Extent of school self-management implementation from the perspective of secondary school principals in Irbid governorate

Miesam Fawzi Motiar Al-Azam *

Kindergarten Department, College of Education, University of Hail, Hail, Saudi Arabia

ABSTRACT

This study investigates the extent of school self-management implementation from the perspective of secondary school principals in the Irbid Governorate. A descriptive research design was adopted, and data were collected through a questionnaire administered to 135 male and female principals in the Bani Obeid District. The results indicate a high level of self-management application in both public and private secondary schools. No statistically significant differences were found in principals' perceptions based on gender, educational qualification, or type of school. However, significant differences were observed based on years of experience, favoring those with more than ten years. The study recommends developing educational programs to enhance school staff's understanding of the concept, importance, objectives, and roles associated with school self-management.

1. Introduction

Management is considered the main driver of change in operating organizations, due to its role in organizing the activities of institutions and coordinating their efforts to achieve goals (Onyilibe and Ikediugwu, 2020), and this is evident through the development of human society, with the increase in its human activities and the expansion of its practical fields, and its tendency towards more specialization and diversity, and with the presence of modern technical developments that require those in charge of administrative work to constantly address the challenges of human organization and human relations in order to achieve the desired goals efficiently and effectively. The goals that institutions of various types, including educational institutions, seek are affected by the type of management and the type of their operations, and directing the efforts of workers to achieve the desired goals with the least effort expended, in the shortest possible period of time, and with the highest degree of efficiency and effectiveness. Hence, management, especially school management, has become an important element in educational institutions when seeking to achieve a goal or set of goals that they aspire to reach.

School administration is a fundamental pillar of the educational process, and the success of the process depends on it, as it is the direct administration supervising education in general, and implementing the educational policies planned by the higher educational administrations. As a result of the multiplicity of the school principal's tasks and specializations, and the abundance of his duties and tasks (Hernández-Fernández, 2020), specialists and officials must pay attention to school administration and prepare and train those in charge of it, so that it can carry out its duties. As a result of the change in the function of school administration, the need arose for the emergence of the new role of the school principal as a creative leader and brilliant thinker, possessing planning and organizational skills and having a democratic sense, his ability to provide opportunities for those working with him, including teachers and others, to contribute to the development and renewal of school work. This new role requires a degree of authority, responsibility, broad powers, and granting school principals sufficient independence so that they can carry out this role effectively and with distinction in order to reform the educational process (Ifarajimi et al., 2025). The third millennium has witnessed many developments in this field, as a global trend has emerged towards decentralization, delegation of authority, and giving schools many opportunities for independence and self-governance, in the general education system, with the aim of improving the quality of education by assuming responsibility and participating in planning, organizing, and directing

processes, which leads to supporting collective and joint work to achieve goals with the least effort, time, and cost.

Several countries have moved to reform their educational systems by demanding the application of decentralization in education management and the presence of self-managed schools. Many countries, such as England, Australia, New Zealand, the United States of America, Canada, Hong Kong, China, Portugal, the Emirates, Qatar, and the Kingdom of Saudi Arabia, have implemented self-management to reduce administrative centralization, which relies on routine and hinders the administrative process, so that the school administration has taken full authority to manage its educational affairs itself, manage its financial resources and educational decision-making responsibilities. Decentralization of authority at the school level has become a global strategy for education reform, implemented to enhance the participation of parents, teachers, officials, and managers in local communities and organizations in school management. This strategy is known as school self-management, through which the school's independence, responsibility, and accountability are increased with the aim of raising the quality of education in primary and secondary schools (Wiyono, 2017; Isa et al., 2020).

Ghali et al. (2018) indicated that self-management is a modern administrative style in school management, which gives more evaluation of the school's self-position, the possibility of its engagement in society, so that the school can carry out its work and tasks, it requires the presence of a successful administration capable of adopting the principles of modern management and development, so that the school can achieve its desired goals in performing its educational mission, so the self-management system benefits the outcomes of the educational process. Özdoğru et al. (2025) defined school principals as individuals appointed by the Ministry of Education to lead all aspects of school functioning, including creating a supportive educational environment and ensuring the necessary conditions and capabilities are in place to achieve the educational process's goals. Özdoğru et al. (2025) also noted that the movement toward school self-management reflects a modern philosophical vision of educational leadership. It highlights the professionalism and quality of those overseeing education, their capacity for responsible decision-making, and their accountability for outcomes. This approach promotes a leadership style that empowers teachers, encourages their development, and ensures educational results characterized by quality and shared responsibility, essential for the success of the education system.

Tadesse (2019) explained that the philosophy of self-management of schools is based on the fact that developing and reforming education is no longer the responsibility of the state alone, but has become a national societal issue, which requires community support for the educational institution in the form of community participation, from governmental and non-governmental bodies and institutions, civil society with its organizations, civil societies, owners of wealth, businessmen, parents and others, so community participation has become a pivotal pillar in the knowledge society environment to support the reform and development of education to build knowledge. Maqableh (2022) believed that the philosophy of self-management is based on participation in educational decision-making and a sense of ownership and the faculty's sense of it, which is reflected in increasing the effectiveness of the school, and therefore, preparing a method or mechanism for participation in school decision-making supports the self-ownership of the school. This mechanism can be activated by establishing a school board of directors, which gives teachers and parents the opportunity to participate in its management with the legitimate authority to manage the school. It is indicated that the concept of self-management of the school is that the school is an independent administrative unit, possessing the ability to freely act and make its own administrative decisions, by moving towards decentralization in the various aspects of the work areas, while subjecting it to an effective system that enables them to judge the quality of its outputs.

The importance of self-management of schools stems from the application of decentralization in decision-making through the delegation of authority and powers, the involvement of workers in decision-making, which simplifies procedures, and the feeling of workers' satisfaction and loyalty to the organization. The self-management system seeks to achieve educational reform within the country, by achieving the financial flexibility necessary to involve many stakeholders, to identify the different needs of students from one environment to another and strive to achieve them, as self-management has proven its success in the field of employee management, as transferring decision-making authority to lower levels increases the feeling of job satisfaction among employees, as they have influential and effective authority in the way they perform their jobs and organizational tasks, their feeling of job satisfaction increases, and the importance of self-management lies in its consideration as one of the means of improving student performance and supporting teachers' commitment to performing the tasks assigned to them. The axis of self-management of schools contains several dimensions that show flexibility in educational management to serve the educational process to create qualitative educational outcomes. These dimensions include: (delegation of powers, participation in decision-making, student performance, follow-up and accountability, administrative affairs, financial affairs) (Edwards, 2019).

Khanal and Guha (2023) found that increasing school autonomy through school-based management (SBM) significantly enhances multiple dimensions of school climate—including academic focus, community engagement, and safety—particularly

when schools are granted greater authority over student-related decisions like admissions, assessments, and discipline. This approach effectively decentralizes administrative and technical powers to the school level, aiming to reduce bureaucratic workload on central education authorities and empower principals to better respond to local needs. The study emphasizes that such autonomy supports the development of school principals through strengthened leadership roles, enhanced credibility, and improved stakeholder trust. By involving principals, teachers, parents, students, and community members in key educational decisions, SBM fosters a participatory culture that encourages innovation, resource optimization, and improved self-governance. Khanal and Guha (2023) concluded that the transition from centralized control to shared decision-making via SBM contributes to more creative, accountable, and effective schools, with particularly strong impacts on school safety and climate when student-centered autonomy is prioritized.

The problem of the study lies in the fact that despite the importance of applying self-school management to comply with the requirements of the current stage in secondary schools, one of the departments that face the most administrative problems is the educational departments, the school administration, as it faces many challenges and problems as a result of the rapid life circumstances, such as the need for a clear and specific philosophy about school management, the need for clear standards to verify the extent of implementation of the desired goals, developing strategies, clear plans to verify the achievement of these goals, developing strategies to transform the philosophy into an applied reality, making the right and appropriate decisions to achieve educational goals, as many studies have confirmed such as Ifarajimi et al. (2025), Al-Otaibi (2023), Al-Zoubi et al. (2023), Onyilibe and Ikediugwu (2020), and Morenike (2019) on the importance of applying self-school management for its positive effects in achieving the educational process for its goals, and in light of the above, the problem of the study lies in identifying the degree of application of self-school management from the point of view of secondary school principals in Irbid Governorate, and presenting proposals that contribute to improving the degree Practice, and the study problem can be identified by answering the following questions:

1. What is the degree of application of self-management of schools from the point of view of secondary school principals in Irbid Governorate?
2. Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the responses of the study sample members about the degree of application of self-management of school from the point of view of secondary school principals in Irbid Governorate attributed to the variables (gender, academic qualification, number of years of experience, type of education)?

The study aimed to identify the following:

1. The degree of application of self-management of the school from the point of view of secondary school principals in Irbid Governorate.
2. The extent of the existence of statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the responses of the study sample members regarding the degree of application of self-management of the school from the point of view of secondary school principals in Irbid Governorate attributed to the variables (gender, academic qualification, number of years of experience, type of education).

Theoretical importance of the study: The theoretical importance of the study lies in the fact that it may contribute to developing the level of school administration and improving its performance by identifying and applying self-management of schools from the point of view of principals in Irbid Governorate schools. Its importance lies in keeping pace with modern trends in administration in the transition from centralization to decentralization and achieving positive repercussions on aspects of the educational process. Also, monitoring the degree of practicing self-management is one of the most prominent changes that concern the development of the human element, based on the importance of human building processes and refining their personality within a level of freedom and active interaction. Shedding light on the role of self-management in helping school principals accomplish educational and administrative tasks with high efficiency within an administration in which all pillars of the educational process bear a clear and specific level of responsibility.

The practical importance of the study: This study may benefit, from the practical side, decision-makers in the Jordanian Ministry of Education, school principals, and teachers, in identifying the role of self-management in achieving positive educational outcomes, and presenting school principals with realistic, practical models in building educational institutions that reduce work pressures in the educational environment. It will also benefit other researchers in the field of educational administration and in conducting further studies through the recommendations it has provided. It may also encourage school principals to apply self-management in order to achieve the goals of the educational process. The limitations of this study are as follows:

- Time limits: This study was applied to principals of public and private schools in Irbid Governorate in both Bani Obaid District and Irbid City during the second semester of the 2024/2025 academic year.
- Spatial limits: This study was applied to schools in Irbid Governorate.
- Human limits: This study was applied to principals of public and private schools in Irbid Governorate.

1.1. Technical and procedural definitions

School self-management is defined as the transfer of authority from the central government to the school, enabling principals to make decisions, involving the local community, studying the needs of students and available capabilities, in light of which plans are developed to meet the needs of students within the available capabilities, and according to their cultural and social level. Rashid (2022) defined school self-management as: The attempts made by the school to decentralize management, organization and school management, control and oversight of the educational process, providing individuals close to students, teachers and parents, and principals with sufficient authority to determine what the student needs, defining new roles and responsibilities for each individual working within the school system, and transferring all aspects of the teaching and learning process to a location within school classrooms.

School self-management is a modern administrative model that treats each school as an autonomous entity, empowered to independently handle its operations, adopt decentralized practices across different functions, and be held accountable through rigorous evaluation of its educational outcomes.

Karasel Ayda et al. (2018) defined school principal as the people appointed by the Ministry of Education as school principals to be responsible for all aspects of work in the school to achieve a better educational environment, and to work on providing the capabilities and conditions to achieve the goals of the educational process.

School self-management is defined procedurally as individuals charged with managing public education schools at all levels, and they independently manage their schools, whether boys' or girls' schools, in the Irbid Governorate.

2. Literature review

Morenike (2019) aimed to evaluate the effectiveness of parents and local community participants in the self-management of secondary schools in Ado Ekiti, Nigeria. The study followed the descriptive approach and used a questionnaire to collect data and information from a sample of 32 parents and local community members. The results of the study showed the effective participation of parents and local community in school management in many areas; such as building new classrooms or maintaining existing ones on an ongoing basis, monitoring and evaluating school teaching and learning activities, appointing teachers or staff, reducing unnecessary expenses, raising funds to support school programs and projects, paying attention to improving students' academic achievement, monitoring school projects, paying attention to improving students' academic achievement, monitoring progress and school effectiveness in general.

Ragmoun and Alfalih (2024) examined the implementation of inclusive practices in Saudi Arabian schools, focusing on the challenges and opportunities associated with decentralized decision-making. Their study, conducted using a descriptive research design, employed surveys to gather data from a representative sample of school leaders and teachers. The results indicated a moderate level of readiness among school administrators to adopt self-management approaches, highlighting both systemic and administrative obstacles that could hinder successful implementation. Notably, gender and years of experience were significant factors influencing perceptions of decentralization, with male leaders demonstrating greater confidence in managing financial and supervisory responsibilities, while female leaders emphasized the importance of teacher affairs, student support, and curriculum adaptation. The study also found that less experienced administrators were more receptive to adopting self-management, suggesting a generational shift in leadership attitudes. Overall, Ragmoun and Alfalih (2024) underscored that overcoming administrative and structural barriers is critical to empowering schools as self-governing institutions capable of meeting the diverse needs of their communities.

Pashiardis and Brauckmann (2019) investigated the professional development needs of school principals and highlighted the importance of self-management competencies in effectively leading educational institutions. Their study emphasized that self-management skills are critical for fostering a sustainable and adaptive school environment. The findings demonstrated that principals require continuous professional growth to enhance their ability to manage schools autonomously, make informed decisions, and support teachers in implementing educational policies. This underscores the significance of self-management practices in educational leadership for improving overall school performance.

Adeyemi (2010) investigated the leadership styles of secondary school principals in Ondo State, Nigeria, and their influence on teachers' job performance. The study employed a descriptive survey design and utilized questionnaires to gather data from a sample of principals and teachers across various schools. Findings revealed that principals who adopted participatory and democratic leadership styles were more effective in engaging staff and facilitating school management processes. This included involving teachers and stakeholders in decision-making, development planning, evaluating school resources, assessing student performance, and identifying strengths and weaknesses in school operations. The results underscore the critical role of school principals in fostering collaboration and ensuring the successful implementation of school development plans.

Onyilibe and Ikediugwu (2020) analyzed the participation of school self-management committees

in the management of secondary schools in Enugu State, Nigeria. The study used the descriptive approach, and used a questionnaire to collect data from a sample of 546 members of school self-management committees. The study showed that the role of secondary school self-management committees in Enugu State was high in the following areas: building distinct disciplinary codes of ethics for students in schools, strictly punishing violators, and continuously monitoring and following up on students to reduce the phenomenon of violence. The results of the study also confirmed that the role of secondary school self-management committees in Enugu State was low in the areas of reducing student drug use, cheating in exams, and monitoring student attendance and departure.

Al-Zoubi et al. (2023) examined the degree of practicing creative leadership by academic leaders in Jordanian universities and its relationship to teaching performance. The study employed a descriptive-correlational approach and utilized a questionnaire as the primary data collection tool. The sample consisted of 362 faculty members, selected randomly from various universities in Jordan. The findings revealed that the degree of practicing creative leadership among academic leaders was high across all dimensions of the study tool. Furthermore, the results indicated no statistically significant differences in the degree of practicing creative leadership attributed to variables such as gender, academic qualification, or years of experience.

Maqableh (2022) identified the self-management and the obstacles to its implementation from the point of view of school leaders in Taif Governorate. The study used the descriptive survey method, and the questionnaire was used as a tool to collect data from a sample consisting of 30 leaders. The results showed that the reality of implementing self-management from the point of view of school leaders in Taif Governorate came at a medium level, there were no statistical differences attributed to the school level variable between secondary schools and primary schools, and the differences were in favor of secondary schools in the administrative axis and the technical axis, the financial axis and self-management as a whole, and there were statistically significant differences between primary schools on the one hand and middle schools on the other hand, and the differences were in favor of middle schools in the financial axis. The results also showed that the obstacles to implementing school self-management came at a medium level of assessment.

Al-Otaibi (2023) aimed to reveal a proposed vision for the requirements for implementing school self-management in public education schools in the Kingdom of Saudi Arabia. To achieve the objectives of the study, the Delphi method was used, and the study used the descriptive analytical approach. The study used the questionnaire as a tool for collecting data from the study sample, which consisted of 10 experts who had administrative experience in the field of school management or educational

supervision for a period of no less than five years, and the experts' academic qualification was not less than a master's degree. The results showed that the most prominent obstacles to implementing self-management were represented by the weakness of administrative powers granted to learning departments and school principals, and the weakness of the organizational structure supporting the decentralization trend in the educational system. As for the material obstacles, the limited and insufficient budgets of schools, and the lack of other sources of funding other than government funding for schools, and the most prominent human obstacles were represented by the weakness of the competencies required for the school principal in line with the concept of school self-management.

Alshathry and Alojail (2024) examined the role of self-directed learning in enhancing undergraduate student satisfaction with online learning in Saudi Arabian universities during the post-pandemic period. Using a descriptive survey design, their study applied a structural equation modeling approach (PLS-SEM) to analyze responses from a large sample of university students. The findings highlighted that self-directed learning significantly contributes to improving system quality, service quality, and peer interaction, which in turn enhance students' overall satisfaction with online education. The study also found gender differences in students' perceptions, with female students showing a higher tendency toward engaging in self-directed learning activities. Based on their results, Alshathry and Alojail (2024) recommended that higher education institutions in Saudi Arabia prioritize the development of self-management skills among students, strengthen institutional policies to support autonomous learning, and invest in technical and human resources to facilitate a learner-centered educational environment.

Ifarajimi et al. (2025) identified the school self-management system in the Sultanate of Oman in light of the experience of Nigeria. The study followed a descriptive approach and analyzed ten key policy documents to collect data and information. The results revealed the existence of a comprehensive strategy for school self-management in Nigeria, encompassing a clear vision, mission, and strategic goals aimed at delivering high-quality education for all students through sound administrative governance and active community participation. Furthermore, the findings highlighted that school self-management committees assume significant responsibilities in managing and operating schools, as well as leading initiatives for improvement, development, and institutional change.

3. Methodology and procedures

This section describes the study population and sample, the research methodology, the instrument used and its development process, as well as its validity and reliability, and the statistical methods

employed. The study adopted a descriptive approach to analyze and interpret the data systematically.

3.1. Study community and sample

The study community consisted of all principals of public and private secondary schools in Irbid Governorate (Bani Obaid District, Irbid Qasaba District), as Table 1 shows the distribution of individuals in the study community according to the variables (directorate, type of school). Due to the limited nature of the study community and the ease of enumeration, the researcher followed the comprehensive enumeration method in selecting the sample, where she distributed 141 questionnaires to the target community, from which she retrieved 135 questionnaires valid for statistical analysis. Table 2 shows the distribution of the study sample members according to personality variables.

Table 1: Distribution of public and private secondary school principals in Irbid Governorate by directorate and school type

Directorate	Private	Government	Total
Bani Obaid district	24	18	42
Irbid citadel	22	77	99
Total	46	95	141

Table 2: Demographic characteristics of secondary school principals in the study sample

Variable		No.	%
Gender	Male	56	41.5
	Female	79	58.5
	Total	135	100
Educational qualification	Masters	122	90.4
	PhD	13	9.6
	Total	135	100
Number of years of experience	Less than 5 years	38	28.1
	5-10 years	50	37.0
	More than 10 years	47	34.8
	Total	135	100
School type	Private	43	31.9
	Government	92	68.1
	Total	135	100

3.2. Study tool

Based on previous studies, including Al-Otaibi (2023), Al-Zoubi et al. (2023), Maqableh (2022), Onyilibe and Ikediugwu (2020), and Morenike (2019), the researcher developed a questionnaire consisting of two parts. The first part collected demographic information from the participants, such as gender, academic qualification, years of experience, and type of school. The second part included 37 items divided into six dimensions: delegation of authority, participation in decision-making, student performance, follow-up and accountability, administrative affairs, and financial affairs.

To ensure the validity of the questionnaire, it was reviewed by six university professors with expertise in the field. They assessed the relevance, clarity, and linguistic accuracy of the items. Based on their feedback and an agreement threshold of 80%, several items were revised and linguistically corrected. The refined questionnaire was then applied to a pilot sample to test its reliability.

The questionnaire used a three-point Likert scale, assigning three points for high agreement, two points for moderate agreement, and one point for low agreement. To interpret the mean scores of responses, the researcher classified them into three levels: averages from 1.00 to less than 1.66 indicated a low level of agreement, 1.66 to less than 2.33 reflected a moderate level, and 2.33 to 3.00 indicated a high level of agreement. Finally, the reliability of the questionnaire was confirmed by calculating Cronbach's alpha coefficients for each dimension, which demonstrated satisfactory internal consistency as presented in Table 3.

Table 3: Cronbach's alpha reliability coefficients for dimensions of the self-management questionnaire

Dimension	Stability coefficient
Delegation of authority	0.897
Participation in decision making	0.801
Student performance	0.876
Follow-up and accountability	0.939
Administrative affairs	0.707
Financial affairs	0.841
Study tool	0.851

Through Table 3, it was shown that the stability coefficients ranged between 0.707-0.939, and all of them are high and acceptable values for application, as most studies indicated that the acceptance rate of the stability coefficient is 0.60.

3.3. Statistical methods

To achieve the study objectives and analyze the questionnaire data related to the degree of application of self-management of schools from the point of view of secondary school principals in Irbid Governorate, many appropriate statistical methods were used using the Statistical Package for Social Sciences (SPSS) program. Among the methods used are the following:

- Stability coefficients using the Cronbach alpha method to verify the stability of the tool.
- Extracting frequencies and percentages to identify the distribution of sample members according to personal variables.
- Means and standard deviations to identify the degree of application of self-school management from the point of view of principals of public and private secondary schools.
- Test (Independent Samples T-test); to identify the differences in the opinions of sample members about the degree of application of self-school management according to the variables (Gender, academic qualification, type of school).
- One-way analysis of variance (ANOVA), to identify the differences in the opinions of sample members about the level of degree of application of self-

school management from the point of view of principals of public and private secondary schools, according to the variable (number of years of experience).

4. Results and discussions

The results related to the first research question, which examines the extent of self-management implementation in public and private secondary schools in Irbid Governorate from the principals' perspectives, are presented in Table 4. This table shows the mean scores and standard deviations for each dimension of the study.

Table 4: Means and standard deviations for dimensions of school self-management as perceived by secondary school principals

Dimension	Average	Standard deviation	Rank
Financial affairs	4.66	0.46	High
Follow-up and accounting	4.13	0.75	High
Student performance	3.94	0.79	High
Administrative affairs	3.71	0.74	High
Participation in decision-making	3.55	0.66	Mediate
Delegation of powers	3.34	0.59	Mediate
Study tool	3.94	0.34	High

Table 4 shows that the averages of the dimensions of the degree of application of self-management of school ranged between 3.34-4.66, coming in first place after "financial affairs" with an average of 4.66 and a high degree of application, in second place after "follow-up and accountability" with an average of 4.13 and a high degree of application, in third place after "student performance" with an average of 3.94 and a high degree of application, in fourth place after "administrative affairs" with an average of 3.71 and a high degree of application, in fifth place after "participation in decision-making" with an average of 3.55 and an average degree of application, and finally in sixth place after "delegation of powers" with an average of 3.34 and an average degree of application, and the average of the tool as a whole was 3.94 and a high degree of application, which indicates that there is a high degree of application of self-management of school from the point of view of principals of public and private secondary schools in Irbid Governorate. This may be due to the Ministry of Education's awareness and orientation towards implementing self-management of schools as a response to the growing interest in developing school management through training courses and development programs that aim to provide school principals with the necessary competence and skills for successful self-management.

The results of Table 5 show that the averages of the phrases after the dimension of "delegation of powers" ranged between about 3.21-3.49. The first place was occupied by phrase 6: The directorate coordinates with the principal in selecting new teachers according to the school's interest. The last place was occupied by phrase 1: The directorate gives the school principal the power to make appropriate decisions for the work. The average for the dimension as a whole was 3.34. The reason for this may be that the trust that the principal gives to teachers and school workers was at an average level, which reduces the ability of teachers and workers to confront any situation related to educational aspects, and the lack of inclination of principals to delegate authority to teachers and school workers to avoid the nature of the pressures that accompany the educational process, especially with the diversity of problems and their recurrence in the school environment, regardless of whether it is governmental or private.

Table 5: Mean scores and standard deviations for items in the "delegation of powers" dimension

Phrases	Average	Standard deviation	Rank
The directorate gives the school principal the authority to make appropriate decisions for the work.	3.21	0.57	Mediate
The director has the authority to distribute the school budget as he sees fit.	3.36	0.77	Mediate
The directorate allows the school principal to provide the school with the educational tools it needs.	3.27	0.89	Mediate
Members of the freedom for teachers to enrich the curricula in a way that serves the interests of students.	3.28	0.67	Mediate
The director is given the authority to organize seminars that serve the school and the local community.	3.36	0.66	Mediate
The directorate coordinates with the director in selecting new teachers, according to the interest of the school.	3.49	0.80	Mediate
The director has the authority to restore school facilities whenever necessary	3.42	0.83	Mediate
Total	3.34	0.59	Mediate

The results of Table 6 show that the averages of the phrases of the dimension of "participation in decision-making" ranged between about 3.50-3.61. The first place was occupied by phrase 3: The school principal encourages local community institutions to participate in supporting programs for caring for gifted students. The last place was occupied by phrase 2: The principal participates with teachers in developing extracurricular activities and plans. The average for the dimension as a whole was 3.55. The reason for this may be that the distribution of tasks and responsibilities at the beginning of the year by the school principal is not done correctly. The school administration does not involve teachers in decision-making processes, nor does it take into account the opinions or suggestions of teachers or school workers. It does not use the democratic system in its approach in order to achieve the goals of the educational process.

The results of Table 7 show that the averages of the phrases of the dimension "student performance" ranged between about 3.72-4.19. The first place was occupied by phrase 2: The school principal cooperates with teachers to determine students'

educational needs. The last place was occupied by phrase 5: The school principal links teachers' evaluation to students' performance level. The average for the dimension as a whole was 3.94. The reason for this may be due to the school administration's self-awareness of the importance of the student, their performance, and results in the educational process, as the principal develops programs with teachers to raise the level of the student in the educational process and determine their educational and personal needs. The principal also develops care programs for outstanding students and for them to cooperate with members of the local community.

Table 6: Mean scores and standard deviations for items in the "participation in decision-making" dimension

Phrases	Average	Standard deviation	Rank
The school principal encourages teachers to plan classroom activities.	3.57	0.83	Mediate
The principal participates with teachers in developing extracurricular activities and plans.	3.50	0.79	Mediate
The school principal encourages local community organizations to participate in supporting gifted student care programs.	3.61	0.84	Mediate
The school principal involves students in evaluating the educational process in the school.	3.52	0.87	Mediate
Total	3.55	0.66	Mediate

Table 7: Mean scores and standard deviations for items in the "student performance" dimension

Phrases	Average	Standard deviation	Rank
The principal develops programs in collaboration with teachers to raise the level of students who are behind in their studies.	3.95	1.01	High
The school principal collaborates with teachers to determine the educational needs of students.	4.19	0.97	High
The school principal collaborates with teachers to determine the personal needs of students.	3.85	0.93	High
The school principal develops programs to care for gifted students in collaboration with members of the local community.	3.99	0.98	High
The school principal links the evaluation of teachers to the level of student performance.	3.72	0.92	High
Total	3.94	0.79	High

The results of Table 8 show that the averages of the phrases of the "Follow-up and Accountability" dimension ranged between about 3.79-4.31. The first place was occupied by phrase 3: The school principal adheres to the laws related to punishment, and the last place was occupied by phrase 9: The school administration follows up, evaluates performance, and is accountable. The average for the dimension as a whole was 4.13. The reason for this may be that the school principal adopts mechanisms with a degree of credibility and accuracy in controlling the attendance and departure of teachers and students, and he also adheres to the systems and laws related to reward and punishment.

Table 8: Mean scores and standard deviations for items in the "follow-up and accountability" dimension

Phrases	Average	Standard deviation	Rank
The internal activities in the school are continuously evaluated.	4.16	0.76	High
The school principal is committed to the regulations and laws related to rewards.	4.30	0.87	High
The school principal is committed to the laws related to punishment.	4.31	0.81	High
The school principal relies on the teacher's self-evaluation at the end of the school year to determine the level of school performance.	4.19	0.87	High
The school principal periodically analyzes the students' results to judge the extent of school improvement.	4.11	0.90	High
The school principal sets the standards used for accountability, along with setting goals.	4.10	0.90	High
The school principal determines the methods of measuring and evaluating the performance of students and teachers.	4.07	0.91	High
The school principal has the authority to reward employees according to their efficiency in completing the work.	4.13	0.89	High
The school administration follows up and evaluates performance and accountability.	3.79	1.26	High
Total	4.13	0.75	High

He also relies on the teacher's evaluation of himself at the end of the school year, and on determining the level of performance for students. The school principal also determines the methods of measuring and evaluating the performance of students and teachers. This result may also be attributed to the schools' periodic follow-up of students' results and academic levels through discussions with teachers to identify strengths and work to support them, and weaknesses and work to strengthen them through some programs provided by teachers.

The results of Table 9 show that the averages of the phrases of the "Administrative Affairs" dimension ranged between about 3.09-4.17. The first place was occupied by phrase 4: The school principal forms school committees to direct them in a way that achieves effective performance. The last place was occupied by phrase 1: The school principal distributes tasks to school employees in a way that serves the school work. The average for the dimension as a whole was 3.71. The reason for this may be due to the interest of school principals in developing the administrative process in the school by developing teachers' capabilities and developing their skills in various dimensions to improve the educational process, and the principals' keenness on the continuous professional development of teachers and distributing tasks to them in a way that serves the interest of the school, which helps in implementing self-management of the school.

The results of Table 10 show that the averages for the phrases of the "Financial Affairs" dimension ranged between 4.47-4.79. The first place was occupied by phrase 5: The principal is allowed to rent school facilities and yards for a nominal fee, and the last place was occupied by phrase 7: The school principal is allowed to spend school fees on the

school's needs. The average for the dimension as a whole was 4.65. The reason for this may be due to the secondary school principals' awareness of the importance of self-management in managing the school's financial affairs despite the school's limited financial resources, the inadequacy of the budget by the Ministry of Education, which makes it search for additional sources in cooperation with various parties and local community institutions to achieve its goals of implementing self-management. In addition, implementing self-management for the school requires independence in expenditures away from the interference of the Ministry of Education's administration, in addition to controlling expenditures in a way that achieves the school's objectives set by the principal.

Table 9: Mean scores and standard deviations for items in the "administrative affairs" dimension

Phrases	Average	Standard deviation	Rank
The school principal distributes tasks to the school staff to serve the school work	3.09	1.47	Mediate
The school principal participates with school staff in designing an organizational structure that achieves the school's vision and mission.	3.41	0.96	Mediate
Parents and community members participate in building the school's vision and mission.	3.86	0.94	High
The school principal forms school committees to direct them to achieve effective performance.	4.17	0.77	High
There are committees in the school to assist the principal in making and taking decisions.	4.04	1.21	High
Total	3.71	0.74	High

Table 10: Mean scores and standard deviations for items in the "financial affairs" dimension

Phrases	Average	Standard deviation	Rank
The principal prepares an annual report on the school budget for the coming year.	4.76	0.60	High
The principal looks for new funding sources for the school.	4.67	0.67	High
The school administration spends financial resources according to the priorities of the plan.	4.59	0.61	High
The school principal is allowed to spend school fees on the school's needs.	4.47	0.83	High
The principal is allowed to rent school facilities and grounds for a nominal fee.	4.79	0.57	High
The school administration has the freedom to invest its resources and capabilities in accordance with its needs.	4.66	0.65	High
The school principal transfers between budget items according to what the school's interest requires	4.70	0.46	High
Total	4.65	0.46	High

Second: Results related to the second question: Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the opinions of the study sample members about the degree of application of self-school management from the point of view of principals of public and private secondary schools in Irbid Governorate according to the variables (gender, educational qualification, years of experience, type of school)? To answer this question, an Independent Samples T-test was conducted on the degree of application of self-school management from the point of view of principals of public and private secondary schools in Irbid Governorate according to the variables (gender, educational qualification, type of school), and a one-way ANOVA on the degree of application of self-school management from the point of view of principals of public and private secondary schools in Irbid Governorate according to the (years of experience). Table 11 shows that there were no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the opinions of the study sample members about the degree of application of self-management of the school from the point of view of the principals of public and private secondary schools in Irbid Governorate according to the variables (gender, educational qualification, type of school), as all values of T were not statistically significant. The reason for this may be due to the agreement of the study sample members, regardless of their gender, males and females, their educational qualification, and the type of school in which they work, on the importance of self-management of the school in accomplishing all management tasks.

Table 11: Results of independent samples t-tests comparing school self-management perceptions by gender, educational qualification, and school type

Variable		Mean	Standard deviation	T	Sig.
Gender	Male	3.95	0.28	0.44	0.66
	Female	3.92	0.38		
Educational qualification	Masters	3.94	0.34	0.16	0.88
	PhD	3.92	0.37		
School type	Private	3.99	0.43	1.45	0.15
	Government	3.90	0.28		

Table 12 shows the presence of statistically significant differences at the significance level ($\alpha \leq 0.05$) in the opinions of the study sample members about the degree of application of self-management from the point of view of principals of public and private secondary schools in Irbid Governorate according to the variable (years of experience), as the value of F reached 10.8, which is a statistically significant value. To identify the sources of the differences, the Scheffe test was applied for post-comparisons, where it was found that the differences were in favor of the higher experience categories. The reason for this may be that principals with more experience view self-management as a gain for them, and through it, they highlight their professional abilities and skills in an atmosphere of self-reliance and self-motivation towards creativity and excellence, and they see that school management is a test for them and their ability to manage matters without relying on

educational administration. The results of this study differed from the study of Al-Zoubi et al. (2023) in the absence of statistically significant differences in the degree of practicing self-management attributed to years of experience in all dimensions.

Table 12: One-way ANOVA results for differences in school self-management perceptions by years of experience

Years of experience	Mean	Standard deviation	Variance	Sum squares	Degree of freedom	Mean square	F	Sig.
Less than 5 years	3.80	0.45	Between groups	2.23	2	1.114	10.8	0.000
5-10 years	3.91	0.23	Within group	13.56	132	0.103	-	-
More than 10 years	4.11	0.22	Total	15.78	134	-	-	-

5. Conclusion

The results of the study agreed with the study by Al-Zoubi et al. (2023) that the degree of practicing self-management by government school principals in Amman was high for all dimensions of the study tool. The results of this study also agreed with the study by Onyilibe and Ikediugwu (2020) that the role of self-management committees for secondary schools in Angu State was high. It also agreed with the study by Adeyemi (2010) that the role of school principals in development planning processes was high, and it was high in many dimensions. The results of this study differed from those by Maqableh (2022) in that the reality of applying self-management from the perspectives of school leaders in Taif Governorate was moderate. It also differed from the study by Ragmoun and Alfalih (2024) in that the responses of the study sample members to the possibility of applying self-management to the dimensions of the study as a whole were moderate. The results of the study also differed from the study by Ragmoun and Alfalih (2024) in that the responses of the study sample members to the possibility of applying self-management to the dimensions of the study as a whole were moderate, and they also differed from the study by Pashiardis and Brauckmann (2009) in that the degree of application of self-management in government primary schools in Jerash Governorate from the teachers' point of view was moderate. To know the degree of application of self-management from the point of view of principals of government and private secondary schools in Irbid Governorate, the Mean of the paragraphs of each dimension of self-management.

The results of this study agreed with the study of Al-Zoubi et al. (2023) in the absence of statistically significant differences at the significance level in the degree of practicing self-management attributed to gender in all dimensions except for the dimension of delegation of authority, the absence of statistically significant differences at the significance level in the degree of practicing self-management attributed to academic qualification in all dimensions except for the dimension of delegation of authority, and the results of this study agreed with the study of Pashiardis and Brauckmann (2009) in the absence of statistically significant differences at the significance level attributed to gender in all dimensions. It agreed with the study of Morenike (2019) in the absence of statistically significant differences attributed to academic qualification, and the results of this study

differed from the study of Ragmoun and Alfalih (2024) in the presence of statistically significant differences at the significance level in the possibility of applying self-management in secondary schools in the Dammam Educational District attributed to gender, as the results were in favor of females.

6. Recommendations

1. Increasing the financial allocations for self-managed schools.
2. Reducing the obstacles facing school principals regarding administrative processes within the school.
3. Increasing the training courses for teachers to serve as assistants to school principals.
4. Creating a clear educational philosophy for self-management of schools, through which awareness can be raised among school principals about the requirements and mechanisms for implementing self-management of schools.
5. Preparing and presenting educational programs for school workers about the concept of self-management of schools and defining its concept, importance, goals, and new tasks for each individual in this school.
6. Reducing the administrative tasks and responsibilities of the school principal, allowing the principal to delegate many of his tasks to school workers.

Acknowledgment

Compliance with ethical standards

Ethical considerations

Informed consent was obtained from all participants prior to their inclusion in the study. Participation was voluntary, and participants were assured of their right to withdraw at any time without penalty. All responses were kept confidential, and data were handled in accordance with applicable data protection and privacy regulations.

Conflict of interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

References

Adeyemi TO (2010). Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. Journal of Education Administration and Policy Studies, 2(6): 83-91.

Al-Otaibi FMA (2023). A proposed concept for implementing school self-management in public education schools in the Kingdom of Saudi Arabia. Journal of Faculty of Education-Assiut University, 39(3): 123-152.

Alshathry S and Alojail M (2024). Evaluating post-pandemic undergraduate student satisfaction with online learning in Saudi Arabia: The significance of self-directed learning. Applied Sciences, 14(19): 8889.
https://doi.org/10.3390/app14198889

Al-Zoubi ZH, Issa HM, and Musallam FY (2023). The degree of practicing creative leadership by academic leaders at Jordanian universities and its relationship to the level of teaching performance. Education Sciences, 13(2): 163.
https://doi.org/10.3390/educsci13020163

Edwards DB (2019). Shifting the perspective on community-based management of education: From systems theory to social capital and community empowerment. International Journal of Educational Development, 64: 17-26.
https://doi.org/10.1016/j.ijedudev.2018.11.004

Ghali BAA, Habeeb LM, and Hamzah KD (2018). Self-management and its relation to organizational excellence. International Journal of Engineering and Technology, 7(4): 47-50.
https://doi.org/10.14419/ijet.v7i4.7.20378

Hernández-Fernández J (2020). The development of School Leadership in England and Mexico: Lessons and insights. 1st Edition, British Council México, Mexico City, Mexico.

Ifarajimi M, Bolaji S, Mason J, and Jalloh S (2025). Teachers' beliefs about mentoring practices in Nigeria's public school system: A proposed framework to curb teacher attrition. Education Sciences, 15(5): 526.
https://doi.org/10.3390/educsci15050526

Isa AM, Mydin AA, and Abdullah AGK (2020). School-based management (SBM) practices in Malaysia: A systematic literature review. International Journal of Academic Research in Business and Social Sciences, 10(9): 822-838.
https://doi.org/10.6007/IJARBSS/v10-i9/7870

Karasel Ayda N, Kaşot N, and Güneyli A (2018). Approaches of school administrators toward teachers with different types of human nature: The Cyprus case. Behavioral Sciences, 8(8): 66.
https://doi.org/10.3390/bs8080066
PMid:30044429 PMCid:PMC6115729

Khanal S and Guha P (2023). Exploring the relationship between school-based management and school climate using PISA data. Asia Pacific Education Review, 24: 617-631.
https://doi.org/10.1007/s12564-023-09846-0
PMCid:PMC10067516

Maqableh M (2022). Self-management and the obstacles to its implementation from the perspectives of school leaders in Taif Governorate. An-Najah University Journal for Research Humanities, 36(10): 2001-2028.
https://doi.org/10.35552/0247-036-010-001

Morenike OV (2019). The practice of school-based management in Ondo State public secondary schools: Implication of school location. American International Journal of Social Science Research, 4(2): 88-93.
https://doi.org/10.46281/aijssr.v4i2.352

Onyilibe NG and Ikediugwu N (2020). Analysis of school based management committee participation in secondary school administration in Enugu State. National Journal of Educational Leadership, 5(1): 151-160.

Özdoğru M, Doğuş Y, and Akyürek Mİ (2025). The mediating role of the principal–teacher relationship in innovative school leadership and teacher professional learning according to Turkish teachers' perceptions. Behavioral Sciences, 15(4): 450.
https://doi.org/10.3390/bs15040450
PMid:40282072 PMCid:PMC12024088

Pashiardis P and Brauckmann S (2009). Professional development needs of school principals. Commonwealth Education Partnerships, 3: 120-124.

Ragmoun W and Alfalih AA (2024). Inclusive special needs education and happiness of students with physical disabilities in Saudi Arabia: The role of school satisfaction and self-concept. Education Sciences, 14(2): 209.
https://doi.org/10.3390/educsci14020209

Rashid BA (2022). The degree of application of the self-management strategy by public secondary school principals in Deir Alla District, Jordan, and its relationship to administrative creativity from the teachers' point of view. Journal of Educational and Psychological Sciences, 6(13): 1-24.
https://doi.org/10.26389/AJSRP.S140921
PMCid:PMC9429973

Tadesse EF (2019). Teachers' organizational commitment at secondary school in Addis Ababa, Ethiopia. International Journal of Education and Research, 7(4): 53-68.

Wiyono BB (2017). The effect of school based management implementation on the education quality. Advanced Science Letters, 23(9): 8612-8616.
https://doi.org/10.1166/asl.2017.9939