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# The Skill of Self-Management for School Principals in Digital Education

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**ABSTRACT:** School self-management has come to be seen as a participatory and collaborative process between all school teachers and the surrounding community and its institutions. This quantitative study examines reality using the self-management of school principals. The sample of the study involved 215 principals of schools in the green line region of Palestine. A questionnaire was emailed and posted on social media (Facebook and WhatsApp) to collect data. The Statistical Package for Social Sciences was used to analyze the data. The findings of the study were: (i) self-management faces great challenges in its application; (ii) principals do not involve teachers and society in decision-making. (iii) The inability of school principals to set the general objectives of the curriculum due to a lack of experience; (iv) Some principals were unable to create teachers who carried out their duties through self-management.

**KEYWORDS:** curriculum, decision-making, delegation, school principals, self-management.

## INTRODUCTION

As a result of the tremendous technological and knowledge developments and the interest of developed countries in seeking to apply contemporary administrative trends to the educational system, the school's self-management is making serious attempts in the field of learning development. This development includes the professional qualification of teachers, participatory decision-making, concern for human relations, and decentralization. Therefore, it can be said that self-management among school principals plays an important role in the development of education in line with contemporary administrative trends (Jiang, Li & Cui 2023, Mahdy & Zaghloul, 2020).

Countries' educational policies play an important role in guiding schools' self-management. The Ministries of Education devote their efforts to creating a safe environment that encourages the principles of self-management in schools. Marishan (2014). Self-management is defined as the process of redistributing power so that schools get rid of the authority of central educational power. They concentrate their efforts on local control and empower citizens to manage their own affairs. Therefore, they build strategies for improving their policies towards self-management at schools, which include community and parent participation in making educational decisions as well as setting educational policy at the school level. The self-management approach in schools addresses students' actual needs, capitalizes on the potential for student service and advancement, and is concerned with teacher development and management advancement in the context of contemporary administrative trends (Hermanns et al, 2020).

### The Advantages of Self- Management at Schools

1. Improving the school climate helps activate administrative efficiency.
2. Eliminate administrative bureaucracy and implement the principles of delegation of authority and accountability.
3. Spreading self-censorship in the hearts of workers.
4. Encourage the self-evaluation method within the school.
5. Improving the educational output through transparency in dealings between employees. Employee job satisfaction can be increased by involving them in decision-making.

The approach to school Self-management is a basic result of contemporary administrative trends represented in the application of international quality standards in management, democracy, participatory governance, delegation of powers, decentralization in education, effective management, the development of human relations, avoidance of individualism and dominance, the use of technology in its various dimensions as a basis for contemporary management, and attention to the element "human" in terms of his or her selection, qualification, and training as the focus of the most important axes of contemporary administrative development. With regard to the characteristics of society in its various dimensions and the implementation of the job replacement policy. According to the contemporary trends with which the approach to self-management has been associated, Self-management is considered more effective than the traditional system (Parandekar, 2014).

## The Skill of Self-Management for School Principals in Digital Education

The traditional educational system is characterized by centralization, hierarchy, bureaucracy, administrative red tape, and individuality in work and decision-making (De Laat, 2023). In contrast to the school's self-management approach, which is characterized by the involvement of all members of the administrative and teaching staff, in addition to students and members of the local community, in decision-making, solving school problems, and implementing them, in the midst of decentralization and the limits of available capabilities and accountability that are linked to the delegation of powers That is, just as the school is authorized to manage itself and solve its problems, it is also responsible for its output and the educational level of its students. The level of student progress is the only witness to the success of the approach to self-management because students are at the center of the educational process (Santibanez, Abreu, & Donoghue, 2014).

Accountability for results is one of the most important foundations of school self-management, as all employees are evaluated according to their progress in achieving the declared goals. This entails punishing the defaulters, directing them, and rewarding the distinguished ones. The decentralization of authority and the delegation of powers are among the most important foundations of school self-management. Due to the tremendous technological progress, the breadth and complexity of knowledge, and the doubling of the burdens on the school administration. It became very difficult for the principal of the school to perform all the administrative tasks entrusted to him or her perfectly, which made the principal delegate some of his powers to his or her teachers according to their competencies, such as technical issues. (Heyward, Cannon & Sarjono, 2011).

The researchers of this study believe that the obstacles to the implementation of self-management return to the following:

**A. Regulatory obstacles**

1. Lack of administrative powers granted to the school principal.
2. Weak competencies of the administrative manager.
3. Lack of flexibility in applying rules and regulations.
4. Poor cooperation between the school administration and higher levels of administration.
5. Lack of conviction among leaders at higher levels about the importance of delegation of authority.
6. Weak confidence of the manager in his or her employees
7. Weak activation of organizational and procedural evidence
8. Poor interaction between parents and the school.
9. Poor training and qualification of teachers.
10. . Absence of organizational structures.

**B- Financial Obstacles**

1. Poor rehabilitation of school buildings
2. Poor capabilities and equipment
3. Poor qualification of workers to use and activate technology.
4. Poor availability of technology and its capabilities.
5. Inability to provide educational frameworks (educational staff).
6. Double the budget allocated to the school administration

## LITERATURE REVIEW

### The concept of self-management

Educational systems have evolved greatly in the past decades and moved from centralization to decentralization, which is often called self-management. This self-management leads to the transfer of control from the educational regions, educational directorates, and the center of the educational ministry to the school itself. It is considered a way to give members of the school community (principal, teachers, parents, and community members) more control over school performance, including planning curriculum, selecting staff, motivating them, and developing them professionally. In contrast to decentralized administration, some tasks, such as follow-up, appointment making, curriculum planning, and development, continue to be linked to directorates and ministries (Priscilla, 2014).

Self-management at school means delegating actual powers to the school principal, such as selecting new teachers, qualifying those in charge of their work, raising their qualifications, fully using decentralization of the school budget, and delegating some powers to the local community, like participating in choosing the appropriate curriculum (Abu Dohou, 2014). School self-management is a vital and crucial component of the educational system because it is the most effective means of achieving education goals within the community to which it belongs.

It is the system closest to the needs of the student and the teacher because it takes into account the cultural background of the students, their needs and tendencies, and keeps pace with the nature of successive and rapid developments, even educational, societal, and technical, in addition to developing the capabilities of teachers (Yamauchi, 2014).

In order for the school's self-management to be more effective in the midst of the massive knowledge and technological explosion, it must be in line with contemporary administrative trends represented by investing modern technologies in enhancing administrative work, communicating with team members, exchanging experiences, receiving feedback, documenting data, classifying and preserving it, and applying quality standards (Parandekar, 2014, Tanner et al, 2022).

Abadzi (2013) identified the obstacles that low-income countries face in activating school self-management. The study relied on the use of qualitative and documentary methods. The findings of the study are: (i) countries that lack funding and the necessary sources of income cannot activate self-management at schools; (ii) the absence of a real will by governments to develop self-management of schools and central oversight of education.

In the same field, Cheng (2014) aimed to examine the perceptions of school principals and teachers about the relationship between school self-management and quality management in primary schools in Hong Kong. The study sample consists of 741 teachers and 38 principals. The findings found the following: (1) The three most important axes of the school's self-management are planning the school's educational policies, building the financial budget, and following up on social relations. (2) There is a positive relationship between the principles of quality management and the school's self-management approach.

Furthermore, Topaz (2014) discussed the perceptions of principals of basic schools in Israel in terms of school self-management. To achieve the aim of the study, a qualitative approach was used. The study sample included 15 school principals. It was found that (1) school principals are going through a transitional stage in school management, moving towards self-management, and (2) school principals also face many obstacles, such as the lack of clarity in the self-management of schools in terms of responsibilities and powers, which increases the administrative burden on the principals, and the lack of trust between principals and teachers.

Arar and Nasra (2020) investigate how the school administration, directly and indirectly, affects the school's effectiveness. The study sample included 300 Arab teachers in Israel. The results showed that (1) a positive relationship exists between all self-management dimensions (decision-making, resource and staff management, resource availability, and organizational structure) and school effectiveness. (2) There is a complete mediation between the management of resources and the organizational structure of staff and the effectiveness of the school through motivation.

**Digital Education**

Digital education is an innovative educational method that uses digital tools and technologies during the educational process (Alshurman, Al-Saree, & Amreet, K. 2020). This teaching method is referred to as enhanced technology or e-learning, which achieves immediate communication between students and teachers electronically via the Internet. Therefore, the school or college becomes an institution connected to the network (**Safoury,**Ghalia,& Darawsheh, 2021 ). It also provides an opportunity to explore digital technologies for teachers and an opportunity to design attractive methods in scientific courses, which can take the form of integrated courses online (Ghalia, & Karra, 2023).

Digital education has the following advantages:

1. It provides many sources of information to the learner in an easy and distinctive way.
2. It increases the student's interest when using new technologies in education.
3. Facilitate the method of communication via electronic networks.
4. It creates an advanced educational system in line with rapid progress in the world. Increases self-learning and distance education.
5. It develops communication skills and facilitates the process of communicating with all the participants in the learning process.
6. It improves students' skills in self-learning and gives them personal skills.
7. It also works to build and develop the educational system of the individual and society (Al-Harazneh, Alobeytha, & Alodwan, 2022).

Digital education consists of a group of pillars as follows:

1.The educational pillar includes students, professors, educational and administrative materials, a library, research centers, and exams.

2.The technological pillar includes a website, personal computers, a network, and a digital component.

3.The administrative pillar includes the goals of digital education, its philosophy, plans, programs, budgets, and time.

Due to the pillars on which digital education depends, the need calls for the adoption of self-management in the school. This management enables the principals to use the digital education freedom because it is the closest to teachers and students. The academic staff can also address the weaknesses and difficulties facing students in dealing with digital education.

Despite the political trends towards decentralization in education, Arab schools within the Green Line in Palestine still suffer from central authority, the dominance of government bureaucracy over administrative practices, and the multiplicity of institutions that monitor the performance of schools. The administration of the Arab school is captive to the constraints of centralization and suffers from weak participation between the school principal, the academic staff, and the surrounding community. Based on the literature review, there is no study that tackles self-management in schools during digital learning. Therefore, this study examined the reality

of using the self-management by school principals during digital learning. The research question was " What is the reality of the self-management of school principals from the their point of views in digital education?"

**The significance of the study**

The current study derives its importance from the importance of the results expected from it and the extent of the impact of these results on those in charge of education within the Green Line. It is expected that this study (i) will provide skills of self-management for Arabian school principals within the Green Line in Palestine. (ii) will increase the teachers' job satisfaction and commitment. (iii) will have a positive impact on the students' performance. (iv) will open new doors for researchers in the field of self-management for principals; (v) will assist the policy makers in adopting the self-management method in schools.

## METHODOLOGY

The study used the quantitative method to achieve its objectives.

**The population of the Study**

According to the statistics of the Ministry of Education for the year 2022, the study population consisted of all school principals within the Green Line in Palestine, whose number was 987.

**Th esample of the study**

The criteria of selecting the sample that they (i) should be principals, (ii) should have 3 years -experience as principals, (iii) should be from Green line in Palestine.

Due to the coronavirus pandemic and its limitations, we sent a questionnaire to the principals via email and social media (Facebook and WhatsApp). Fortunately, we got responses from 232 principals. 17 responses were invalid due to the following reasons: 9 worked as teachers, not principals. 3 were not from the green line in Palestine, and 5 have less than 3 years of experience. Therefore, the study sample contained 215 principals, representing 22% of the original community size. They were chosen by a convenience method. figures 1,2 and 3 represents the distribution of the study sample according to demographic variables.

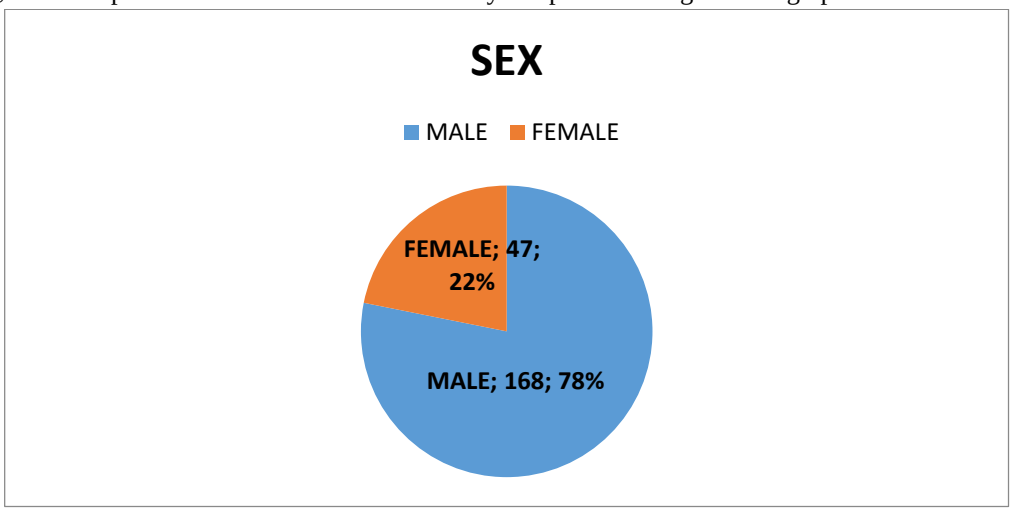


**Figure 1. Sex**

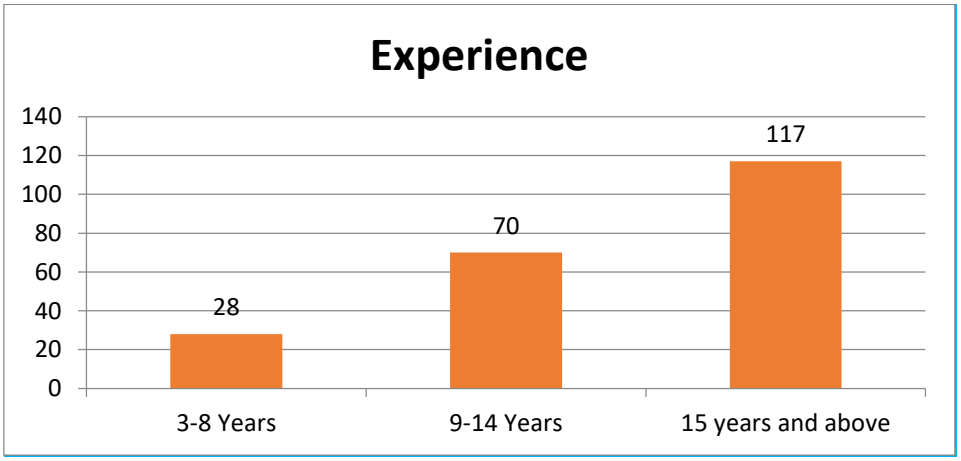


**Figure 2. Experience**

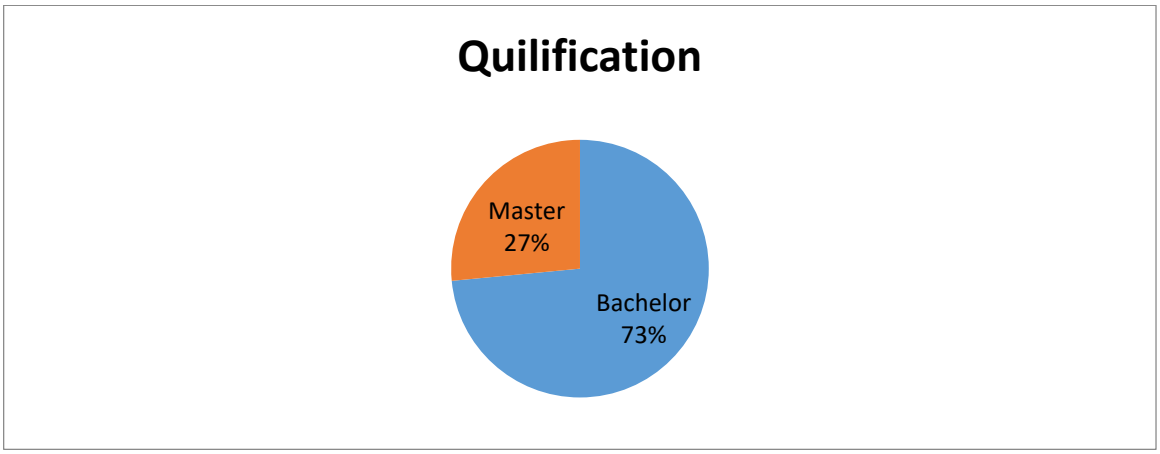


**Figure 3. Academic Qualification**

**Data collection tool**

This study used a questionnaire to collect data which has (37) items distributed into 5 fields : curriculum, school facilities, personnel affairs, delegation, and participation in decision-making

**The Validity of the Questionnaire**

In order to ensure the validity of the content of the questionnaire, it was presented in its initial form to five university professors from the Department of Educational Administration at two Palestinian universities. This is to get their opinions about the content of the questionnaire, the extent to which it fulfills the elements of the subject of the study, the adequacy of the items and their need for modification or deletion, and the clarity of the items, and the extent to which the questionnaire is able to address the problem of the study in a way that achieves its objectives. The professors provided us with some notes that helped in modifying the items.

**The Reliability of the Questionnaire**

The stability of the study instrument was confirmed using the test-retest method by applying it and re-applying it after two weeks on a sample from outside the study sample, which numbered 50 principals. The reliability coefficient of the test was calculated using the Pearson correlation coefficient for the tool as a whole and for each field of study. The stability of the fields in the study tool was verified using Cronbach's alpha equation. Table (1) shows that.

**Table 1: Pearson's correlation coefficient and Cronbach's alpha stability coefficients for the items in the study domains**

| S.N | The Field | Cronbach Alpha | Pearson correlation coefficient |
|---|---|---|---|
| **1** | Curriculum | 0.843 | 0.882 |
| **2** | School facilities | 0.861 | 0.941 |
| **3** | Personnel Affaires | 0.842 | 0.904 |
| **4** | Delegation | 0.842 | 0.891 |
| **5** | Participation in Decision Making | 0.878 | 0.900 |
| **6** | Professional Development of Teachers | 0.882 | 0.911 |
| **The Stability coefficient for the instrument as all** | | | 0.901 |

According to table 1 the Pearson correlation coefficient for the tool as a whole was (0.901). The domain values ranged between (0.882-0.941). The values of the Cronbach alpha stability coefficients for the fields of the study tool ranged between (0.842-0.882). These values are acceptable for the purposes of this study.

The level of self-management for Arab school principals within the green line was determined within a three-fold gradient (high, medium, and low). The answer to the items of the questionnaire was designed according to the five-point Likert scale, as follows: 5 degrees (always), 4 (often), 3 (sometimes), 2 (rarely), and 1 (never), depending on the following equation.

The upper value of the alternatives - the lower value of the alternatives

The number of levels

5 - 1 = 4 4÷3= 1.33

the low level is: from 1- 2.33 The medium level: from 2.34 - 3.67

The low is high: from 3.68 – 5

**FINDINGS**

This section includes presenting the findings of the research question

**What is the reality of the self-management of school principals from their point of view?**

To answer this question, the means and standard deviations were calculated for each domain of the study tool. Then, for each domain's items:

**Table 2: The means and standard deviations for each domain of the study, and for the total score of the fields**

| S.N | Domain | Means | Standard Deviation | Rank | Level |
|---|---|---|---|---|---|
| 1. | Curriculum | 2.74 | 0.42 | 4 | Medium |
| 2. | School facilities | 2.79 | 0.58 | 3 | Medium |
| 3 | Personnel Affaires | 3.02 | 0.36 | 1 | Medium |
| 4 | Delegation | 2.98 | 0.31 | 2 | Medium |
| 5. | Participation in decision making | 2.27 | 0.57 | 5 | Low |
| **Total** | | 2.94 | 0.30 | Medium | |

According to table 2. the reality of self-management among Arabian school principals in the green line area The domain no. 6, "Professional development of teachers," occupied the first rank with a mean of (3.27) and a standard deviation of (0.44). It was at a medium level. On the other hand, item No. 5, "Participation in decision making," occupied the last rank with a mean (2.27) and SD (0.57). It was at a low level.

Below is the means, SD, and rank of the items of every domain.

**The first field: Curriculum.**

Means and standard deviations were calculated for the curricula domain . Table 3 shows that.

**Table 3: Means and standard deviations of the domain of curriculum and their items**

| S.N | Item | Means | Standard Deviation | Rank | Level |
|---|---|---|---|---|---|
| 1. | Determine the overall curriculum goals. | 1.81 | 1.02 | 11 | low |
| 2 | Determine specific curriculum goals. | 1.94 | 1.10 | 10 | Low |
| 3 | Curriculum content selection. | 2.29 | 0.97 | 7 | Low |
| 4 | Curriculum content organization. | 2.61 | 1.07 | 6 | Medium |
| 5 | Choosing appropriate teaching aids for the curriculum content. | 3.16 | 0.79 | 4 | Medium |
| 6 | Choosing appropriate educational strategies for the curriculum content. | 3.20 | 1.12 | 3 | Medium |
| 7 | Evaluation of the curriculum effectiveness | 3.74 | 1.08 | 2 | High |
| 8 | Supervising the implementation of the curriculum. | 4.09 | 0.93 | 1 | High |
| 9 | Determine the duration of the daily school hours. | 2.18 | 0.95 | 9 | Low |
| 10 | Decide on the implementation of activities outside the school | 2.84 | 0.94 | 5 | Medium |
| 11 | Preparing teaching aids | 2.23 | 1.04 | 8 | Low |
| **Total** | | 2.74 | 0.42 | Medium | |

According to table 3.the reality of the self-management of Arabian school principals in the field of the curriculum was medium, with a mean of (2.74) and a SD of (0.42). The mean of the items in this domain appeared between the high and low scores and ranged between (4.09 -1.81). Item No (8) "Supervising the implementation of the curriculum" came in the first rank, where the mean was (4.09) and the SD was (0.93), with a high degree. While item No (1): "Determine the overall curriculum goals" came in the last rank, where the mean (1.81) and the SD (1.02) were low.

**The Second Field: School Facilities.**

Means and standard deviations were calculated for the School Facilities domain . Table (4) shows that.

**Table 4: Means and standard deviations of the domain of School Facilities domain and their items.**

| S.N | Item | arithmetic mean | standard deviation | Rank | level |
|---|---|---|---|---|---|
| 1 | Deciding on maintenance work for school facilities. | 2.81 | 1.00 | 5 | Medium |

| | | | | | |
|---|---|---|---|---|---|
| 2 | Carrying out maintenance work for school facilities. | 2.52 | 0.89 | 7 | Medium |
| 3 | Providing educational supplies and aids. | 3.01 | 0.78 | 3 | Medium |
| 4 | Providing school furniture. | 3.18 | 1.15 | 2 | Medium |
| 5 | School furniture maintenance. | 3.22 | 0.94 | 1 | Medium |
| 6 | Adding rooms and school building facilities. | 1.91 | 0.98 | 8 | Low |
| 7 | Allowing the local community to use school facilities. | 2.68 | 0.91 | 6 | Medium |
| 8 | Organizing school activities. | 2.98 | 0.97 | 4 | Medium |
| **Total** | | 2.79 | 0.58 | Medium | |

Table 4 reveals that the reality of the self-management of Arabian school principals in the field of the school facilitates was medium, with a mean of (2.79) and a SD of (0.58). The range of the of this domain was between 3.22 -1.91. Item No (5) " School furniture maintenance." was the first rank, where its mean was (3.22) and the SD was (0.94), with a medium level. While item No (6): " Adding rooms and school building facilities." was the last rank, where the mean (1.91) and the SD (0.98) were low.

**The Third Field: The Personnel Affairs**

Means and standard deviations were calculated for the personnel affair's domain. Table 5 explains that.

**Table 5: Means and standard deviations of the domain of School Facilities domain and their items.**
**Means and standard deviations of the reality of the personnel affairs.**

| S.N | Item | Mean | Standard Deviation | Rank | Level |
|---|---|---|---|---|---|
| 1. | Distribution of teaching loads among teachers. | 4.29 | 0.84 | 1 | High |
| 2. | Penalties for violating teachers. | 3.48 | 0.93 | 4 | Middle |
| 3. | Accepting occasional and sick leaves for teachers. | 3.53 | 1.03 | 3 | Middle |
| 4. | Transfer teachers. | 2.01 | 0.89 | 9 | Low |
| 5 | Recruitment/selection of schoolteachers. | 2.44 | 0.71 | 8 | Middle |
| 6. | Evaluation of teachers' performance. | 3.72 | 1.04 | 2 | High |
| 7. | Giving teachers leave without pay | 2.63 | 0.87 | 5 | Middle |
| 8. | Assigning teachers to administrative tasks. | 2.49 | 0.96 | 7 | Middle |
| 9. | A teacher's Educational Identity | 2.59 | 1.01 | 6 | Middle |
| **Total** | | 3.02 | 0.36 | Middle | |

Table 5 demonstrates that the reality of the self-management of Arabian school principals in the field of the personnel affairs was medium, with a mean of (3.02) and a SD of (0.36). The range of the means of this domain was between 4.29-2.01. Item No (1) " Distribution of teaching loads among teachers.." was the first rank, where its mean was (4.29) and the SD was (0.84), with a high level. While item No (4): " Transfer teachers." was the last rank, where the mean was (2.01) and the SD was (0.89) with low level.

**The Fourth Field: the Delegation.**

Means and standard deviations were calculated for the delegation domain. Table 6 show that.

**Table 6: Means and standard deviations of the domain of delegation domain and their items.**

Means and standard deviations of the reality of the delegation

| S.N | Item | Mean | Standard Deviation | Rank | Level |
|---|---|---|---|---|---|
| 1 | Delegate routine tasks to subordinates. | 3.73 | 1.03 | 1 | High |
| 2 | Assigning some supervisory issues to the teachers themselves from the same specialty. | 3.40 | 1.09 | 2 | Middle |
| 3 | Assigning issues that are beyond the capabilities of the manager to some subordinates. | 2.57 | 1.20 | 3 | Middle |
| 4 | Discharging the school principal issues of planning, supervision and follow-up. | 2.23 | 1.07 | 4 | Low |
| **Total** | | 2.98 | 0.31 | Middle | |

Table 6 demonstrates that the reality of the self-management of Arabian school principals in the field of the delegation was medium, with a mean of (2.98) and a SD of (0.31). The range of the means of this domain was between 3.73-2.23. Item No (1) " Delegate routine tasks to subordinates." was the first rank, where its mean was (3.73) and the SD was (1.03), with a high level. While item

No (4): " Discharging the school principal issues of planning, supervision and follow-up.." was the last rank, where its mean was (2.23) and the SD was (1.07) with low level.

**The Fifth Field: Participation in the Decision-Making**

Means and standard deviations were calculated for **Participation in the Decision-Making** domain . Table 7 explains that

**Table 7: Means and standard deviations of the domain of participation in the Decision-Making and their items.**

Means and standard deviations of the reality of the participation in the Decision-Making

| S.N | Item | Mean | Standard Deviation | Rank | Level |
|---|---|---|---|---|---|
| 1. | Involving the local community in decision-making. | 2.01 | 1.03 | 4 | Low |
| 2. | Involving stakeholders in decision-making. | 1.99 | 1.06 | 5 | Low |
| 3. | Involving students in decision-making. | 2.21 | 1.10 | 2 | Low |
| 4. | Involving parents in decision-making. | 2.13 | 0.90 | 3 | Low |
| 5. | Involving teachers in decision-making. | 3.01 | 0.92 | 1 | Medium |
| **Total** | | 2.27 | 0.57 | Low | |

Table 7 demonstrates that the reality of the self-management of Arabian school principals in the field of the participation in the Decision-Making was medium, with a mean of (2.27) and a SD of (0.57). The range of the means of this domain was between 3.01-1.99. Item No (5) " Involve teachers in decision-making." was the first rank, where its mean was (3.01) and the SD was (0.92), with a medium level. While item No (2): " Involving stakeholders in decision-making." was the last rank, where its mean was (1.99) and the SD was (1.07) with low level.

**DISCUSSION**

Based on the research question, this section discussed the findings of this study. The question is:

**What is the reality of the self-management of school principals from their point of view?**

Table 2 demonstrated that the reality of self-management among principals of Arab schools in the Green Line in Palestine reached a medium level. Where the mean was (2.94) and the standard deviation was (0.30). This means that self-management is practiced, but not in an ideal way, especially with regard to the field of participation in decision-making. This result may be attributed to the dominance of the central system and the bureaucratic style over the administration in the Arab school, which limits the activation of the principles of self-management in the school.

In contrast, the domain of participation in decision-making came in last with a medium level, a mean of (2.27) and a standard deviation of (0.57). This result may be attributed to the fact that the school principal does not involve others (teachers, students, and society) in making decisions. This is due to the fact that some principals do not trust others, and believe that their decisions are correct and there is no need for delay as a result of others' participation in issuing decisions. The discussion of the domains of the study is as follows:

**The First Domain is "Curriculum".**

Table 3 shows that the reality of the self-management of Arabian school principals in the Green Line region of Palestine in the domain of the curriculum was moderate. Its mean was (2.74) and the standard deviation was (0.42). Perhaps the major shortcoming is due to the school's participation with community members in defining the desired goals of the curriculum in general, which negatively affected the preparation of appropriate plans to provide the necessary school tools and guides.

Item (8) came in first, which is "supervising the implementation of the curriculum," and it was high level. Its mean was (4.09) and the standard deviation was (0.93). This is probably due to the particular focus of school principals and the educational administration on the philosophy and aspirations of the educational system. In addition to being keen to implement society's philosophy, needs, and hopes.

On the other hand, item (1) came in the last rank, which is: "determining the objectives of the general curriculum," with a low level. where its mean was (1.81) and a standard deviation was (1.02). It seems that most principals do not want parents and teachers to determine the objectives of the general curriculum. They also prefer that the determination of the objectives of the general curriculum be central. This is because the Ministry of Education has sufficient capacity to define curricula, given that it has many experts and educators. It also has the financial ability to write curricula and set goals. On the other hand, the school cannot do this duty because it does not have sufficient expertise and financial support.

**The Second Field: School Facilities**

Table 4 reveals the reality of self-management by Arab school principals within the Green Line area of Palestine, where the domain of school facilities was moderate. The field mean was (2.79) and the standard deviation was (0.58). This result may be attributed to the existence of some deficiencies in carrying out the necessary maintenance operations for some school facilities with regard to the digital education solution. In addition to the inability to add new facilities or weakness in the use of tools that help digital education.

Item (5) ranks first, which is " School furniture maintenance.," with a moderate level. Its mean was (3.22) and its standard deviation was (0.94). Perhaps this result is due to the importance of the readiness of school furniture to ensure the safety of students and teachers from any misfortune that may befall one of them from a piece of worn-out furniture because of negligence and failure to maintain it.

In contrast, Item (6) " Adding rooms and school building facilities " came in the last round and was low level. Its mean (1.91) and its standard deviation (0.98) . Perhaps due to the scarcity of financial resources, capabilities, and necessary tools. In addition to the long routine that must be followed to create educational rooms or facilities for the school,

**The Third Domain: Personnel Affairs**

Table No. 5 shows that the reality of the self-management of Arab school principals in the Green Line area in the field of personnel affairs was average. The field mean was (3.02) and the standard deviation was (0.36). This result may be attributed to the lack of transfers between teachers, which leads to a deficiency in the exchange of experiences. In addition to the lack of new teacher appointments. This increases work pressure and academic burdens on current teachers, and limits the ability of school principals to assign teachers for administrative tasks that develop their abilities and thus reach self-management of the school. Also, the lack of teachers does not encourage principals to hold training courses to raise the efficiency of teachers in digital education and other fields.

Item (1) came in the first rank, which is " Distribution of teaching loads among teachers. ", with a high level. Its mean was (4.29) and its standard deviation was (0.84). Perhaps this is due to the keenness of school principals on equality among employees, which reduces the intensity of organizational conflict at all levels and enhances the employees' sense of justice, transparency, and democracy.

With a low degree, item (4), "teacher transfer," came in last place. It had a mean of 2.01 and a standard deviation of 0.00. (0.89). The method for transfers, which firstly rely on the teacher's desire to transfer and the constrained opportunities for transfer due to the dearth of openings in other schools, is what led to this outcome.

With a low degree, item (4), "teacher transfer," came in last place. It had a mean of 2.01 and a standard deviation of (0.89). The reason behind this result is the mechanism for making transfers, which depends first on the desire of the teacher himself to transfer and the limited chances for transfer due to the shortage of vacancies in other schools.

**The fourth field: Delegation.**

Table 6 shows that the reality of self -management of Arab school administrators in the Green Line area of Palestine based on the field of delegation was at a medium level. The mean of the domain was (2.98) and the standard deviation was (0.31). The justification for this result is due to the interest of school principals in authorizing the authorities to their assistants because of the many administrative and technical burdens attached to them. Despite the positive aspects of this field, the delegation process in general was not ideal, especially since it was of a medium degree. This result may be attributed to the relative lack of qualification of administrative and educational employees to implement some of the duties of the school principal. This result can also be due to the presence of bureaucratic tendencies among some school principals, because some prefer to exercise all their powers and tasks because they are the first and last official in the school. This is reflected in the level of power authorization.

With a high level, Item (1) "Delegating routine tasks to subordinates." came in the first rank, where the mean was (3.73) and the standard deviation was (1.09). Perhaps this result is due to the educational system's efforts to participate and delegate some powers. This encouraged many school principals to ease their burdens and find partners in the administrative work. The delegation of powers in the school includes delegating appropriate authority to one of the teachers in the school to perform a task, while the school principal retains full real responsibility. This result may also be attributed to the school principals' confidence in the competence of some of their subordinates, who have been rehabilitated to carry out routine administrative and technical work.

With a low level, item (4) ranked last, which is "The school principal’s discharge for planning, supervising, and following-up issues", where the mean of this item was (2.23) and the standard deviation was (1.07). This result of this item may be attributed to the great burden on school administrators. Therefore, most principals did not devote themselves to the task of planning, supervising, and following up on the school's issues. Some principals do not entrust administrative and academic dominance to teachers because they do not trust the capabilities of teachers, which vary from one teacher to another.

**The Fifth Field: Participation in Decision-Making**

Table 7 reveals that the reality of self-management among Arabian school principals within the Green Line in the field of participation in decision-making, was low. Where the mean was (2.27) and the standard deviation was (0.57). This result may be attributed to the administrative routine and dictatorial style that still prevail in many schools. Where the principals of the school do not share their decisions with others, especially the important ones. In addition to erecting barriers between the school and the community and not looking at the teachers as active partners in the administrative process. In addition to viewing students negatively as knowledge recipients rather than decision-making partners.

Item (5), which is " Involving teachers in decision-making," is ranked first with a medium level. Its mean was (3.01) and its standard deviation was (0.92). This is due to the endeavor of school principals to open the door to participation and discussion with teachers and to make them more effective, which helped bring the views of everyone closer together. This leads to satisfaction, cooperation, and commitment to the decisions taken.

Item (50) came last, which is "Involvement of Stakeholders in Decision-Making," with a low level. It has a mean (1.99) and a standard deviation (1.06) . This result may be attributed to the absence of official local educational planning councils in which stakeholders participate, along with the school administration, in the development of educational policies for the school. This made the participation of stakeholders depends on personal initiatives only and on a limited scale.

## CONCLUSION

School self-management is a cooperative, participatory process between all teachers and the principal on the one side and between the school and society on the other. This self-management is one of the most important modern tools used to achieve the trend towards decentralization, as it focuses on the school in terms of being an administrative unit that enjoys more self-independence in managing its various affairs. In the event that self-management is adopted, this will achieve positive results for teachers, students, and society. The study recommended that (i) Adopting educational supervision and holding workshops with the aim of educating school administrators about the importance of involving students, parents, and stakeholders in decision-making; (ii) The Ministry of Education should adopt training school principals to practice the principles of self-management, regardless of gender, educational qualification, or experience; (iii) The Ministry of Education adopts the application of the proposed administrative educational foundations inside the Green Line in Palestine; (iv) scholars should conduct more studies applied to other societies and compare their results with the results of the current study.

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