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**School Administration and its Impact on Academic  
Achievement Among Basic Education School  
Students in the Salt Education Directorate**

**Dr. Jamal Fawaz Al omari**

**Department of Basic Sciences Princess Rahma University  
college, Al- Balqa Applied University, AL-Salt, Jordan**

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## **School Administration and its Impact on Academic Achievement Among Basic Education School Students in the Salt Education Directorate**

**Dr. Jamal Fawaz Al omari<sup>1</sup>**

**Abstract:**

The aim of the research was to demonstrate the impact of school administration on the academic achievement of Basic Education school students in the Salt Education Directorate from the perspective of principals. The research population consisted of Basic Education school principals in the Salt Education Directorate. A purposive sample was selected from public schools. The sample size was 30 principals. The research followed a mixed Research design (descriptive and qualitative) using survey and interview methods and reached the following results: The majority of the sample members were keen to focus on students' academic achievement and follow the best methods to achieve this. It was found that they continuously monitor students' academic achievement and level. Sample members reported that they communicate with students' parents, inform them of their academic level, and cooperate with them in their affairs and problems, reaching a percentage of 75%. A large percentage of the sample members expressed interest in the students and followed various means and methods to care for them and solve their problems, reaching a percentage of 74.25%. This interest will be positively reflected in students' academic achievement. As for school activities implemented by the school administration, the results showed that 46.5% of the sample expressed interest in the activities and the necessity of implementing them, an unacceptable percentage. The research recommended a set of recommendations, most notably: reconsidering the responsibilities of school administration in light of cognitive developments and digital learning.

**Keywords:** School administration, academic achievement, school principal. Basic stage, salt education

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<sup>1</sup> Department of Basic Sciences Princess Rahma University college, Al- Balqa Applied University, AL-Salt, Jordan.

E-mail of the corresponding author:

Dr.jomari@bau.edu.jo

Phone:00962799097147

<https://orcid.org/0000-0003-0077-8472>

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## الإدارة المدرسية وأثرها على التحصيل الدراسي لدى طلبة مرحلة التعليم الأساسي

### في مديرية تربية السلط

د. جمال فواز منصور العمري

أستاذ مشارك في الإدارة التربوية، جامعة البلقاء التطبيقية، كلية الأميرة رحمة الجامعية، قسم العلوم الأساسية، الأردن.

البريد الإلكتروني: Dr.jomari@bau.edu.jo

<https://orcid.org/0000-0003-0077-8472>

### الملخص العربي:

هدف البحث إلى بيان أثر الإدارة المدرسية على التحصيل الدراسي لطلبة المرحلة الأساسية في مديرية تربية السلط من وجهة نظر المديرين، وتألف مجتمع البحث من مديري المدارس الأساسية في مديرية تربية السلط قسبة، وتم اختيار عينة قصدية من المدارس الحكومية، وبلغ عدد العينة 30 مديراً ومديرة، واتباع البحث المنهج المختلط الوصفي. والنوعي باستخدام أسلوب المسح (الاستبانة) والمقابلة وتوصل إلى النتائج التالية: هنالك اثر كبير للإدارة المدرسية على تحصيل الطلبة حيث تبين اهتمام غالبية أفراد العينة بتحقيق التحصيل الدراسي للطلبة واتباع أفضل السبل لذلك، وأكدوا على المتابعة المستمرة للتحصيل الدراسي ومستواه لدى الطلبة، وبلغت نسبتهم 75%، وأبدت نسبة كبيرة من أفراد العينة اهتماماً بالطلبة واتباع العديد من الوسائل والأساليب في رعايتهم وحل مشكلاتهم، حيث بلغت نسبتهم 74.25%، وهذا الاهتمام سينعكس إيجاباً على التحصيل الدراسي للطلبة، وأفاد أفراد العينة أنهم يتواصلون مع أولياء أمور الطلبة ويطلعونهم على مستواهم الدراسي، ويظهرون تعاوناً مع أولياء الأمور فيما يتعلق بشؤونهم ومشاكلهم، أما فيما يتعلق بالأنشطة المدرسية التي تنفذها إدارة المدرسة فقد أظهرت النتائج أن 45.5% من أفراد العينة مهتمون بالأنشطة وضرورة تنفيذها وهي نسبة غير مقبولة، وأوصى البحث بمجموعة من التوصيات ومن أهمها: إعادة النظر في مهام إدارة المدرسة في ضوء التطورات المعرفية والتعلم الرقمي، وتوفير الظروف التعليمية المناسبة التي تعمل على تحفيز الطلبة على الدراسة منذ بداية العام الدراسي لتحقيق أفضل النتائج.

**الكلمات المفتاحية:** الإدارة المدرسية، التحصيل الدراسي، مدير المدرسة، المرحلة الأساسية، تربية السلط

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## **1. Introduction**

The educational process is one of the main processes in society, and this process is represented in any society by a group of institutions: such as the family, school, etc., and since man is the product of education and social upbringing, it was necessary to pay attention to the educational institutions that bear the task of preparing him educationally.

The basic education stage lays the first brick in its construction, as it is equipped with basic knowledge and skills. There is no doubt that achieving this stage's goals depends on the correct performance of each individual in it, especially school administration, which is considered the cornerstone of the educational and teaching process. The development of administrative and educational thought has led to the expansion of the field of school administration, as administration is no longer just a routine process aimed at managing school affairs in a routine manner according to specific rules and instructions issued by the highest educational authorities, but rather the focus of work in this administration has become revolving around the student, and the necessity of providing all the conditions and capabilities that help direct his mental, physical and emotional growth, which works to improve the educational process and thus improve the academic level of students to become effective members of their society. (Al-Maaytah,2008)

### **First - The Concept of school Administration:**

School administration is defined as all the efforts, activities and operations of planning, organizing, following up, directing and monitoring carried out by the principal with his staff of teachers and administrators with the aim of building and preparing the student in all aspects, mentally, emotionally and physically, so that he can successfully adapt to society and contribute to its progress. And concepts of school administration continue to emerge as time progresses and as the concepts of education change and as education develops. (Al-Maaytah,2008)

### **Second: The Objectives of School administration:**

The objectives of school administration have changed from maintaining the application of the system to the modern concept that makes the student the focus of the educational process, and these objectives include: Working to discover the tendencies, abilities and readiness of students and developing and directing them in a way that benefits the students and benefits

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society, reviewing the school's curricula, resources, activities and teaching methods and Supervising the implementation of school facilities such as buildings or modern clubs and working to create good relations between the school and the external environment through parents' councils, clubs, associations and cultural institutions in the environment and transferring the suffering and needs of schools to the educational administration. (Atwi,2015)

**Third: Characteristics of successful school administration:**

In order for school administration to be successful, the following characteristics must be available:

- 1-It must be purposeful administration: that is, it does not rely on randomness or chance to achieve its goals, but rather relies on objectivity and sound planning.
- 2-It must be positive administration: that is, it has a leading and pioneering role in the educational process.
- 3-It must be social administration: responsive to honest advice and studied for the public good.
- 4-It must be humane administration: that is, it does not bias towards specific intellectual or educational opinions and doctrines, but rather it must be flexible. (Atwi,2015)

Akawneh (The results of the study indicated that there is a statistically significant effect of school administration that follows the participatory style on the academic achievement of primary school students in Jordanian public schools. The study called for the application of the theories of school administration and leadership by school principals.

**The manager must be successful in order for the management to be successful. He must have certain qualities:**

To be an educational expert, i.e. he has practiced teaching for several years, to be a man of culture, knowledgeable and understanding of the values and philosophy of society. To be a role model in his appearance, behavior and actions., To be fair and confident, To be cheerful and well-spoken. To be keen to build good relationships based on respect, understanding and

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cooperation, teamwork is necessary for the management to perform its role to the fullest. The manager cannot work alone and succeed on his own, whatever his qualities, and he must always remember that he is dealing with human beings who have feelings and needs that must be respected. (Atwi,2015)

**The concept of academic achievement:**

Teaching any subject aims to bring about a cognitive, emotional, motor or social behavioral change in students, which we usually call education.

Academic achievement is defined as: an innate cognitive achievement in an organization that focuses on the knowledge and experiences embodied in the various curricular subjects in school education such as social sciences, natural and religious sciences, and languages.

It is defined as: the average of the grades a student obtains in one of the academic subjects or in a group of subjects that are measured during the first semester or the end of the academic year. (Al-Nouri,2022)

**Objectives of measuring academic achievement:**

- 1- Reporting the student's result in terms of promotion to a higher grade or in terms of failure
- 2- Determining the type of student's study after the preparatory stage
- 3- Standing on the extent of development of achievement among students and identifying their strengths or weaknesses in any educational subject to work on treating them, diagnosing educational difficulties and problems and treating them and improving teachers' performance and teaching methods, discovering outstanding students and developing curricula and textbooks. These objectives provide the administration with information about the prevailing reality in the school, from the performance of teachers, their teaching methods and approaches, and identifying their problems and difficulties and analyzing them to treat and solve them, so that the school can perform its highest function, which is achieving the integrated, balanced and comprehensive growth of the student in all aspects, mentally, morally and socially, etc. (Al-Mahamdeh,2019)

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**Factors affecting Academic Achievement:**

1- Factors related to the curriculum, in terms of its suitability to the psychology of the learner and the extent of his ability to meet their needs and inclinations.

2- Factors related to the teacher: and providing a competent and qualified teacher to practice the teaching profession.

3- Factors related to management: in terms of providing sound management and cooperation with members of the teaching staff to work on achieving the desired educational goals.

4- Factors attributed to the family: Educational and cultural level of the parents, type and nature of the parents' work, nature of the relationships existing in the family, the level of parents' ambition for education., level of motivation and intelligence: As there are individuals who have a high motivation to achieve, they work harder and achieve more success in their lives. And methods and methods of evaluation in terms of their suitability to the psychology of education. (JadAllah,2020)

All these factors have an impact on the level of the classroom among students and it is difficult to separate them from each other, because of their impact on achievement. As much as these factors are available and facilitated, they are positively reflected on the academic life of students and contribute to raising their academic level. However, if these factors are not available, this is negatively reflected on their academic achievement.

**A-School Administration and its Impact on Students' Academic achievement:**

First-Administration tasks related to students and their achievement

Second-The role of school administration in improving the level of students' academic achievement. (JadAllah,2020)

Third - School management methods in evaluating academic achievement

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## **First - School management tasks related to students and their academic achievement:**

### **1- Psychological and social guidance for the Learner:**

There is no doubt that some learners face special problems in their lives that limit their acceptance of school, and thus work to lower their level of academic achievement, and if we want to improve their level of academic achievement, we must identify these problems and work to solve them to provide the learner with reasons for psychological security and stability.

And the problems of students are not the same, some may face problems that others do not face, and if these problems are not solved, they may hinder their growth in general or their level of academic achievement, and may lead them to drop out of school permanently.(Al-Duwaik,2021)

The student needs psychological counseling when he suffers from a psychological problem. He may hate the subject or the teacher or be afraid of him because he hit him. The student may encounter social problems in his environment, such as a dispute between his parents. The principal's interest and follow-up of the students' problems is essential. The student needs someone he trusts and finds compassion and care from him to confide in him about his personal problems. Hence, the principal's duty is to sense the students' problems and build a bridge of trust between him and them so that they can be frank with him about their problems by establishing a human relationship, to make them feel that he is a father more than being the principal of their school. (JadAllah,2020).

### **Caring for the Health of students:**

The health of the student has the greatest impact on his achievement and his ability to attend school regularly. Therefore, the school principal must pay attention to the health of his school's students, which is represented by:

- 1- General health monitoring of them with the allocation of a card for each student in which medical reports are recorded about him.
- 2- The principal and teachers should pay attention to the obstacles that affect his achievement, such as eye or hearing tests, etc.
- 3-Ensure the availability of security and safety measures inside the school



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4-Provide first aid in the school for students to treat minor injuries. (Al-Duwaik,2021)

Follow up on school attendance:

School attendance means the regularity of students in attending school and receiving the educational materials assigned to them.

It is the principal's duty to check the students' attendance daily, and follow up on this continuously throughout the year and know the reasons for their absence. If the percentage is high, he takes the necessary measures for this, as the repeated absence of students may result in the loss of a lot of information for the educational materials that they missed, and thus it is difficult for them to understand or memorize them, and this exposes their future to danger. (Al-Amaira.(2021)

As for students dropping out of school, the principal is responsible for this and there are two main factors in dropping out: social and cultural factors, or school factors: We are interested in researching school factors, including:

- 1- Failure to monitor the student's attendance and repeated absence
- 2- Repeated failure, as this makes him lose the enjoyment of school.
- 3- Lack of an appropriate educational environment.
- 4- Using corporal punishment in school or burdening the student with the burden of academic subjects, it is the principal's duty to monitor the students' attendance and prepare teachers for their lessons well and provide a good school atmosphere so that they feel comfortable and reassured and find enjoyment in the time they spend there.

#### **Continuous communication with students:**

It is wrong for the principal to consider that his work has nothing to do with the students except in relation to system problems, but the principal must understand the nature of the students, their motives and their behavior, as this helps him solve the problems he faces in school. The principal can communicate with students by finding activities that schools carry out to encourage students to participate in them for the newspaper (or school press), the cleanliness committee, etc. (Al-Amaira.(2021)

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**The role of school administration in improving the level of academic achievement of students:**

There is no doubt that the first goal of every effective school administration must be academic achievement and moral and psychological distinction or knowing the level of achievement is not easy and occurs after the administration plays several roles to measure the level of achievement.

**These roles include:**Field visits to all classes by the principal,daily observation by the principal and teacher,reviewing the year's workbooks,scientific competitions for students and personal meetings with students.

The administration contributes to raising the level of academic achievement of students through: focusing on students as the focus of the educational process, taking care of their physical, mental, social and spiritual upbringing, taking into account the individual differences between them all, mentally and emotionally, paying attention to treating the weak academically, continuously following up on their level of achievement.

There is no doubt that the school principal's interest in following up on students in various fields helps their academic achievement, by directing teachers to be more able to help students and form peaceful psychological and educational trends and follow modern teaching methods that motivate students to listen and focus well on the teacher's explanation. Al-(Aghbari,2005) ,(Al-Amaira.(2021)

**School management methods in evaluating students' academic achievement:**

When the school introduces its students, it evaluates itself, and the evaluation aims to measure the change that occurs in the cognitive and psychological behavior of students.

Education aims to bring about cognitive, behavioral and sensory changes in students through evaluating students in the content of its curricula and various activities. (Al-Duwaik,2021)

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**The school administration must ensure that a specific criterion for evaluation is chosen that justifies its choice with merit:**

There are several criteria for good evaluation, including;

- Evaluation should be an ongoing process that aims to permanently eliminate negatives and restore positives. (Al-Duwaik,2021)
- Evaluation should be an ongoing, integrated process that does not focus on one aspect but rather includes all aspects.
- Evaluation should include the use of various different means characterized by objectivity, honesty and consistency.
- It should be sufficiently stimulating for the student to exert his maximum effort.

Evaluation is a management process that has great importance and is the means to achieve the desired goals. (Al-Aghbari,2005)

**The school administration can take a close look at the evaluation tools and methods used in the school and can also assess its effectiveness and success in achieving the desired goals by taking the following procedural steps:** (Al-Aghbari,2005)

- 1) An analytical study of the reality of the various tools, and this is done by specialized committees.
- 2) Develop a plan to improve and develop methods and tools in light of the results of the study.
- 3) Provide the necessary material and human capabilities for implementation. (Al-Duwaik,2021)
- 4) Supervise the implementation and follow up on the plan.
- 5) Distributing responsibilities to concerned individuals and groups.

There are several known methods of evaluation that school administration can benefit from, including:

Achievement tests and intelligence tests

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Observation: such as teachers' or principals' observations of students through various situations.

Interviews: such as the principal's interview with some students and discussing their problems or the counselor's interview with students and obtaining information about their health, psychological, achievement and social needs.

Rank scales: They usually rank individuals according to specific graded estimates such as: excellent.

The administration can assess achievement through:

- Daily and monthly exam results through continuous observations.
- Analyzing the results of educational competitions.
- Holding seminars and meetings to raise awareness and culture and open the door to discussion.

## **2. Research Problem:**

The school is an educational organization that seeks to achieve the goals of society, and the school administration leads this organization towards achieving its desired goals, and this places on its shoulders the responsibility for the success or failure of the school, and a close look at the prevailing administrative practices in schools shows that some of the current school administration and the problems it suffers from, as educational institutions in our society still adhere to many traditional practices and the school administration still does not do what is required of it in the most complete manner, as the administrative aspect prevails and what is manifested in maintaining order and discipline, and without caring for the students and caring for them and following up on their problems, and trying to find appropriate solutions for them and taking care of their academic level and their studies.

There is great interest in educational leadership in the early part of the 21st century because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes. There is also increasing recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners. Schools

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need trained and committed teachers but they, in turn, need the leadership of highly effective principals and support from other senior and middle managers. While the need for effective leaders is widely acknowledged, there is much less certainty about which leadership behaviours are most likely to produce favourable outcomes. I examine the theoretical underpinnings for the field of educational leadership and management, assess different leadership models, and discuss the evidence of their relative effectiveness in developing successful schools. (Bush, 2017)

The research problem also derives from the phenomenon that the student's transfer from one class to another must pass all the tests that measure his academic achievement. We note that there is a difference in the degrees of academic achievement among students, and there are factors that play a role in determining the amount of academic achievement and standing on the impact of management in this process, we conducted a survey study of school principals in the Basic Education education stage, in an attempt to provide a better picture of what management should be like at this stage.

### **3. Research Questions:**

The research answers the following two questions:

- 1- What is the Impact of school administration on students' academic achievement?
- 2- What are the factors affecting academic achievement and its problems?

### **4. Importance of the Research:**

The integrated growth of the student in this first stage is the first and basic goal of the school, as it takes care of them,

and it affects their educational, educational and social path as a whole, and after the student has become the focus of attention, educators must be keen to provide the competent and qualified educational framework to perform this task.

The importance of the research appears from the role played by school administration in organizing various aspects of work in the school, and in caring for students and caring for raising their scientific and academic level, which contributes to building society and the progress of the nation.

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The importance of the research stems from the fact that it:

1. Highlights management in the Basic Education education stage and its effective role for students, as it is concerned with an important age stage in the life of the individual, in which the features of his personality are determined.

2.It clarifies the impact of school administration on students' achievement and what it does to raise their academic level, as the level of academic achievement of students indicates the extent of the administration's success in its work.

3.It highlights the importance of academic achievement in the life of every individual, as knowing the level of achievement determines what the individual will be in the future, whether an engineer, doctor, worker, craftsman, or other professions, and also contributes to knowing his cognitive, social and economic level.

#### **5.Research Objectives:**

1.The research aims to identify school administration and its goals, and the difficulties facing school administration.

2.The research aims to identify achievement, its goals, the factors affecting it, and its problems.

3.It aims to identify the impact of school administration on students' academic achievement by knowing the tasks that the administration must perform in relation to students and their achievement and knowing the role of administration in improving their level of achievement and the methods of this administration in providing achievement.

#### **6.Research Limits:**

The research was applied within the following temporal and spatial limits:

- Temporal limits: The questionnaire was applied during the first semester of 2024/2025.

- Spatial limits: The questionnaire was applied in Basic Education education schools in the Salt Education Directorate.

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## **7. Research Terms:**

- School administration: It is all the efforts and activities carried out by the school principal and his assistant to achieve educational goals through planning, organizing, directing and following up the efforts of school workers from teachers, technicians and other workers to exploit the available capabilities.

- Academic achievement: It is the average of the grades obtained by the student in one of the academic subjects or in a group of academic subjects that are measured through the middle of the year or the end of the academic year.

Basic Education stage: Basic education is compulsory and free in government schools. A student is accepted into the first year of basic education if he has completed the sixth year of his life by the end of December of the academic year in which he is accepted. Its duration is ten years.

## **6. Methodology:**

6.1. Research Design ; The research followed a mixed method (descriptive and qualitative) in conducting the research to achieve the research objectives and answer its questions, as it helps in describing the reality of school administration and its work in the field of student academic achievement. (Al-Khayat, 2010).

### **6.2. Research Sample:**

The questionnaire was applied to a sample of 30 Basic Education school principals, including 15 principals .

### **6.3. Research Tool:**

The research questions must be answered using a questionnaire, which was designed to measure the impact of school administration on students' academic achievement. It was applied to a sample of male and female school principals from the Basic Education stage.

Description of the questionnaire: The questionnaire consisted of 24 items and was divided into four main axes that addressed important aspects of school administration, as follows:

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The first axis: relates to the school administration's method of evaluating academic achievement.

The second axis: relates to the administration's interest in and care for students.

The third axis: relates to the activities implemented by the school administration and the academic achievement of students.

The fourth axis: relates to the relationship between the school administration and parents and the academic achievement of students.

## 7. Results:

Results of answering the first question

- 1- What is the Impact of school administration on students' academic achievement?

To answer the question, the researcher used percentages, as shown in Table No. 1.

*Table 1. Percentage of study sample responses to questionnaire items*

N	Paragraph	Percentage	Impact
School management style in evaluating academic achievement			
1.	It focuses on factors affecting academic achievement	95%	Large
2.	It is concerned with knowing students' educational needs	94%	Large
3.	Encourages teachers to facilitate learning for students	93%	Large
4.	Encourages students to achieve high academic achievement	91%	Large
5.	Develops teachers' sense of interest in students' level	90%	Large
6.	Ensures teachers conduct diagnostic tests for students	85%	Med
Average year for percentages		75	Large
Relates to the administration's interest in and care for students.			



N	Paragraph	Percentage	Impact
7.	Honoring academically outstanding students at the school	%85	Large
8.	Teachers are required to prepare remedial plans to address students' low academic achievement.	%80	Large
9.	Supervises the analysis of achievement tests in the curricula.	%79	Large
10	Benchmarking of students' results in school tests	%75	Large
11	Discusses with teachers tools and methods for improving students' academic achievement.	%71	Med
12	Provides teachers and students with models of international tests.	%70	Med
13	Encourages the use of a variety of examination methods.	69%	Med
14	Interviews low achieving students	65%	Med
Average year for percentages		74.25	Med
School administration's interest in students			
15	He holds continuous meetings with students to learn about the academic problems they face while taking the tests.	69%	Med
16	Conducts inspection visits to students in classrooms during teaching.	60%	Med
17	Uses a democratic approach in dealing with students	57%	Med
18	Develops plans to follow up on what has been tau	56%	Med
19	Provides useful learning resources that contribute to increasing academic achievement	55%	Med
20	Follows up on students' attendance and absence from school	54%	little
Average year for percentages		58.5	little
School relationship with parents			
21	He cares about the relationship with the students' parents.	48%	little

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N	Paragraph	Percentage	Impact
22	Communicates with students' parents,	47%	little
23	Interested in student activities related to academic achievement.	46%	little
24	The director is concerned with the students' academic achievement and following the best methods for that.	45%	little
Average year for percentages		46.5	little

2- What are the factors affecting academic achievement and its problems?

The researcher reviewed the theoretical literature on the research topic and also used the interview through open question for the research sample; The results of the research sample responses were as follows:

The factors affecting the achievement of Basic Education school students are as follows:

2- Subjective factors: These are specific to the student himself, and are divided into:

Mental factors (the student's own abilities), psychological factors (anxiety - lack of self-confidence - hatred of a particular subject), physical factors (illness - lack of vitality - headache - poor eyesight)

2- Family and social factors:

Disturbance of the parental relationship - harshness of the parents in treating the child, the child's feeling of rejection and neglect, disrespect for the child's opinions and mockery of him, frequent punishment of the child without justification, inconsistency of the parents in treating the child, discrimination between children in treatment, low social, economic and cultural level of the family, failure to provide the appropriate atmosphere for studying at home and the nature of the family support that the student receives from his family members plays an important role in academic achievement. When there is emotional and moral support from family members and encouragement to study and providing assistance when

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needed, this enhances the chances of academic success. (Importance of achievement (Academic) and social support and positive social relationships affect academic achievement. If students have good friendships and cooperative relationships with their colleagues, they are more likely to have a greater desire to attend school and learn.

3- School factors: These are related to school administration or the school environment: They are:

1- Reasons related to the school:

The school environment plays a role in stimulating academic achievement. Classrooms must be properly equipped and provide an environment conducive to learning, including adequate lighting, educational resources and technology.

2- Reasons related to the teacher:

3- Large numbers of students in one class, which hinders the teaching process, and irregular attendance; due to frequent holidays and absence from school.

4- E-learning.

3- Personal skills: These factors include the student's ability to organize, plan, manage time, focus and persevere. If the student has strong skills in these areas, he is more likely to achieve greater success in academic achievement.

3- Quality of teaching and its methods: The quality of teaching and interaction with teachers greatly affects student achievement. Inspiring teachers who use innovative teaching methods and provide clear explanations and additional support can motivate students and help them achieve better results. 5-Curriculum or educational content: The educational content provided in schools plays an important role in academic achievement. The content must be appropriate and suitable for the level of students and their

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educational needs and must be presented in appropriate and attractive educational ways. (JadAllah,2020).

### **8.Recommendations:**

In light of the research results, we have reached the following proposals:

-We suggest to school principals in general and Basic Education education in particular the following:

-Providing appropriate educational conditions that motivate students to study from the beginning of the school year to achieve the best results and to achieve integration in the teaching and learning process.

-Encouraging and caring for outstanding students, as well as caring for underachievers, by following up on their academic achievement in light of their special circumstances, and providing in-kind awards to applicants to follow their example.

-Conducting tests and exams should be more flexible in representing the level of the curriculum and taking into account the mental and academic levels of students.

-Holding periodic meetings between the administration and the teaching staff for parents to discuss the level of student performance and the difficulties of achievement facing their children.

-The school administration should be interested in linking the school to reality as an educational institution and encouraging teachers to use examples from real life.

-Following up on new developments in education and school administration and adopting everything new, useful and appropriate.

-Giving the principal more powers that are balanced with the tasks they perform.

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