

The degree of practicing the Management By Wandering Around (MBWA) by school principals at Bani Kenana Directorate of Education from their perspectives

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Abstract

This study aimed to identify the degree of practicing the Management By Wandering Around (MBWA) by the school principals at Bani Kenana Directorate of Education from their perspectives and identify the impact of the independent variables of gender and years of experience. The study sample consisted of (89) male and female principals. To achieve the objectives of the study, the researcher used the descriptive, deductive analysis in addition to the questionnaire that consisted of (27) items, whose validity and reliability were confirmed. To achieve the objectives of the study, the researcher used the (SPSS) such as the frequencies, percentages, arithmetic means, standard deviations, internal consistency coefficient of Cronbach alpha, (MANOVA) test and (ANOVA) test. The study results showed that the arithmetic mean of the degree of practicing the MBWA by the school principals as a whole was (3.77) by a high degree where the field of development and creativity was ranked first with an arithmetic mean of (4.78) by a high degree and the field of the human relations was ranked last with an arithmetic mean of (3.51) by a moderate degree. Furthermore, the results showed no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the degree of practicing the MBWA by the school principals in Bani Kenana Directorate of Education from their perspectives as a whole according to the variable of gender, and in favor of the (females) in addition to statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the degree of practicing the MBWA by the school principals in Bani Kenana Directorate of Education from their perspectives as a whole according to the variable of years of experience in favor of those with an experience of (more than 10 years).

1. Introduction

It became evident that the educational institutions cannot be developed without developed administrative systems at different levels; the traditional administrative systems might be the reason behind the administrative rigidity and the obstruction of creativity in many educational institutions, which would be reflected on the level of performance of the institution in general and the performance of the employees in particular; there are many modern administrative concepts that might help and support the development of the institution's administrative creativity in particular. One of the famous concepts is the concept of the management by wandering around (MBWA) (Otoum, 2017).

The MBWA is one of the modern administrative concepts as a method of the administrative dealings; it is a special philosophy leading the institution to develop the leadership role of the senior management and at the same time granting the appropriate opportunities for all the employees at the different organizational levels in the institution to directly express their viewpoints to their leader; it also enabled leaders to develop their leadership skills at work and be aware of the daily operations and the job steps for following up their achievement. The

method of MBWA also aims to break down the official barriers between the leader and the employees, enhance the personal relations at the different levels, and obtain the information directly from the original sources without distortion, or interference from the different managements (Melhem, 2006).

(Al-khudairi, 2000) and (Zakhairi, 2005) showed that the MBWA is one of the important concepts agreed by most researchers as a method of the administrative dealings that has the property of being needed for; it has a special philosophy that develops the institution to improve the leadership role of the senior management to be aware of the items of reality from a perspective close to the productive process; it is not a kind of inspection, control or follow-up for what is going on as much as it is a kind of an effective smart coexistence that helps the organization to get down from planning and managing from a distance to the stage of observing the processes of implementing and realizing the problems and solving them without the routine; such relation is built on the deep understanding and feeling of those who work in the implementation process. In addition, the MBWA is a philosophical, administrative method with a developmental property which derives its privacy from a cognitive conviction based on the presence and attendance of the leader in the implementation sights and it did not fully depend on the other indirect means of communication but its personal skills and talents in designing, planning and implementing the wandering meetings and managing the individual and collective, personal meetings performed during the management wandering and the use of other means and scenarios of each level of wandering around. From the administrative, philosophical perspective of this method, the administrative leader's self-confidence is reflected through adopting the element of confrontation with the human cadres to stand on the stage of the implementation and identifying an important element in leadership, which is a study of the behaviors to identify the degree of the effect and being affected by the leadership items to support the implementation process in addition to the power in confronting the problems that may hinder the implementation process to directly overcome the difficulties without resorting to the administrative routine that may magnify the problem; it highlights the individual leadership personality and harmonizes it with the collective spirit of the transactions during the wandering around. Due to the fact that the management is the science of employing people to achieve the objectives of the organization, the MBWA becomes a method of activating them to increase their competence and abilities and develop their tacit knowledge to achieve such objectives as well as a science to identify the needs and desires of employees in the organization in general and in the executive levels in particular; the leadership wandering around performed by the director comes from his attention to follow-up to the implementation process and identify deviations and the disguised data which may make the implementation process go far away from what is planned (Al-Atteyat, 2006).

(Al-Obeidi, 2013) defined the MBWA as constant with the presence of the leader out of his office wandering among the employees, staying with them in open lines of communication, wearing clothes as theirs, interacting with them, giving directions, following them up, working in the labor field, watching them, having conversations with them in issues related to work and personal matters, and living with them moments of hope and work to build a bright future. (Serrat, 2009) defines it as a management that emphasizes the importance of personal contact relations among individuals, open assessment and realization; it is considered one of the methods to build and improve the performance in the workplace. Accordingly, the MBWA is built on the effective, smart attendance of the administrative leader in the work sites, implementation and staying outside the office with the member through open lines of communication as one of the ways to improve the performance at work.

Some researchers agreed on certain characteristics present in the personality of the administrative leader regardless of the different type of management used in the organization; however, some characteristics may differ depending on the needs of the management and the organization and the objectives they seek to accomplish. Accordingly, the administrative leader in the MBWA must enjoy the following characteristics (Al-Salmi, 2005) and (Kettner, 2002):

- a smart forward-looking vision for the image of the future to increase the labor effort.
- Full credibility, trust, respect and admiration from the employees in the organization which make them exert every means to achieve the goals.
- The ability to generate great ideas and the skill of addressing the public and urging them to adopt and support it.
- holding the initiative and meeting with the aspirations and hopes of the employees in the organization, controlling the job and performance and setting the kinesthetic balance into its particular path.
- The ability to open new paths in cases of problems and finding proper methods and solutions.
- The ability to move consciously along with being frank to the employees regarding the facts and having consolations with them in addition to granting the spirit of cleverness and communication among items. We also noticed the ability to think rationally and scientifically and realized the potential of the organization and the employees and the ability of persuasion and conviction in the spirit of collective participation.

Each process uses some of the decentralization processes that seek to break the official barriers between the senior management and the employees, enhance the personal relations with the various levels, and attain the information directly from their main sources without amendment or intervention from the various departments (Melhem, 2006). Here is a group of the main targets of the MBWA, which are represented in the following points:

- Breaking the barriers of the cognitive cancellation and the negative thinking resulting from the administrative rigidity of the traditional management where the field visits carried out by the principal work on enriching the thought, breaking the isolation and the cognitive rigidity and then starting thinking of changing into the best.
- Practicing the process of understanding the unpublished, sufficient and actual facts related to the human, financial and physical assets of the organization.
- Practicing reflection for the post-reality towards the development horizons through the smart and effective development of the available potential and abilities and employing them effectively to achieve the desired quantitative and qualitative goals.
- Motivating creativity and developing the levels of implementation to reach to the comprehensive and integrated quality, which is done through the applicability of working with others, meeting their demands, and transferring the formal relationship, while dealing with them, to a personal one based on friendship.
- Rebuilding the cells of the mental and cognitive renewal among employees, breaking the routine rigidity and cancelling the cognitive concretion and the bureaucratic rigidity through the employees' realization of themselves, examining their behavioral patterns and using the adaptation factors with the work environment (Melhem, 2000).

- Handling the cases of depression, anxiety, psychological tension, and administrative depression accompanying the office bureaucratic management through spreading joy, hope, and sincere, positive predictions.
- Providing the opportunity of direct communication, values' discussion, and development of principals' realization for the impact of implementing the objectives on the employees (Ears, 2009).

Furthermore, (Lynch and Stephen, 2009) indicated that the MBWA has the following two basic objectives:

- motivating the employees and pushing them to work efficiently through the constant presence of the principal, following them up and caring for them.
- the direct handling of the job problems by the principal is a way better than reporting such problems to him via reports.

1.2. Previous Studies

Through reviewing the literature, some studies sharing one of the goals of the current study, which is the MBWA, were reviewed. (Otoum, 2017) conducted a study that aimed to identify the degree of practicing the MBWA among the head of departments and its relationship to the improvement of the professional performance of the members of the teaching staff at Al-Dammam university. In order to achieve the objective of the study, the researcher prepared a questionnaire consisting of two parts with (52) items to measure the degree of practicing the MBWA on improving the job performance; it was distributed to a stratified random sample amounting to (325) members of the teaching staff at Al-Dammam university. The study concluded that the degree of practicing the MBWA through the dimensions of: (time management, motivation, communication, creativity, decision-making, and human relations) among the heads of departments was moderate, the degree of the contribution of the heads of the academic departments on improving the job performance of the members of the teaching staff was moderate and that there were statistically significant differences due to the variables of experience, gender, and faculty).

(Shunnak, 2016) aimed to identify the degree of practicing the MBWA by the school principals in the Northern territory and its relation to the motivation of accomplishment. The study sample consisted of (271) male and female teachers; a tool was developed to measure the degree of practicing the MBWA and the level of the motivation of achievement and it was confirmed in terms of validity and reliability; data were statistically processed through using the arithmetic means, standard deviations, ranks, T test, ANOVA, Pearson correlation coefficient and Scheffeh test. The study concluded that the degree of practicing the MBWA by the principals of the vocational schools was moderate, the level of the motivation of the achievement of teachers was moderate, there was no statistically significant differences for the degree of practicing the MBWA by the principals of the vocational schools due to the variable of gender, there were statistically significant differences for the degree of practicing the MBWA by the principals of the vocational schools due to the variable of the academic qualification for the benefit of the category (postgraduate studies) and the variable of experience for the benefit of the category (less than 5 years), there were no statistically significant differences for the level of the motivation of the achievement due to the variables of gender and experience and that there is a positive correlation between the degree of practicing the MBWA and the level of achievement in all fields.

(Qadoumi & Al-Khawaldeh, 2014) conducted a study that aimed to identify the degree of practicing the MBWA among the principals of the vocational schools and its relation with the professional performance of the school

teachers. The descriptive, analytical approach was used and the study sample which was randomly selected consisted of (335) teachers in the vocational schools in Palestine from the study community consisting of (422) male and female teachers. To achieve the objectives of the study, the researcher prepared two tools: one for measuring the degree of practicing the MBWA among the principals of the vocational schools, and the second for measuring the degree of the professional performance. The validity of the two tools was verified through being presented to a group of trustees. To answer the questions of the study, the appropriate statistical treatments were conducted such as the arithmetic means, standard deviations, and Pearson correlation coefficient. The results of the study showed that the degree of practicing the MBWA by the principals of the vocational schools was moderate to high, the degree of the job performance for the teachers of the vocational schools from their perspective was moderate to high, and that there was a statistically significant relation between all the fields of practicing the MBWA by the principals of the vocational schools and the degree of the job performance for the teachers of such schools.

(Sabah, 2012) conducted a study that aimed to identify the degree of practicing the MBWA by the principals of the educational departments in the International Relief Agency schools (UNERWA) in the Gaza strips from the perspective of principals and identify the means of activating the MBWA from the perspective of the UNERWA schools' principals in light of the results of the study. To achieve the objectives of the study, the researcher used the descriptive, analytical method and prepared a questionnaire consisting of four fields: (planning, organization, guidance and follow-up) that consisted of (60) items and an open question at the end regarding activating the MBWA. The questionnaire was verified in two ways: validity of the trustees and the validity of the internal consistency. The tool's reliability was confirmed in two methods: split-half method and Cronbach Alpha. The study community consisted of all the male and female principals of the UNERWA schools in Gaza amounting to (243). The study sample consisted of (213) male and female principals; (203) questionnaires were retrieved and 3 questionnaires were excluded due to insufficient acceptance conditions making the total number of adopted questionnaires 200. To analyze data, the (SPSS) was used through Pearson correlation coefficient, split-half method, Cronbach Alpha, percentages, arithmetic means, T test for independent samples, ANOVA and Scheffe test. The study concluded that the degree of practicing the MBWA by the principals of the UNERWA schools from their perspective was great, the second field (organization) had the first rank by a great assessment degree, the fourth field (follow-up) had the second rank by a great degree, the first degree (planning) had the third rank by a great degree, and the third rank (guidance) had the fourth and last rank by a great degree. The study also showed no statistically significant differences for the degree of practicing the MBWA by the principals due to the variable of the kind (male-female), academic qualification and years of experience to each field of the study and the fields as a whole in addition to the presence of statistically significant differences due to the variable of the educational department for the benefit of Khan Younes.

(Judi and Yousef, 2011) conducted a study on the effect of the MBWA on developing the electronic administration. To achieve the objective of the study, the researcher applied the MBWA on a sample consisting of (10) heads of departments in the public traffic department. The questionnaire was used to collect data; the data was analyzed through using a number of descriptive and analytical statistical methods. The study concluded some points, most important of which include: nonstatistically significant impact for the MBWA on the electronic management due to the lack of specialty in the field of electronic administration by the heads of departments.

1.3. Commenting on the previous studies

In light of reviewing the previous studies related to the MBWA, some issues became evident from such studies such as the assistance in preparing the theoretical framework, realizing the important axes directly related to the study problem, forming a deeper understanding for the study problem, concepts and different dimensions, selecting the study variables, method and tool, and determining the appropriate statistical methods. There are aspects similar between this study and the previous studies such as the method of study (descriptive), its tool (questionnaire), and variables in addition to emphasizing the importance of the MBWA to achieve the goals of various organizations. Such studies were conducted in Saudi Arabia as (Otoum, 2017), Palestine such as (Sabah, 2012), and Jordan such as (Shunaq, 2016). This study is consistent with (Qadoumi and AL-Khawaldeh, 2014) and (Sabah, 2012) in targeting the degree of practicing the MBWA by the school principals.

2. Study problem and Questions

Schools departments work on developing themselves to be a management of development rather than remaining captive to the traditional patterns that during the recent years, such departments showed successive waves of ideas, concepts, trends and patterns aiming to develop the administrative performance; the leader depends on the indirect means of communication partially and in order to use his personal skills and abilities, he should depend on the MBWA based on the presence, attendance and preparing meetings that are conducted during wondering around. Accordingly, the study problem represented the degree of practicing the MBWA by the school principals in the schools of Bani Kenana Directorate of Education from their perspectives. This will be answered by the following study questions:

- What is the degree of practicing the MBWA by the school principals in Bani Kenana Directorate of Education from their perspectives?
- Are there statistically significant differences at the level of the statistical significance of ($\alpha=0.05$) between the arithmetic means for assessing the members of the study sample regarding the degree of practicing the MBWA by the school principals in Bani Kenana Directorate of Education from their perspectives as a whole due to the variables of gender and years of experience?

3. Study Importance

The importance of this study lies in:

- studying one kind of the leadership kinds that might contribute in the development of the performance of the school principal, which is the MBWA.
- this study might be beneficial to the educational supervisors responsible for the educational process and its progress.
- It may also benefit the researchers in the field of the educational management.
- it may benefit the officials in education to identify the various aspects of one of the management methods that contributes to the development of the educational process.
- the importance of this study lies in shedding light on the level of the contribution of the performance of the various tasks of the principals in leading the school management from his perspective and the perspective of teachers with whom he interacts and communicates during his daily work. It is expected that this study would present some recommendations in light of identifying the practices of the school principals in light of applying the MBWA to those concerned to develop the teaching of students.

4. Study objectives:

This study seeks to achieve a set of goals that can be summarized as follows:

- detecting the degree of practicing the MBWA by the school principals of Bani Kenana Directorate of Education from their perspectives.
- identifying the significance of the differences in the responses of the school principals of Bani Kenana Directorate of Education for practicing the transformational management which are due to the variables of gender and years of experience.
- concluding a set of recommendations to improve the performance of the school principal in light of using the MBWA and activating its use by the school principals of Bani Kenana Directorate of Education.

5. Study limitations

This study was limited to:

- Human limitations: principals of the basic and secondary schools in Bani Kenana Directorate of Education.
- temporal limitations: this study was applied in the first semester of the academic year 2017/2018.
- objective limitations: identifying the degree of practicing the MBWA by the school principals in Bani Kenana Directorate of Education from their perspectives.

6. Procedural Definitions

- Management By Wandering Around (MBWA). (Al-Atteyat, 2006) defines it as the previous preparedness through providing the technical, managerial, behavioral, and cognitive skills to use the available resources (human, legal, physical, and temporal) efficiently and effectively to convert from the current reality to the desired future during a specified period of time with the least possible negative effects on individuals and institutions in the shortest time and the least effort and costs.
- (Issa, 2008) defines it as the management that helps reconsider the vision related to the job of managers and employees and their duties and roles; it works on renewing their commitment, restructure the systems and build the general rules that contribute to the achievement of the desired objectives and develop the school into a better position in less time and less possible negative effects on both the employees and the school.
- School principal: an employee at the school who is the educational leader and supervisor. His duties include making appropriate decisions in conducting the technical and administrative job and working on developing and renewing the educational work of the school.
- Principal: a person in school who is responsible for the performance of a group of subordinates to achieve the objectives of the school through performing the tasks of the administrative process including planning, organization, decision making, leadership, guidance and supervision as well as the optimal use of the available resources at school (Al-Hur, 2005).

7. Study Methodology

A comprehensive study was conducted to all the principals of Bani Kenana Directorate of Education directorate of education to measure their MBWA practice in Bani Kenana Directorate of Education from their perspectives; the descriptive, analytical approach was used to measure practicing the MBWA by the school principals.

7.1. Study Community

The study community consisted of all the male and female principals of the basic and secondary schools of Bani Kenana Directorate of Education amounting to (109).

7.2. Study Sample

The study sample consisted of (89) male and female principals working for Bani Kenana Directorate of Education, who were randomly selected; table (1) shows the distribution of the members of the study sample according to the personal and demographic variables.

Table (1): distribution of the study sample according to the personal and demographic variables

Variable	Category	frequency	percent
Gender	Male	29	32.6
	Female	60	67.4
	Total	89	100.0
Years of experience	Less than 5 years	28	31.5
	5-10 years	22	24.7
	More than 10 years	39	43.8
	Total	89	100.0

Table (1) shows:

- as for the variable of **gender**, it was evident that the female principals had the highest frequency of (60) by (67.4%), while the male principals had the lowest frequency of (29) by (32.6%).
- as for the variable of **years of experience**, it was evident that those with an experience of more than 10 years had the highest frequency of (39) by (43.8%), those with an experience of less than 5 years had the frequency of 28 by (31.5), and those with an experience ranging between 5-10 years had the frequency of (22) by (24.7%).

8. Structural Validity

For the purpose of extracting the validity indicators for all the items of the study tool, the researcher applied the tool on an exploratory sample of (20) male and female principals from the study community and outside the original study sample and calculated the Pearson correlation coefficients between each item and the field to which it belongs and the tool as a whole. Table (2) illustrates this.

Table (2): correlation coefficients between the items of all the fields of practicing the MBWA by the school principals at the schools of Bani Kenana Directorate of Education from their perspectives and the fields as a whole

No. of item	correlation with the obstacle itself	correlation with obstacles as a whole	correlation with the obstacle itself	correlation with obstacles as a whole
	Human relations		Communication development	
1	.842**	.763**	.903**	.890**
2	.699**	.578**	.893**	.857**
3	.726**	.543*	.851**	.770**
4	.753**	.587**	.666**	.591**
5	.831**	.755**	.845**	.820**
6	.785**	.804**	.854**	.841**

7	.675**	.673**		
8	.829**	.784**		
9	.802**	.718**		
10	.920**	.895**		
correlation as a whole		0.903**	correlation as a whole	.970**
No. of items	correlation with the obstacle itself	correlation with obstacles as a whole	correlation with the obstacle itself	correlation with obstacles as a whole
	Motivation		Development and creativity	
1	.511*	.465*	.895**	.779**
2	.811**	.677**	.852**	.771**
3	.905**	.893**	.774**	.562**
4	.898**	.849**	.900**	.827**
5	.925**	.868**	.898**	.694**
correlation as a whole		.927**	correlation as a whole	.844**

* correlation coefficients acceptable and significant at the level of significance ($\alpha \leq 0.05$)

** * correlation coefficients acceptable and significant at the level of significance ($\alpha \leq 0.01$)

Table (2) shows that the correlation coefficients among the items of all the fields of the degree of practicing the MBWA by the school principals of Bani Kenana Directorate of Education from their perspectives and the fields as a whole had significant values at the level of significance ($0.05 \leq \alpha$). This shows that there is a strong correlation coefficient, which is acceptable for the purposes of applying the study.

8.1. Study tool

To achieve the objectives of the study, the researchers developed the study tool after reviewing the previous literature and the research related to the professional competencies of the educational supervisors. The study tool consisted of a questionnaire with four areas: human relations (10) items, communication development (7) items, motivation (5) items, and development and creativity (5) items; the total number of the items of the questionnaire was (27).

8.2. Tool Validity

To confirm the tool validity, the researcher presented it to four trustees from the faculty staff in the educational management in some Jordanian universities, educational supervisors, and school principals; they were asked to make their comments on the items of the questionnaire in terms of the language, item's extent of representing the field, and deleting or adding new items. In light of this, some amendments were conducted on the items of the questionnaire; the total number of the items of the questionnaire was (31) which were divided into four fields.

9. Study Reliability

In order to extract the reliability of the study tool, the researcher applied the equation of the tool reliability

(Cronbach Alpha) to all the study fields and the tool as a whole for the exploratory sample of (20) male and female principals from Bani Kenana Directorate of Education. Table (3) shows this.

Table (3): Cronbach alpha coefficients for the study fields and the tool as a whole

No	Field	No. of items	Reliability coefficient
1	Human relations	10	0.932
2	Communication development	7	0.914
3	Motivation	5	0.871
4	Development and creativity	5	0.914
All items		27	0.968

Table 3 shows that Cronbach's alpha coefficient for the human relations was 0.932 and it was 0.914 for the relations' improvement, 0.871 for motivation and 0.914 for development and creativity. All these values are high and they indicate a consistency among the fields of the tool. Cronbach's alpha for the tool as a whole was 0.968 and all the reliability coefficients were high and acceptable for the purposes of the study.

9.1. Scale Correction:

The questionnaire in its final case consisted of (27) items where the researcher used the Likert fifth scale to measure the viewpoints of the members of the study sample; it consisted of: strongly agree (5), agree (4), neuter (3), disagree (2) and strongly disagree (1) through ticking the answer reflecting their degree of approval. The following classification was adopted to classify the arithmetic means:

-Less than 2.33 low.

-From 2.34 to 3.66 moderate.

-From 3.67 to 5.00 high.

9.2. Study variables:

The study included the following independent and dependent variables:

First: independent variables, which included the following:

-**Gender**: It has two categories (male, female).

-**years of experience**: it has three levels: (less than 5 years, 5-less than 10 years, and more than 10 years).

Second: dependent variables. They included the degree of practicing the MBWA by the school principals of Bani Kenana Directorate of Education from their perspectives as a whole: they were represented by the arithmetic means of the estimates of the members of the study sample to the items of practicing the MBWA by

the school principals of Bani Kenana from their perspectives.

9.3. Study procedures:

The study tool was prepared and confirmed in terms of validity and reliability. (90) questionnaires were distributed to the members of the study sample in Bani Kenana Directorate of Education out of which (89) were retrieved. When examining the questionnaires, the researcher noticed that (89) questionnaires were processed statistically. The responses of the teachers were computerized and processed through the (SPSS).

9.4. Statistical treatment:

In order to answer the study questions, the following statistical treatments were used through the SPSS: the frequencies and percentages of the personal variables and the years of experience for the members of the study sample, the arithmetic means and the standard deviations of the responses of the members of the study sample for all the fields of the study tool, the internal consistency coefficient of Cronbach's Alpha for all the fields of the study, Pearson correlation coefficient for extracting the structural validity, MANOVA test for detecting the differences among the arithmetic means of the fields of the study according to the personal variables, and ANOVA test for detecting the differences for the responses of the study sample regarding the total study tool depending on the personal variables.

10. Results presentation and discussion

The study aimed to identify the degree of practicing the MBWA by the school principals at Bani Kenana Directorate of Education from their perspectives; the results will be presented based on the questions of the study.

10.1. Study questions

- the first question of the study: What is the degree of practicing the MBWA by the school principals in Bani Kenana Directorate of Education from their perspectives?

To answer the first question, the arithmetic means and the standard deviations of the human relations, communication development, motivation, development and creativity and the fields as a whole were calculated; they were also calculated for the items of the fields; the tables below illustrate this.

Table (4) the arithmetic means and standard deviations for the fields and the fields as a whole (n=89)

No	Field	Arithmetic mean	Standard deviation	rank	degree
1	Human relations	3.51	0.15	4	moderate
2	Communication development	3.62	0.19	3	moderate
3	Motivation	4.06	0.24	2	high
4	Development and creativity	4.24	0.32	1	high
Fields as a whole		3.77	0.14		high

Table (4) shows that the highest arithmetic mean was for development and creativity (4.24) by a high degree, motivation (4.06) by a high degree, communication development (3.62) by a moderate degree and human relations (3.51) by a moderate degree. The arithmetic mean for the fields as a whole was (3.77) by a high degree. The following is a view for the arithmetic means and standard deviations for all the items of all the fields:

First field: human relations

Table (5) the arithmetic means and standard deviations for the items of the human relations and the field as a whole (n=89)

No.	Item	Arithmetic mean	Standard deviation	rank	degree
1	Welcomes discussions and accepts the viewpoints of teachers	3.62	.73	7	moderate
2	The school principal activates the effective cooperation with teachers in achieving the objectives of the educational process.	3.53	.71	4	moderate
3	The school principal solves the problems facing teachers.	3.16	.37	2	moderate
4	The school principal allows teacher to meet him at any time	3.57	.66	6	moderate
5	The school principal deals with the negative situations effectively	3.65	.48	9	moderate
6	The school principal participates with teachers at their different events	3.66	.42	10	moderate
7	The school principal seeks to know the needs of teachers at school.	3.12	.33	1	moderate
8	Establishing good relations with all teachers	3.44	.50	3	moderate
9	Understanding the nature of the human behavior and the teachers' motives and desires	3.56	.50	5	moderate
10	He accepts the viewpoints of teachers and trains them for that	3.63	.49	8	moderate
Human relations		3.51	.15		moderate

Table (5) shows that the arithmetic means ranged between (3.12-3.66) where item (7), which states "The school principal seeks to know the needs of teachers at school" was in the lowest rank by an arithmetic mean of (3.12) by a moderate degree and item No (6) which states "the school principal participates with teachers at their different events" was in the highest rank with a mean of (3.66) by a moderate degree; the arithmetic mean of the human relations as a whole was (3.51) by a moderate degree, which is attributed to the poor human relations between teachers and principals preventing them to talk and meet directly, identify the needs and desires of teachers, which in turn limits the free talk and the positive participation as well as the principal's lack of realizing the fact that he is a part of a group with common beliefs and aspirations. This result is consistent with (Otoum, 2017) and (shunnaq, 2016) while it was inconsistent with (Sabah, 2012) and (Qadoumi and Al-Khawaldeh, 2014).

Field 2: Communication Development

table (6): arithmetic means and standard deviations of the items of communication development and the field as a whole (n=89)

No.	Item	Arithmetic mean	Standard deviation	rank	degree
1	The school principal uses the written communication with others effectively.	3.45	.50	4	moderate
2	He listens well during the verbal interaction with others	3.40	.49	3	moderate
3	The school principal effectively performs the verbal communication with teachers	3.58	.52	5	moderate
4	The school principal acquires the teachers' confidence through wondering around them	3.66	.64	6	moderate
5	The school principal holds open meetings with the members of the faculty staff to discuss the viewpoints	3.39	.49	2	moderate
6	The school principal delegates some of his power to the members of the teaching staff	3.31	.47	1	moderate
7	The school principal establishes an opportunity so that teachers can get to know themselves	4.54	.54	7	high
Communication development		3.62	0.19		moderate

Table (6) shows that the arithmetic means ranged between (3.31-4.54) where item (7), which states "The school principal establishes an opportunity so that teachers can get to know themselves" had the highest rank with an arithmetic mean of (4.54) by a moderate degree and item (6), which states "The school principal delegates some of his power to the members of the teaching staff" had the lowest rank with an arithmetic mean of (3.31) by a moderate degree. The arithmetic mean for the communication development as a whole was (3.62) by a moderate degree. This can be attributed to the fact that if the principal's communication with teachers is not effective, it would not create an atmosphere of cordiality and respect between the sender and the receiver, which makes teachers feel unsecured and unstable at work; the information and knowledge does not reach them in an explicit and clear way leading to a negative impact on their self- effectiveness and their assessment to their needs and abilities. This is consistent with (Otoum, 2017) and (shunnak, 2016) while it was inconsistent with (Sabah, 2012) and (Qadoumi and Al-Khawaldeh, 2014).

Field 3: motivation

Table (7): The arithmetic means and standard deviations for the items of motivation and the field as a whole (n=89)

No.	Item	Arithmetic mean	Standard deviation	rank	degree
1	The school principal provides a collective feeling in the priorities of tasks and the required duties	3.29	.46	2	moderate
2	The principal works on deepening the feelings of the members as being partners in setting the objectives	3.06	.23	1	moderate
3	The school principal wonders around the classes to motivate teachers for a better giving	4.89	.33	5	High
4	The school principal raises the morale among teachers through passing by the classes	4.52	.83	3	High
5	He encourages teachers to the continuous self-teaching during his visits	4.56	.50	4	High
Motivation		4.06	0.24		High

Table (7) shows that the arithmetic means ranged between (3.06-4.89) where item (3) stating "The school principal wonders around the classes to motivate teachers for a better giving" had the highest rank with an arithmetic mean of (4.89) by a high degree and item (2) stating "the principal works on deepening the feelings of the members as being partners in setting the objectives" had the lowest rank with an arithmetic mean of (3.06) by a moderate degree; the arithmetic mean for motivation as a whole was (4.06) by a high degree.

The researcher attributes this to the teacher's psychological comfort within the educational institution making him feel belonging to the job and admire it, motivating him to compete with his staff to achieve the duties entrusted to him, and reducing the feeling of the work load due to his realization of his important role at school. Due to the fact that the teacher at school needs appreciation and respect, he needs the self-realization to satisfy God and he also needs stability at work. When achieving stability and providing incentives to teachers, there would be a decrease in the presence and absence of the teacher, a better positive behavior and achievement of the goals set by the teacher, principal or school as a whole. This result is consistent with (Qadoumi & Al-Khawaldeh, 2014) and (Sabah, 2012) while it was inconsistent with (Otoum, 2017) and (Judi and Yousef, 2011).

Field 4: development and creativity

Table (8): the arithmetic means and standard deviations for the items of the development and creativity and the field as a whole (n=89)

No.	Item	Arithmetic mean	Standard deviation	rank	degree
1	Through the field follow-up of the members, the school principal presents new ideas	4.85	.36	5	High
2	During wandering around, the principal works on inspiring the members with creative solutions	4.75	.61	4	High
3	The principal enhances the points of strength in the performance of the members of the teaching staff	4.11	.32	3	high
4	The principal works on developing the organizational relations among teachers	3.65	.94	1	High
5	The principal seeks to discover the creative opportunities among the teachers' classes at school	3.81	.81	2	high
Development and creativity		4.24	.32		High

Table (8) shows that the arithmetic means ranged between (3.65-4.85) where item (1), which states "Through the field follow-up of the members, the school principal presents new ideas" had the highest rank with an arithmetic mean of (4.85) by a high degree and item (4) stating "The principal works on developing the organizational relations among teachers" had the lowest rank with an arithmetic mean of (3.65) by a high degree; the arithmetic mean for the development and creativity as a whole was (4.24) by a high degree. This can be attributed to the principal's attention, during field visits, to encouraging the faculty staff members to see familiar things in a different perspective in performing the duties, presenting new ideas, inspiring them with creative solutions, thinking in the old problems via new ways and discovering the creative opportunities among the members which help to develop their creative skills. This result can be attributed to the study of (Qadumi & Al-Khawaldeh, 2014) and (Sabah, 2012) but inconsistent with (Otoum, 2017) and (Judi and Yousef, 2011).

- The second question of the study: Are there statistically significant differences at the level of statistical significance ($\alpha=0.05$) between the arithmetic means for the assessment of the members of the study sample on the degree of practicing the MBWA by the school directors in Bani Kenana Directorate of Education from their perspectives as a whole due to the variables of gender and number of years of experience?

To answer this question, the arithmetic means and standard deviations for all the fields and the fields as a whole were extracted according to the variables of (gender and years of experience); (MANOVA) was extracted to identify the differences among the arithmetic means in the degree of practicing the MBWA by the school principals of Bani Kenana Directorate of Education from their perspectives, which are represented in (human relations, communication development, motivation, and development and creativity) according to the following variables (gender, years of experience); (ANOVA) was also applied to reveal the differences in the fields as a whole depending on these variables. The tables below show that.

Table (9): The arithmetic means and standard deviations for the impact of practicing the MBWA by the school principals of Bani Kenana Directorate of Education from their perspectives due to the variables of (gender and years of experience)

Field	variables	category	number	Arithmetic mean	Standard deviation
Human relations	gender	Male	29	3.45	.13
		female	60	3.53	.16
	Years of experience	Less than 5 years	28	3.51	.15
		5-10 years	22	3.47	.14
Communication development	gender	Male	29	3.54	.18
		female	60	3.66	.18
	Years of experience	Less than 5 years	28	3.61	.21
		5-10 years	22	3.54	.17
Motivation	gender	Male	29	3.98	.26
		female	60	4.10	.21
	Years of experience	Less than 5 years	28	3.98	.28
		5-10 years	22	4.01	.25
Development and creativity	gender	male	29	4.08	.27
		female	60	4.31	.32
	Years of experience	Less than 5 years	28	4.23	.36
		5-10 years	22	4.09	.29
Fields as a whole	gender	male	29	3.69	.11
		female	60	3.81	.14
	Years of experience	Less than 5 years	28	3.76	.16
		5-10 years	22	3.70	.14
		More than 10 years	39	3.82	.11

Table (9) shows that there were external differences among the means of the answers of the members of the study sample in all the fields of the degree of practicing the MBWA by the school principals of Bani Kenana Directorate of Education from their perspectives due to the variables of (gender and years of experience). To identify the statistical significance of those differences, (MANOVA) was applied on all the fields of the degree of practicing the Management By Wandering Around (MBWA) by school principals at Bani Kenana Directorate

of Education from their perspectives; table (10) shows that.

Table (10): results of the (MANOVA) to detect the differences in the degree of practicing the MBWA by the school principals in Bani Kenana Directorate of Education from their perspectives according to the variables of (gender and years of experience)

variable	Pattern	Sum of squares	Degrees of freedom	mean squares	" F " Value	" F " Statistical Significance
gender	Human relations	.108	1	.108	4.832	.031
	Communication development	.159	1	.159	4.943	.029
	Motivation	.109	1	.109	2.168	.145
	Development and creativity	.770	1	.770	8.415	.005
Years of experience	Human relations	.020	2	.010	.441	.645
	Communication development	.196	2	.098	3.046	.053
	Motivation	.425	2	.213	4.212	.018
	Development and creativity	.454	2	.227	2.481	.090
Error	Human relations	1.853	83	.022		
	Communication development	2.677	83	.032		
	Motivation	4.189	83	.050		
	Development and creativity	7.595	83	.092		

- Statistically significant at the level of significance ($\alpha \leq 0.05$).

Table (10) shows:

- there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the human relations according to the variable of gender where the value of (F) was (4.832) by a statistical significance of (0.031); such differences relate to the females by an arithmetic mean of 3.53.
- There are statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the development of communication according to the variable of gender where the value of (F) was (4.284) by a statistical significance of (0.029); such differences are for the benefit of the females by an arithmetic mean of 3.66.
- There were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the motivation according to the variable of gender where the value of (F) was (2.168) by a statistical significance of (.145).
- There were statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the development and

creativity according to the variable of gender where the value of (F) was (8.415) by a statistical significance of (0.005); such differences are for the females by an arithmetic mean of 4.13.

- There were statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the human relations according to the variable of experience where the value of (F) was (.441) by a statistical significance of (.645).
- There were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the development of communication according to the variable of experience where the value of (F) was (3.046) by a statistical significance of (.350).
- There were statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the motivation according to the variable of experience where the value of (F) was (4.212) by a statistical significance of (0.018); these differences are related to those with an experience exceeding 10 years by an arithmetic mean of 4.15.
- There were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the development and creativity according to the variable of experience where the value of (F) was (2.481) by a statistical significance of (0.090).

ANOVA was applied to show the differences between the means in the fields as a whole according to the variables of (gender and years of experience). Table (9) illustrates this.

Table (11): the results of ANOVA to show the differences in the degree of practicing the MBWA by the school principals at Bani Kenana Directorate of education from their perspectives" as a whole according to the variables of (gender and years of experience)

Table (11) shows that:

- there were statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the degree of practicing the MBWA by the school principals in Bani Kenana Directorate of Education from their perspectives as a whole according to the variable of gender where (F) was (12.145) by a statistical significance of (0.001) in favor of the females where their arithmetic mean was (3.81), while it was (3.69) for the males. The researcher attributes this to the result that the females are more committed to the laws even if it was at the expense of the female teachers; the male teachers tend to work by the spirit of the law, not implement all that said by the principals and take into account the humanitarian conditions of teachers more than the female teachers, who are interested in practicing the MBWA in their dealings and behavior. This may be due to the ability of the female principals in influencing the teachers, transforming their ideas to become more aware of the output of their tasks commonly and their belonging to the institution that they develop their culture to improve their institution; the MBWA seeks to establish a commitment among teachers and empowering them at the maximum to make them enthusiastic and motivated at work due to their sense for the respect they receive from the organization. This is consistent with (Otoum, 2017), which indicated the presence of differences for gender. Regarding the studies which were inconsistent with this result, they showed that there were no differences in favor of gender, such as (shounak, 2016) and (Sabah, 2012).
- There were statistically significant differences at the level of significance ($\alpha \leq 0.05$) regarding the degree of practicing the MBWA by the school principals at Bani Kenana Directorate of Education from their perspectives as a whole according to the variable of years of experience; (F) was (3.312) by a statistical significance of (.140) in favor of those with (more than ten years of experience) having the arithmetic mean of (3.82). The researcher attributes this to the fact that experience plays a prominent role in solving the issues with the faculty staff,

attracting the parents, communicating with the local institutions, and seeking school achievements; furthermore, experience is considered an urgent need in overcoming the problems of the study and dealing with the school bulletins and records. This is due to the fact that the owners of these categories witnessed the period of the administrative change performed by the educational institutions in the previous years, which contributed in changing the regular methods of work in response to the requirements of the age as a service to the interests of the school such as achieving excellence, improving its performance and effectiveness and enhancing the quality of its output to meet the needs of the surrounding community (Al-Kalish, 2017). The study was consistent with (Otoum, 2017) and (Shunaq, 2016) which showed differences for the years of experience and it was inconsistent with (Sabah, 2012) which showed no differences for the benefit of the years of experience.

11. Recommendations

The study found many recommendations, most prominent of which are:

- publishing the concept of management by wandering around (MBWA) as a modern and effective administrative method in schools.
- Increasing the awareness of the school principals regarding the importance of applying the MBWA and its reflections on improving the performance of the faculty staff members.
- The Ministry of Education holds training sessions for the school principals to promote practicing the MBWA.
- Working on conducting further studies dealing with the MBWA at our schools.

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