

**ADMINISTRATIVE FLEXIBILITY OF ARAB SCHOOL PRINCIPALS WITHIN
THE GREEN LINE AND ITS RELATIONSHIP TO SCHOOL PERFORMANCE**

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Abstract

In order to determine the degree of administrative flexibility and academic performance from the perspective of Arab school teachers in the Green Line region, as well as the extent of any correlation between the two, this study used the associated descriptive approach, which the researchers felt was appropriate for the research. A random sample of 422 male and female teachers was chosen by the researchers, 415 of them were chosen based on the 57 paragraphs that were split into two sections of the survey. The first focused on the principals' administrative latitude, and the second on student achievement. The study discovered a substantial association between the administrative flexibility of school principals and school performance, as well as the degree of managerial flexibility of Arab school principals from the perspective of teachers, which was high. Because this affects school performance generally, the researchers advised that focus be placed on helping school administrators become more flexible, especially in the areas of community outreach and decision-making.

Keywords: Administrative flexibility, school performance

Introduction

The status of individuals within nations is determined by the degree to which their offspring are capable of effecting beneficial transformations and pursuing a trajectory of growth that propels progress. The impacts of this phenomenon are experienced in many areas and significantly influence the standing of the nation. To do this, it was imperative to prioritise the educational system, particularly the school administration. One of the possibilities that arose to help the school achieve its goals and adapt to the challenges of the times was administrative flexibility. This flexibility would have a positive impact on school performance, as it encompasses all the processes associated to the school.

Administrative flexibility is a contemporary approach to enhancing the performance of school administrators. It involves streamlining processes, breaking down stereotypes, integrating different aspects of administrative work, and promoting decentralisation within the school. Flexibility, in essence, refers to the emotional and mental capacity of an individual to effectively adjust and respond to various life circumstances, either by mediating, adapting, or resolving them with ease (Al- Sahw, Bani Khaled, 2019). According to Ismail and Radwan (2023), the manager's capacity to adapt to changes in the environment is crucial. This can be achieved by creating strategic plans that facilitate change, as stated by Knutsen and Holland

(2010,34). Management flexibility is a comprehensive term that encompasses various elements.

- Regulations and directions emphasise flexibility by streamlining work procedures and mechanisms, with a strong emphasis on clarity and minimising their length.

- Self-effectiveness, as described by Al-Adas (23, 2000), refers to the organization's ability to achieve its goals considering the available resources.

- Assessment and appraisal. Managerial performance evaluation entails assessing employees' job performance by evaluating their actual performance against predetermined benchmarks and criteria (Ashor, 2022).

- Decision making, as described by Ababneh (2022), refers to the process of resolving a dispute by issuing a judgement on the topic. This judgement is inherently pragmatic and based on the existing facts and information.

The significance of administrative flexibility is underscored by its characteristics, as outlined in Hilhorst's (2008) work, which include streamlined procedures that aim to eliminate unnecessary routine steps and accomplish functional tasks with minimal effort. This results in reduced operational costs by minimising steps and eliminating many operational expenses. It also boosts the staff member's confidence by granting them authority, thereby enhancing their self-assurance in terms of knowledge and accomplishments. This, in turn, enables them to cultivate innovative ideas that lead to rapid development and excellence.

Muslim & Al-Shorti (2016) define a flexible manager as someone who can build strong relationships, communicate effectively, possess knowledge and skills, value personal talents and achievements, understand the purpose of life, feel a sense of belonging, contribute to social life, exhibit appropriate attitudes, adapt to change, view pressures as challenges, respond swiftly to danger, detach from intense emotions, form supportive relationships during crises, make decisions, take responsibility, and maintain a hopeful vision for the future.

Thus, the school principal's success is contingent upon possessing the aforementioned attributes and integrating them into his own character. Recognising the worth of these qualities enables him to accomplish the established goals and manifest them via good school performance.

School performance encompasses all actions, practices, and behaviours that are linked to the attainment of goals and outcomes (Alawi, 2011, 22). School performance is determined by two dimensions: the economic dimension and the operational dimension. The economic dimension encompasses the overall outcomes of education and the extent to which it achieves its goals and policies. The operational dimension, on the other hand, is linked to the objectives, policies, and activities of the state, and it focuses on the performance of individual school activities and the behaviour of the workforce in administrative, educational, organisational, and technological processes to achieve desired outcomes.

Al-Fayoumi and Al-Houli (2020) discussed the division of school performance into multiple areas to facilitate study and ensure accurate evaluation. These areas include:

- **Leadership and management:** the roles of the head of the school in the preparation and follow-up of the implementation of development plans and the efficient and effective management of human resources in order to achieve the objectives.

- **Student affairs:** measured at the student level, which the school must harness all its potential to promote this level and bring it into line with global and local levels.

- **Community partnership** through closer contact with the community through the formation of the Council of Parents and the use of the capacity and potential of the Commission for the benefit of the school.

-The **professional development** of teachers, which depends on the manager being aware of the weaknesses and strength of teachers and seeking to develop them through their guidance to improve their academic and professional standards.

- **The school environment and educational facilities**, which are the spaces in which the educational process takes place and where students must feel safe and be adapted to the demands of the educational process.

The school's performance depends in its evaluation on several criteria that include all aspects related to the school in its present and future students and teachers, and therefore the advancement of this performance and try to raise its indicators must depend on the development and improvement that will touch those aspects or at least some of them and the more we succeed in improving the rise in school performance indicators.

Many studies have been conducted on administrative flexibility and school performance, including:

Radwi's study (2022) aimed to identify the degree of practicing administrative flexibility and its relationship to managing excellence for middle school principals in the Iraqi Wasit Governorate from the point of view of teachers. A descriptive approach and a questionnaire were used to collect information. It was applied to 300 teachers and schools. The results showed that the degree of administrative flexibility among managers was high. There is a positive correlation between administrative flexibility and excellence management.

The objective of the study conducted by Al-Amleh and Al-Adayla (2022) was to determine the correlation between strategic planning and school performance among private secondary school administrators in Jordan, as perceived by teachers. The researchers employed a descriptive correlational approach in their study, with a sample size of 310 male and female teachers working in secondary schools. In the Marka District of the capital city, Amman, in Jordan, a simple random sample approach was used to pick participants. To meet the goals of the study, a questionnaire consisting of 44 items was created. The study findings indicate a high level of strategic planning implementation and school success. The results indicate that there are statistically significant differences based on gender, with males having higher averages. Additionally, there are significant differences based on academic qualification, with individuals holding bachelor's degrees having higher averages. These differences are observed in the study sample's responses regarding the degree of application of strategic planning. The findings also indicated that there were gender-based disparities in school performance, with boys exhibiting higher levels of academic achievement. The study also found a favourable association between the extent of strategic planning implementation and the level of school performance.

Al-Bakri's study (2021) aimed to identify the levels of flexibility in leadership and crisis management among primary school principals within the Green Line in light of the Corona pandemic and to identify the correlation between flexibility in leadership and crisis management from the point of view of school administrators and teachers. The researcher adopted the descriptive survey method. The sample was randomly selected and consisted of 374 primary school principals and teachers. The results revealed that the degree of flexibility

in leadership among primary school principals and crisis management came largely within the Green Line. The results also revealed statistically significant differences due to job-specific variables in favor of the “managers” category, years of experience for the “less than 5 years” category, and academic qualifications in favor of the “postgraduate” category in flexibility in leadership and the “bachelor’s” category in crisis management. It showed that there is a positive correlation between the degree of flexibility in leadership and crisis management in primary schools within the Green Line.

The objective of the study conducted by Al-Rabie and Al-Ibrahim (2020) was to assess the level of knowledge management practices among school administrators in Irbid Governorate, as seen by school instructors, and examine its correlation with school performance. The researchers employed the descriptive correlational methodology, utilising a questionnaire as the primary instrument for data collection. The study sample consisted of 375 school instructors, comprising both males and females. Located in the Irbid Governorate. The findings indicated a high level of knowledge management practice among school principals, which corresponded to a high level of school performance. The findings revealed that there were statistically significant disparities in assessing the level of academic achievement based on gender and service, while certification did not have any discernible impact. Evidence emerged indicating a statistically significant and favourable correlation between Knowledge management and school achievement across all domains.

The study by Al-Fayoumi and Al-Houli (2020) also aimed to identify the role of administrative rotation for public school principals in the Gaza governorates in improving school performance. It adopted the descriptive analytical approach by adopting a questionnaire that included 54 items. The results showed that the sample agreed to a High degree on the role of administrative rotation for public school principals in Gaza in improving school performance. There were also statistically significant differences between the averages of the sample members’ estimates of the level of improvement in school performance due to the gender variable in favor of females, and differences due to the school type variable in favor of secondary schools. It showed that there were no differences attributed to the variable of academic qualification or specialization.

The study conducted by Al-Sahou and Bani Khaled (2019) sought to determine the extent of administrative flexibility exhibited by middle school principals in the State of Kuwait. Additionally, the study attempted to examine the correlation between administrative flexibility and job security among physical education instructors, taking into account various variables. The study employed a questionnaire that was administered to 377 teachers who were selected through a simple random sampling method. The study's findings indicated a high level of administrative flexibility among middle school principals in the State of Kuwait, as perceived by physical education teachers. Statistically significant differences were observed in the responses of the study sample members on the administrative flexibility scale based on gender and academic qualification. These differences were observed in all areas of the scale and the overall study tool. However, the only exception was the area of regulations, instructions, dialogue, and discussion, where no significant differences were found based on academic qualification. With the exception of the domains of performance, evaluation, and decision-making, all fields exhibit variations as a result of differing years of experience. The findings

also demonstrated a direct association between the degree of administrative flexibility among school principals and the level of job security among physical education teachers.

In a study done by Al-Arda (2018), the objective was to assess the level of administrative flexibility among secondary school principals in the Qabatiya District and its correlation with creative leadership as perceived by their teachers. A stratified sample including 92 secondary school teachers, consisting of 41 male teachers and 51 female teachers, was selected. Information was collected using a questionnaire. The study revealed that secondary school principals exhibited a high level of administrative flexibility. Furthermore, there were statistically significant differences in the average level of administrative flexibility based on gender, with males having a higher average. However, no statistically significant differences were found in the average level of administrative flexibility based on specialisation or years of experience. The study revealed a strong correlation between administrative flexibility and creative leadership among secondary school principals in Qabatiya Governorate, highlighting the significance of creative leadership in practice.

Al-Enezi (2017) conducted a study that aimed to reveal the degree of practice of administrative flexibility by school principals in the State of Kuwait and its relationship to the level of functional competence of teachers. To achieve the objectives of the study, the descriptive, correlational approach was followed and the questionnaire was used as a tool for collecting data. Applied to a sample consisting of (88) Teacher The results revealed that the degree to which school principals in the State of Kuwait exercised administrative flexibility was moderate, and that the prevailing functional efficiency in public schools was of a high degree from the point of view of their principals and teachers and there is a positive correlation between the total score of administrative flexibility features and the total score of the dimensions of functional competence..

Pugh's (2015) study aimed to identify the impact of school spending on school performance within government secondary schools in New South Wales, Australia. Which followed the descriptive approach and included a sample of 174 schools and used the questionnaire as a tool for study, which found a weak impact of school spending on school performance and one of the most prominent factors that contributed to this weakness is the high number of students in the classroom.

Problem and Questions of the Study

Previous research has demonstrated that the findings on the level of adaptability among school principals were inconsistent. The two researchers saw a variety in flexibility among their colleagues teachers and principals during their work and interactions. This study aimed to assess the level of administrative flexibility among school principals within the Green Line and its impact on school performance, specifically from the perspective of male and female teachers. It is worth noting that there is a dearth of research on this topic.

More precisely, the study aims to address the following inquiries:

- 1- What is the degree of administrative flexibility of the principals of Arab schools within the Green Line from the point of view of teachers?
- 2- What is the degree of school performance of Arab schools within the Green Line from the point of view of teachers?

3- Is there a significant correlation relationship at ($\alpha= 0.05$) between the degree of administrative flexibility of Arab school principals within the Green Line and the degree of school performance?

Objectives of the study: The study sought to achieve the following objectives:

- Identifying the degree of administrative flexibility among Arab school principals within the Green Line from the point of view of teachers. To highlight its reality in order to recommend it to decision makers to improve their degree of flexibility.

- Identifying the degree of school performance within the Green Line, from the point of view of school teachers. To work to improve this performance through the study's recommendations.

- The objective of this study is to investigate the presence and strength of a statistically significant relationship between the level of administrative flexibility among Arab school principals along the Green Line and school performance. This study seeks to highlight the importance of flexibility in boosting school performance, assuming such a relationship exists.

Theoretical significance Enriching the theoretical literature that talks about administrative flexibility and its degree for Arab school principals and its relationship to school performance within the Green Line in particular and in the Arabic language in general.

Importance of the study: The importance of the study is evident in two aspects:

The first is theoretical importance: Contributing to the theoretical literature and the Arabic library by providing information on administrative flexibility, school performance, related elements, and the research and studies context in this topic. Concentrating on the concepts associated with the study's variables.

The second is practical importance: School principals might derive advantages from the study's findings by obtaining feedback regarding the actual extent of administrative flexibility and the actual level of school success. The findings of this study may also be advantageous for decision makers in the Ministry of Education and other relevant stakeholders, particularly in terms of formulating training initiatives for principals. Educational institutions.

Terminological and procedural definitions

Administrative flexibility: The principal's ability to respond to the various changes imposed by the environment surrounding him by developing a number of strategic plans that help bring about change (Ismail and Radwan, 2023). The researchers define it procedurally as the ability of Arab school principals in the Green Line region to respond to the changes surrounding them. During the development of a number of strategic plans that help them bring about change, this study was measured by the total score scored by the sample members on the administrative flexibility items in the study tool, which was prepared for this purpose.

School performance: All activities, practices, and school behavior related to achieving goals and outcomes (Alawi, 2011, 22). The researchers define it procedurally as all activities, practices, and behavior related to achieving goals and outcomes for schools within the Green Line, and its degree was determined by the total score." Recorded by the sample members on the school performance items in the study, which were prepared for this purpose.

Limitations of the study

Scope limitation: The study focused solely on examining the extent of administrative flexibility among Arab school principals along the Green Line and its correlation with school performance in that area.

Spatial limit: Area within the Green Line

Time limit: Second Semester of the 2023-2024 school year

Humanitarian limit: Arab school teachers in the Green Line area

Method and procedures

Study Methodology: The study utilised the descriptive survey approach due to its appropriateness in accomplishing the investigation's aims and addressing its inquiries.

Study population: The study population consisted of all Arab school teachers within the Green Line, numbering (23,201) according to the records of the Ministry of Education (Ministry of Education website, 3/20/2024).

Study sample: The link to the study tool was circulated to all male and female teachers in Arab schools within the Green Line, and they were asked to fill out the questionnaire. When the number of respondents exceeded (400), the link was stopped, and the respondents, numbering (415) male and female teachers, were considered an available random sample.

Study Instruments

In order to accomplish the goals of the study, a survey was created, including of three segments. The first aspect pertained to the demographic information of the study sample, while the second aspect focused on measuring the level of administrative freedom among school principals as seen by instructors. The third segment comprised instruments designed to assess the level of school performance as seen by instructors. The items were answered using a five-point Likert scale. The final version of the system comprised 56 items, which were allocated to the first axis to assess the level of administrative flexibility. Additionally, there were 24 items divided into 6 paragraphs for the planning domain, 5 paragraphs for implementing regulations and instructions, and 7 paragraphs for procedures and decision-making. The decision is accompanied by six paragraphs for the evaluation region. The second axis aimed to assess school performance and comprised 32 items divided into four categories: the building and school environment (6 items), school leadership (14 items), teachers' performance (6 items), and students' performance (6 items).

Validity of the study Instruments

In order to verify the accuracy of the questionnaire's content, it was initially presented in its original form, as outlined in Appendix No. (1), to a panel of experienced arbitrators in the relevant field. Their feedback on the appropriateness of the questionnaire's sections to the study's objectives is documented in Appendix No. (2). The research considered the language formulation and its appropriateness, and made proposed adjustments that were agreed upon by the majority. These amendments were used to create the final version of the questionnaire, as described in Appendix No. (3).

In order to establish the construct validity of the measure, it was administered to a survey sample consisting of (30) male and female instructors from the study population, who were not included in the sample. Correlation coefficients were computed for each item with respect to its corresponding field and with respect to the entire axis. The findings are presented in Table (1).

Table 1 : Correlation coefficients between each item and both the corresponding domain and the overall score of the instrument (axis).

Axis	paragraph number	Domain	correlation coefficient with:		Axis	paragraph number	Domain	correlation coefficient with:	
			Domain	The total score for the axis				Domain	The total score for the axis
School performance	1	Administrative planning	0.90**	0.81**	School performance	29		0.74**	0.64**
	2		0.91**	0.93**		30		0.73**	0.65**
	3		0.73**	0.67**		31	School leadership	0.80**	0.81**
	4		0.70**	0.63**		32		0.73**	0.63**
	5		0.82**	0.86**		33		0.81**	0.77**
	6		0.79**	0.69**		34		0.83**	0.76**
	7	Implementing regulations + instructions	0.80**	0.77**		35		0.83**	0.82**
	8		0.87**	0.73**		36		0.75**	0.71**
	9		0.83**	0.81**		37		0.81**	0.67**
	10		0.77**	0.71**		38		0.77**	0.65**
	11		0.85**	0.66**		39		0.73**	0.82**
	12	Procedures+ decision making	0.76**	0.65**		40		Teachers' performance	0.93**
	13		0.72**	0.87**		41	0.77**		0.75**
	14		0.91**	0.80**		42	0.66**		0.72**
	15		0.87**	0.72**		43	0.71**		0.59**
	16		0.88**	0.73**		44	0.83**		0.71**
	17		0.67**	0.75**		45	0.87**		0.83**
	18	0.82**	0.71**	46		Evaluation	0.90**	0.81**	
	19	Evaluation	0.74**	0.75**			47	0.74**	0.75**
	20		0.67**	0.72**			48	0.67**	0.72**
	21		0.71**	0.57**			49	0.71**	0.57**
	22						50		

	23		0.87**	0.78**		51		0.75**	0.64**
	24		0.85**	0.83**		52		0.84**	0.76**
	25	The Building and school environment	0.83**	0.82**		53	Student performance	0.73**	0.79**
	26		0.87**	0.81**		54		0.84**	0.76**
	27		0.95**	0.84**		55		0.73**	0.79**
	28		0.91**	0.93**		56		0.82**	0.77**

** Statistically significant at the 0.01 significance level

The reliability of the study instrument

In order to assess the reliability of the study tool, it was administered to the survey sample on two separate occasions, with a two-week interval between them. The Pearson correlation coefficient was then computed to determine the degree of correlation between the two administrations (reliability). Additionally, the internal consistency coefficient (Cronbach alpha) was calculated to gauge the level of consistency in individuals' responses. The sample consisted of all the items in the study tool, and the outcomes were recorded in Table (2).

Table (2): Reliability coefficient and Cronbach's alpha (internal consistency) of the tool

Axis	field	Cronbach's alpha coefficient (internal consistency)	Pearson coefficient (stability)
Administrative flexibility	Administrative planning	0.90	0.86
	Implementing regulations and instructions	0.86	0.90
	Procedures and decision making	0.91	0.85
	Evaluation	0.87	0.88
	Total axis	_____	0.87
School performance	The building and school environment	0.85	0.84
	School leadership	0.89	0.90
	Teachers' performance	0.83	0.85
	Student performance	0.91	0.85
	Total axis	_____	0.92

Table (2) shows the internal consistency coefficients according to the Cronbach Alpha equation and repetition reliability for the domains and the tool as a whole. These values were considered appropriate for the purposes of this study.

Study variables: The study included the following variables

Main variables:

- The degree of administrative flexibility among school principals within the Green Line
- School performance in schools within the Green Line

Intermediate variables

Gender: There are two categories (Male, Female)

Number of years of experience : It has three categories: less than (5) years, from 5 to less than (10) years, more than (10) years.

School location: It has three categories: (village, Arab city, mixed city)

Methods of statistical analysis and criteria for judging grades

Arithmetic means and standard deviations were employed to address the initial and subsequent inquiries.

The Pearson correlation coefficient was employed to address the third inquiry.

In order to ascertain the accuracy and consistency of the instrument, the Pearson correlation coefficient and Cronbach's alpha were employed.

The grade was determined by applying the following criterion, which was derived from the following equation:

$$\text{Category length} = (\text{Highest option} - \text{smallest option}) \div \text{number of options} \\ = (5-1) \div 5 = 0.8$$

Thus, the grade is judged as follows:

- 1- Less than 1.8 degrees is very low degree 1.8 - less than 2.6 degrees: Low degree
- 2.6- Less than 3.4 average grade (degree) 3.4- Less than 4.2 is a high degree
- 4.2 or more is a very high degree

Study results and discussion of the study

The study questions were provided in a sequential manner, as follows:

Discussion of the findings related to the first question

The first question was: "What is the degree of administrative flexibility of Arab school principals within the Green Line from the teachers' point of view?"

To answer this question, the calculation averages and standard deviation of the sample members' estimates of the degree of administrative flexibility among Arab school principals inside the Green Line were calculated, shown in Table (3).

Table (3) Averages, Standard Deviations and Ordering of Statements by Averages for each domain of the Administrative Flexibility Axis

Domain	M	SD	Arr	degree
the application of regulations and instructions	4.13	0.88	1	High
management planning	4.04	0.93	2	High
Flexibility of Procedures and Decision Making	4.03	0.92	3	High
Evaluation Flexibility	4.00	0.98	4	High
Total Axis	4.05	0.74	—	High

The data presented in Table (3) indicates that Arab school principals within the Green Line had a significant level of administrative flexibility, as evidenced by a high arithmetic mean (4.05) and a standard deviation (0.74). The field of flexibility in implementing systems and instructions ranked highest, with a mean of 4.13 and a standard deviation of 0.88. It was followed by the field of administrative planning, which had a mean of 4.04 and a standard deviation of 0.93. The field of procedural and decision-making flexibility ranked third, with an average score of 0.93. The standard deviation for the first variable was 4.03 with a high degree of variation, whereas the second variable had an arithmetic mean of 4.00 and a standard

deviation of 0.98, also with a high degree of variation. The significant level of administrative flexibility in all areas can be attributed to the Ministry's new approach, as outlined in the "Geffen" Law. This law aims to enhance the authority of school principals and grant them greater administrative control over budgets, planning, and implementation. Moreover, the global crises that occurred in general, and specifically within schools located inside the Green Line, in recent years served as a compelling impetus to implement a new administrative policy. This policy aims to effectively address and overcome these crises. The findings of this investigation align with the assertions made in Al-Bakri's study (2023), which unveiled the existence. The study found a significant and consistent relationship between administrative flexibility and crisis management. The sample members' estimates in the study showed similarity in the area of administrative planning flexibility across all paragraphs. The findings of the study corroborated the assertions made by Al-Anzi (2017) regarding the positive impact of enhanced administrative flexibility on the functional efficiency of teachers. This aspect was thoroughly examined in the study and consistently shown significant improvement across all sections.

Regarding each aspect of managerial flexibility, the outcomes were as follows:

Systems and Instructions field: Means and standard deviations were calculated for the items in this field and were as in Table (4).

Table (4): Arithmetic means in descending order and standard deviations for the items in the field of flexibility in implementing systems and instructions domain

Item number	My school principal	M	S.D	Rank	Degree
10	My school principal adjusts the distribution of the school schedule to teachers when necessary.	4.26	0.84	1	Very High
9	My school principal takes into account special situations and human relationships.	4.19	0.93	2	High
8	My school principal takes into account priorities when implementing regulations and instructions.	4.09	0.84	3	High
11	My school principal takes into account the interests of different parties when implementing the instructions.	4.07	0.88	4	High
7	My school principal accepts amendments to the regulations and instructions if they occur.	4.05	0.89	5	High
	General mean and standard deviation of the axis	4.13	0.88	--	High

Table (4) clearly indicates that the level of administrative flexibility in implementing systems and instructions was high, with an average of 4.13 and a standard deviation of 0.88. The paragraph stating "The distribution of the school schedule to teachers is modified when necessary" ranked first with an average of 4.26 and a standard deviation of 0.84, indicating a significant degree of flexibility. The researchers attribute this phenomenon to the frequent and

dynamic nature of the school schedule, which is constantly adjusted to accommodate teacher absences, unexpected incidents, and extracurricular activities. Modifying the timetable to align with the stated plan or to address the vacancies caused by instructors' daily absence due to illness or other reasons. Therefore, the principal is compelled to adjust the daily timetable to accommodate the circumstances due to legal restrictions that restrict the ability to keep the schedule unchanged. According to the legislation, pupils are not permitted to remain alone or to depart from school before a designated period set by the Ministry's regulations. School principals are obligated to adjust the timetable accordingly. Table (4) clearly indicates that the paragraph stating "accepts amendments to regulations and instructions if they occur" ranks last among the paragraphs in this field, with an arithmetic mean of 4.05 and a standard deviation of 0.89, indicating a significant degree of variance. The researchers attribute this to the existence of comprehensive regulations and laws. The majority of these systems are established by the Ministry of Education, and school principals do not have the authority to modify or undermine their execution, as they are subject to legal responsibility. Therefore, school principals are cautious about allowing any activity that could harm the enforcement of these laws, and they allow for modifications to the internal laws established by the administration staff. The school board, responsible for setting the school's policies and strategies to achieve its goals, has the authority to modify them to adapt to changing circumstances and events throughout time.

The findings of this study align with Harahsheh's (2020) research on the level of adaptability. Specifically, the paragraph emphasising the importance of avoiding strictness in implementing legislation ranked lowest among the paragraphs related to regulations and laws. It is worth noting that legislation refers to the laws established by the ministry. The findings of the Al-Sahwa Study (2019) about the degree of administrative freedom are in contrast to the paragraph that mentions the involvement of teachers by the school principal in setting school work processes. This particular paragraph was ranked second to last among the paragraphs in its category. This statement contradicts the researchers' attribution of the study results, since they believe that the high score for the item was a result of the school administration's acceptance of revisions to the regulations and statutes.

Administrative planning field: Means and standard deviations were calculated for the items in this field and were as in Table (5).

Table (5): Arithmetic means in descending order and standard deviations for the items in the field of administrative planning domain

Item number	My school principal	M	S.D	Rank	Degree
1	My school principal sets actionable goals based on the possibilities.	4.15	0.83	1	High
3	My school principal adopts different ways to achieve goals.	4.10	0.90	2	High
6	My school principal is able to provide financial resources from multiple sources.	4.04	0.93	3	High
2	My school principal takes into account the time dimension in achieving goals.	4.02	0.89	4	High

5	My school principal keeps alternative plans to work in case of crisis.	3.99	0.95	5	High
4	My school principal involves teachers in the planning process.	3.95	1.07	6	High
General mean and standard deviation of the axis		4.04	0.93	---	High

The data presented in Table (5) indicates that the level of administrative flexibility in the area of administrative planning was high, with an average score of 4.04 and a standard deviation of 0.93. The paragraph that mentions "sets implementable goals in light of available capabilities" ranked first with an average score of 4.16 and a standard deviation of 0.83, indicating a high degree of importance. The researchers ascribe this phenomenon to the fact that the goals are established with the intention of being put into action and becoming a tangible reality, rather than remaining mere words on a page. The achievement of these goals is considered a significant indicator of success, therefore the emphasis on their implementation. Establishing objectives that necessitate the use of a supernatural tool or rely on unavailable abilities will result in a wasteful expenditure of various resources and a detrimental approach that leaves those responsible for executing the plans feeling trapped in a state of hopelessness and powerlessness, as it is impossible to attain them regardless of the amount of effort exerted. As a result, school principals typically select achievable goals that are also motivating. Effort is required to get it, as attaining it generates a sense of achievement, which serves as a stimulus to persist.

Table (5) clearly indicates that the paragraph which mentions "involving teachers in the planning process" ranks last among the paragraphs in this field, with an arithmetic mean of 3.95 and a standard deviation of 1.07, indicating a significant extent. The researchers ascribe this phenomenon to the emergence of a novel perspective on principals during this period. Schools aim to enhance their authority and gain the Ministry's confidence in their capacity to develop policies, formulate strategies, and oversee budgets. This directive instructed school principals to adopt a consistent strategy when dealing with teachers. After a prolonged period, the responsibility for making internal decisions was restricted solely to the school principal, who was awarded the necessary authority upon their appointment as the school principal. Furthermore, the educational process has transitioned from relying solely on traditional educational resources to utilising the vast global library of information. As a result, school administrators now find it necessary to seek assistance from individuals who possess more specialised expertise in data collection and the development of suitable strategies. In a professional context, school teachers were the most appropriate partners for this.

The findings of the study align with those of the Omissions Study (2019), which found that the paragraph emphasising the school principal's encouragement of teacher input ranked lowest in its category. This information will be taken into account during the planning phase, as listening to opinions is considered the initial step in the planning process, involving data collection and proposal gathering. In contrast to the findings of Harahsheh's study (2020), the paragraph emphasising the school principal's flexibility in decision-making, based on its suitability to the application, was ranked 7th out of 9 in its respective field.

The field of procedures and decision-making: Means and standard deviations were calculated for the items in this field and were as in Table (6).

Table (6): Arithmetic means in descending order and standard deviations for the items in the field of procedures and decision making domain

Item number	My school principal	M	S.D	Rank	Degree
16	My school principal communicates with various parties in multiple directions.	4.12	0.88	1	High
12	My school principal takes all alternatives into consideration when making a decision.	4.07	0.88	2	High
18	My school principal reviews decisions that are found to be wrong during execution.	4.03	0.93	3	High
17	My school principal adjusts the procedures in light of the feedback he receives.	4.01	0.89	4	High
14	My school principal delegates powers to teachers with him in some cases.	4.00	0.98	5	High
13	My school principal benefits from teachers' opinions in the decision-making process	3.99	1.00	6	High
15	My school principal is working to simplify administrative procedures.	3.97	0.91	7	High
	General mean and standard deviation of the axis	4.03	0.92	---	High

The data presented in Table (6) indicates that there was a significant level of administrative flexibility in the area of procedures and decision-making. The average score for this was 4.03, with a standard deviation of 0.92. The paragraph that mentions "communicates with various parties in multiple directions" had the highest average score of 4.12, with a standard deviation of 0.88, indicating a high level of flexibility. The researchers ascribe this phenomenon to the alteration in the school's purpose. It has evolved from being solely a centre for acquiring scientific knowledge to now having the responsibility of equipping students with the necessary skills to become productive members of society, possessing the mental resilience needed to adapt to changes. In order to ensure that the school effectively fulfils its responsibilities, it is crucial for it to establish communication with all relevant stakeholders. This will facilitate the development of strong relationships and enable students and teachers to navigate these connections smoothly. Table (6) clearly indicates that the paragraph stating "it works to simplify administrative procedures" ranked last among the paragraphs in this field, with a mean of 3.97 and a standard deviation of 0.92, indicating a significant degree of difference. The researchers ascribe this phenomenon to the prevalence of rapidity, as the utilisation of technology, along with its instruments and applications, has significantly diminished. This paragraph is considered high because to the efficient allocation of people, material, and time resources, resulting in simplified procedures and ease of execution for a substantial portion of the activities. The level of simplification in procedures is high, but it is limited to internal matters or matters related to partners within the boundaries set by the Ministry. This restriction is due to the fact that some procedures are specific to operations established by the Ministry and are subject to oversight and a specified mechanism. Consequently, the degree of simplification in procedures is

comparatively lower than in other paragraphs. The findings of this study align with those of the Al-Sahwa Study (2019) regarding the paragraph that emphasises the importance of establishing an open and effective communication system among all teachers. This is because teachers are integral partners in the educational process. However, I diverged from the Al-Sahwa Study in relation to the paragraph that highlights the school principal's efforts to simplify work procedures while considering the teachers' circumstances. This particular aspect received a ranking of 2 out of 9, indicating that it was one of the most positively evaluated items within its domain.

Evaluation field: Means and standard deviations were calculated for the items in this field and were as in Table (7).

Table (7): Arithmetic means in descending order and standard deviations for the evaluation field items

Item number	My school principal	M	S.D	Rank	Degree
20	Takes into account emergency circumstances when evaluating teachers.	4.06	0.95	1	High
21	Explains weaknesses to owners for improvement.	4.05	0.98	2	High
22	Adjusts his performance evaluation in light of developments.	4.04	0.92	3	High
23	Considers community requirements when evaluating the curriculum.	4.00	0.98	4	High
19	Uses several methods to evaluate teachers' performance	3.94	0.96	5	High
24	Benefits from teachers' opinions in the evaluation process, even if they disagree with his.	3.91	1.06	6	High
	General mean and standard deviation of the axis	4.00	0.98	---	High

The data presented in Table (7) indicates that the level of administrative flexibility in the evaluation field was high, with a mean of (4.00) and a standard deviation of (0.98). The paragraph that mentions the consideration of emergency circumstances when evaluating teachers ranked first, with a mean of (4.06). The standard deviation is significantly influenced by a value of 0.95. The researchers ascribe this phenomenon to the significance of interpersonal connections in the workplace. Moreover, the global impact of the Corona virus and its subsequent control measures have compelled decision-makers to abandon alternate strategies and instead embrace crisis management theories. They naturally developed a greater appreciation for unforeseeable emergencies.

Table (7) clearly indicates that the paragraph stating, "He benefits from teachers' opinions in the evaluation process, even if they differ from his opinion," ranks last among the paragraphs in this field. It has an arithmetic mean of 3.91 and a standard deviation of 1.06, indicating a significant difference. The researchers attribute this to the fact that school principals oversee a wide range of curricular and extracurricular activities within the school.

This requires them to possess a diverse set of skills and knowledge. However, due to the broad nature of their responsibilities, principals cannot specialise in every field. Instead, they must have a general understanding of all areas and ensure proper management and supervision. A novel advancement that fulfils its administrative function, yet falls short of being the conduit for all encompassing expression. This has encouraged school principals to place value on seeking the input and guidance of their superiors, ensuring that their decisions are informed and aligned with best practices in promoting well-being. The findings of this study align with Harahsheh's (2020) study in relation to the paragraph stating that "The school leader is open to criticism of the performance evaluation methods employed in their administration," as it ranked lowest in its field. However, there were variations in the overall results of the evaluation field, where it achieved a moderate level of performance.

Discuss the results related to the second question

The second question states : "What is the degree of school performance of Arab school principals inside the Green Line from the teachers' point of view?" To answer this question, the calculation averages and standard deviation of the sample members' estimates of the degree of school performance in Arab schools within the Green Line were calculated, which are shown in Table (4).

Table (8):) Averages, standard deviations and order of statements according to averages for each domain of the school performance Axis

domain	M	SD	Arr	Degree
Teachers' Performance	4.14	0.85	1	High
School Leadership	4.02	0.97	2	High
Student Performance	4.01	0.87	3	High
the building and the school environment	3.93	0.99	4	High
	4.02	0.70	-	High

The data presented in Table (8) clearly indicates that Arab schools within the Green Line achieved a high overall score for school performance, with an arithmetic mean of 4.02 and a standard deviation of 0.70. The field of teachers' performance ranked first, with a mean of 4.14 and a standard deviation of 0.85. It was followed by the field of school leadership, which had a mean of 4.02 and a standard deviation of 0.97. The field of students' performance came in third place, with a mean of 4.01 and a standard deviation of 0.87. Lastly, the field of building and school environment ranked fourth and last, with a mean of 3.93 and a standard deviation of 0.99.

The researchers attribute this phenomenon to the enhanced authority granted to school principals, which enables them to allocate budgets based on the specific needs of the school. Additionally, principals are empowered to devise and execute plans aligned with their vision, as long as they serve the best interests of the school. He possesses the capacity to embrace innovative ideas and recruit skilled individuals to collaborate with. Additionally, he motivates educators by offering incentives and assigning tasks in a manner that acknowledges their hard work without overwhelming them. This fosters a sense of belonging among teachers, making them feel at home in the school and driven by an internal calling to fulfil their duties. This

aligns with the findings of a study conducted in 2018, which demonstrated a significant relationship between administrative flexibility and creative leadership. This correlation is evident in various aspects of school leadership, such as endorsing innovative initiatives and ideas, as well as offering training programmes to enhance teachers' skills. The study concluded that the level of administrative flexibility positively impacts the degree of creative leadership exhibited. The findings of this study align with the research conducted by Al-Rabie and Ibrahim (2020) on knowledge management and its impact on school performance. Their study revealed a significant correlation between these factors, which explains the high ratings given by individuals to school leadership in terms of technology utilisation in education. This is attributed to the presence of a well-defined operational plan, effective communication with all stakeholders, the implementation of electronic administration, and the provision of information and data through computer networks. Furthermore, teachers' knowledge and understanding of these aspects are emphasised. The study conducted by Al-Amla and Al-Adaileh (2022) regarding the correlation between strategic planning and school performance aligns with the findings of this study, as strategic planning is considered a component of administrative adaptability. According to the study conducted by Al-Amla and Al-Adaileh, there is a significant correlation between him and performance. This finding aligns with the study's conclusion that there is a strong correlation between administrative flexibility and school performance. The study also revealed a strong correlation across all areas, including planning. However, a discrepancy arose between the findings of the current study and the research conducted by Pugh (2015). Pugh's study suggested that school expenditure does not have an impact on school performance, which contradicts the current study's assertion that factors such as school infrastructure and environment contribute to school performance. Hence, adequate finance plays a crucial role in ensuring the supply of health services, instructional supplies, and learning resources. The substantial availability of funding and its significant influence on overall school performance are evident.

Arithmetic means and standard deviations were also calculated for items in each area of school performance, and the results were as follows:

Teachers' performance field: The arithmetic means and standard deviations for the items in this field were calculated, and the results were as in Table (9)

Table (9): Arithmetic means in descending order and standard deviations for items in the teachers' performance field

Item number	Teachers	M	S.D	Rank	Degree
49	participate in school activities.	4.25	0.80	1	Very High
48	collaborate with colleagues to achieve school goals.	4.19	0.89	2	High
47	valuate students appropriately and fairly.	4.17	0.81	3	High
45	implement the lesson plans they have prepared in the classes as planned.	4.10	0.79	4	High

46	manage classrooms appropriately	4.09	0.82	5	High
50	collaborate with parents to achieve school goals.	4.07	0.97	6	High
	General mean and standard deviation of the axis	4.14	0.85	---	High

With an arithmetic mean of 4.02 and a standard deviation of 0.70, the data in Table (8) unmistakably shows that Arab schools inside the Green Line attained a high overall score for school performance. First place went to the category of teacher performance, with a mean score of 4.14 and a standard deviation of 0.85. The area of school leadership, with a mean of 4.02 and a standard deviation of 0.97, came next. Third place went to the category of student performance, with a mean of 4.01 and a standard deviation of 0.87. Lastly, with a mean of 3.93 and a standard deviation of 0.99, the building and school environment category came in fourth and last.

The increased power given to school principals, which allows them to distribute funds in accordance with the unique requirements of the institution, is what the researchers believe to be responsible for this phenomena. Furthermore, principals have the authority to create and carry out plans that support their vision, provided that they are in the best interests of the school. He has the ability to accept creative concepts and find talented people with whom to work. He also encourages teachers by providing rewards and delegating work in a way that recognises their efforts without being too demanding. Teachers benefit from this by feeling like they belong in the classroom and are motivated to do their jobs out of a sense of internal calling. This is consistent with a 2018 study's findings, which showed a strong link between administrative flexibility and innovative leadership. This relationship can be seen in a number of areas related to school leadership, including supporting creative projects and concepts and providing professional development opportunities for educators. According to the study's findings, administrative flexibility has a favourable effect on how creatively led an organisation is. The results of this investigation are consistent with the study on knowledge management's effect on academic performance carried out by Al-Rabie and Ibrahim (2020). According to their study, there is a strong association between these variables, which helps to explain why people give school leadership good marks for using technology in the classroom. This is explained by the existence of a clearly defined operational plan, efficient stakeholder communication, the adoption of electronic administration, and the availability of data and information via computer networks. It also highlights the importance of instructors' knowledge and comprehension of these areas. Since that strategic planning is seen as a part of administrative adaptability, the study by Al-Amla and Al-Adaileh (2022) about the relationship between strategic planning and school performance is consistent with the results of this investigation. Al-Amla and Al-Adaileh's study indicates that there is a strong relationship between him and performance. This result is consistent with the study's conclusion that administrative freedom and academic achievement are highly correlated. Strong correlations were also found across all domains, including planning, according to the study. But there was a difference between what Pugh (2015) found and what the present investigation found. Contrary to the present study's claim that elements like school environment and infrastructure affect student performance, Pugh's study indicated that school spending has no bearing on

academic achievement. Therefore, having enough money is essential to guaranteeing the availability of learning resources, teaching materials, and health services. It is clear that financing is widely available and has a big impact on students' overall academic achievement.

School leadership domain: Means and standard deviations were calculated for the items in this field, and the results were as in Table (10)

Table (10): Means in descending order and standard deviations for items in the school leadership domain

Item number	The school has	M	S.D	Rank	Degree
37	Support for creative initiatives and ideas	4.22	0.95	1	Very High
42	The use of technology in the educational process	4.16	0.87	2	High
32	An annual operational plan announced to everyone in the school.	4.11	0.91	3	High
38	A human-friendly environment.	4.09	0.99	4	High
39	All directions of communication.	4.09	0.91	5	High
31	A clear strategic plan	4.09	0.95	6	High
43	The use of electronic management	4.06	0.95	7	High
34	The completion of school transactions on time	4.06	0.87	8	High
44	A school website.	3.99	1.13	9	High
35	Technical supervision of the teachers' performance	3.98	0.94	10	High
36	Appropriate training for the professional development of its staff	3.95	1.01	11	High
41	Joint projects between the school and the local community.	3.88	1.00	12	High
33	A fair distribution of school tasks	3.87	1.04	13	High
40	Involves the local community in drawing up the school's development plans.	3.75	1.05	14	High
	General mean and standard deviation of the axis	4.02	0.97	---	High

Table (10) makes it evident that the overall school performance score in the area of school leadership was high, with a standard deviation of 0.97 and an arithmetic mean of (4.02). First prize went to the paragraph that says, "The school provides support for creative initiatives and ideas," which has a very high degree of arithmetic mean (4.22) and standard deviation (0.95). The reason for this, according to the researchers, is that innovative ideas have the power to relocate an institution of higher learning. As a result, principals have been inspired to take up initiatives at the local, state, and federal levels.

Table (10) makes it evident that, with a mean of 3.75 and a standard deviation of 1.05, the paragraph that begins, "The school has: local community involvement in drawing up school development plans," ranks last among the other paragraphs in this sector. The reason for this, according to the experts, is that the local community plays a big part and is a valuable partner in the current educational process. Its high degree is explained by the fact that the school has numerous obligations to it at the same time, which is made possible by adaptable school leadership that is conscious of this fact. But occasionally, in Arab civilization, family and political inclinations cause the objective to veer somewhat from being reached. Its occurrence at the conclusion of its scope paragraphs is explained by this.

The study's findings were not in line with those of Al-Fayoumi and Al-Hawli (2020), whose research revealed that the sections discussing the local community's involvement in the planning process and relationship with the community were mediocre in their respective domains. Additionally, it concurred with Al-Rabie and Ibrahim's (2020) study, whose paragraphs in this area were quite satisfactory.

Student performance domain: The arithmetic means and standard deviations were calculated for the items in this domain, and the results were as in Table (11).

Table (11): Arithmetic means in descending order and standard deviations for items in the students' performance domain

Item number	The student	M	S.D	Rank	Degree
51	Participates in school activities.	4.23	0.78	1	High
52	Learns and studies according to the teachers' directives	4.05	0.82	2	High
56	Participates in volunteer work.	4.01	0.92	3	High
53	Adheres to the school system according to the instructions	3.97	0.89	4	High
54	Practices positive behaviors between each other	3.90	0.88	5	High
55	Adheres to the student code of conduct.	3.88	0.94	6	High
	General mean and standard deviation of the axis	4.01	0.87	---	High

With a mean of (4.01) and a standard deviation of (0.87), Table (11) makes it evident that the overall score for school performance in the area of student performance was high. To a significant extent, the paragraph that reads, "Students participate in school activities," ranked highest with a mean of (4.23) and a standard deviation (0.78). The teachers' ability to serve as positive role models for their students is credited by the researchers for this. The student discovered that he was an active participant in school activities because of the teachers' involvement in them, their enthusiasm in them, their encouragement of participation, their explanation of the significance of it, and their selection of engaging activities that reflect the student's interests and reality. Furthermore, he looks for these events via student councils, which are led by the elected class presidents and him.

Table (11) makes it evident that, to a significant extent, the paragraph that begins, "Students adhere to the student code of conduct," is the least effective among the paragraphs in this sector. Its mean score is (3.88), and its standard deviation is (0.94). The loss of the family and the resulting change in family structure are the reasons given by the researchers for this. Along with the prevailing lifestyle that depends on pampering children, finding excuses for them, and not holding them accountable under the pretence of progress and sophistication in dealing with, and passing laws that restrict the authority of the school administration in what it sets, there is also the expansion, the weak influence of the word "Kabir," the change in the moral concept of many actions, and the distorted outlook on the teaching profession. They are restricted to the type of penalties known as instructional penalties. The findings of this study are in line with those of Al-Fayoumi and Al-Hawli's (2020) study in that the second of the five categories of school performance was the student affairs domain, with all of the items scoring highly.

The domain of building and school environment: The arithmetic means and standard deviations for the items in this domain were calculated, and the results were as in Table (12)

Table (12): Arithmetic means in descending order and standard deviations for items in the domain of building and school environment

Item number	The school provides	M	S.D	Rank	Degree
25	Safety measures and appropriate health services.	4.04	0.97	1	Very High
30	Collaborative group work.	4.03	0.98	2	High
26	The necessary facilities and supplies for teachers and students for its work.	3.95	0.91	3	High
29	An encouraging environment for teachers and students.	3.89	0.98	4	High
28	Special services for people with special needs	3.84	1.07	5	High
27	Appropriate learning resource rooms	3.81	1.04	6	High
	General mean and standard deviation of the axis	3.93	0.99	---	High

With an arithmetic mean (3.93) and a standard deviation (0.99), Table (12) makes it evident that the school performed well overall in the area of buildings and school environments. The item that ranked highest was "The school provides safety procedures and appropriate health services." The first is to a very great degree, with an arithmetic mean of 4.04 and a standard deviation of 0.97. According to the researchers, this is a result of the global circumstances surrounding the spread of the corona virus, which led to the implementation of health regulations and laws that penalise noncompliance with various consequences ranging from fines to jail time. Money. With a mean (3.81) and standard deviation (1.04), the paragraph that claims, "The school provides appropriate learning resource rooms," comes in last among the paragraphs in this domain. To a High extent, the researchers attribute this to the growing popularity of distance learning via platforms. This is further evident from Table (12). Different

learning for all generations and educational stages following the Corona crisis, which led the Ministry to set aside funds to help those who don't fit the mould for this kind of education on the grounds of equality and everyone's right to an education in the educational system. The Ministry tried to bring the spirit of progress into schools in imitation of these nations because it wanted to keep up with industrialised nations, who lead the way in their educational approaches in international exams.

The findings of Dahla and Ashour's (2020) study, which ranked the paragraph "The administration meets the needs of teachers for educational materials and various methods" last among all the paragraphs in its domain and received a high score, are consistent with the findings of this study. Additionally, it concurred with Al-Fayoumi and Al-Hawli's (2020) study regarding the general level of the school environment elements, where the text was in agreement.

Discussion of the results related to the third question

The third question stated: "What is the relationship between the degree of administrative flexibility of Arab school principals inside the Green Line and the degree of school performance?"

To answer this question, the Pearson coefficient was calculated for the correlation between the sample members' estimates on the domain of administrative flexibility and their estimates on the domain of school performance, as shown in Table (13).

Table (13): Pearson correlation coefficients between the areas of administrative flexibility and the areas of school performance

the domain	administrative planning	regulations and instructions	procedures and decision making	Evaluation	Administrative flexibility
The building and school environment	.675**	.614**	.658**	.658**	.704**
School leadership	.795**	.765**	.814**	.843**	.870**
Teacher performance	.682**	.700**	.709**	.717**	.759**
Student performance	.630**	.637**	.653**	.624**	.687**
School performance	.782**	.762**	.796**	.799**	.849**

** Statistically significant at the significance level (0.01).

The value of Pearson's correlation coefficient shows a strong positive correlation between administrative flexibility and school performance, which can be explained according to the study of Ismail and Radwan (2023), quoting Al-Yasser et al. (2014) that the application of administrative flexibility contributes to increasing the school's ability to respond quickly to important changes that occur in the internal and external environment and provides the necessary capabilities to enable the school to survive during the crisis period And help in the consolidation and integration of resources and invest them in the most appropriate manner and achieve competitive advantage at various levels and this makes the school able to respond quickly to the changes in the work through the continuous development of services and decisions to ensure better workflow and achieve the goals set and thus we see that the overall administrative flexibility seeks him is the overall areas of school performance.

Recommendations :

Based on the study's findings, the researchers suggest:

- To increase administrative flexibility by enrolling school managers in training programmes on the value of participation and its mechanisms in administrative work, as the paragraph on teachers' employment involvement was the lowest on average in the areas of administrative planning, flexibility of procedures and decision-making, and evaluation.

- As the paragraphs that discussed the community and their cooperation with it had the lowest averages, the goal is to improve the school's performance by: - Strengthening the school's relationship with the community and its various institutions; conducting training courses on effective communication with various bodies; and increasing the knowledge of school administrators about community institutions and their areas of work.
- The hiring of a school marketing expert who can identify and build on points of agreement between the community and the school in order to create cooperative projects that benefit both.

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