information, and encouraging him to practice thinking in his different ways. Especially critical and ideological thinking. The second group relates to defining the social roles of individuals, establishing relationships between individuals, and constructive cooperation to achieve the goals of society. As for the ethical goals group, it relates to defining doctrinal goals and instilling noble values. The economic objectives are related to the definition of wealth, its preservation and development, and the development of the concept of management in general and school management in particular

The concept of strategic management emerged, which was described by Al-Maghraby (2015) as the participation of human resources management in implementing the organization's strategy effectively and powerfully, which is the practical strategic management of managing the process of identifying the organization, its objectives, and its organizational and environmental relationship with all parties affecting and affected by the organization's activity.

Glueck (1998) defined strategic management as a set of decisions and actions that lead to the development of an effective strategy or strategies, in order to achieve the objectives of the organization. And David (David.2007:9) defined it as the formulation, implementation and evaluation of decisions that would enable the organization to put its goals into practice. Whereas Thompson and Strickland (1996:25) knew it.

It is the development of appropriate strategies for the organization and the selection of the appropriate pattern for their implementation. As for Yassin (15.2008), he defined strategic management as a system of integrated processes related to the analysis of the internal and external environment, and the formulation, implementation and evaluation of appropriate strategies, in order to ensure the achievement of the advantage of the organization's strategy, and to organize its achievement in various business activities.

Al-Douri (2005) pointed out that strategic management includes six sequential steps: formulating the organization's message, defining its objectives, strategic analysis, formulating strategy, strategic selection, implementing the strategy, and evaluating the strategy. As for Jones and Hill (2001), he pointed out that strategic management is a formal planning process in which senior management plays the most important roles, whether through intended strategies or contingent strategies. In strategic management, managers and their advisors prepare various alternative plans to deal with possible future changes

Al-Arif (2011) stated that adopting strategic management benefits the organization, including defining the roadmap for action, developing the ability to creative strategic thinking, making optimal use of

resources, providing opportunities for collective participation, and the ability to continuously compete with other institutions. Related. As for Al-Alfi (2013), he mentioned the benefits of strategic management by determining the relative importance of policies, defining objective criteria for evaluating the institution in terms of its adequacy, developing this efficiency, analyzing problems and working to avoid them.

Strategic management is an intellectual approach characterized by modernity and leadership, which contributes to increasing the organization's ability to predict changes surrounding the organization or institution, and formulate ways to deal with them. It is also an integrated system that reflects the best alternatives that can be adopted by the organization (Pralhad & Hamel.1994).

The components of strategic management begin with the mission and goals, which are the first component and the context in which the strategy is formulated. Al-Arif (2011) stated that the message includes a statement of the strategic vision, a statement of the organization's basic values, and a statement of the driving forces for it.

As for the vision, it is what the organization seeks to achieve by answering two questions: What is the activity? And what will it lead to?

As for values, they define and direct the behavior of individuals in an institution or organization. With regard to the driving forces, they are the engine that pushes the organization forward, and one of the reasons that call for institutions to develop the message, because the message is the basis for setting and formulating goals, giving a clear picture of the organization, creating a good organizational climate, and consolidating the values of the organization.

The objectives of the organization are formulated in the light of the message to determine precisely what must be done to achieve that message. Here the goals must be clear, measurable, realistic and challenging at the same time, achieving the goal on time, and being flexible to accommodate changes and meet the goals To the wishes of all stakeholders (Joneshill, 2001).

With regard to the strategic analysis, Al-Zahrani (2006) and Al-Arif (2011) stated that this analysis is a continuous review process of the external and internal environments of the institution, to identify external threats, and to know the strengths and weaknesses of that institution, and the analysis process has levels that include special environmental factors and internal environmental factors. Strategic analysis has advantages, the most important of which are: helping to define the message, making the strategists constantly aware of everything, and making them constantly aware of seizing the available opportunities for treatment and development. Finally, the strategic analysis contributes to the analysis of all political, economic, legal, technological, social and demographic variables, as well as the analysis of the natural environment variables.

One of the components of strategic management is the strategic choice referred to by Jauck & Glueck (2008) as the process of forming strategic alternatives in the light of the analysis and evaluation of these alternatives. The analysis is carried out according to certain models, while the evaluation is conducted in order to determine the suitability of the alternative to the strategic position, and the evaluation is subject to special criteria, including taking into account the political, social and organizational dimensions, in addition to the fact that the institution should choose the strategic alternative that aligns with The institution's mission and objectives, and striving to be a strategic alternative with a high competitive advantage. Among the components of the strategy is the large

number of alternatives, which are at the enterprise level, at the level of strategic business, and at the level of implementation. At the enterprise level, strategies are:

Stability, deliberate progress, growth, integration, and diversification

As for the level of strategic business, the strategy is put into practice. At the level of implementation, the implementation process is updated by comparing it and good design alone is not sufficient to ensure success without high efficiency in the implementation process, as poor implementation of the strategy leads to failure while good implementation leads to the success of the strategy and that the success of implementation requires strategic oversight whose mission is to provide feedback on the quality of the institution's performance and provide the appropriate stimulus to achieve its strategic objectives, and put the institution on the right path by anticipating the expected events, and responding quickly to new threats. (Abu Naem, 2013; 2007 Samuel&Peter).

Study problem and questions:

The problem of the study comes from that strategic management has become one of the most important modern trends in administration in general and school administration in particular, so this study came to know the degree of awareness of the Jordanian school principals and principals of the skills of this strategy, which may be a number of principals have not yet reached the degree of awareness required of strategic management skills. This is what the current study aimed to know, which answered the following two questions

- 1 What is the degree of school principals' awareness of strategic management skills from their point of view?
- 2 Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the degree of school principals' awareness of strategic management skills due to the principal's gender, qualifications and experience in management?

The importance of studying:

The study has a theoretical importance that shows by addressing the degree of awareness of school principals about strategic management skills from their point of view, and its practical importance appears in informing school principals and directors to determine the degree of their awareness of strategic management skills, and with the benefit of the relevant authorities from the findings of the study, as well as the benefit of other researchers to conduct studies other in this field

Study limits and limitations:

The study is determined by the limits of its subject, which is the knowledge of the degree of awareness of school principals of strategic management skills from their point of view, and within temporal limits, as it was conducted in the second semester of the year 2020/2021, and within spatial limits represented by the basic and secondary schools of the North West Badia Education Directorate

With human limits, it included a sample of school principals and principals. As for the limitations of the study, the results are determined by the validity and reliability of the study tool.

Define terms:

The study defines the following terms:

- .1 Awareness: Iskandar defined it (2001:25) as the awareness of man knowing about things in direct contact with all the events that revolve around him. It is procedurally defined by the school principal's awareness and knowledge of his various administrative tasks, and the performance of these tasks with high skill.
- .2 School Principal: Abdeen (2002: 287) defined him as “the primary responsible for managing the school, providing the educational environment in it, and the permanent supervisor in it to ensure the safety of the educational process, coordinating the efforts of the employees, directing and evaluating their work in order to achieve the general objectives of education.” Procedurally defined as the person qualified to perform the tasks assigned to him, according to the conditions set by the Jordanian Ministry of Education
- .3 Strategic management: Yassin (2008:15) defined it as the task of formulating, implementing and evaluating appropriate strategies, in order to ensure the achievement of a strategic advantage for the organization, and to organize its achievement in various business activities. It is procedurally defined as the skills that school principals and principals are aware of to perform their administrative work to the fullest and most, and it is measured by the paragraphs of the questionnaire on strategic management skills prepared for the purposes of the current study .

Previous studies

Several studies have been conducted in the field of strategic management, and some of these studies have been dealt with according to their chronology from the oldest to the most recent. Vanden Berghe (2010) conducted a study aimed at knowing how educational leaders learned to prepare strategies for their institutions in Colombia, and the researcher followed the case study approach. The results of the study showed that having good experience in strategic planning enables leaders to manage their organizations in the future. And Al-Hazaa (2015) conducted a study whose goal was to know the reality of women leaders' participation in strategic planning processes in Saudi Arabia. The study followed the descriptive research approach, and the results showed that the reality of participation was good. Another study, Al-Muzaini (2015), aimed to know the reality of applying strategic management was good, but there are difficulties in that reality, the most important of which are the problems that limit support operations. Theeb (2016) conducted a study aimed at identifying the reality of the application of strategic management in primary schools from the point of view of female teachers, and used the descriptive research method.

The study sample amounted to (37) teachers, and the questionnaire was the study tool, and the results showed that the reality of the application of strategic management was moderate.

By reviewing previous studies, it is clear that the adoption of strategic management or strategic planning among the samples of these studies was uneven; While the study of Vanden Berga (2010) showed that strategic planning enables educational leaders to succeed in managing their institutions, the study of Al-Hazaa (2015) showed that

The reality of the participation of women leaders in strategic planning was good. The study of Al-Muzaini (2016) showed that the reality of the application of strategic management from the point of view of the parameters was average, and the current study benefited from the methodology of previous studies, preparing the tool and verifying its validity and stability, as well as benefiting from the procedures, and how to present and discuss the results.

Method and procedure:

This aspect deals with the study's methodology, sample and tools, checking the validity and reliability of the tool, as well as the study procedures, its variables, and statistical treatment.

Study Methodology:

In this study, the descriptive research method was followed, due to its suitability in achieving its objectives.

The study population and its sample:

The study sample was chosen from the principals of public primary and secondary schools and their principals affiliated to the North-West Badia Directorate of Education. The number of principals was (214) principals, and (71) principals were chosen randomly, with (36) principals, and (35) principals, and they are They represent (33.18%) of the total number of male and female managers. The sample was distributed according to gender, qualification, and experience, as shown in Table.(1)

Table(1)

Distribution of the sample members according to personal variables

| Variable | Level | Number |
|---------------|--------------------------------|--------|
| Gender | Male | 36 |
| | female | 35 |
| | Total | 71 |
| Qualification | Bachelor + Higher Diploma | 55 |
| | M.A. | 11 |
| | PhD | 5 |
| | Total | 71 |
| Experience | less than 5 years | 7 |
| | 5 years to less than 10 years | 18 |
| | 10 years to less than 15 years | 28 |
| | 15 years and over | 18 |
| | Total | 71 |

Study tool:

The current study requires the preparation of a questionnaire on strategic management skills. This questionnaire was prepared by reviewing the theoretical literature and previous studies, and among these studies is the study of Al-Deeb (2016), and the number of the questionnaire's paragraphs was (24) items.

Authenticity of the tool:

To verify the validity of the tool, it was presented to a group of arbitrators from university professors specializing in curricula, teaching and educational administration. The arbitrators made some modifications, such as reformulating some paragraphs, modifying some of them, and correcting linguistic errors in others. No paragraph was deleted from the questionnaire, as the number of its paragraphs remained.(24)

Tool stability:

In order to extract the stability of the tool, an exploratory sample was tested from outside the study sample, as (15) principals and directors of some schools were selected, by (8) principals, and (7) principals, and the questionnaire was applied to these principals twice, with a two-week interval between them. Using the Pearson correlation coefficient, the stability of the tool was extracted, and it reached (0.87), and the reliability coefficient was also calculated by the method of internal consistency Kornbach's alpha, and it reached.(0.83)

Statistical Scale:

To obtain a rating: high, medium, low, the five-point Likert scale was converted: very large, large, medium, few, very few, and with degrees: 5, 4, 3, 2, 1 respectively, to the three mentioned ratings by applying the following equation:

So

2.33 – 1.00Low

3.67 – 2.34Medium

5.00 – 3.68high

Study procedures:

The study was carried out according to the following steps:

1. Reviewing the theoretical literature and previous studies to formulate the paragraphs of a questionnaire about the degree of school principals' awareness of strategic management skills.
2. Verify the validity and reliability of the tool.
3. Applying the tool to the study sample.
4. Unpacking the results and dealing with them statistically according to the two questions of the study.

.5 Discussing the results and formulating recommendations and proposals in light of those results.

Statistical processing

Arithmetic averages and standard deviations were used to determine the degree of awareness of school principals of strategic management skills from their point of view, and the T-test was also used to identify the impact of the principal's gender, academic qualification and experience in management on the degree of awareness of strategic management skills.

Results:

The results are presented according to the two questions of the study, as follows:

First - the results of the first question: What is the degree of school principals' awareness of strategic management skills from their point of view?

To answer this question, the arithmetic averages and standard deviations of the degree of school principals' awareness of strategic management skills from their point of view in general and for each item of the tool were calculated, and Table (2) shows that

Table (2)

Arithmetic averages, standard deviations, and ranks of the degree of school principals' awareness of strategic management skills from their point of view, ranked in descending order

| No. | Clause | Arithmetic Mean | Standard Deviation | Rank | Degree of consciousness |
|-----|--|-----------------|--------------------|------|-------------------------|
| 15 | I can define the school's strategy in dealing with the community. | 4.00 | 1.04 | 1 | High |
| 3 | I work according to a vision consistent with the vision of the Ministry of Education | 3.93 | 0.83 | 2 | High |
| 23 | I have sufficient ability to coordinate the efforts of employees to implement the strategic plan | 3.93 | 1.07 | 2 | High |
| 7 | I have sufficient awareness of taking accuracy and objectivity in the school administration | 3.80 | 1.05 | 4 | High |
| 2 | Realizing the need to take into account the | 3.79 | 1.13 | 5 | High |

| | | | | | |
|----|--|------|------|----|--------|
| | opinions of my staff in drafting the message | | | | |
| 19 | I have the ability to analyze the elements of the strengths and weaknesses of the school | 3.46 | 1.07 | 6 | High |
| 5 | I have the ability to formulate an observable and measurable vision | 3.27 | 1.16 | 7 | Medium |
| 16 | Realize the importance of applying technology in school management | 3.27 | 1.03 | 7 | Medium |
| 12 | I can formulate precise goals | 3.11 | 1.17 | 9 | Medium |
| 20 | I can identify the needs of the community | 3.07 | 1.10 | 10 | Medium |
| 6 | I can formulate a vision to achieve cooperation between the staff of the school | 3.04 | 1.19 | 11 | Medium |
| 8 | I have the ability to formulate a message consistent with the goals and strategy of the school | 3.04 | 1.22 | 11 | Medium |
| 22 | I can develop a strategic plan that will be implemented in a specific time | 3.04 | 1.16 | 11 | Medium |
| 14 | I can formulate measurable and measurable goals | 2.80 | 1.36 | 14 | Medium |
| 11 | I can formulate realistic goals | 2.55 | 1.11 | 15 | Medium |
| 1 | I have a clear vision on how to apply strategic management skills | 2.49 | 1.28 | 16 | Medium |
| 10 | I can craft a message that represents the integration between the school and the community | 2.41 | 1.10 | 17 | Medium |
| 17 | I am aware of the impact of the economic | 2.34 | 1.10 | 18 | Medium |

| | | | | | |
|----|---|------|------|----|--------|
| | factor on school management | | | | |
| 13 | I can formulate goals that are flexible to adapt to circumstances | 2.34 | 1.21 | 18 | Medium |
| 18 | Determine how to make use of the available material and human resources | 2.34 | 1.05 | 18 | Medium |
| 21 | I have the ability to develop various strategic alternatives | 2.15 | 0.91 | 21 | Low |
| 4 | I can formulate a vision for the future | 2.07 | 0.72 | 22 | Low |
| 9 | I have the ability to craft a message in harmony with the community | 2.04 | 0.80 | 23 | Low |
| 24 | I have the ability to evaluate the results of implementing the strategy | 2.03 | 0.99 | 24 | Low |
| | Total marks | 2.93 | 0.52 | | Medium |

It is noted from Table (2) that the degree of awareness of school principals and principals of strategic management skills from their point of view in general was medium, as the arithmetic mean was (2.93) and the standard deviation was (0.52), and the items were in the high, medium and low degrees; The arithmetic averages ranged between (2.03-4.00) and came in the first rank, paragraph (15), which states: I was able to determine the school's strategy in dealing with society, with an arithmetic mean (4.00) and a standard deviation (1.04) with a high degree, and it came in the second rank. Paragraphs (3) which states "I work according to a vision consistent with the vision of the Ministry of Education," and (23) which states that I "have sufficient ability to coordinate the efforts of workers to implement the strategic plan" with a mean (3.93) and two standard deviations (0.83), and (1.07) with a high degree, and came in the penultimate rank of paragraph (9), which states "I have the ability to formulate a message consistent with society", with an arithmetic mean (2.04) and a standard deviation (0.80) and a low degree, and came in the last rank, paragraph (24). Which states "I have the ability to evaluate the results of implementing the strategy" with a mean (2.03) and a standard deviation (0.99) and a low degree.

The advent of some jurists with a high degree of awareness, and some with a low degree of awareness, may be attributed to reasons related to the type of paragraph and what it expresses among managers and directors. For example, the advent of a paragraph: I was able to define the school's strategy in dealing with society in the first place may be attributed to the fact that one of the axioms of administrative work is the manager's understanding that the role of the mentor is primarily a social role. Students, administrators and teachers are the school community, which is an integral part from the general community. As for the paragraph: I work according to a vision consistent with the vision of the Ministry of Education, it also came with a high degree of awareness, because the director achieves first

and foremost the vision of the Ministry of Education, as he receives instructions from it and works according to its philosophy in implementing those instructions. And I participated with this paragraph in the rank of paragraph: I have sufficient ability to coordinate the efforts of workers to implement the strategic plan. This indicates that the manager and the manager realize the importance of coordinating efforts to accomplish the work, or that they wanted to say her ability to coordinate, which is one of the first tasks of successful management.

And it came in fourth place, and with a high degree of awareness as well, a paragraph: I have sufficient awareness of taking accuracy and objectivity in school management. This may be due to the fact that the manager or director says consciously of the administrative work he performs. He says that he is a successful manager, and he is fully aware of the meaning of accuracy and objectivity in completing the work. As for the last paragraph, which received a high evaluation in terms of awareness, it is: Realizing the necessity of taking into account the opinions of my workers in formulating the message.

This is due to the fact that the principal or principal wanted to announce that they are practicing a democratic type of management, especially with regard to setting the school's message, or that they realize that the message can only be formulated and implemented through the concerted efforts of all school staff.

Four paragraphs came with a low degree of awareness from the point of view of managers and directors, and the first of these paragraphs is: I have the ability to develop multiple, diverse strategic alternatives. : I was able to formulate a vision that foresaw the independent with a low degree of awareness as well. This may be due to the fact that foreseeing the future requires the ability to predict that may not come to all those who work in the administration, or that managers see that this is the responsibility of other specialists working in the educational field of planning specialists The employees of the Ministry of Education and I got a paragraph: I have the ability to formulate a message consistent with the culture of the community with a low degree of awareness and came in the penultimate rank. This may be attributed to the fact that the director or principal

They may think that becoming familiar with the culture of the community is not an easy thing, and that formulating a message of this kind may not be possible for all school principals. Finally, with a low degree of awareness, there was a paragraph: I have the ability to evaluate the results of the strategy. This in itself is a difficult process and the principal may not be Adequately familiar with the type of strategic evaluation that the strategy implementation process requires

By comparing the results of the community study with the results of previous studies, it is clear that the community results agreed with the results of the Al-Hazaa study (2015), which found that the reality of the participation of women leaders in strategic planning processes was good. It also agreed with the results of the Al-Muzaini study (2015) and the Al-Theeb study.(2016)

Which showed that the reality of applying strategic management was good and average, respectively

Second, the results of the second question: Are there statistically significant differences at the level (0.05 = α) in the degree of school principals' awareness of strategic management skills from their point of view that are due to the variables of the principal's gender, educational qualification and experience in management?

This question was answered as follows:

-1 Gender variable: the arithmetic averages and standard deviations of the school principals' awareness of strategic management skills from their point of view were calculated according to the principal's gender variable (males, females), and the (T-TEST) test was applied for independent samples, and Table (3) shows that

Table(3)

Arithmetic means and standard deviations for the sex variable

| Director's gender | No | Arithmetic Mean | Standard Deviation | F Value | Indication level |
|-------------------|----|-----------------|--------------------|---------|------------------|
| Males | 36 | 2.82 | 0.58 | -1.869 | 0.066 |
| Females | 35 | 3.03 | 0.43 | | |

The results in Table (3) indicate that there are no statistically significant differences at the level ($\alpha = 0.05$).

The degree of school principals' awareness of strategic management skills from their point of view according to the principal's gender variable (males, females) based on the calculated (T) value, which amounted to (-1.869) and with a significance level of.(0.066)

-1 Academic qualification variable: Arithmetic averages and calibrated deviations were calculated to the degree of school principals awareness of strategic management skills from their point of view according to the educational qualification variable and table (4) shows this<

Table(4)

Arithmetic averages and standard deviations according to the educational qualification variable

| Scientific Qualification | No. | Arithmetic Mean | Standard Deviation |
|---------------------------|-----|-----------------|--------------------|
| Bachelor + Higher Diploma | 55 | 2.98 | 0.51 |
| Master | 11 | 2.89 | 0.63 |
| PhD | 5 | 2.88 | 0.29 |
| Total | 71 | 2.93 | 0.52 |

It is noted from Table (4) that there are apparent differences between the arithmetic averages of the degree of school principals' awareness of strategic management skills from their point of view, according to the educational qualification variable. In order to determine whether the differences between the averages are statistically significant at the degree of significance ($0.05 = \alpha$), one way ANOVA was applied, and the results of the analysis of variance came as shown in Table.(5)

Table(5)

One-way variance analysis to find the significance of the differences in the degree of school principals' awareness of strategic management skills from their point of view according to the educational qualification variable

| Contrast source | R2 | DF | R | F value | Indication Level |
|-------------------|--------|----|-------|---------|------------------|
| Between the Group | 0.602 | 2 | 0.301 | 1.118 | 0.333 |
| Inside the Group | 18.309 | 68 | 0.269 | | |
| Total | 18.911 | 70 | | | |

The results in Table (5) indicate that there are no statistically significant differences at the level ($0.05 = \alpha$) in the degree of school principals' awareness of strategic management skills from their point of view, according to the principal's academic qualification variable, based on the calculated value (Q), which amounted to (1.118) and at a level of significance.(0.333) .

-3Experience variable in management: The arithmetic averages, standard deviations, were calculated for the degree of school principals' awareness of strategic management skills from their point of view according to the variable of experience in management, and table (6) shows that.

Table(6)

Arithmetic averages and standard deviations of the degree of school principals' awareness of strategic management skills from their point of view, according to the management experience variable

| Management experience | No. | Arithmetic Mean | Standard Deviation |
|-------------------------------------|-----|-----------------|--------------------|
| Less than 5 years old | 7 | 3.12 | 0.47 |
| From 5 years to less than 10 years | 18 | 2.84 | 0.50 |
| From 10 years to less than 15 years | 28 | 2.91 | 0.57 |
| 15 years and over | 18 | 2.85 | 0.50 |
| Total | 71 | 2.93 | 0.52 |

It is noted from the tables (6) that there are apparent differences between the arithmetic averages to the degree of awareness of the school principals with the skills of strategic management from their point of view depending on the educational qualification variable, and to determine whether the differences between the averages are statistically significant at the level of significance ($\alpha = 0.05$) a one-way analysis

of variance was applied (One way ANOVA), and the results of the analysis of variance came as shown in Table.(7)

Table(7)

One-way variance analysis to find the significance of the differences in the degree of school principals' awareness of strategic management skills from their point of view according to the management experience variable.

| Contrast source | R2 | DF | R | F value | Indication Level |
|-------------------|--------|----|-------|---------|------------------|
| Between the Group | 0389 | 3 | 0.130 | 0.469 | 0.705 |
| Inside the Group | 18522 | 67 | 0.276 | | |
| Total | 18.911 | 70 | | | |

The results in Table (7) indicate that there are no statistically significant differences at the level ($0.05 = \alpha$) in the degree of school principals' awareness of strategic management skills from their point of view, according to the experience variable in management, based on the calculated (q) value, which reached (0.469) and at a level of significance.(0.705) .

It can be explained that there are no statistically significant differences for the effect of the variables of gender, qualification and experience in them, that with regard to the reason may be due to the managers and directors dealing in one way with the questionnaire paragraphs, or they understood these paragraphs at a similar level of understanding. With regard to the qualification variable, it seems that managers and directors perform their administrative role in accordance with the skills of strategic management in the same way, regardless of their qualifications, or that they all feel their responsibilities in this type of management. With regard to experience, the lack of differences may be attributed to the fact that managers and directors with long experience helped them This experience defines different types of management, while those with little experience are distinguished by their knowledge of modern strategies in the art of management, including strategic management, so the results are close and not Significant.

Recommendations:

In light of the results, the following can be recommended:

- 1 Holding training courses for male and female managers to inform them of the latest types of strategies in management.
- 2 Conducting other studies on the reality of strategic management in schools and other educational institution

References:

- Abu Naem, Abdel Hamid (2013). Strategic Management. Cairo: House of Arab Culture
- Iskandar, Ibrahim (2001). The scientific study of social behavior. Cairo: Publications Institution modern.
- Al-Aghbari, Abdul-Samad (2002). School administration: the planning and organizational dimension. Riyadh: Dar Renaissance
- Al-Alfi, Tariq (2013). Developing university administration using strategic management, Journal of the College of Education Benha University. 24(94), 237-250.
- Badri. Tariq (2002), Basics and Concepts of Educational Administration, Amman: Darat Al-Fikr for Publishing and distribution
- Jones, Gareth and Hill, Charles (2001), Strategic Management, translated by Rifai, Muhammad Rifai and Muhammad Syed Ahmed, Riyadh: Dar Al-Marikh Publishing House.
- Al-Douri, Zakaria (2005), Strategic Management: Concepts and Case Studies. Amman: Dar Al Yazouri for Publishing and Distribution.
- Al-Theeb, Munira (2016). The reality of application, strategic management in primary schools from the point of view parameters. Journal of the College of Education, Al-Azhar University, No. (168).677-709.
- Rahali, Jahila (2014). School administration: readings in the Algerian reality. Studies Journal Social, Algeria, No. (14), 61-78.
- Al-Zahrani, Saad (2006). Strategic planning for higher education institutions. Mecca: Educational Research Series, Umm Al-Qura University.
- Abdeen, Muhammad (2002). Modern school administration. Jerusalem: Al-Quds Open University.
- Aref, Nadia (2011). Strategic management: the management of the third millennium. Alexandria: the house University for publishing and distribution.
- Al-Otaibi, Nawaf (2012). Strategic planning in educational institutions. Kuwait: Dar Al-Masila for and Distribution.
- Al-Hajji, Muhammad Hassan (2000). The school administration. Cairo: Arab Thought House.
- Atwi, Jawdat (2012). Modern school administration, its theoretical concepts and applications Operation Amman: House of Culture for Publishing and Distribution
- Al-Madhini, Kholoud (2015). The reality of applying strategic management in supportive habits and management the public. Unpublished master's thesis, Imam Muhammad bin Saud Islamic University.
- Al-Mughrabi, Abdel-Fattah (2015). Strategic management to meet the challenges of the century twenty. Cairo: The Arab Nile Group.

- Al-Hazaa, Nada (2015). The reality of women leaders' participation in strategic planning processes in Imam Muhammad Bin Saud Islamic University. Unpublished Master's Thesis, University Imam Muhammad bin Saud Islamic.
- Yassin Saad (2008). Strategic management. Riyadh: Al-Yazuri House of Operation.
- David, F (2007). strategic Management: concepss8 cases.new sersey, prentice Hall, Ewidht edition
- Glueck, W. (1998). Businss policy and strategic management. New Yourk, Mc Graw – hill
- Jauck, L. & Glueck, W. (2008).Busness policy and strategic Management 5th ed Mc Graw – Hill , Inc,company,New Yourk .
- Prahalad, C & Hamel, G.(1994). Strategy As a field study: why search for a new paradigm: strategic management journal. Vo1.15,8-16
- Samuel, C.& Peter, P.(2007).the strategic maneaement process .3th . es , New York Mc Graw – Hill
- Thomson, A.&Strickland, J.(1996).strategic management : concept ana cases , 9th ed ,Richard . D, Irwin Book Team, NewYork
- Vandenberghe . c.l. (2010).How educational leaders learn to develop strategy for their institution : Acase study.proquest LLC,EdD.Dissertaion , Teachers College, Columbia University , 3425020 , 202 Pages