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Ministry of Higher Education & Scientific Research
Sana'a University
Vice Rector for Postgraduate Studies & Scientific Research
Faculty of Education-Sana'a
Department of Educational Administration and Planning



The Degree of Availability of Future School Specifications in General Education Schools in Capital Secretariat-Sana'a and their Relationship to the Performance Level of their Administrative Leaders

A Thesis Submitted to Department of Educational Administration and Planning, Faculty of Education, in Fulfillment of the Requirements for MA. Degree in Education, Majoring in Educational Administration and Planning

By:

Shaima'a Ahmed Ahmed Hassan Moawadah

Supervisor:

Dr. Abdulkhaleq Mohammed Al-Duais

Assistant Professor in Educational Administration and Planning

Faculty of Education, Sana'a University.

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Abstract

The current research aims to identify the degree of availability of future school specifications in general (public and private) education schools through assessing the performance level of their administrative leadership. It also aims to determine whether there are statistically significant differences at a significance level ($\alpha \geq 0.05$) in the sample individuals' assessments according to variables such as school type, gender, educational district, academic qualification, years of experience, job level, and educational stage.

To achieve the research objectives, a descriptive research methodology was used, including both survey and correlational approaches. The research population consisted of all principals and teachers in public and private schools in Sana'a, the capital of Yemen. The research sample was selected using stratified random sampling, with a proportion of 20% of the population, including 18% principals and 2% teachers. Data and information were collected using a closed questionnaire as a research tool. Statistical analyses were conducted using the Statistical Package for the Social Sciences (SPSS), including percentages, means, standard deviations, T-test, One Way ANOVA, Pearson correlation coefficient, simple linear regression analysis, and Scheffe's test.

Based on the findings, the research reached several results, the most important of which are:

- The degree of availability of future school specifications in public and private schools in Sana'a, according to the perspectives of principals and teachers, was high, with an average mean of 3.56 and a standard deviation of 0.758.
- The performance level of administrative leadership in public and private schools in Sana'a, according to the perspectives of principals and teachers, was high, with an average mean of 3.82 and a standard deviation of 0.736.
- There was a positive and statistically significant relationship at a significance level of 0.05 between the degree of availability of future school specifications and the performance level of administrative leadership in public and private schools.
- There were statistically significant differences at a significance level of 0.05 between the average assessments of the research sample individuals regarding the level of future school specifications and administrative leadership performance. These differences were attributed to the variable of school type, specifically in the areas of future school specifications, such as goals and philosophy, principal's specifications, teacher's specifications, and curriculum specifications. Additionally, differences were found in the area of administrative leadership performance, including planning, organization, direction, and control, favoring private schools.
- There were no statistically significant differences in the research sample individuals' assessments regarding the specifications of the infrastructure of future schools.
- There were no statistically significant differences at a significance level of 0.05 between the average assessments of the research sample individuals regarding future school specifications and the dimensions of administrative leadership performance related to gender. However, statistically significant differences were found in the area of administrative leadership performance in organization, favoring females.
- There are statistically significant differences at a significance level ($\alpha \geq 0.05$) in the average assessments of the research sample individuals regarding the specifications of future schools and administrative leadership performance. These differences are attributed to the variable of educational district in relation to the axis of future school specifications and its areas: goals and philosophy, principal's specifications, teacher's specifications, and curriculum specifications. Additionally, regarding the axis of administrative leadership performance and its areas: planning, organization, direction, and control.

- There are no statistically significant differences in the sample individuals' opinions regarding the level of future school specifications attributed to the variable of educational district in relation to the goals and philosophy of future schools and the specifications of the infrastructure of future schools. Scheffe's test showed that the differences in the axis of future school specifications favored a specific district, and the differences in the areas of principal's specifications and curriculum specifications favored a specific district. On the other hand, the differences in the area of teacher's specifications favored a specific district. As for the axis of administrative leadership performance, the differences favored a specific district in the areas of planning, organization, direction, and control.
- There are no statistically significant differences at a significance level ($\alpha \geq 0.05$) in the average assessments of the research sample individuals for the axis of future school specifications and the axis of overall administrative leadership performance attributed to variables such as academic qualification, years of experience, job level, and educational stage.