



Full Length Research Paper

The role of schools administrations in Tafila governorate in promoting community partnership with the local community from the point of view of school administrators

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The purpose of this study is to know the role of the schools' administrations in Tafila governorate in promoting community partnership with the local community from the point of view of school administrators, the sample of the study consisted of (80) school administrators in the public schools in the first semester of the academic year 2018/2019. The researcher used the descriptive method. To achieve the objectives of the study, the researcher developed a questionnaire for this purpose, after verifying its validity and reliability, the researcher used statistical treatments, arithmetical averages and standard deviations, (T-Test), for comparison between the two groups of male and female, and to compare the average responses of the study sample according to the scientific qualification, using the SPSS program, the study concluded that the departments of Tafila governorate schools promote community partnership with the local community, to a medium degree, with a mean average of (2.95), in general, where the field of development of the local environment has the highest arithmetic mean, as it reached (3.33) and at a high level, the least of which was the domain of service and development of the family, which came in the medium degree, with an average of (2.70). The study also showed no significant differences due to variables (gender, experience) the study showed that there are statistically significant differences due to the variable of experience and for the benefit of those whose experience exceeds 10 years. The study recommends the preparation of programs and activities to strengthen the relationship between school and society and to improve the performance of school administrators in the service and development of government institutions and family service, it also recommends that more similar studies must be undertaken to improve the performance of school administrators in promoting community partnership with the community.

Keywords: School Administrators, Tafila Governorate, Community Partnership, Local Community

INTRODUCTION

Community partnership is a new concept in societies, where it plays a major role in addressing many educational issues and the educational process: Interactive equation combines many parties: family,

school, society and the nation in general, where several conferences called for education reform and partnership building with the local community (Ministry of Education, 2015).

Several studies indicate that community participation is of paramount importance to students, where students

learn in the classroom environment the skills that enable them to connect with individuals and expertise in the community and works to strengthen the social ties between the community and the family and community institutions (Jaidi, 2011).

One of the leading Arab experiences in this field is the experience of the Ministry of Education in the Hashemite Kingdom of Jordan in terms of involving parent councils in the management of educational institutions of all levels, which is reflected in the reform and quality of education, there are many experiences that have proven the success of community participation in school reform, through active participation and providing real opportunities for members of the society and its institutions from families, parents' councils, teachers and individuals, and community leaders; to contribute, participation in tasks, school planning, and community partnership: A two-party pact based on constructive interaction, continuous communication and transparency between them, setting goals, expectations, interests and shared interests and responsibilities as equal partners in order to achieve children's learning (Hassan 2004). Modern societies have tended to consider the school not only as an educational institution but as a social institution with a social function based on serving the community and identifying its resources and needs (Atom, 2013).

Abd al-Muti (1999) reviewed a study entitled "What we prepared to raise our children in the twenty-first century," the reality of the Arab world and its appeal to the twenty-first century, which carries huge burdens, turning it from the observation of a new world, stunning in its progress, growing in its scientific and technical achievements, frightening in its violence, and its fierce economic competition, and by policy protected it by major blocs, educational action must address priorities; to meet the expected changes that will have effects on the scientific, technological, social and cultural aspects, explaining the mechanisms that ensure educational reform, the study concluded that one of the priorities that must be focused on to face future changes, the need to establish a new concept, emphasizes that education, the responsibility of the nation in all sectors, and not the responsibility of the government sector alone, the study reviewed the recommendations of the General Conference (UNESCO) on 29 October 1999, which emphasized the provision of education for all, improving its level and adequacy, which in essence refers to working on the participation of non-governmental sectors in the planning and funding of education, in the community partnership, the parties and their organizations share the roles, responsibilities and mutual interests to achieve the desired goals. The community partnership works to strengthen the ties, coordinate efforts and coordinate the social and professional organizations of the society of the nation (Salim, 2005).

Qandil (2005) has launched the term "Popular grassroots participation" which means: Mobilize the citizens' energies in the local community in the face of the challenges of human development, which indicates the importance of the role played by civil society to stimulate energies and mobilize volunteerism.

Our contemporary societies are constantly changing rapidly in various spheres of life; consequently, today's school faces many challenges; globalization has brought about a change in social, cultural and economic life. It is clear to us that educators, thinkers and politicians, in employing their efforts and energies to build an educational philosophy of social and cultural dimensions locally and globally constructive (Al Ali, 2002).

And the school: is the meeting place of the various social segments of teachers, students and administrators, where the interaction occurs between them, and this is what distinguishes them from other social institutions, the special advantage in this, being aimed at establishing and consolidating social values and principles in building society, and in changing their intellectual orientation, so the educational system introduced significant changes in this school. John Dewey (1978) called on educators to pay attention to three things in the education and guidance of young people:

First: the cooperation of the school and the house on education and guidance.

Second: reconciling the child's social work and the work of the school.

Third: The necessity of tightening the bonds between the school and productive work in the environment.

The school is the way for children from the earliest age, after the family that represents the first school, to join the labor market, providing opportunities for interaction between them, it is therefore a social institution among other institutions, and claims to be self-closing, but this closure is apparent only because it reflects different social trends, in a sense or not sense, but deliberately to education and training in accordance with the culture that it represents as a school institution, and the educational planners in the community school saw that they were better able to meet the needs and achieve the goals of the other schools that have witnessed in our time; because it was a school that was keen on renewal and getting rid of stalemate it was viewed not as a closed system but as an open system of the social, economic and political environment (Boardman, 2001).

Many countries around the world have relied on the concept of the combined school, such as the reform and development of educational systems in these countries, this is due to the fact that it is characterized by community schools compared to traditional schools, this is confirmed by the Coalition for Community Schools report, an alliance of 160 organizations based in Washington that works to advance the movement of these schools, where the report says coalition community

schools have positive points compared to traditional schools, including:

- It receives the support of the people.
- Develops life and academic skills for students.
- Provide opportunities for young people to build social capital through activities such as:
- To learn the services and programs from school to work, coaching programs and guidance from older people (Jacobson, 2003).

The Study Problem

Modern societies need to combine the efforts of all the different institutions. This cooperation and integration contribute to achieving the goals and desires of society, therefore, the process of cooperation between the family, the school and the community is an important tool, a necessary means of enhancing the social responsibility of many individuals and the responsibility to participate in the development of systems of services provided to their students in schools.

The researcher believes that despite the interest shown by parents in learning their children in the Hashemite Kingdom of Jordan and the Arab world, however, there is a gap in collaboration between school and society, due to the limited perception of learning; which makes the community to cooperate with the school, except in special cases, mostly cases of behavioral irregularities of students within the school, from the researcher's point of view, one of the causes of the educational crisis in the Arab world is the failure of the social system to know the way to link its various community institutions, and that participation in schools and communication, are not at the required level, and that the level of relationship between the school and the community is still narrow and a study must be conducted for the role of the school principal in activating the community partnership between the school and the community.

Based on the above, the problem of the study came to know the role of schools administrations in Tafilah governorate in promoting community partnership with the local community from the point of view of school principals.

Study Questions

1. What is the role of the schools administrations of Tafilah governorate in promoting community partnership with the local community from the point of view of school administrators?
2. Are there statistically significant differences at the level of ($\alpha=0.05$) in the view of school administrators on the role of the schools administrations in Tafilah governorate in strengthening the community partnership with the local community according to the gender variable.

3. Are there statistically significant differences at the level of ($\alpha = 0.05$) in the view of school administrators on the role of schools administrations in the province of Tafilah in promoting community partnership with the community, depending on the variable of experience.
4. Are there statistically significant differences at the level of ($\alpha=0.05$) in the view of school administrators on the role of the schools administrations in Tafilah governorate in enhancing the community partnership with the local community according to the variable of the scientific qualification.

Objectives of the study

1. This study seeks to know the role of schools administrations in Tafilah governorate in promoting community partnership with the local community from the point of view of school administrators.
2. Identify the mechanisms and methods used by school administrations in the schools of Tafilah, to strengthen community partnership with the local community from the point of view of schools administrators in the province of Tafilah.
3. To know the degree of variation and difference in the view of school administrators in the role played by the school administrations in strengthening the community partnership with the local community according to the variables (gender, experience, qualification).
4. To verify the existence of statistically significant differences at the level of significance ($\alpha=0.05$) in the average responses of school administrators in Tafilah Governorate according to variables (gender, experience, qualification).

The Importance of the Study

1. This study may reveal the role of schools administrations in the province of Tafilah in promoting community partnership with the local community from the point of view of school administrators.
2. The Arab Library may benefit by providing it with the role of the school administrators in the community partnership with the local community through this simple effort, especially in the light of the lack of surveys conducted in schools in the south of the Kingdom on the role of school administrations in promoting community partnership with the community according to the researcher.
3. Survey study, based on a description of what exists, and monitor the role of school administrations in the activation of that effort.

The limits of the study

- Human and spatial boundaries: This study was limited to a sample of school administrators in the Directorate of

- Education for the Tafilah region and the Directorate of Education of Bseira.
- Time Limits: This study was conducted in the first semester of the academic year 2018/2019.
- This study is determined by the validity and reliability of the tool that will be developed, and the objectivity of the response presented by the study sample.

Conventional and procedural definitions

- School Administration is defined as: All the efforts and coordinated activities carried out by the workers; in order to achieve the educational goals inside and outside the school, and in line with the requirements of the community, to raise the children's education properly on sound grounds (Al-jaidi, 2011).

The researcher defined it procedurally as: A group of functional processes, carried out for the purpose of carrying out school tasks mediated by others, through planning, implementation, coordination, monitoring and evaluation of their efforts.

- Community Partnership is defined as: A form of collaborative endeavor and organization between the family, the school and the community to take advantage of the resources available in all three environments to achieve common goals, enhancing the outcomes of student learning and achievement, and reforming the educational process (Al-Jaidi, 2011).

The researcher defined it procedurally as: the cooperation between the school administrations in Tafilah governorate and the local community in order to achieve the educational and social goals targeted in the educational process.

- The school Administrator: Any person entrusted with the management of the school and follow-up of the educational work within and be at the head of his work during the first semester of the year 2018/2019 in the Ministry of Education.

PREVIOUS STUDIES

The study of Al-Atom (2013) aimed at identifying the degree of application of the community school and the constraints of this from the point of view of school principals, where the researchers used a questionnaire to collect data, by distributing it to the study sample, the study used the descriptive method, the study found that the degree of community school implementation was moderate, the most common areas of community school implementation were in the area of parental involvement, and the biggest constraints of the community school were weak incentives for workers.

Tory (2008) conducted a study entitled "Relationship of the school, society and the family and their role in academic achievement and achievement", the study was conducted at California State Schools, the study found

that students improved in achievement and that it was difficult to determine the students' improvement accurately whether it was the family, the society or the institution or the students themselves, where financial support was provided to schools from Casey foundation and there was active participation by parents and social institutions in supporting schools.

The study of the Alajez (2007) entitled: The social role of the director of the secondary school in Gaza Governorate and its relationship to organizational culture in light of the principles of quality, the study aimed at the extent to which the principal of the secondary school exercised his social role in the governorate of Gaza and its relation to organizational culture in the light of the principles of quality, where the researcher used descriptive analytical method, and the sample of the study consisted of (39) director of secondary schools, this sample represented the original society, the tool was a questionnaire consisting of (50) paragraphs, and the study found that the degree of the high school principal's social role in the internal environment is higher than his role in the external environment, and the culture of first rank is the culture of human sympathy. The study also found that there are no statistically significant differences in all variables of the study.

Hammadneh (2007) conducted a study entitled: "The degree of appreciation of the directors of public schools for community participation in the activation of self-management in the schools of Irbid Governorate in Jordan "The sample of the study consisted of (650) managers, where the researcher designed a questionnaire to measure the estimates of the principals of public schools for community participation, and community participation areas, and mechanisms for ensuring community participation, mechanisms for ensuring community participation, where the study found that the assessment of school principals for community participation in the activation of self-management schools to maintain the tool as a whole, and in all its areas to a large extent, the study showed no statistically significant differences due to the study variables (gender, qualification, experience) or interaction between them.

Fratt (2006) studied the community school model in the state of Chicago, where the researcher selected a sample of (100) basic school from the kindergarten on the eighth grade of the schools that applied the model of the community school out of (500) a basic school who applied the community model for periods of time exceeding (6) years. The results of the study indicated that the problems decreased by (80%), what was the result of partnership between home and school in basic schools, the less leakage (22%) to less than 2%, and here became a marked improvement in the academic achievement level, especially in reading and mathematics (36%) between the years 2002-2005.

Khalifa (2005) conducted a study entitled "The Role of Directors of Government Secondary Schools in the

Community Service in Irbid Governorate in Jordan", where the study society consists of 82 male and female directors, 46 male managers, 36 female managers, the researcher developed a questionnaire from (36) paragraphs. The study concluded that there were no statistically significant differences due to the variables (gender and scientific qualification) and indicated that there are statistically significant differences due to the variable of scientific qualification for those who have more than 11 years' experience.

The study of Al-Saud (2005), the role of the school in the development of social responsibility among secondary school students in public schools, the study sample consisted of (150) teachers, (500) students, the study found that the role of the school is less than what is required, the study used the descriptive method. The study recommended the need to develop social responsibility among high school students and to call on educational institutions to pay more attention to the collective school activities.

METHOD AND PROCEDURES

The researcher used the descriptive approach in the treatment of this study and answer his questions, which is based on the description of what exists and its interpretation; in order to know the role of schools administrations in the province of Tafilah in promoting community partnership with the community from the point of view of school administrators, and the extent of the impact of some of their personal variables.

Population of the Study

The study community is composed of all school principals in the directorates of education for Tafilah and Baseira totaling (122) administrators in the first semester 2018/2019, with (89) in the Tafilah area and (33) in the district of Bseira, the study population was divided according to the study variables (gender, experience, qualification).

Table 1: The distribution of the study sample

Directorate	Total number of sample	Gender		Educational Qualification			Experience		
		Male	Female	Ba	Ba+ Diploma	Postgraduate	5-1	10-6	>11
Bseira	30	12	18	20	8	2	8	9	13
Tafilah	50	28	22	30	12	8	8	11	31
Total	80	40	40	50	20	10	16	20	44

The Study Sample

The sample of the study consisted of (80) administrators, distributed in the Tafilah region and the Directorate of Bseira. They were selected by the random stratified method, with (63.4%) of the study population divided according to the study variables (gender, experience and scientific qualification) according to the study

Study Variables

First: Independent variables:

1. Gender which has two levels (male, female).
2. Experience in training and has three levels: less than (5) years, (5-10) years (11) years and more.
3. Academic qualification and has two levels: (post-graduate diploma, postgraduate studies).

Second: the dependent variable is the estimates of school principals for the role they play in activating

community cooperation and partnership with the local community.

Study Tool

The researcher developed the study tool after returning to the previous educational literature, such as Al-Ashqar study (2003) and Al-Qurashi study (2011), it is a questionnaire consisting of two parts: First: instructions to fill the questionnaire, the second is the questionnaires and their areas to be answered. The answer was according to the five-dimensional Likert scale (very high, high, medium, low, very low) according to the following numbers: 1-2-3-4-5.

Validity of the Tool

The researcher prepared the tool in its primary form through reference to the literature of the previous

education, and after the output in its initial form, where it consisted of (45) paragraphs divided into four areas, the researcher presented it to a group of specialists from Jordanian university professors, to express their opinion on the validity of the content of the classification, and the extent of belonging to each paragraph of the field under which it falls, where the researcher took all the views of the arbitrators until the tool was issued in its final form, consisting of (40) paragraphs divided into four areas.

Reliability of the Tool

The researcher distributed the tool on an exploratory

sample from the study population and outside the study sample. The study sample consisted of (15) administrators using the equation (Karnbach Alpha) the reliability coefficient was calculated for each area of the questionnaire, with a time difference of two weeks where the consistency coefficient of internal consistency (0.91), and reliability (87.0) it is an acceptable value for conducting the study. It can be trusted and the consistency coefficient values ranged between: (0.89 - 0.73), and reliability coefficient: (0.79 - 0.87), as shown in the following Table.

Table 2: Reliability coefficients of questionnaire domains

Domain	Number of items	Coherence coefficient of consistency	Reliability coefficient internal reliability
NGO Development Service	10	0.80	0.79
Service and development of government institutions	10	0.78	0.87
Service and family development	10	0.73	0.80
Development of the local environment	10	0.89	0.87
Total	40	0.91	0.87

Statistical Processes

- 1.Using the formula (Karnbach alpha) to extract the coefficient of consistency of internal consistency of the areas of resolution.
- 2.Use Pearson correlation coefficient to extract reliability coefficient reliability of the questionnaire domains as well.
- 3.To extract the mathematical averages and the standard deviations; to know the role of the school administrations of Tafilah governorate in promoting community partnership with the local community.
- 4.Use the T-Test to compare the male and female groups, and compare the average performance of the sample responses according to the scientific qualification, in all fields of study.
- 5.The average arithmetic mean is divided into four categories: (very high, high, medium, low) then divide the range between the highest gradient and lower the gradient for the questionnaire which is (5-1 = 4) on the distribution categories of the arithmetic average (4-5) is very high, (3.99-3) high, (2-2.99) average, (1.1-1.99) weak.

Study Procedures

- 1.Reviewing several educational studies, related to school, community, community school, and community partnership.
- 2.The researcher prepared the study tool and verifies its validity and reliability.
- 3.Monitoring the study community in the departments of education in the province of Tafila (Directorate of the Tafileh, and Directorate of Education Brigade Basira).
- 4.Selection of the sample of the study from the population of the study by random stratified method.
- 5.Distribution of the questionnaire on the study sample in the first semester of 2018/2019.
- 6.Collect data on SPSS software, analyze it, extract results and write recommendations.

RESULTS OF STUDY

This study aims at identifying the role of schools administrations in Tafilah governorate in promoting community partnership with the local community from the point of view of school administrators. The results

reached in this study will be presented according to the study questions.

Results related to the first question: "What is the role of the schools administrations in Tafila governorate in promoting community partnership with the local community from the point of view of school administrators?"

To answer this question, arithmetical averages, standard deviations, grades, and levels were calculated for school administrators' responses to the study tool, according to each of the four areas of the tool. Table (4) shows the arithmetic averages, standard deviations and grades for all four fields of study. Tables (5-8) also show descriptive statistics of teacher responses to the study tool for each of the six areas.

Table 4: Arithmetical averages, standard deviations and grades for all four domain of study

Domain	Mean	Standard deviation	Rank	Level
NGO Development Service	3.10	1.24	2	High
Service and development of government institutions	2.77	1.19	3	Moderate
Service and family development	2.70	1.19	4	Moderate
Development of the local environment	3.30	1.08	1	High
Total	2.95	1.22	--	Moderate

Table 4 shows that the arithmetical averages for all domains ranged between (3.30 - 2.70) where we find that the areas of: service and development of government institutions and service and family development came in the moderate level, while the domain of service and development of civil institutions and the development of

the local environment high degree, where the domain of service and development of the local environment ranked high, with an average of (3.30), followed by the domain of service and development of civil institutions, with an average of (3.01).

Table 5: The arithmetical averages, the standard deviations and the levels of the domain of civil society development service

Number	Paragraph	Arithmetic average	standard deviation	Rank	Level
1	I see that my school is working with charities, in raising funds to help the poor.	2.23	1.24	8	Moderate
2	I see that my school is holding free medical days in cooperation with NGOs.	3.69	0.76	4	High
3	I see that my school contributes to solving some social problems.	3.02	1.02	6	High
4	I see that my school encourages students to volunteer in cooperation with NGOs.	2.22	1.13	9	Moderate
5	I see my school inviting students to visit exhibitions, museums and public libraries.	3.78	0.81	1	High
6	I see that my school is involved in settling conflicts and disputes within the local community.	2.47	1.29	7	Moderate
7	I see that my school helps provide information to local researchers and institutions.	3.28	1.06	5	High
8	I see that my school is working with the community to provide services to students with special needs.	3.73	0.88	3	High

Table 5 cont'd

9	I see that my school provides historical profiles of the lives of famous people whose names are public halls and local streets.	3.75	0.87	2	High
10	I see that my school encourages the community to establish kindergartens.	1.90	1.02	10	Low
Total		3.01	1.24	--	High

Noted from Table (5) that the domain of service development of civil institutions came at a high level, where the averages of the calculation, for all paragraphs, between (3.78- 1.90), paragraph (5) (I see that my school

invites students families to visit exhibitions, museums and public libraries) ranked first, the least paragraph rank, paragraph (10) :(I see that my school encourages the community to establish nurseries and kindergartens).

Table 6: Statistical averages, standard deviations and levels of service and development of government institutions

N	Item	Mean	Standard deviation	Rank	Level
1	I see that my school cooperates with the local community in resisting some harmful social diseases such as drugs and smoking.	2.39	1.10	8	Moderate
2	I see that my school is cooperating with the public security in setting up courses for police friends.	2.53	1.14	6	Moderate
3	I see that my school is cooperating with the Environment Directorate in spreading environmental awareness among citizens.	2.42	1.14	7	Moderate
4	I see that my school is cooperating with the Directorate of Tourism in issuing awareness leaflets about tourist places in Jordan.	2.58	1.16	5	Moderate
5	I see that my school cooperates with the youth centers in educating young people about the importance of belonging to the youth centers.	3.42	0.84	3	High
6	I see that my school is cooperating with community institutions in carrying out volunteer work in the province.	3.47	0.90	2	High
7	School administrations broadcast their activities through available media.	3.53	0.80	1	High
8	I see that my school is cooperating with the Directorate of Water in the governorate in spreading awareness of energy and water conservation.	2.58	1.34	5	Moderate
9	I see that my school is cooperating with the Traffic Department in organizing traffic in the province on World Traffic Day.	3.30	0.92	4	High
10	I see that my school is collaborating with local community organizations in carrying out clean-up campaigns in mosques and the park.	1.43	0.50	9	Low
Total		2.77	1.19	--	Moderate

Table 6 shows that we find the domain of service and development of government institutions came at an intermediate level, with an average of (2.77) where the averages of all the paragraphs ranged from (3.53 to 1.43) its highest rank was, paragraph (7), with an average of (3.53) school administrations broadcast their activities

through the available media, which came at a high level, and with a rank (1), the least of which was paragraph 10, (I see that my school cooperates with local community institutions in carrying out cleaning campaigns in mosques and the park), with an average of 1.43 and with a rank 9.

Table 7: The arithmetical averages, standard deviations and levels of service and family development

N	Item	Mean	Standard deviation	Rank	Level
1	I see that my school informs parents about the results of their children in exams and tests.	3.61	0.87	1	High
2	I see that my school involves parents in dealing with some educational issues.	2.76	1.50	4	Moderate
3	I see that my school contributes to educating the family by spreading their educational awareness.	2.39	1.25	7	Moderate
4	I see that my school is holding an open day for parents to activate communication with the school.	2.16	1.14	8	Moderate
5	I see my school educating its students and their parents about future careers.	3.43	0.89	2	High
6	I see that my school is doing parents 'and teachers' councils to discuss educational issues within the school.	3.35	1.02	3	High
7	I see that my school is involved in family education through its educational counselors.	2.01	1.03	9	Moderate
8	I see that my school initiates communication with the family to solve some of the students' problems.	2.63	1.34	5	Moderate
9	I see that my school is educating the family about the cleanliness and health of their children.	2.16	1.19	8	Moderate
10	I see that my school takes parents' views into account to consolidate their relationship.	2.47	1.31	6	moderate
	Total	2.70	1.19	--	Moderate

Note from Table (7) that the field of service and family development came in the middle class, where the averages of arithmetic, for all its paragraphs, between (3.61- 2.01). Paragraph (1): (I see that my school is looking for parents on the results of their children in

exams and tests) ranked first, with an average of 3.61. The lowest paragraph is paragraph number (7): (I see that my school is involved in family education through its educational counselors).

Table 8: arithmetical averages, standard deviations and levels for the development of the local environment

N	Paragraph	Arithmetic average	standard deviation	Rank	Level
1	I see that my school is designing awareness programs to serve the surrounding environment.	3.28	1.02	8	High
2	I see my school developing the positive values of its students to preserve the surrounding environment and public property.	3.41	0.98	6	High
3	I see that my school is printing flyers and holding seminars to help solve problems in the surrounding local environment.	3.42	1.05	5	High
4	I see that my school organizes visits and trips for her students to learn about the surrounding local environment.	3.71	0.98	1	High
5	I see that my school supports activities that serve the surrounding local environment.	3.51	0.83	3	High

Table 8 cont'd

6	I see that my school allows community members to use school facilities.	3.52	0.82	2	High
7	I see my school urging her student to take advantage of the surrounding local environmental facilities	3.39	0.97	7	High
8	I see my school urging its teachers to participate in the surrounding local environmental activities.	3.48	0.93	4	High
9	I see that my school allows to show local environmental products in their schools.	3.27	1.08	9	High
10	I see that my school encourages its student to buy local environmental products surrounding.	2.06	1.24	10	Moderate
Total		3.30	1.08	--	High

Noted from Table (8), that the field of development of the local environment came high, where the averages of arithmetic, for all its paragraphs, between: (3.71 - 2.06). Paragraph (4) (I see that my school organizes visits and trips to its students to learn about the surrounding environmental facilities) ranked first, with an average of 3.71, was the least paragraphs rank, paragraph (10), (I think my school encourages its students to purchase surrounding environmental products), with an average of 2.06.

Results related to the second question: "Are there statistically significant differences at the level of significance ($0.05 = \alpha$) in the view of school principals, on the role of schools administrations in the province of Tafilah in promoting community partnership, with the local community, depending on the gender variable?"

To answer this question, calculation averages and standard deviations were initially calculated for school principals' responses to the study tool, according to the gender variable. Table (9) shows the arithmetic averages and the standard deviations according to the gender variable.

Table 9: Statistical averages and standard deviations according to the gender variable

Gender	Mean	Standard deviation
Males	2.91	1.23
Females	2.97	1.18
Total	2.94	1.22

It is clear from Table (9) the presence of virtual differences in the arithmetic mean to respond to all areas of the study instrument, the average female response was: (2.97) higher than that of males:(2.91), to find out

the significance of these differences statistically, the T-Test was performed for differences between two groups, table (10) shows the results of the T-Test of differences between two groups of the gender variable.

Table 10: T-Test results for differences between two groups of the gender variable

Group	N	Mean	Standard deviation	T value	Df	Sig
Males	40	2.91	1.23	0.67	81	0.50
Females	43	2.97	1.18			

Table (10) shows that there are no statistically significant differences at the level of significance ($\alpha=0.05$) between the male and female groups, where the value of T: (0.67) with a significant level of ($\alpha=0.50$), which is greater than (0.05).

Results related to the third question: "Are there statistically significant differences at the level of significance ($0.05 = \alpha$) in the view of school principals on

the role of schools administrations in Tafilah governorate in promoting community partnership with the community, depending on the variable of experience?"

To answer this question, the arithmetic averages were first calculated, and the standard deviations of school principals' responses to the study instrument, according to the variable of experience, are shown in table 11: arithmetical averages, and standard deviations, according to the variable of experience.

Table 11: The mean and standard deviations according to the variable of experience

Years of experience	N	Mean	Standard deviation
(5-10) years	8	2.58	1.12
More than 10 yeas	75	2.98	1.29
Total	83	2.95	1.22

It is clear from Table (11) the existence of virtual differences in the arithmetic averages to respond to all areas of the study instrument, the average response of managers with more than 10 years' experience was:(2.98), and was higher in the group of managers with experience ranging from (5-10) years which averaged

arithmetic:(2.58), to find out the significance of these differences statistically, the T-Test was performed for differences between two groups, table (12) shows the results of the T-Test of the differences between two groups of experience variables.

Table 12: T-test results for the differences between two groups of experience variable

Group	N	Mean	Standard deviation	T value	Df	Sig
(5-10) years	1.12	2.58	8	2.69	81	**0.009
More than 10 years	1.29	2.98	75			

Note from Table (12) there were statistically significant differences at the level of significance (0.05) between the male and female groups, where the value of T: (2.69), and at a significant level: (0.009), which is less than (0.05). These differences were in favor of the group with the highest arithmetic mean, the group of years of experience more than ten years.

Results related to the fourth question: "Are there statistically significant differences at the level of significance ($\alpha=0.05$) in the view of school principals, on

the role of schools administrations in Tafilah governorate in promoting community partnership with the community, depending on the variable of scientific qualification?"

To answer this question, the arithmetical averages, standard deviations of school administrators' responses to the study instrument were initially calculated, according to the variable of scientific qualification. Table (13) shows the arithmetic averages and the standard deviations, according to the variable of scientific qualification.

Table 13: The arithmetic averages and standard deviations according to the variable of scientific qualification

Scientific qualification	N	Mean	Standard deviation
Post-Bachelor Diploma	64	2.92	1.19
Postgraduate	19	3.02	1.32
Total	83	2.95	1.22

It is clear from Table (13) the existence of virtual differences in the arithmetic averages to respond to all areas of the study instrument, the average response of managers in the postgraduate group, with an average of: (3.02) Higher than in the post-bachelor diploma group which averaged arithmetic: (2.92), to find out the

significance of these differences statistically, the T-Test was performed for differences between two groups, table (14) shows the results of T-Test for the differences between two groups of the educational qualification variable.

Table 14: T-Test results for the differences between two groups of the variable of scientific qualification.

Group	N	Mean	Standard deviation	T value	Df	Sig
Post-Bachelor Diploma	1.19	2.92	64	0.88	81	0.38
Postgraduate	1.32	3.02	19			

Note from Table (12) there were no statistically significant differences at significance level ($\alpha=0.05$) between the two diploma groups after the bachelor and postgraduate, where the value of T: (0.88), and the level of significance: (0.38), which is greater than (0.05).

Discussion of the results related to the first question

Question 1: "What is the role of Tafileh schools administrations in promoting community partnership with the community from the point of view of administrators?"

To answer this question, mathematical averages were calculated, standard deviations, grades, and levels of school principals' responses to the study tool, according to each of the four areas of the tool, where we note that the mathematical averages for all areas, ranged between (3.30 - 2.70) where the fields of service and development of government institutions and service and development of the family came in the middle class, while the areas of service and development of civil institutions and the development of the local environment came at a high degree, where the field of development of the local environment ranked highest, with an average of (3.30), followed by the field of service and development of civil

institutions, with an average of 3.01. The researcher attributed this to the lack of cooperation of the family and government institutions with school administrations, which reflected negatively on the nature of the relationship between them, as for the field of service of NGOs and the development of the local environment came at a high level, the researcher attributed this to the fact that the school administrations are best in providing service to the NGOs and the development of the surrounding environment because of the nature of the strong relationship between them, and the partnership with the local community.

Discussion of the results related to the second question

"Are there statistically significant differences at the level of significance ($\alpha=0.05$) in the view of school administrators, on the role of schools administrations in the province of Tafilah in promoting community partnership, with the community, depending on the gender variable?"

To answer this question, the calculation averages and the standard deviations of the responses of school male and female administrators to the study instrument were

first calculated, according to the gender variable, there were apparent differences in the mean arithmetic response to all areas of the study instrument, the average female response was (2.97) higher than that of males (2.91) to find out the significance of these differences statistically, the T-Test was conducted for differences between two groups, male and female, there were no statistically significant differences at the level of significance (0.05) between the male and female groups, where the value of T: (0.67), with a level of significance: (0.50), which is greater than (0.05).

The researcher attributed this to the understanding of school principals and their directors of the role they bear, the need to open up to the community as a partner in the educational process, they are also subject to the same training workshops that enable them to run schools, regardless of gender, and that academic degrees and academic experience are very close. The study was agreed with Khalifa's study (2005).

Discussion of the results related to the third question

"Are there statistically significant differences at the level of significance ($\alpha=0.05$) in the view of school administrators on the role of schools administrations in the province of Tafilah in promoting community partnership with the community, depending on the variable of experience?"

To answer this question, the calculation averages were first calculated, the standard deviations of school administrators' responses to the study tool, according to the variance of experience, and show that there are apparent differences in the arithmetic averages of the response to all areas of the study instrument, the average response of administrators with more than 10 years' experience was (2.98) and was higher in the group of administrators with experience ranging from (5-10) years, which averaged arithmetic: (2.58) to find out the significance of these differences statistically, the T-Test was performed for differences between two groups, table (12) shows the results of the T-Test of the differences between two groups of experience variables. There were statistically significant differences at the level of (0.05) between the male and female groups, where the value of T: (2.69), with a level of significance: (0.009), which is less than (0.05).

These differences were in favor of the group with the highest arithmetic average, the group of years of experience more than ten years, the researcher attributed this to the nature of the work of the administrators, which can be learned through the experience in management and the number of years of supervisory work spent in administrative work, as well as the courses that he subject to it periodically.

Discuss the findings on the fourth question

"Are there statistically significant differences at the level

of significance ($\alpha=0.05$) in the view of school administrators, on the role of schools administrations in Tafilah governorate in promoting community partnership with the community, depending on the variable of scientific qualification?"

To answer this question, the arithmetical averages, standard deviations of school administrators' responses to the study instrument were initially calculated, according to the variable of the scientific qualification, and show the existence of differences in the mean of the mathematical averages to respond to all areas of the study tool, the average response of managers in the postgraduate group, with an average of (3.02), was higher than in the post-bachelor diploma group with an average of (2.92) to find out the significance of these differences statistically, a T-test was conducted for the differences between the two groups there were no statistically significant differences at the level of significance (0.05) between the two diploma groups after the bachelor and postgraduate studies, where the value of T: (0.88), with the level of significance: (0.38), which is greater than (0.05) the researcher attributes that all school administrators have educational qualifications that enable them to do their administrative work, regardless of academic qualifications. They are also subject to the same training courses and workshops as the effective educational leadership course and the lead director course.

CONCLUSIONS

The purpose of this study is to investigate the role of schools administrations in Tafila governorate in promoting partnership with the local community from the point of view of school administrators, and the extent of the impact of some of the variables, and will discuss the results reached in accordance with the questions of the study.

RECOMMENDATIONS

- 1.The study recommends the need to develop programs and activities to strengthen the relationship between school and society; and to improve the performance of school administrators in the service and development of government institutions and family service as well.
- 2.Conduct more similar studies to improve the performance of school administrators in promoting community partnership with the community.

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