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الملخص:

هدفت هذه الدراسة إلى استكشاف دور مدير المدرسة في الارتقاء بجودة التعليم وتحسين فعالية المدارس، مع التركيز على الأدوار الوظيفية لمديري المدارس ومعايير المدرسة الفاعلة. اعتمدت الدراسة على منهج وصفي تحليلي، حيث تم تحليل الأدبيات التربوية ذات الصلة، واستعراض التجارب المحلية والعالمية في مجال القيادة التربوية وإدارة المدارس. توصلت الدراسة إلى عدة نتائج رئيسية، أهمها أن مدير المدرسة يلعب دورًا محوريًا في تحقيق جودة التعليم من خلال قيادته التربوية الفعالة، وإدارته المتوازنة بين الجوانب الإدارية والتربوية. كما أظهرت النتائج أن تطبيق معايير المدرسة الفاعلة يتطلب توفير الموارد المادية والبشرية اللازمة، وتعزيز الصلاحيات الإدارية لمديري المدارس، وتنمية مهاراتهم القيادية من خلال التدريب المستمر. وفي ضوء هذه النتائج، أوصت الدراسة بضرورة وضع معايير وطنية للمدرسة الفاعلة تستند إلى الواقع المحلي، وتحسين عملية اختيار مديري المدارس بناءً على الكفاءة المهنية، وتوفير الدعم المادي والمعنوي لتمكينهم من أداء مهامهم بشكل فعال. كما دعت إلى زيادة الميزانية المخصصة للمدارس، ومنح مديري المدارس صلاحيات أوسع لإدارة الموارد وتنفيذ المبادرات التربوية المبتكرة.

كلمات مفتاحية: (تطوير الأدوار الوظيفية، معايير المدرسة الفاعلة، القيادة التربوية، تعزيز الأداء المدرسي)

Abstract:

This study aimed to explore the role of school principals in enhancing the quality of education and improving school effectiveness, with a focus on the functional roles of school principals and the standards of effective schools. The study adopted a descriptive-analytical approach, analyzing relevant educational literature and reviewing local and international experiences in educational leadership and school management.

The study yielded several key findings, most notably that school principals play a pivotal role in achieving educational quality through effective educational leadership and balanced management of administrative and educational aspects. The results also showed that implementing effective school standards requires providing the necessary material and human resources, enhancing the administrative authority of school principals, and developing their leadership skills through continuous training.

In light of these findings, the study recommended the need to establish national standards for effective schools based on local realities, improve the selection process of school principals based on professional competence, and provide material and moral support to enable them to perform their duties effectively. It also called for increasing school budgets and granting school principals broader authority to manage resources and implement innovative educational initiatives.

Keywords: (Functional role development effective school standards, educational leadership, enhancing school performance)

Introduction

The world is witnessing rapid changes amidst technological advancements, which are a hallmark of the age. In light of these changes, the educational system must strive for continuous renewal and development to keep up with the developments of the times. For educational management to succeed in policy-making and plan execution to achieve desired educational goals, it requires an aware, effective, and capable leadership that can intensify and organize efforts.

School administration is the primary factor driving school progress; without it or if it's weak, the school won't be able to achieve its objectives. School administration deals with individuals of varying temperaments and capabilities, with diverse orientations and desires. This requires it to possess sufficient flexibility to interact with all school staff to reach the school's goals.

The modern concept of a school principal has placed on their shoulders various tasks and responsibilities that weren't there before. Their duties no longer revolve solely around administrative tasks, inspection, follow-up of paperwork, and issuing orders. Instead, their responsibility lies in bringing about changes and continuous developmental processes aimed at harnessing human resources and fulfilling the needs of the staff to increase their effectiveness and activity by equipping them with suitable skills. This cannot be achieved except through an open, democratic leadership style capable of utilizing everything new in technology and communications and building positive human relationships within the educational system, creating a new culture that encourages continuous improvement and performance evaluation according to total quality management principles. (Tayyoub et al., 2011: 49)

One of the biggest challenges facing the school principal is leading the school staff toward change and steering towards an effective school. The human psyche resists change and clings to familiar practices—not out of fear of change itself but rather fear of what change might bring, such as increased burdens or reduced opportunities. Therefore, the educational leader of the school should choose behavior that reinforces successful educational leadership. (Daghstani, 2008: 4)

The Ministry of Education has made serious attempts to develop education, aiming to improve the quality of education to address the challenges faced by the nation. Among these projects is the Effective School Project, which aims to achieve outputs including higher quality education and student learning, school principals capable of effective leadership, proactive teachers who work on self-development and school development, students with positive attitudes towards learning, and schools that are effective and interactive with the local community.

Problem Statement

School principals currently face significant challenges in their roles, especially amidst the rapid changes witnessed globally in technological and educational fields. These challenges require them to be more flexible and adaptive to the new demands of the effective school, which aims to achieve higher quality education and develop the school environment to become more interactive with the local community.

However, the current functional roles of school principals often remain traditional, heavily focusing on routine administrative aspects while ignoring the leadership and educational

elements crucial for meeting effective school standards. This situation creates a gap between what is required from school principals under these standards and what they actually do.

Therefore, the need arises to study this gap and analyze the current functional roles of school principals, exploring new roles that can enhance educational and institutional leadership in line with effective school standards. This is what the current research attempted to address by answering the following questions:

1. What are the current functional roles of school principals in light of effective school standards?
2. What is the proposed plan to develop these roles to enhance educational and institutional leadership?

Objectives of the Study

The current study aimed to:

1. Analyze the functional roles of the school principal in both administrative and technical aspects and understand how these roles affect the quality of education and school effectiveness.
2. Explore the standards of the effective school and identify key factors contributing to achieving quality education, focusing on educational inputs, processes, and outcomes.
3. Assess the impact of the school principal's educational leadership on improving teacher and student performance and enhancing the educational environment within the school.
4. Identify the challenges facing school principals in performing their functional roles and propose solutions to enhance their leadership and administrative efficiency.
5. Provide practical recommendations to improve the performance of school principals and enhance school effectiveness, including developing national standards for the effective school and increasing financial and moral support for school principals.
6. Study the role of continuous training in developing the leadership and administrative skills of school principals and how to apply these skills to improve the quality of education.
7. Analyze the relationship between the administrative powers granted to school principals and the effectiveness of their management, suggesting mechanisms to enhance these powers.

Importance of the Research

Scientific Importance:

- The research contributes to enriching the educational literature related to the role of the school principal in improving the quality of education by providing a comprehensive analysis of the functional roles of school principals and effective school standards.
- It provides a theoretical and practical framework that can serve as a reference for future researchers in the field of educational leadership and school management.

Practical Importance:

- The research offers practical recommendations for Ministries of Education and schools to enhance the performance of school principals, positively impacting the quality of education and school effectiveness.
- It helps in developing national standards for the effective school that can be applied in various educational institutions to achieve academic excellence.

Social Importance:

- The research contributes to improving the educational environment within schools, enhancing student success opportunities and preparing them to be active members of society.
- It enhances the partnership between schools and the local community by strengthening the role of the school principal in activating this relationship.

Economic Importance:

- By improving the quality of education, the research contributes to enhancing human capital, which positively impacts economic and social development.
- It helps achieve optimal use of available financial and human resources in schools, enhancing educational spending efficiency.

Developmental Importance:

- The research contributes to achieving sustainable development goals, particularly Goal 4, which focuses on ensuring inclusive and equitable quality education for all.
- It enhances the role of schools as centers for community development by strengthening the role of the school principal in leading positive change.

Importance for Educational Practitioners:

- The research provides valuable insights for school principals and teachers on how to improve their performance and enhance their leadership and administrative efficiency.
- It offers practical tools to improve the educational environment and enhance student and parent participation in the educational process.

Key Terms and Basic Concepts

School Principal:

Al-Attar (2013: 8) mentioned that the school principal, as defined by the Palestinian Ministry of Education, is the primary person responsible for managing the school and providing an appropriate educational environment. They are the constant supervisor to ensure the smooth running of the educational process, coordinating the efforts of the staff, directing them, and evaluating their work to achieve educational goals.

Effective School:

Due to the numerous definitions encompassed in educational literature regarding the effective school and the various angles from which each group expressed its opinion, researchers agreed on the procedural definition of the comprehensive school provided by Hammadi. This defines the effective school as one characterized by democratic management, concerned with good planning of its technical and administrative tasks, and patterns of technical activities. Additionally, it focuses on improving teachers' technical competencies through attention to curricula and teaching methods, activating innovative programs and projects, organizing relations with the local community, planning diverse strategies to address student weaknesses, enriching the curriculum, attending meaningful educational workshops, activating school activities such as radio broadcasts and local newspapers, using educational aids, and benefiting from laboratories, libraries, and expertise whether inside or outside the school. (Hammadi, 2007: 6)

Previous Studies

Researchers have discussed several previous studies related to the topic of the study. Previous studies show clear interest in developing the roles of school principals and enhancing educational leadership based on effective school standards:

1. Al-Attar's Study (2013):
 - Highlighted the challenges facing school principals in implementing peer guidance, emphasizing the need for specialized training programs and reducing administrative burdens to enable them to focus on educational aspects.
2. Hammadi's Study (2007):
 - Emphasized the importance of strong leadership and a stimulating educational climate to achieve effective school standards, with a need to enhance community participation.
3. Al-Khameesi's Study (2008):
 - Focused on the quality standards of the effective school, highlighting the importance of administrative, educational, and social aspects, with a clear vision and mission necessary for the school.
4. Hargreaves & Shirley's Study (2012):
 - Indicated the role of educational leadership in improving education quality, emphasizing the importance of training school principals to enhance their leadership skills.
5. Leithwood et al.'s Study (2020):
 - Showed the impact of school leadership on student outcomes, recommending the provision of training programs for school principals to enhance their leadership skills.
6. Robinson et al.'s Study (2019):
 - Addressed the role of school principals in promoting professional learning for teachers, confirming the importance of providing ongoing training opportunities to improve education quality.

Overall:

These studies collectively emphasize the importance of developing the roles of school principals and providing necessary support to achieve effective school standards, focusing on leadership, educational, and professional aspects.

The Current Study's Contribution

The current study seeks to provide a qualitative addition in the field of developing the functional roles of school principals in light of effective school standards by focusing on formulating a comprehensive forward-looking plan addressing the current and future challenges facing school principals. Unlike previous studies that focused on analyzing the current situation or evaluating current roles, this study presents a proactive vision for developing the leadership and educational roles of school principals, specifying practical mechanisms for implementing this plan in the educational environment.

Points of Difference from Previous Studies

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| 1. Forward-Looking | Methodology: |
| While most previous studies relied on descriptive analytical methodology to analyze the | |

current reality, this study adopts a forward-looking approach looking toward the future, enabling it to offer long-term strategic recommendations.

2. **Comprehensive Plan:**
The study presents an integrated plan covering the administrative, educational, and professional aspects of school principals, focusing on enhancing educational and institutional leadership in a balanced manner. This differs from previous studies that focused on specific aspects such as peer guidance or professional learning.
3. **Integration of Theory and Practice:**
The study aims to link theoretical standards of the effective school with practical applications in the educational field, offering models and tools that can be implemented to improve the performance of school principals.
4. **Focus on Future Challenges:**
Unlike previous studies that focused on current challenges, this study addresses potential future challenges in the educational environment, such as rapid technological changes and curriculum developments, offering preemptive solutions.
5. **Emphasis on Sustainability:**
The study establishes a long-term plan to enhance the sustainability of developing the functional roles of school principals, focusing on building internal capacities within schools to ensure continued improvement.

Research Methodology

The study relied on the descriptive analytical method, which is characterized by its ability to describe phenomena and analyze them through reliance on secondary data available in the literature and previous studies. This method is suitable for the current study because it allows analyzing the functional roles of school principals in light of effective school standards and drawing conclusions and recommendations based on a comprehensive analysis of the literature.

Data Collection Sources:

1. **Scientific Books:**
Specialized books in educational administration and educational leadership were relied upon, which provide a theoretical framework about the functional roles of school principals and effective school standards.
2. **Peer-Reviewed Scientific Journals:**
Published studies in peer-reviewed scientific journals were analyzed, focusing on those that addressed the role of the school principal in improving the quality of education.
3. **Research Papers and Reports:**
Research papers and reports issued by educational and pedagogical institutions, which provide data on the application of effective school standards in different educational contexts, were utilized.
4. **Trusted Electronic Websites:**
Websites belonging to Ministries of Education and international educational organizations were referred to for obtaining recent data on the topic.

Method of Selecting Sources:

- **Relevance:** Sources were selected based on their relevance to the research topic, focusing on those that provide an in-depth analysis of the role of the school principal and effective school standards.
- **Recency:** The recency of sources was considered, focusing on studies and books published in the last decade to ensure access to recent and relevant information.
- **Credibility:** The credibility of sources was evaluated, relying only on peer-reviewed books and journals and reports issued by reliable institutions.

Method of Data Analysis:

1. **Descriptive** Analysis:
Data was analyzed descriptively to summarize the functional roles of school principals and effective school standards, clarifying the relationship between them.
2. **Critical** Analysis:
Previous studies were critically analyzed to highlight similarities and differences with the current research, identifying research gaps that this study addresses.
3. **Integrative** Analysis:
Information from different sources was combined to provide a comprehensive view of the topic, focusing on the integration between theoretical and practical aspects.

Tools of the Study:

1. **Data** Collection Tools:
Tools such as scientific databases (e.g., Google Scholar, JSTOR) were used to access relevant sources.
2. **Data** Analysis Tools:
Textual analysis was relied upon to understand and interpret textual data extracted from sources.

• **Critical analysis:** Previous studies were critically analyzed to highlight similarities and differences with the current research and identify research gaps filled by this study. • **Integrative analysis:** Information from different sources was merged to provide a comprehensive view of the topic, focusing on the integration between theoretical and practical aspects. **Research Tools:** • **Data collection tools:** Tools such as scientific databases (e.g., Google Scholar, JSTOR) were used to access relevant sources. • **Analysis tools:** Textual analysis was relied upon to understand and interpret textual data extracted from sources. **Theoretical Framework** Improving schools essentially means developing the quality of education students receive and enhancing their educational skills. For this to happen, successful educational leadership competence must be present among school principals, the influence of which extends to teachers, students, and all school staff... meaning that principals here represent the role model everyone looks up to. The researchers conclude from the above that the school principal plays a pivotal role in achieving education quality, where their successful educational leadership positively reflects on all elements of the educational process. However, the researchers emphasize that the success of the principal does not depend solely on

personal competence but also on institutional support and available resources. Without a supportive environment and the necessary tools, it may be difficult for the principal to achieve the desired educational goals. In the context of focusing on the importance of the school principal's role, there are continuous and persistent attempts to reconsider the nature of this role, re-evaluate it, and redefine and specify every aspect related to educational leadership within the school, primarily represented by the principal. (Shahada: 13, 19) The researchers summarize here that re-evaluating the role of the school principal and clearly defining their tasks is a fundamental step towards improving the quality of education. Contemporary educational challenges require principals to be adaptable to social, economic, and technological variables, necessitating the continuous development of their leadership and administrative skills. The first section includes the functional roles of the school principal connected to the administrative and organizational aspect. The researchers outline the main administrative roles of the school principal in managing student affairs, organizing physical facilities, fostering relations with the local community, caring for staff affairs, managing financial matters, and evaluating school performance. These roles demonstrate the multi-dimensional nature of the principal's role, requiring a delicate balance between daily administrative tasks and long-term educational goals. First: Managing Student Affairs Be fair and compassionate in dealing with students. Be a good listener and understand students. Pay attention to knowing students' ideas and opinions and appreciate them. Be cheerful and light-hearted within the framework of respect. Maintain school discipline and protect students from violence and exerting influence. Have a sense of responsibility. Provide students' educational needs in the school. (Morsi: 136, 2001) The researchers conclude from the above that managing student affairs requires the principal to be both an educational leader and a psychological guide. Dealing fairly and kindly with students, along with the ability to provide a safe and supportive educational environment, is a fundamental factor in boosting students' confidence in themselves and motivating them to excel academically. Second: Organizing Physical School Facilities Accomplishing a set of administrative tasks related to school buildings and capabilities is one of the basic factors for achieving educational goals, including: Proper use of school buildings, which leads to enhancing the efficiency of the educational process. Considering activities and educational specifications in school buildings. Providing basic facilities and necessary educational amenities to ensure the success of the educational process. Paying attention to maintenance work for buildings and educational facilities. (Diab: 366, 2001) The researchers summarize here that organizing physical facilities is a critical element in the success of the educational process. Well-designed and maintained school buildings contribute to creating a motivating educational environment, which positively affects the performance of both students and teachers. Third: Fostering Relations with the Local Community: A successful school principal plans soundly to meet the expectations of their community, making their school an open system on its environment through environmental service programs, opening the school's playgrounds and library to community children after school hours, offering literacy and adult education programs, holding seminars, delivering cultural and political lectures, and inviting community members to participate in them. The school principal also seeks to benefit from the available resources in the environment of workshops, clubs, and associations, as well as individuals who are experts in various fields. (Hajji: 378, 2000) The researchers conclude the importance of this role in enhancing the partnership between the school and the local community, where this relationship is a fundamental factor in achieving integration between educational goals and

community needs. Schools that open their doors to the community contribute to building a bridge of trust and cooperation, thereby enhancing their status and role in community development. Fourth: Caring for Staff Affairs: School employees cannot work properly and productively unless they are in a suitable environment where everyone feels satisfied and at ease, dominated by stability and reassurance. This main task can be specified by the following sub-tasks: Organizing the participation and contributions of employees in various administrative tasks related to committees and different school activities. Organizing teachers' work within the preparation of the school schedule. Managing and organizing teachers' attendance at the school. Managing and organizing records and files for school employees. Caring for the various needs and requirements of employees and working to fulfill them. Organizing and managing the communication process among school employees in its directions, levels, and different methods. (Al-Amaira: 122, 2001) The researchers conclude from the above that caring for employee affairs is a fundamental element in achieving a positive and effective work environment. Teachers and employees who feel supported and cared for are more productive and committed, which positively reflects on the quality of education in general. Fifth: Managing Financial Affairs: Financial affairs are considered the vital source for the continuity of the educational institution. Due to their importance, directors pay extra attention to them by providing the necessary records and files to indicate their spending purposes since they are the main artery ensuring the continuity of school activities. This is done through constructive contribution in preparing the systems, regulations, and rules governing the financial and administrative affairs of the school via school donations and other financial sources. (Al-Amaira: 128, 2001) The researchers summarize here that effective financial management is a crucial factor in the sustainability of the educational institution. The ability to provide financial resources and manage them correctly ensures the continuity of educational activities and improves their quality. Sixth: The Role of the Principal as an Evaluator of School Work: Evaluation is a means, not an end. It is a tool that allows the school principal to assess the proper functioning of the educational process and the extent to which its goals are being met. The success of the school principal as the person responsible for evaluating their school requires: 1- Identifying and understanding the school's goals. 2- Establishing criteria or standards to measure performance. 3- Evaluating performance accordingly. This also requires involving employees and students in the evaluation process and even involving parents and community representatives. Moreover, it involves paying attention to the fact that evaluation is a process that starts with the beginning of work and continues throughout until the end, relying on it to correct errors promptly. The school principal evaluates teachers and employees, evaluates students, and evaluates the curriculum as well. Essentially, they evaluate the entire educational process, and in doing so, they should focus on the positive impact, starting from the premise that the goal of evaluation is not just identifying strengths and weaknesses but also addressing weaknesses without offending anyone, nurturing strengths, encouraging good performance, and motivating employees in a way that helps correct errors and increase educational productivity. (Hajji: 384, 2000) The researchers conclude from the above that evaluation is a fundamental tool for improving the quality of education. Through continuous performance evaluation, the principal can identify strengths and weaknesses in the educational process and work to enhance positive aspects and address challenges effectively.

Section Two: Functional Roles of the School Principal Related to the Technical Aspect: The school principal is a permanent technical supervisor, keeping him continually engaged with educational and instructional technical matters. We must emphasize here that the school principal must possess several technical skills, some related to teaching and curriculum development, others related to the staff, school organization, and workforce. (Hajji: 151, 2000) The researchers summarize here that the technical aspect of the school principal's role requires specialized skills in educational guidance and supervision of curriculum and educational activity development. A successful principal is one who can balance administrative tasks with educational goals, focusing on improving the quality of education through curriculum development and enhancing teachers' capabilities.

First, regarding teaching and curriculum development, it includes: 1- Skill in recognizing important social, political, and economic trends in their community. 2- Skill in shaping curricula to meet student needs. 3- Skill in arranging and coordinating activities to avoid conflicts between them. 4- Skill in preparing special activities that meet certain curriculum needs. 5- Skill in assessing the effectiveness of supervision in developing instruction. 6- Skill in communicating with central administration concerning the school's educational program.

The researchers summarize the essential skills required in curriculum development, where a successful principal must be able to understand the needs of students and the community and design curricula and activities that meet these needs. Effective communication with central administration is also a fundamental factor in ensuring the successful implementation of educational programs.

Second, regarding the workforce, it includes: 1- Skill in expressing and investigating the needs of employees. 2- Skill in assessing the efficiency of employees in performing various duties. 3- Skill in clarifying duties and functions for employees. 4- Skill in identifying professional development needs of employees. 5- Skill in organizing groups based on their interests and linking the purposes of the groups with the desired professional objectives. 6- Skill in evaluating changes in competency and professional attitudes among employees.

The researchers conclude from the above that enhancing employee efficiency is a fundamental element in achieving quality education. By providing professional growth opportunities and continuously evaluating performance, the principal can enhance teachers' skills and improve their performance, which positively impacts the overall educational process.

Third, regarding students, it includes: 1- Skill in establishing primary data collection methods, such as student attendance, interpreting and recording it. 2- Skill in communicating with students' parents and preparing children who will join the school in the future. 3- Skill in evaluating the linkage of guidance services with the overall school program and evaluating the effectiveness of guidance services for the student. 4- Skill in analyzing students' grades and interpreting their meaning for the school program. 5- Skill in determining the content of large national plans relative to the educational program. 6- Skill in adapting the educational program to changing circumstances in society.

The researchers summarize here that managing student affairs requires specialized skills in data collection and analysis, in addition to effective communication with parents. By understanding student needs and tailoring educational programs accordingly, the principal can enhance the quality of education and achieve educational goals.

Fourth, regarding school organization, it includes: 1- Skill in interpreting educational needs in light of available services. 2- Skill in preparing and presenting reports to central authorities. 3- Delegating authority and responsibilities. 4- Skill in providing professional advice to non-professional groups. 5- Making organizational arrangements that facilitate various educational plans. 6- Detecting any flaws in the organizational structure and acting quickly to maintain the school's functioning.

The researchers conclude from the above that effective school organization is a fundamental factor in achieving educational goals. Through delegating authority and providing professional advice, the principal can enhance the efficiency of the educational process and ensure the continuity of school activities.

Fifth, regarding financial and administrative matters, it includes: 1- Skill in essential automated operations needed for budget calculations. 2- Skill in handling and understanding forms related to purchases and associated procedures. 3- Processing financial information and following peaceful methods in accounting. 4- Skill in establishing a good system for school records to ensure the retention of these records.

The researchers summarize here that effective financial management is a decisive factor in the sustainability of the educational institution. The ability to provide financial resources and manage them correctly ensures the continuity of educational activities and improves their quality.

Standards of the Effective School The paper will adopt the definition of the standards of the effective school as a set of pre-agreed specifications and conditions by relevant bodies, expressing the quality and efficiency of various elements of the school system with its inputs (human, symbolic, and material), processes (educational, teaching, supervisory, evaluative, and social), outputs (cognitive, skillful, and emotional), and environment (material and social), allowing for the measurement of school quality and ways to develop and elevate this quality.

The researchers conclude from the above that the standards of the effective school constitute a comprehensive framework for evaluating the quality of education. By focusing on inputs, processes, and outputs, schools can achieve academic excellence and enhance their role in community development.

This paper will methodologically adopt the standards of the effective school endorsed by the National Education Standards Preparation Project in Egypt, where El-Khamesi (2008:10) sees these standards as an Arab effort stemming from the nature of the Arab educational reality and benefiting from global literature and experiences in this regard. Moreover, these standards were put into trial application starting from the academic year 2003-2004.

The researchers summarize here that adopting the standards of the effective school is an important step towards improving the quality of education in the Arab world. By benefiting from global experiences and adapting them to the local context, schools can achieve academic excellence and enhance their role in community development.

The standards of the effective school fall under a set of domains: **The First Domain: Vision and Mission of the School** Meaning that the school has a vision expressing its future outlook in meeting the needs of the local community, the state's educational policy, and global changes, and a mission through which it seeks to achieve this vision. Standards related to the first

domain: 1- Existence of a clear document expressing the school's vision and mission. 2- The ability of the school to meet internal efficiency requirements in light of its vision and mission. The researchers conclude from the above that a clear vision and mission are the foundation for the school's success. By precisely defining goals, the school can achieve academic excellence and enhance its role in the community.

The Second Domain: The School's Social Climate The school's social climate includes the sum and quality of values, interactions, and social relationships among students, among staff, and with parents. The following standards express the social climate: 1- Moral development to support and build positive beliefs and values. 2- School activities supporting positive behavior. 3- Organizational setup supporting quality achievement. 4- Educational support that provides learning opportunities and achieves distinction for all. 5- Family cooperation with the school. 6- Effective school leadership.

The researchers summarize here that a positive social climate is a fundamental factor in achieving quality education. By promoting positive values and encouraging cooperation among all parties, the school can create a motivating and supportive educational environment.

The Third Domain: Sustainable Professional Development This domain refers to the sustainable professional development processes for the school's staff, which positively reflect on performance levels within the school. The standards for this domain are: 1- Continuous self-assessment of professional performance. 2- Capitalizing on available opportunities for professional growth. 3- Commitment of staff to ethics.

The researchers conclude from the above that sustainable professional development is a decisive factor in improving the quality of education. By providing professional growth opportunities and continuously evaluating performance, the school can enhance teachers' skills and improve their performance.

The Fourth Domain: Teaching and Learning This domain, as one of the domains of the effective school, refers to the prevailing culture of teaching and learning in the school in terms of an integrated vision, student-centered teaching based on inquiry and questioning, creativity, use of technology, and building an integrated personality. The standards for this domain are: 1- An integrated vision of curricula and school activities to achieve common concepts among staff, students, and the local community. 2- Adoption of authentic assessment concepts. 3- Centering educational activities around the student. 4- Use of educational and informational technology in the educational process.

The researchers summarize here that student-centered education is a fundamental factor in achieving quality education. By using technology and promoting creativity, the school can enhance the learning experience and achieve educational goals.

The Fifth Domain: Quality Assurance and Accountability The domain of quality assurance and accountability refers to continuous evaluation and measurement processes, all data, information analysis, and the use of results to bring about continuous improvement in the quality of the educational institution and continuous accountability aimed at continuous development. The specific standards for the domain of quality assurance and accountability are: 1- The school's awareness of the importance of comprehensive evaluation (self and external) and the participation of all school staff, students, and the local community in it. 2- The school staff's awareness of the importance of accountability in achieving the school's

vision and mission. 3- The school conducting data collection and analysis processes for planning and preparing school development programs.

The researchers conclude from the above that quality assurance and accountability are two fundamental tools for improving the quality of education. Through continuous performance evaluation and data analysis, the school can achieve academic excellence and enhance its role in the community.

The researchers conclude finally that the success of the school depends on the integration of administrative and educational roles of the school principal, in addition to applying the standards of the effective school. By focusing on effective educational leadership, providing a supportive educational environment, and enhancing partnership with the community, schools can achieve academic excellence and contribute to community development.

Answering the second question of the study which states "What is the proposed plan to develop the functional roles of school principals in light of the standards of the effective school?"

Objectives of the Proposed Plan: The plan aims to develop the functional roles of school principals in light of the standards of the effective school by achieving the following general objectives: Developing the role of the school principal in formulating the school's vision and mission. Developing the role of the school principal in the school's social climate. Developing the role of the school principal in the professional development of teachers. Developing the role of the school principal in the field of teaching and learning. Developing the role of the school principal in the field of quality assurance.

General Objective One: Developing the Role of the School Principal in Formulating the School's Vision and Mission Specific Objectives: The school principal assists in formulating a clear document for the school's vision and mission. The school principal involves stakeholders in developing the school's vision and mission.

Specific Objective Activities and Events Implementing Authority Performance Indicator The school principal assists in formulating a clear document for the school's vision and mission. Training courses for the school principal on formulating vision and mission. Directorate of Education - Planning Department. Mastery of the principal in formulating the school's vision and mission.

The school principal involves stakeholders in developing the school's vision and mission. Invitations to members of civil society institutions and parents and holding meetings to formulate the school's vision and mission. School Administration, Civil Society Institutions, Parents. Production of comprehensive vision and mission in which the largest number of stakeholders participate.

General Objective Two: Developing the Role of the School Principal in Achieving Internal Efficiency Requirements in Light of the School's Vision and Mission Specific Objectives: The school principal assists in meeting building and school equipment indicators. The school principal contributes to meeting human resource quotas. The school connects with local community needs by investing in the building for educational, scientific, and social community activities.

Specific Objective Activities and Events Implementing Authority Performance Indicator The school principal assists in meeting building and school equipment indicators. Forming a committee to monitor the technical condition of the building and providing classroom

equipment and necessary furniture. School Administration, Teachers. A compliant building according to national specifications, availability of equipment in classrooms, each student receiving the required space.

The school principal contributes to meeting human resource quotas. Meeting between the principal and vice-principal to formulate a class schedule plan. School Principal, Vice-Principal. Distribution of staff according to job, specialization, age, years of service, and weekly teacher workload.

The school connects with local community needs. Meeting of the school principal with local community entities (mosque, club, neighborhood committees). School Principal, Sports Supervisor, Educational Counselor. Use of school buildings in various community activities.

General Objective Three: Developing the Role of the School Principal in Improving the School's Social Climate Specific Objectives: The school principal assists in moral development and supports building positive beliefs and values for students. The school principal contributes to developing school activities that support positive behavior. The school principal encourages family cooperation with the school.

Specific Objective Activities and Events Implementing Authority Performance Indicator The school principal assists in moral development and supports building positive beliefs and values for students. Creating awareness bulletins, meetings with class leaders, daily educational broadcasts. School Principal, Educational Counselor, Islamic Education Teacher, Sports Supervisor. Classroom cleanliness, student respect for each other, fewer issues among students.

The school principal contributes to developing school activities that support positive behavior. Training sessions for using electronic educational tools, awareness bulletins, psychological and social counseling sessions. School Principal, School Psychologist, Subject Committees. Use of electronic educational tools, activation of the school library, increased student achievement.

The school principal encourages family cooperation with the school. Forming a Parent Council, meetings with parents of low-performing students, bulletins for parents. School Principal, Vice-Principal. Formation of a Parent Council, increased achievement of low-performing students, communication between parents and the school.

General Objective Four: Developing the Role of the School Principal in the Field of Teachers' Professional Development Specific Objectives: The school principal conducts continuous evaluation of teachers' professional performance. The school principal encourages staff commitment to professional ethics.

Specific Objective Activities and Events Implementing Authority Performance Indicator The school principal conducts continuous evaluation of teachers' professional performance. Continuous classroom visits, meetings after each visit, systematic training courses. School Principal, Subject Committees, Supervisors. Professional growth of teachers, increased academic achievement of students.

The school principal encourages staff commitment to professional ethics. Regular meetings with staff, establishing the Best Teacher Award, publishing professional ethics. School Principal, Vice-Principal. Teachers competing for the award, disciplined presence of staff, teachers participating in scientific research.

General Objective Five: Developing the Role of the School Principal in the Field of Teaching and Learning Specific Objectives: The school principal achieves an integrated vision between the curriculum and school activities. The school principal follows up on the authentic assessment process for students. The school principal facilitates the use of educational technology and information in the educational process.

Specific Objective Activities and Events Implementing Authority Performance Indicator The school principal achieves an integrated vision between the curriculum and school activities. Training courses for teachers on the school curriculum, workshops on curriculum analysis. School Principal, Subject Committee. Achievement of mastery and cooperation concepts, connection of what the student learns with life skills.

The school principal follows up on the authentic assessment process for students. Meetings with the teaching staff, workshop on modern assessment methods. School Principal. Student portfolio for each student, test result analysis, learner performance observation cards.

The school principal facilitates the use of educational technology. Training workshop on using technology, computer distribution schedule, freeing up computer teacher. School Principal, Computer Teacher, Computer Department. Elimination of computer illiteracy, availability of technology in classrooms, student participation in technology exhibitions.

General Objective Six: Developing the Role of the School Principal in the Field of Quality Assurance and Accountability Specific Objectives: The school principal involves all school staff in comprehensive evaluation. The school principal contributes to increasing staff awareness of the concept of accountability. The school principal assists in data collection and preparation of school development programs.

Specific Objective Activities and Events Implementing Authority Performance Indicator The school principal involves all school staff in comprehensive evaluation. Meeting to develop a comprehensive evaluation plan, activating the local community role in monitoring. School Principal, Parents, Local Community Members. Best performance achievement, increased student achievement, job satisfaction for staff.

The school principal contributes to increasing staff awareness of the concept of accountability. School meetings to define roles and responsibilities, awareness bulletins. School Principal, Vice-Principal. Daily, weekly, and monthly performance reports, lists for self-assessment tests. The school principal assists in data collection and preparation of school development programs. Workshops and training on data collection methods, forming a school development committee. School Principal, Secretary. School development and improvement plan based on results and data analysis.

Summary: The proposed plan aims to develop the roles of school principals in light of the standards of the effective school by achieving general and specific objectives that include areas of vision and mission, social climate, professional development, teaching and learning, and quality assurance. These objectives are achieved through specific activities and events implemented in collaboration with various relevant parties, with performance indicators measured to ensure the achievement of desired results.

Recommendations In light of the research findings, the researchers recommend the following: Establishing national standards for effective schools: The Ministry of Education should develop national standards for effective schools based on local realities, considering

educational needs, available resources, and developmental opportunities. These standards should be applicable and capable of objectively measuring school performance quality. Providing material, human, and informational requirements: It is essential to provide the necessary material, human, and technical resources to implement the standards of effective schools. This includes providing appropriate infrastructure, training educational personnel, and providing modern technological tools that support the educational process. Improving the selection process for school principals: The selection process for school principals should be based on professional and scientific criteria, focusing on leadership competence and educational experience. This would ensure the selection of leaders capable of leading change and achieving educational goals. Providing material and moral support for school principals: Financial and technical support should be provided to school principals to enable them to perform their duties effectively. Additionally, moral support should be enhanced by appreciating their efforts and providing a motivating work environment. Increasing the budget allocated to schools: It is important to increase the financial allocations for schools, granting school principals broader authorities in managing financial resources. This will allow them to meet educational needs more flexibly and effectively. Enhancing the administrative powers of school principals: School principals should be granted broader administrative powers enabling them to make appropriate decisions to develop their schools. This includes powers in managing human and financial resources and implementing innovative educational initiatives. Developing leadership skills for school principals: Continuous training programs should be held for school principals focusing on strategic planning, total quality management, modern evaluation methods, and data analysis. These programs will contribute to enhancing their leadership skills and enabling them to lead positive change.

Impact of Recommendations:

The researchers conclude that implementing these recommendations will significantly improve the quality of education and increase school effectiveness. By developing clear national standards, a unified framework will be provided to measure and improve school performance. Additionally, providing material and human resources will enhance schools' ability to meet students' educational needs. The researchers summarize that improving the selection process for school principals and providing them with material and moral support will enhance their leadership competence, positively impacting school performance. Furthermore, increasing the budget allocated to schools and granting school principals broader authorities will enable them to implement innovative educational initiatives that improve student outcomes.

The researchers confirm that continuous training for school principals in modern leadership and administrative skills will enhance their ability to manage change and lead schools towards achieving academic excellence. Additionally, these recommendations will contribute to strengthening the partnership between schools and the local community, thereby enhancing the role of the school in community development.

The researchers conclude that the comprehensive implementation of these recommendations will bring about a radical transformation in the education system, which will enhance the quality of education and open new horizons for academic excellence and sustainable development.

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