The development of self-management of secondary schools from the point of view of manager

Dr. May Faisal Ahmed

University of Baghdad/ collage of education for pure sciences – Ibn Al-Haitham

Abstract:

A field study aimed to knowing the development of self-management of secondary schools from the point of view of principals. The research adopted the descriptive analytical method. The research community consists of (249) male and female principals, and the research sample was chosen by simple random method, at a rate of (50%) from the original research community, as the number of sample individuals reached (125) principals. A questionnaire was built that included (36) items distributed among the fields of (preparation and arrangements, principles and goals, laws and the participation and responsibilities, implementation, follow-up and evaluation). The researcher made sure of their sincerity and reliability and the results of the research data were analyzed using the (SPSS) program, and came to the most important results: "The general average for the four fields was a weighted mean (2.624) and a percentage weight (87.466%), which is a very good result in developing self-management in secondary schools in Baghdad governorate and that the field of implementation, follow-up and evaluation was ranked first, followed by the field of preparation and arrangements. As for the fields of laws, participation and responsibilities, it won the third place, followed by the field of principles and objectives in the fourth place, and in conclusion the research proved a number of recommendations and proposals.

1. INTRODUCTION:

The management in secondary schools is the backbone of the school's success in fulfilling its mission, and it has a prominent role in the success of the educational process. The rapid and continuous changes that societies are going through in the fields of economic, social and cultural development and the accompanying important changes and developments in human knowledge, including management thought, and the development of modern educational methods that emphasize the need for integrated development of learners' personalities, developing their innovation skills and thinking abilities and their scientific thinking abilities, which led to an increase in the burdens and responsibilities of education and its management, so the matter calls for continuous modernization and development of educational systems in general, and school management in particular, so that it can face all changes and then carry out its functions and achieve its goals. Thus, many approaches appeared in the science of management, including the self-management approach of the school, which some countries have taken as an entry point to develop their educational policy.

Hence, the tangible efforts made by the Ministry of education come out of its keenness to prepare leaders capable of solving many problems facing the school and society, so that they take the principles of renewal, development and modernization in order to improve educational outcomes and raise the level of the educational process, including achieving the goals with the desired effect in line with the rapid developments in this age.

The self-management of the school became seen as a participatory and cooperative process among all the school staff and members of the surrounding community and its institutions. There are five foundations upon which the school's self-management is based to ensure the achievement of its objectives, namely: effective societal participation in educational decision-making in the school, decentralization of authority, responsibility and accountability for results, and focus on enriching the student's level, along with continuous professional development for all employees and all members of school boards.

Research problem:

In spite of the efforts made by the Ministry of education in the field of improving the level of self-management in secondary schools, we find that the global and societal future challenges increase, and the changes that accompany them in the different spheres of life led to an increase in the burdens placed on the shoulders of management in secondary schools, so that there is a requirement to carry out many duties and responsibilities, and at the same time the authorities were not granted to them appropriate powers to take educational decisions on their own to run their affairs in accordance with their conditions, capabilities and multiple and varied needs, and reality indicates that schools by virtue of their position on the management ladder, are still receiving orders centrally through instructions from the higher authorities, especially in Baghdad governorate, as they face some difficulties and problems that stop them from performing their work effectively.

2. RESEARCH IMPORTANCE:

The importance can be summarized in the following points:

1- It is a response to the directions of the Ministry of education regarding the orientation towards decentralization, and the adoption of the principles of reform, development and educational renewal and the creation of positive changes in the field of education in general, and school management in particular in order to keep pace with developments and modernity in the educational field and keep pace with global changes.

2- The application importance: by providing relevant authorities, especially school principals, with the recommendations and results of the research related to self-management.

3- It is hoped that this research will contribute to the development of school management for the secondary stage, in line with the development in modern administrative methods.

4- The theoretical and cognitive importance: by adding information and theoretical frameworks to the educational library, especially with the lack of resources and references that dealt with this topic.

Research goals:

Identify the development of self-management in secondary schools from the point of view of principals and the goal can be formulated with the following two questions:

1- What is the extent of self-management development in secondary schools from the point of view of principals?

2- Are there statistically significant differences at the level ($0.05 \leq a$) between the averages of the research sample answers due to the following variables: (gender, experience, and scientific specialization)?

Research boundaries:

Spatial boundaries: Secondary schools in Baghdad governorate (Al-Rusafa 1, Al-Rusafa 2, Al-Rusafa 3, Al- Karkh 1, Al-Karkh 2, and Al-Karkh 3)

Human boundaries: Secondary schools principals

Temporal boundaries: the first semester of the academic year 2018/2019.

Defining terms:

- Development:

(Al-Araji, 1995) defined it as:

"The efforts specifically designed to achieve fundamental changes in the public management system through development processes or at least through measures to improve one or more of its main components such as management structures, people and procedures". (Al-Araji, 1995: 25)

(Al-Tawil, 2006) defined it as:

"Planned change, long-term development, and system improvement in terms of problem-solving, communication, sharing, trust, conflict detection and confrontation, and a focus on humanitarian processes and structural and technical factors with the aim of improving the dimension of achievement and the quality of life of individuals." (Al-Tawil, 2006: 372)

(Nasser et al., 2012) define it as:

"A management function that aims to increase the organizational efficiency, new and consistent at the level of the organization as a whole, and enables it to move gradually from the existing situation to the target situation within a certain period of time." (Nasser et al. 2012: 97)

- Self-management:

- (Abu Duhou, 1999) defined it as: "A fundamental amendment in the governance structure, which is a form of decentralization and is based on considering the school as a primary unit of improvement and it depends on the redistribution of decision-making authority as it is the primary means through which improvements can be stimulated." (Abu Duhou, 1999, p:82).

- (Cheng, 1996) define it as "Putting down the tasks of school management according to the characteristics and needs of the school itself, so that every member of the school (principal, supervisor, teacher, student, and parent) enjoys a great degree of independence and responsibility in using the various resources to solve Problems and the implementation of educational activities that are effective in developing the school in the long term. (Cheng, 1996, p: 44)

Procedural definition of self-management:

It is a strategy based on the principle of decentralization and aims to improve and develop education and done by giving the secondary schools principals, members of the community and students the authority to make decisions related to the budget, curriculum, citizens' affairs and other educational processes, so that the school becomes more responsible and independent in running its affairs in proportion to its needs and their characteristics and capabilities available to it according to the outcome of the research sample's answers of the paragraphs of the questionnaire related to self-management.

3. THEORETICAL BACKGROUND

Management development:

It is "the taking of what is new in the world of management and its application in proportion to the size and activity of the institution, to achieve its goals efficiently and effectively, or it is a set of strategies, techniques, skills, activities, tools and methods used to help the human element and the organization to be more efficient and effective." (Ahmad, 2012: 21-22), it aims to achieve the goals of each of the working individuals and the organization through the scientific method, the theories and behavioral concepts aimed to finding solutions to the problems of organization and workers within the management system through study, research and analysis to identify the obstacles facing the organization in achieving its goals, such as organizational obstacles, material obstacles, and obstacles that related to workers, with the skills and capabilities that qualify them to perform their work efficiently and effectively, and the culture they have that motivates them to cooperate and help among them. Administrative development within the institution aims to create interaction, harmony and adaptation between the organization and the external environment that changes continuously, to achieve the goals of the organization. (Al-Sakarneh, 2009: 2)

Administrative development is "a process that response to the change, which is a complex educational strategy that aims to change the beliefs, trends, values and organizational structure of organizations in order to enable them to adapt to modern technology and changing environmental challenges and raise the rate of speed of these same variables." (Al-Dahan, 1981: 112)

"Some educational scholars have indicated that management development in schools is an organized, planned, deliberate, and continuous effort that aims at self-improvement, and focuses on change in formal and informal procedures directly, and in processes and patterns, using the concepts of behavioral sciences. Its goals include improving the condition of individuals and reforming organizational work and performance "(Mustafa and Al-Fuli, BB: 4) according to desired and planned directions that all aim to enable the organization with its components to perform its tasks efficiently and effectively, and to adapt to environmental changes, to enable it to improve its ability to solve problems within its system (Al-Dahan, 1981: 112) and to improve the system in terms of problem-solving, communication, sharing, trust, conflict detection and confrontation, and a focus on human relations, the organizational structure and the technologies used in order to improve the organization's performance and achieve the satisfaction of its employees. (Al-Tawil, 2006: 372)

The importance of management development:

Among the things that helped highlight the importance of management development are the scientific and technological developments in the external environment and the continuous emergence of modern management methods. Some researchers and specialists pointed out the importance of management development through the importance of the goals that it achieves at the level of employees, the institution and the community as the management development in schools is closely related to societal development in its various forms, as the development of the school is reflected in the community through its outputs, and no development can happen in an institution without an efficient management system capable of achieving the goals it seeks. (Al-Dhahabi and Al-Azzawi, 2005: 441)

In order for the management of educational institutions to be able to perform their functions, it is imperative to update their departments, develop the competencies and skills of their employees, and provide the appropriate organizational environment in all its dimensions and components, so the existence of a creative management with a distinguished management style had the main role in directing the college, leading it and assessing its future was important thing. The school management represents the backbone of the success, development and advancement of society, and in order for our schools to be able to perform their functions, respond to the requirements of the twenty-first century and keep pace with the changes of the age steadily and efficiently, it must undertake rehabilitative processes and introduce self-renewal for each of its departments, systems and capabilities, and for its scientific body to be aware, capable and efficient and above all, providing a management environment that stimulates giving, excellence, innovation and creativity. (Al-Khatib and Adel, 2006: 43)

Self-management:

Its origins and the reasons for its application:

In the sixties and seventies of the last century, many reform efforts and launching innovations in the service of the educational process were emerged, and they were represented in the emergence of new approaches and curricula or new teaching methods and styles for education, but despite this the results were not satisfactory and the situation remained the same, but with the beginning of the eighties, a kind of development was noticed in the field of management, especially in commercial and industrial organizations, and this philosophy extended to the field of educational service, when parents felt that improving the quality of education required a jump from the level of classroom education to the level of school organization as a whole, or in other words reconstruct the school's structure in order to improve its internal functions, such as the level of relationship between faculty members and increase the lines of communication between them, as well as providing various programs in order to improve the educational service. (Ibrahim, 1999: 72)

At the end of the eighties, the entrance to the school's self-management appeared, and it began to spread rapidly, so that it became the main strategy followed for bringing about educational reform and restructuring the education system, all over the world. (Cheng & Cheung, 1999, p: 25-36)

The truth of the matter is that many countries, especially developed countries, have applied the self-management approach to the school in their educational system, and took it as a necessary strategy that must be adopted for many and varied reasons.

Among the reasons for applying the self-management approach to the school:

1- Providing the school community with the opportunity to determine the best and perfect way to employ the various educational resources and sources in line with the school's needs and characteristics.

2- Making the school more effective to achieve high levels of student achievement.

3- Development of educational goals in line with students' needs and characteristics, while providing the flexibility required to achieve these goals.

4- This entry is considered a type of educational reform by which the accounting authority is transferred to the school site.

5- Increasing the effectiveness of school management by moving towards more decentralization and delegation, which is reflected in the effective achievement of the desired goals as well as improving the learning and teaching process in the school. (Odden, A & Wohlstetter & Odden, E, 1995, p: 4-16)

Positives of self-management:

• Through it, the school can make positive changes and effective improvements.

• It gives school principals, school personnel and parents the opportunity to plan for the school's management and to distribute its available resources according to its characteristics and needs.

• Effectively improving the school culture, which improves the quality of the decision made at the school site.

• Improving relationships between members of the school and local community.

• It helps to improve the outcomes of the educational process.

• It grants authority to teachers, parents, citizens, community members, and business owners, and their participation in educational decision-making in the school.

• There is competition at the local area level with other schools for excellence and superiority. (Ibrahim, 1999: 87-88)

Principles of Self-Management:

1) decentralization of authority (participation):

Achieving the decentralization of authority is one of the basic principles upon which the school's self-management is based, as in light of this principle the school is granted the authority, freedom, independence, delegation and powers that enable it to move, grow, develop and work according to special strategies with it so that it can perform its functions of education efficiently. and be able to manage its affairs and run its matters effectively. (Al-Hamidi, 2003: 72)

The school has the right, the authority, and the official mandate to make decisions related to:

A- Identify and define the educational needs of students, as well as the basic and essential needs of the school.

B - Determining the type and quality of teachers that are commensurate with achieving and meeting students' needs.

C- Developing educational and teaching technologies that lead to helping students achieve the goals related to the curricula set by the educational administrations efficiently and effectively.

D - optimal using of the school facilities, squares and vacant places in it.

E- Appointing employees for some of the vacant jobs in the school.

F - Developing various programs in order to provide an opportunity for parents and members of the local community to participate in the school's activities. (Kenney, 1994, p: 2)

2) Availability of information:

Since the school's self-management approach emphasizes the need to delegate authority to the school, to make decisions related to it and run its affairs according to its characteristics, so it is imperative that the individuals in charge of the decision-making process have the information related to the school that enables them to make decisions within the school so that it will be meaningful and serves the educational process and develops school performance. (Sumaya, 2000: 59)

3) Teachers' professional development (knowledge):

The third principle on which school self-management is based is knowledge that enables employees to understand and contribute to organizational performance.

And pointing that there are skills and knowledge that teachers must have and that they must be aware of, which they are:

A- Knowledge related to personal relationships: which enables teachers to work as a team and work together for better and more effective achievement.

B- Technical knowledge: that enables teachers to perform the job and provide service.

C- Practical knowledge and skills: that enable teachers to manage the financial side of the school. (Sumaya, 2000: 60)

4) Reward: Teachers, employees, and students, whether on an individual or group level, are given rewards for their effective contribution and participation in achieving the desired goals and working towards the development of the school.

Self-management goals:

1- Developing and improving educational programs and the learning environment in a way that leads to improving student achievement.

2- Allowing students, parents and members of the local community to participate in the educational process inside the school.

3- Expanding the participation in the decision-making process at the school level with the presence of accountability.

4- Giving members of the school community more responsibility and flexibility regarding to developing the school budget, and educational planning at the school level and its management. (Bernard, 1994, p: 112)

5- Improving the quality of planning processes at the school level significantly. School self-management aims to achieve high quality in planning with continuous efforts to evaluate

needs and develop plans that express the needs, determine the needs required for implementation, direct and review results, and amend plans in an appropriate manner.

6- Catalyzing and encouraging improvements in teaching.

7- Emphasizing the accounting factor and taking responsibility by individuals for improving school performance.

8- Confirm the continuous evaluation aspect of the school, in a way that helps achieve high levels of student achievement.

9- Flexibility in utilizing the available resources and implementing various programs, amending and developing them according to the school's characteristics, capabilities and the needs of its students. (Sumaya, 2000: 61-62)

Tasks of self-management at the school level:

Self-management is effective in providing schools with the flexibility required to meet external and internal challenges to increase the school's effectiveness, as well as helping the school to be in harmony with its environment, to improve its performance and achieve the desired goals. Self-management is defined as a process with a cycle consisting of several stages, namely:

1- Environmental analysis:

In this stage, the internal and external environments are monitored, analyzed, and strengths and weaknesses are identified. The analysis of the internal environment includes human, financial, school environment, and various educational programs. The external environment includes social, political, economic development, technology, members of society, and more.

2- Planning and structuring:

This step aims to make rational decisions related to the school's goals, and to increase the effectiveness of the means, resources and structures in achieving those goals and achieving the continuous development of the school.

3- Recruitment and guidance:

Recruitment and guidance aim to develop the staff and help them to work in order to achieve the school's goals and effectiveness.

4- Execution:

At this stage, the school as a whole, implements planned programs. Attention is focused on providing the necessary resources, and providing the support and guidance required for the successful initiation of practical and educational programs.

5- Monitoring and evaluation:

This stage aims to evaluate the school's performance as a whole, and to monitor it to ensure progress towards the planned goals within the school's programs and plan. This is done in light of the systems for evaluating performance levels, the reward system for the individual within the staff, and program teams, as performance levels are summarized in staff reports and program reports, in order to ensure the quality of school programs, and to make decisions that would help improve the next strategy cycle.

6- Leadership and Participation:

It is a necessary and critical process throughout the process of implementing the school's goals because participation is responsible for initiating and maintaining the strategic process

and for developing the school's culture that facilitates continuous follow-up and development, and for ensuring quality and effectiveness in educational activities, and for coordinating the curriculum between individuals, groups and school levels. (Sumaya, 2000: 63-65)

Management roles from the school self-management perspective:

1) The role of the central authority:

Since school self-management requires a shift from a centralized system to a decentralized system, it will entail a change in the roles of the central authorities. These roles are represented by:

A) Establishing and developing procedures and facilities that work to move and transfer decision-making authority related to budget, personnel and curricula to the school site.

B) Establishing a system related to the physical aspect of the school.

C) Establishing a system related to matters of rewards and compensation.

D) Ensure and verify that the school provides continuous programs to develop the performance of its employees and works to enroll them in courses and training programs continuously.

2) The role of school boards:

It is represented as follows:

1- Setting general goals and directions.

2- Participation in developing the plans and strategies required to achieve goals and directions.

3- Encouraging the curriculum development process and setting the required standards for that.

4- Implementing an evaluation and monitoring system to monitor the extent of the school's successful performance of the tasks entrusted to it in the situation of its failure to effectively perform these tasks. (Odden, A & Wohlstetter & Odden, E, 1995, p: 14)

3) The role of parents:

It is represented as follows:

A) Participation in decision-making.

B) Exerting efforts and endeavors that help in the development of the school, by contributing to providing the school with various resources and sources and important information that facilitate its performance of the tasks assigned to it.

C) Providing support and assistance and protecting it when exposed to any problems or going through any kind of crisis.

D) Participate in organizing and coordinating work inside the school. (Carlson, 1997, p: 22)

4) The school principal's role:

It is represented as follows:

1- Developing educational goals.

2- Development of the school's various materials and coordinating the matters related to their distribution and use in an effective manner.

3- Setting new educational goals according to the school's conditions, needs and characteristics.

4- Effective leadership of school community members with continuous guidance of them in order to achieve their own goals.

5- Providing an opportunity for school personnel to participate in the implementation of the school's various tasks and functions.

6- Encouraging school members to employ their capabilities in order to develop the school and increase its effectiveness. (Cheng, 1996, p: 56) and (Michel, 1991, p: 33-38)

5) The role of teachers:

It is represented as follows:

A- Participation in the decision-making process.

B - Participation in various school activities.

C- Selection and identification of effective teaching methods.

D- Working as one team to make positive changes in the school curricula.

(Odden, A & Wohlstetter & Odden, E, 1995, p: 32-36)

Previous studies:

Study of (Salama, 2000):

"Self-management and school effectiveness in all of England, Australia and Hong Kong, and the possibility of benefiting from them in the Arab republic of Egypt." The study aimed to identify the basics of self-management and school effectiveness and to identify the nature of the relationship between self-management and school effectiveness, to find out justifications for applying the self-management approach in the Egyptian school and the restrictions on this application, and to stand on the reality of school self-management applications in England, Australia and Hong Kong. The researcher used the problem-solving method to achieve the goals of this study, and the study found to put in place procedures, which the most important is the review of the school management structure in a way that allows support of parent and teacher councils, strengthens the management role of the teacher in the school, strengthens student participation in the school's management, and grants the school broad powers to equalize its responsibilities. (Salama, 2000: 72)

- Study of (Al-Hamidi, 2003):

"The possibility of developing the secondary school management in the (Sultanate of Oman) in light of the principles of the self-management approach of the school." The study aimed to search in how to make use of the self-management approach to develop the secondary school managements in (Sultanate of Oman), and to get know the principles and goals of this approach and its applicable samples in some states. Among the most important findings of the study is that the estimates of the study sample members on the five axes of the extent to which the principles of self-management of the school can be applied in secondary schools in the (Sultanate of Oman) ranged between very high and high, as the procedures related to the principle of reward received a very high rating from the point of view of the sample members of managers and teachers. (Al-Hamidi, 2003: c-d)

- Study of (Brazer, 2001):

"The test of application of the School Self-management approach to public schools in Prince William County, United States of America." The study aimed to test the application of the school's self-management approach to public schools of Prince William County in the United

States of America, and the study sample consisted of four schools represented in two secondary schools, a preparatory school, and an elementary school. The study reached several results, the most important of which are: There is a difference in the application of the self-management approach from one school to another, and there is also a difference in the nature of the different decisions in light of the school's self-management approach (Brazer, 2001, p: 13)

4. RESEARCH METHODOLOGY:

The research adopted the descriptive and analytical approach to achieve its goals, and this approach is one of the most common and widespread approaches, especially in educational and psychological researches. A series of procedures were followed in terms of describing the research community and its sample, in addition to describing the tool used, finding the validity and reliability of the tool, and identifying the appropriate statistical methods that were used in analyzing the data in order to reach the results.

Research community and sample:

The research community consisted of principals of secondary schools in the directorates of Baghdad governorate, who their numbered (249) principals. The research sample was chosen by a simple random method, at a rate of (50%) from the research population, as the number of sample individuals reached (125) principals.

Research tool:

The researcher adopted the questionnaire as a basic source in collecting information to complete the requirements of the practical side and reach the results, and the questionnaires was designed in a way that serve the research goals and requirements.

And the researcher has adopted sources to collect information, namely:

Secondary sources: Which are the relevant Arabic and foreign books and references, periodicals, articles and reports, and previous researches and studies that dealt with the subject of study, search and reading on various Internet sites.

Primary sources: The researcher resorted to collecting primary data through a questionnaire as a main tool for research, and she used previous studies. The questionnaire consisted of (36) paragraphs distributed among four areas (preparation and getting ready, principles and goals, laws, participation and responsibilities, implementation, follow-up and evaluation), as shown in Table (1).

Table (1)

Distribution of paragraphs according to the fields of the questionnaire

No.	Fields	Paragraphs numbers	Percentage
1	**Preparations and getting ready**	9	25
2	**Principles and goals**	9	25
3	**Laws, participation and responsibilities**	9	25

4	Implementation, following up and evaluation	9	25
	Total	36	100%

After completing the formulation of the paragraphs of the tool in its initial form, a triple graduated scale (highly agree, medium degree agreeable, and disagree) was set for each paragraph with opposite weights (1,2,3), respectively.

The validity and reliability of the questionnaire:

The questionnaire was presented to the arbitrators for the purpose of arbitration and to verify the veracity of its paragraphs. The arbitrators suggested amending some paragraphs and deleting others. And to ensure the stability of the tool, the researcher adopted the (test-retest) method by applying the tool and re-applying it after two weeks to a group of (30) principals, and then the (Pearson correlation coefficient) was calculated between their answers both times, as it reached (0.82). The stability coefficient was also calculated using the internal consistency method according to the (Alpha-Cronbach equation), where it reached (0.91), and these values were considered appropriate for the purposes of stability.

Application of the questionnaire:

The questionnaire was applied to the basic sample in the academic year 2018/2019 by distributing it among the principals of secondary schools in the directorates of Baghdad governorate, as (200) questionnaires were distributed, and after serious follow-up, (125) valid questionnaires were retrieved for statistical analysis.

Statistical processing methods

1- Approval percentage: to verify the validity of each paragraph of the questionnaire.

The following statistical methods were adopted through the statistical portfolio for social sciences (spss).

2- Pearson correlation coefficient: to measure the stability factor in the concept of stability:

$$R = \frac{n \sum xy - \sum x \sum y}{\sqrt{[n \sum x^2 (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

3- The Alpha-Cronbach equation: to measure the stability coefficient in terms of consistency:

Stability coefficient = (n / n-1) x (1-mg t2) x v2

4- Fisher's equation: to describe each of the paragraphs of the research tool and to know its value and arrangement in relation to other paragraphs within the same field to present the results according to the following law:

T1x3+T2x2+T3x1

Weighted Mean = --------------------------------------

ΣT

$$\text{5- Percentile weight} = \frac{\text{Weighted mean}}{\text{Maximum value}} \times 100$$

A hypothetical mean was adopted as a rate to the weights of the alternatives in the questionnaire as follows:

$$\text{Hypothetical mean} = \frac{3+2+1}{3} = \frac{6}{3} = 2$$

Thus, the hypothetical mean of the paragraphs is (2) and what is above it is considered an acceptable score, and what is below it is considered an unacceptable score for the paragraph.

6 - (T-test) for two unequal independent samples to find statistically significant differences at a significance level of (0.05) in self-management of secondary schools in Baghdad governorate due to variables: (gender, experience, and scientific specialization).

Presentation and discussion of results:

Presentation and interpretation of research results, as well as conclusions, recommendations and proposals.

Objective: To identify self-management development in secondary schools from the point of view of school principals.

First: Results at the field level:

Table (2)

Weighted mean and percentile weight for paragraphs of the Self-Management field

Rank	No.	Field	Paragraphs numbers	Weighted mean	Percentage
1	4	Implementation, follow up and evaluation	9	2.717	90.566
2	1	Preparations and getting ready	9	2.676	89.2
3	3	Laws, participation and responsibilities	9	2.602	86.733
4	2	Principles and goals	9	2.504	83.466

		Rate	36	2.624	87.466

Table (2) indicates that the general average for these four fields was its weighted mean (2.624) and a percentile weight is (87.466%), which is a very good result in developing self-management in secondary schools in Baghdad governorate and that the field of implementation, follow-up and evaluation was ranked first with a weighted mean (2.717) and a percentile weight (90.566%), and the field of preparation and getting ready ranked second with a weighted mean (2.676) and a percentile weight (89.2%). As for the field of laws, participation and responsibilities it was ranked third with a weighted mean (2.602) and percentile weight (86.733%), and the field of principles and goals came in fourth place with a weighted mean (2.504) and a percentile weight (83.466%).

Second: Results at the paragraph level for each field:

The first field: preparation and getting ready:

It is clear from Table (3) that this field includes (9) paragraphs.

Table (3)

Weighted mean and percentile weight for paragraphs of preparation getting ready field

Rank	No.	Paragraphs	Weighted mean	Percentile mean
1	3	Choosing efficient teaching methods that are appropriate for each subject.	2.8	93.333
2	7	Sending off some of teachers and principals aboard to learn about the similar experiences in other countries	2.784	92.8
3	5	Designing buildings in the future to suit the nature of self-management.	2.776	92.533
4	6	Choosing positive educational supervisors in their dealings with self-management.	2.72	90.666
5	9	Organizing awareness campaigns that include teachers, students, their parents and the local community to understand the nature of self-	2.712	90.4

		management.		
6	2	Building and modifying the curriculum in a new way, with a gradual development rate.	2.696	89.866
7	8	Holding a series of conferences, meetings, workshops and seminars to discuss ways of applying and developing self-management.	2.64	88
8	4	Efficient investment of the school building for laboratories and technical and sports activities.	2.624	87.466
9	1	Rehabilitation and training of principals, teachers and school personnel in line with the nature of the work of self-management.	2.336	77.866
		Total	2.676	89.2

Table (3) indicates the following:

- Paragraph (3): (Work to choose efficient teaching methods to suit each subject) ranked first with a weighted mean (2.8) and a percentile weight (93,333%), the result shows that the school principal chooses and prepares all the means and methods that are compatible and commensurate with each subject to develop teachers' competence, to deliver the material, to students well and to achieve the educational process goals.

- Paragraph (7): (Sending off some of teachers and principals aboard to learn about the similar experiences in other countries), it ranked second with a weighted mean (2.784) and a percentile weight (92.8%), and this result explains that the development of principals and teachers is achieved through expansion in sending them abroad on scientific missions to learn about the experiences and strengthen relations with other countries to enable them to open up to the outside world and follow up on scientific development and technological progress in various fields.

- As for Paragraph (4): (Investing the school building in an efficient manner for laboratories and technical and sports activities), it was ranked before last with a weighted mean (2.624) and a percentile weight (87.466%), and the result shows that the school manager uses the school buildings and invests them according to the characteristics and the needs of students, according to the capabilities available to the school, in order to achieve the desired goals,

develop the method of education within the school campus, and raise the level of educational activity practiced in the school.

- As for Paragraph (1): (Rehabilitation and training of principals, teachers and school personnel in proportion to the nature of the work of the self-management), it ranked last with a weighted mean (2.336) and a percentile weight (77.866%), and this means that the managers and teachers preparation to training programs can be make positive changes in their performance at the work entrusted to them after receiving those courses, which made them realize the importance of professional development, developing their capabilities and providing them with knowledge, skills, trends and information towards developing self-management.

The second field: principles and goals:

It is clear from Table (4) that this field includes (9) paragraphs.

Table (4)

Weighted mean and percentile weight for the paragraphs of principles and goals field

Rank	No.	Paragraphs	Weighted mean	Percentile weight
1	4	The principal made an overall development in school that keep pace with the requirements of the age	2.832	94.4
2	1	Developing the managers capabilities and their thoughts and enabling them of using the self-management approach	2.76	92
3	5	The principal invests the powers of management, teachers and students subjectively.	2.752	91.733
4	8	Developing the capabilities and skills of staff to use information and communication technology	2.752	91.733
5	9	Adopting the principle of education and training to find workers capable of developing work procedures subjectively.	2.624	87.466

6	7	Diversity of education models to achieve competition, justifying the adoption of self-management education.	2.6	86.666
7	3	Work to give the school management authority and independence in making decisions.	2.592	86.4
8	2	Making benefit from similar experiences in self-management.	2.368	78.933
9	6	Adopting the principle of decentralization in the school management.	1.256	41.866
		Total	2.504	83.466

Table (4) indicates to the following:

- Paragraph (4): (The principal made an overall development in school that keep pace with the requirements of the age) It ranked first with a weighted mean (2.832) and a percentile weight (94.4%), the result shows that the principal is looking forward to the countries of the world, including the rapid technological development and the explosion of knowledge to develop self-management, which includes developing the school to achieve the goals of the educational process.

Paragraph (1): (Developing the managers capabilities and their thoughts and enabling them of using the self-management approach), it ranked second with a weighted mean (2.76) and a percentile weight (92%), and this result explains that the higher authorities are based on pushing school principals into training workshops and attending conferences to develop their capabilities and skills to enable them to use self-management.

Paragraph (2): (Making benefit from similar experiences in self-management.) was ranked before the last with a weighted mean (2.368) and a percentile weight (78.933%), and this result explains that experiences between schools in all areas, including visits and activities and events is what develops managers and teachers abilities and their skills in developing and benefiting from self-management.

Paragraph (6): (Adopting the principle of decentralization in the school management.) has ranked last with a weighted mean (1,256) and a percentile weight (41,866%). The lack of support for the trend of implementing the principle of decentralization in school management should be gradually applied based on authorization. powers, enabling managers to make

decisions and giving them sufficient freedom to act in the business that falls on their shoulders.

The third field: laws, participation and responsibilities:

It is clear from Table (5) that this field includes (9) paragraphs.

Table (5)

Weighted mean and percentile weight for paragraphs of the field of laws, participation and responsibilities

Rank	No.	Paragraphs	Weighted mean	Percentile weight
1	9	The principal's reliance on the principle of the open door for school personnel to enhance communication between the parties.	2.776	92.533
2	4	Allocating a financial budget sufficient for the school management and covering its requirements.	2.752	91.733
3	3	Participation of teachers and students in school management and decision-making.	2.664	88.8
4	5	Reducing superfluous procedures and circles to raise the efficiency of the management and educational process.	2.624	87.466
5	1	Reviewing laws and regulations in accordance with the requirements of self-management.	2.608	86.933
6	6	Adopting electronic programming to document, follow up and implement decisions and orders.	2.592	86.4
7	8	Making information available to employees at the executive level to develop their own commitment.	2.518	83.959

8	2	Determine the delegation of powers, authorities, rights and duties in each management and educational site.	2.472	82.4
9	7	Authorize the school to determine its staffing needs in accordance with the governing regulations and laws.	2.416	80.533
		Total	2.602	86.733

Table (5) indicates to the following:

Paragraph (9): (The principal's reliance on the principle of the open door for school personnel to enhance communication between the parties.) was ranked first with a weighted mean (2.776) and a percentile weight (92.533%), as the result explains that the school principal depends on the principle of the open door in front of teachers, students and school personnel to enhance communication between parties, and to communicate all information to develop the educational process.

 -As for Paragraph (4): (allocating a financial budget sufficient to manage the school and cover its requirements)، it ranked second with a weighted mean (2.752) and a percentile weight (91.733%) by defining the aspects of spending for a budget to cover its needs and requirements, and applying such a measure will help them overcome the various difficulties they face in their work.

- As for Paragraph (2): (Determine the delegation of powers, authorities, rights and duties in each management and educational site.), it obtained the pre-last rank with a weighted mean (2,472) and a percentile weight (82.4%). Opportunities to participate in the decision-making process related to the educational process, and it will help them instill confidence in themselves, allow them to express their opinions and make their proposals, and lead them to do more work and production, and lead them to implement decisions with complete satisfaction and conviction without opposition.

- As for Paragraph (7): (Authorize the school to determine its staffing needs in accordance with the governing regulations and laws.), it got the last rank with a weighted mean (2,416) and a percentile weight (80,533%). The result explained by that school principals faces problems for not giving chances to school by officials to determine their needs of the necessary personnel to meet the requirements of the educational process, which leads to the disruption of many administrative work, delays in implementing the curriculum, and the large burden on them as a result of the shortage of staff in the school.

The fourth field: implementation, follow-up and evaluation:

It is clear from Table (6) that this field includes (9) paragraphs.

Table (6)

Weighted mean and percentile weight for the paragraphs of the field of implementation, follow-up and evaluation

Rank	No.	Paragraphs	Weighted mean	Percentile weight
1	2	Commitment to timing and respect of time by fully employing it.	2.84	94.666
2	4	Determine specific times to find out aspects of success or shortcomings and ways to address them.	2.776	92.533
3	9	Adopting efficiency and effectiveness standards in the school's work evaluation.	2.768	92.266
4	1	Establish accurate and effective work mechanisms for all school personnel.	2.76	92
5	6	Granting distinguished teachers and managers with higher administrative opportunities, assignments and scholarships.	2.712	90.4
6	8	Making an evaluation stand at the end of each academic year to evaluate the performance of school personnel.	2.704	90.133
7	3	Adopting forms and samples for each field and following up the application of self-management.	2.68	89.333
8	7	Make benefit from the experience of distinguished schools in the monitoring and evaluation processes of the school's activities.	2.672	89.066

9	5	Adopting a set of financial, moral and administrative rewards for all school groups, including students.	2.544	84.8
		Total	2.717	87.466

Table (6) indicates:

- Paragraph (2): (Commitment to timing and respect of time by fully employing it) ranked first with a weighted mean (2.84) and a percentile weight (94.666%), the result shows that secondary school principals have to respect time and commit to it and invest time to do the work and duties properly and employ them in all fields to achieve the educational process goals.

Paragraph (4): (Determine specific times to find out aspects of success or shortcomings and ways to address them), it ranked second with a weighted mean (2.776) and a percentile weight (95.533%), and this result is attributed to the importance of clarity of standards in knowing the level achieved by the accomplished work, and its clarity makes it easier for departments to adopt them. Therefore, standards should be formulated so that can be easily applied in daily work as an encouraging element.

- Paragraph (7): (Make benefiting from the experience of distinguished schools in the monitoring and evaluation processes of the school activities), it obtained the pre-last rank with a weighted mean (2.672) and a percentile weight (89.066%), and the result shows that the means of cooperation and exchange of experiences between distinguished schools and interaction among them to perform classroom and non-classroom activities, and to keep monitor, follow up and evaluate them in order to achieve the educational process.

- As for Paragraph (5): (adopting a set of material, moral and administrative rewards for all groups of the school, including students), it ranked last with a weighted mean (2.544) and a percentile weight (84.8%), it's clear from the result of the paragraph and being the last paragraph in the field because the factor of rewards of all kinds are not approved by the school, perhaps because of the lake of resources, but the moral, for example, a thank letter and others, do not cost the managements anything.

The second objective: Are there statistically significant differences at the level of ($\& = 0.05$) between the averages of the research sample responses regarding the development of self-management due to the following variables: (gender, experience, and scientific specialization)?

- Gender variable:

Table (7)

The differences in the fields of the questionnaire due to the variable of gender

Gender	Numbers	Arithmetic mean	Standard deviation	Degree of freedom	T- test		Statistical significance
					Calculated	Tabular	
Males	37	44.810	2.283	123	-1.361	1,960	Non sign
Females	88	45.420	2.293				

Table (8) indicates that there are no statistically significant differences between males and females in their attitude towards developing self-management in secondary schools. The reason is attributed to the sample's agreement on the importance of developing self-management from the point of view of the male and female sample.

- **Experience variable:**

Table (8)

Differences in the fields of the questionnaire to the variable of experience

Gender	Numbers	Arithmetic mean	Standard deviation	Degree of freedom	T- test		Statistical significance
					Calculated	Tabular	
1-10 years	22	44.772	2.158	123	-1.103	1,960	Non sign
11 or more	103	45.339	2.324				

Table (9) indicates in its results that there are no statistically significant differences for the experience variable between a group of (1-10) years and group (11 or more), which indicates that the experience was not different in the united view of point about the importance of developing self-management in the questionnaire.

- **Scientific specialization variable:**

Table (9)

The differences in the fields of the questionnaire to the variable of scientific specialization

Scientific specialization	Numbers	Arithmetic mean	Standard deviation	Degree of freedom	T- test		Statistical significance
					Calculated	Tabular	
Bachelors	98	45.387	2.286	123	1.370	1,960	Non sign
High degrees	27	44.703	2.300				

Table (9) indicates that the scientific specialization variable showed no statistically significant differences at the level of (0.05 = &) between the average of bachelor's degrees and higher degrees, and this indicates that the research sample is compatible and did not differ in their unified view of responding to the paragraphs of self-management tool.

Third: the conclusions

In light of the research results, the following can be concluded:

1- The overall average and the overall results of the questionnaire were very high, with a weighted mean (2,624) and a percentile weight (87,466%), which is a high satisfaction indicator of the sample towards the self-management tool in its general form.

2- The implementation, follow-up and evaluation as a field ranked first in its importance with a weighted mean (2.717) and a percentile weight of (90,566%).

3- The paragraph of commitment to timing and respect of time by employing it completely is ranked first over all paragraphs of the questionnaire, with a weighted mean (2.84) and a percentile weight (94,666%).

4- There are no statistically significant differences at the level of (& = 0.05) between the variables (gender, experience, and scientific specialization) in relation to their position to the items of the questionnaire.

Fourth: Recommendations:

The research recommends the following:

1- Organizing awareness campaigns that include teachers, students, their parents and the local community to understand the nature of self-management.

2- Diversity of educational models to achieve competition which justify the adoption of self-management education.

3- Making information available to workers at the executive level to develop their own commitment

4- Reviewing laws and regulations in line with the requirements of self-management.

5- Delegating full powers to the school management to determine the educational needs of students.

Fifth: The Proposals

The researcher suggests conducting the proposed studies in the future:

1- To study measuring and testing the extent of awareness of school principals and teachers of the relationship between self-management and school reformation.

2- To study the extent of teachers 'participation in the various aspects at the approach of self-management (planning and decision-making).

3- To study the conditions for applying self-management in Iraqi universities.

5. REFERENCES:

[1] Ibrahim, Khaled Kaddouri (1999): Self-Management and accountability: An introduction to raising secondary school productivity: A future study, National center for educational research and development.

[2] Ahmad Yusef Dudin (2012): Change management and organizational development, Dar Al-Yazouri, 1st floor, Amman, Jordan.

[3] Al-Araji, Assem (1995): Contemporary studies in administrative development, an applied perspective, Dar Al-Fikr for printing, publishing and distribution, 1st Edition.

[4] Al-Hamidi, Ibtisam bint Mahfouz bin Muhammad (2003): The possibility of developing the secondary school management in the Sultanate of Oman in light of the principles of self-management approach to the school, an unpublished master's thesis, College of education, Sultan Qaboos university, Oman.

[5] Al-Khateeb, Ahmad Mahmoud and Adel Salem Maya'a (2006): Creative management of universities, modern models, Jidar for the global book, 1st Edition, The world of modern books, Jordan, 2006.

[6] Al-Dahan, Omaima (1981): "Change and development of organizations", Journal of economic and administrative research, Issue (1), Volume (9).

[7] Al-Dhahabi, Jassim Muhammad, and Al-Azzawi, Najm Abdullah (2005): Principles of public administration, a comprehensive strategic perspective, Al-Jazeera office for printing, preparation and reproduction, 1st Edition, Baghdad.

[8] Al-Sakarneh, Bilal Khalaf (2009): Organizational and administrative development, Dar Al-Masirah for publishing, distribution and printing, 1st Edition ,2009.

[9] Salama, Adel Abdel Fattah (2000): "Self-management and school effectiveness in all of England, Australia and Hong Kong, and the possibility of benefiting from it in the Arab Republic of Egypt", Journal of education and development, 20, Cairo.

[10] Samina, Mansour Haidar (2000): A comparative study of trends in the restructuring of secondary education in the United States of America and the Arab Republic of Egypt and its use in the Syrian Arab republic, an unpublished master's thesis with a comparative education quota, Ain Shams university, Egypt.

[11] Al-Tawil, Hani Abdel-Rahman (2006): Educational administration and organizational behavior, individual and group behavior in systems, Wael publishing house, Amman, 4th Edition, Jordan.

[12] Mustafa Abdul Sami Muhammad, and Al-Fuli, Abdel-Fattah Muhammad, "Towards a development model for Arab universities from the perspective of digital organization of institutions", www.hert22.com

[13] Nasser, Muhammad Saud Jaradat and others (2012): Management of Change and development, Athraa for publishing and distribution, Amman, and University Library, Sharjah, 1st Edition.

[14] 14 -Abu-Duhou, Ibtisam. (1999): School Based Management. Paris: UNESCO.

[15] Bernard, Helge E (1994): Evolution of Educational Change and the Impact on School-Based Management: A Historical Study. Unpublished PHD Thesis, Wald University.

[16] Brazer, David. (2001): Evolution of Education Change and the Impact on School-Based Management. A Historical Study. Unpublished PHD Thesis, Walden University.

[17] Carlson, Howard (1997): The process of Decision Making Under School-Based Management: A comparison of Administrative Control and Professional Control Models. Unpublished PHD Thesis, Washington State University.

[18] Cheng, Y.C. (1996): School effectiveness and School-Based Management: A mechanism for development. London: The Falmer Press.

[19] Cheng, Y.C., & Cheuny, W.M. (1999): Toward School – Based Management: Uncertainty, Meaning, Opportunity, and development. International Journal of Educational Reform,8(1), p.25-36.

[20] Kenny, Linda Chion. (1994): Site-Based Management& Decision Making: Problems and Solution. USA: Library of Congress Catalog.

[21] Kowalaki, T. (1994): Site- Based Management, Teacher Empowerment and Unionism: Beliefs of Suburban School Principals. Contemporary Education,65(4), p:200-206 .

[22] Michei, George J. (1991): The Principals Skills in School-Based Management. Illinois School Journal,71(1), p:33-38 .

[23] Odden, Alla, & Wohlstetter,Priscilla,& Odden ,Eleanor.(1995):Key Issues ineffective Site-Based Management .School Business.Affairs,61(5),p:4-16

[24] Odden, Elenor R, & Wohlstetter, Priscilla. (1995): Making School-Based Management Work. Educational Leadership52(5), p:32-36.

BIODATA:

Dr. May Faisal Ahmed
University of Baghdad/ collage of education for pure sciences – Ibn Al-Haitham