

# The Degree of Implementation Educational Accountability by the School Principals in EynAlbasha Governorate

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## Abstract

The purpose of this study was to investigate The Degree of Implementation Educational Accountability by The School Principals in EynAlbasha Governorate. And to know whether there are statistically significant differences due to gender, and scientific qualification). To achieve the objectives of the study, (25) sections distributed to all principals of secondary schools in EynAlbasha governorate with its three directorates which consists (56) Principals. The results of the study showed that the degree of Implementation of educational accountability in the secondary schools in EynAlbasha governorate from the point of view of the principals is high, and the total arithmetic mean is (3.80 of 5), on the field level, the field of students ranked first with an average of 3.90. (3.81). The third place was the educational supervision with an average of (3.77) and all with an evaluation grade (high). Finally, the field of relationship with the Department of Education was (3.72). The results also showed no statistically significant differences in the degree of application of secondary schools in EynAlbasha Governorate due to sex variables and scientific qualification. In the light of the results of the study, a number of recommendations and proposals related to the holding of courses and workshops for school principals were introduced to implement educational accountability in schools and improve channels of communication between school principals and the Department of Education.

**Keywords:** Degree of Implementation, Educational Accountability ,School Principals.

**DOI:** 10.7176/JEP/14-15-12

**Publication date:** May 31<sup>st</sup> 2023

## INTRODUCTION

The Ministry of Education in Jordan pays attention to the implementation of educational accountability by school principals, in order to improve the educational and learning process in public schools, because the school principal is the field leader and bears the responsibility in his school, and he is the one who implements the regulations and instructions issued by the Ministry of Education, because the educational field Its goal is to invest human and material energies to work in the best way, and in order to achieve this, educational accountability must be applied to those who work in the school.

The importance of applying educational accountability lies in the fact that it works to control the work of the school, so that both the teacher and the student feel that they have to perform what is entrusted to them to the fullest extent, in accordance with what is required by the interest of the school in accordance with the laws and regulations governing the educational process, because educational accountability An essential pillar in improving the educational process, and strengthening the principle of educational accountability helps reduce deficiencies that the educational system may suffer from (Al-Saud, 2009).

And that among the reasons for applying accountability in institutions works to reduce administrative corruption, waste of human and material resources, and works to establish rules for ethical practice, and works to examine strengths and weaknesses, and therefore plans are drawn up to evaluate and develop performance to ensure continuous improvement (Tarkhan, 2006).

The educational system must receive attention and follow-up, in order to identify the strengths to strengthen them, and the points that need improvement in order to be addressed, and this system must be subject to monitoring in order to determine the progress of work, to keep abreast of developments in all aspects of life (Aboudi, 2007).

One of the most important goals of modern education is to invest in education by employing human resources and their energies to serve and develop societies so that education achieves its goals. to it with the least effort, the lowest cost, and the shortest possible time (Bajaria, 2011).

Many countries are striving to reform the education systems through the development of school administrations in them as they are responsible for the implementation of education programs in order to bring about a distinctive change in the outcomes of education, and this calls for the application of accountability in the education systems in the developing countries of the world as it happens in the developed countries of the world, to reach the best and finest methods For the success of the entire educational process (Al-Hamoud, 2008).

Accountability should not be seen as a source of fear, anxiety, or even a tool of threat, as much as it is a tool for reviewing and improving performance and developing the skills of employees, as the positive practice

of accountability has various benefits, the most important of which are: Focusing the organization's energies on its strategic goals, and supporting thinking and building Partnership between the work teams in the organization by strengthening the positive relations between the employer and the employees, in terms of knowing the tasks and duties assigned to each of them and the commitment of each of them to these tasks and duties, and providing the required support to reach the achievement of the goals of the organization (Al-Hassan, 2010).

If the task of the administration is to carry out various administrative tasks through which it seeks to reach the desired goals, then its success depends on the extent of cooperation of its employees to carry out their duties and the extent of their acceptance and willingness to exert their fullest energies. On the other hand, if there is no efficient and effective administration, it will be an obstacle to development, as one of the most important means of combating corruption and sagging that a successful administration must adopt is accountability, to provide feedback on the performance of its employees (Hilal, 2010).

#### **STUDY PROBLEM AND QUESTIONS:**

This study will attempt to answer the following questions:

- What is the degree of application of educational accountability by school principals of the Directorate of Education of Ain al-Basha District?
- Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the averages of the study individuals' estimates of the degree of application of educational accountability in the Directorate of Education of Ain Al-Basha District, according to the variables of sex and educational qualification?

#### **STUDY IMPORTANCE:**

The study has theoretical and practical significance as follows:

##### **FIRST: THEORETICAL IMPORTANCE:**

The importance of this study lies in the fact that it examines an important element and one of the axes of the educational process, which is the degree of application of educational accountability by school principals of the Directorate of Education of Ain al-Basha District in Jordan. It is expected that this study will provide the library and researchers with theoretical literature, studies and knowledge related to the subject. A theory that covers the variables of the study, which may benefit researchers and stakeholders in conducting future studies.

##### **SECOND: PRACTICAL IMPORTANCE:**

This study provides information of important value to educators and decision makers about the degree of application of educational accountability by school principals of the Directorate of Education of the Ain al-Basha district. The Department of Education Quality and Accountability in the Ministry of Education pays attention to applying educational accountability standards and achieving comprehensive quality in the educational process in its affiliated schools.

#### **THE LIMITS OF THE STUDY:**

**SPATIAL LIMITATIONS:** This study was applied in public schools affiliated to the Directorate of Education of Ain Al-Basha district in Jordan.

**TEMPORAL LIMITS:** The study was applied during the second semester of the academic year (2022/2023).

**HUMAN LIMITS:** This study was limited to (56) principals of public schools affiliated to Ain Al-Basha District, with (24) principals and (32) principals.

#### **TERMINOLOGY OF STUDY:**

**DEGREE:** The degree of application of school principals to educational accountability through their performance of their administrative and educational work (Al-Omari, 74, 2012), and it was measured procedurally in this study by estimating the degree of answering the items of the study tool according to the five-point Likert scale (very high, high, medium, low, very low).

**ACCOUNTABILITY:** A process through which school principals, or those involved in the educational process, make sure that the school and its management achieve the goals set for it (Newman, 2014, 24).

Al-Taweel (2006) defined it as a set of methods through which it is verified that things are going according to plan, within the maximum possible, and that performance takes place within the frameworks and in accordance with the objectives, and within agreed-upon standards to reach a high level of performance.

**EDUCATIONAL ACCOUNTABILITY:** The superior holds the subordinate accountable for the work he is doing, and informs him of his level of performance, which includes an explanation and an explanation of the reason for failure, if any, and what he must do to correct such failure in performance (Bovens, 2010, 32).

It was defined by Abdul Karim (2006, 449). It is a dynamic positive process that seeks to activate the ability of the teacher in order to achieve outstanding performance through a critical review of the level of his performance in order to improve it and push it forward with attention to treating and avoiding the negatives to

maintain the level of general performance within the classroom.

#### **PREVIOUS STUDIES:**

Al-Ghamdi and Al-Shatnawi (2018) conducted a study aimed at revealing the degree of application of the principals of general education schools in Al-Aqiq Governorate, Al-Baha Region in the Kingdom of Saudi Arabia to educational accountability from the point of view of teachers working with them. The researchers used the descriptive approach, and the questionnaire was used as a tool for the study. It was applied to a stratified random sample consisting of (277) of whom (155) were males, and (122) were females. The results of the study showed the degree of application of school principals to educational accountability for the tool as a whole, with an average of (4.26) and with a very high estimate. In the field of job discipline, the average was (4.26), and in the field of work and achievement, the average was (4.21). ), all of which are rated (very large), and the results showed that there were no significant differences between the averages of the study sample responses on the fields of the study tool according to the variables of gender and years of experience. While statistically significant differences were shown according to the educational stage variable in the areas of professional ethics, work and achievement, as well as in the tool as a whole, in favor of workers in the primary stage.

Berryhil&Linney (2016) conducted a study aimed at identifying the degree of understanding of secondary school principals in Australia of the impact of administrative accountability on the educational process. The results are that school principals are aware of the importance of applying administrative accountability in their schools, and are aware of its role in improving the educational process.

Al-Shahrani (2015) conducted a study aimed at determining the reality of applying administrative accountability by female principals of public schools in the north of Riyadh, Saudi Arabia, from their point of view. The study leads to the following results: There is strong agreement with a general average of (4.30) among the study sample that female principals apply administrative accountability in their schools with regard to the axis of female teachers, educational supervision, and the relationship with the directorates of education, and there are no statistically significant differences between the averages. The responses of the study sample towards the reality of applying administrative accountability in their schools according to the variable of scientific qualification and years of experience.

Al-Hassan (2014) conducted a study aimed at identifying the degree of practicing educational administrative accountability among principals of public schools in the West Bank governorate from the point of view of workers in the directorates of education. The study used the descriptive approach, by applying a questionnaire consisting of (30) items, on A sample consisted of (65) individuals working in the directorates of education, where the results indicated that the estimates of the study sample for the degree of school principals practicing educational administrative accountability are generally high, and there were no statistically significant differences in the degree of practicing educational administrative accountability due to gender and educational qualification.

Al-Khamaiseh (2012) conducted a study aimed at identifying the degree of application of managerial accountability by principals and its relationship to the leadership styles used in Jordanian schools. The descriptive relational approach was used. The study sample consisted of (352) male and female teachers. The degree of application of administrative accountability was large, and there were no statistically significant differences according to the gender variable, and there were statistically significant differences according to the academic qualification variable in favor of postgraduate studies, the variable of specialization, and in favor of humanities.

Ataphia (2011) conducted a study aimed at ascertaining the degree of accountability among teachers in secondary school management in the eastern region of Delta state - Niger. The researcher used the questionnaire as a tool for data collection. The study sample consisted of (353) teachers from (31) schools, and the results indicated that There are no statistically significant differences between the perceptions of school principals and teachers on teacher accountability, and that accountability can be improved through the efforts made by educational policy makers.

Al-Hamoud (2008) conducted a study aimed at developing a proposed model for administrative accountability in secondary schools in Jordan in the light of contemporary trends, and used the descriptive approach. The results have three models of administrative accountability: the bureaucratic technical model based on systems theory, modern practical management systems, the professional model, and the model based on the participation of beneficiaries, and showed that the degree of application of accountability in the Jordanian educational system at the level of Jordanian schools is high.

#### **COMMENTS ON PREVIOUS STUDIES:**

After reviewing the aforementioned studies, it becomes clear that all of them dealt with the application of administrative accountability in schools, such as the study of (Al-Ghamdi and Al-Shatnawi (2018), Berryhil&Linney (2016), Al-Shahrani (2015), Al-Hassan (2014), Al-Khamisa (2012), Ataphia (2011), Al-

Hamoud (2008), and notes that all studies were similar in the method used, which is the descriptive, analytical or survey method, and the tools that were applied to different samples of school principals or teachers.

However, the current study was distinguished from previous studies in its handling of the degree of application of educational accountability by school principals of the Directorate of Education of the Ain al-Basha district, and in its used tools.

## METHOD AND PROCEDURES

**STUDY METHODOLOGY:** The descriptive approach was used due to its suitability to the nature of the study.

**STUDY POPULATION:** The study population consisted of (56) male and female principals of the schools of the Directorate of Education of Ain Al-Basha District, with (24) principals and (32) principals.

**STUDY SAMPLE:** The study sample consisted of (56) male and female principals, who are the entire study population, according to the statistics of the Directorate of Education of Ain Al-Basha District, and Table No. (1) shows the distribution of the study sample according to the study variables, namely: gender, years of experience, and academic qualification.

**TABLE NO. (1) DISTRIBUTION OF THE STUDY SAMPLE**

Variable	Categories	Frequencies	Percentage
Gender	Male	24	43%
	Female	32	57%
	Total	56	100%
Qualification	Bachelor	15	27%
	Postgraduate	41	73%
	Total	56	100%

## STUDY TOOL:

The researcher prepared a questionnaire consisting of (28) items distributed into four areas: students (7) items, teachers (7) items, educational supervisors (6) items, and the relationship with the Directorate of Education (8) items.

## VALIDITY OF THE STUDY TOOL:

The validity of the arbitrators

To verify the validity of the study tool, it was presented to a jury of faculty members in universities in the fields of educational sciences, and school principals. The study tool may issue a letter addressed to the arbitrator in which the researcher requests to read the paragraphs of the study tool, and express his observations and opinions in terms of the clarity of the paragraphs and the clarity and soundness of the wording. The linguistics of the paragraphs, the extent to which the paragraphs belong to the field, and any observation or modifications it deems appropriate, and all the observations and modifications of the committee of arbitrators agreed upon by (80%) of them were taken into account. Rewording (4) paragraphs, and deleting (4) paragraphs.

In order to extract the indicators of construction validity for the items of the tool, it was applied to an exploratory sample consisting of (10) principals from outside the study sample, and they were chosen from the Directorate of Education of the Wadi Al-Seer District due to the similarity between them and the Directorate of Education of Ain Al-Basha, and Pearson correlation coefficients were calculated between the Euphrates and the field belonging Mechanism and scale as a whole, and the following table illustrates this:

**TABLE (2) CORRELATION COEFFICIENTS OF VERTEBRAE WITH THE TOOL**

Item	Correlation with the scale as a whole	Item	Correlation with the scale as a whole
1	0.44	13	0.54
2	0.52	14	0.53
3	0.53	15	0.44
4	0.62	16	0.61
5	0.61	17	0.62
6	0.43	18	0.55
7	0.42	19	0.46
8	0.53	20	0.48
9	0.55	21	0.54
10	0.66	22	0.53
11	0.64	23	0.43
12	0.63	24	0.55

Table (2) shows that all the correlation coefficients between the items of the scale are more than (0.4), where they are all statistically significant at the level of significance ( $\alpha \leq 0.05$ ), and this indicates that there is an acceptable correlation between the items and their fields and the scale as a whole.

### STABILITY OF THE STUDY TOOL:

The stability of the questionnaire was confirmed, and the test-retest method was adopted, where the questionnaire was applied to (10) managers from outside the study sample, and it was re-applied to them after ten days, so the value of the stability coefficient (Cronbach Alpha) reached (Cronbach Alpha). 0.85).

### RESOLUTION CORRECTION:

The response to the paragraphs of the questionnaire was evaluated according to the five-point Likert scale as follows: (very high and estimated at (5) degrees, high and estimated at (4) degrees, medium and estimated at (3) degrees, low and estimated at two degrees, very low and estimated one value rating).

The following criterion was used to judge the degree of approval:

Response range = highest score - lowest score = 5 - 1 = 4

Category length = response range / number of response categories = 5/4 = 0.8

Thus, the criterion for judging the degree becomes as follows:

**TABLE (3) CRITERION FOR JUDGING THE DEGREE**

Degree	Level
From 1 - 8.1	Very low
From 1.8 - 2.6	Low
From 2.6 - 3.4	Average
From 3.4 - 4.2	High
From 4.2 - 5	Very High

### STATISTICAL METHODS:

The data of the respondents' responses to the questionnaire were processed by using the (Spss) program to answer the study questions, by:

- Stability coefficients (Cronbach Alpha).
- Frequencies and percentages of the study sample distribution according to the study variables.
- Arithmetic means and standard deviations of the responses of the study sample on the domains and paragraphs of the tool.
- Using the (T.Test) test on the fields of study and the tool as a whole depending on the variables of gender and academic qualification.

### STUDY RESULTS AND THEIR INTERPRETATION:

Results of the first question: What is the degree of implementation of educational accountability by principals of the Directorate of Education of Ain Al-Basha District?

To answer this question, the arithmetic means and standard deviations of the sample's estimates were extracted for the fields of study and the tool as a whole, and Table No. (2) explains this.

**TABLE (4) THE ARITHMETIC MEANS AND STANDARD DEVIATIONS OF THE RESPONDENTS' ESTIMATES FOR THE FIELDS OF STUDY AND THE TOOL AS A WHOLE**

Field	Arithmetic Mean	Standard Deviation	Rank	Level
Relationship with the Directorate of Education	4.31	0.57	1	Very high
Educational supervisors	4.00	0.72	2	Very high
the teachers	3.88	0.74	3	High
students	3.90	0.74	4	High
the tool as a whole	4.02	0.62		High

It is noted from Table (4) that the degree of school principals of the Directorate of Education in Ain Al-Basha District applying educational accountability with a high evaluation score, with an arithmetic mean of (4.02), and a standard deviation of (0.62), and it is noted that all standard deviations were less than one, as they ranged Between (0.74-0.57), and this indicates the convergence of the answers of the sample, and the arithmetic averages for the four domains ranged between (4.31-3.88), and it is clear that their scores ranged between very high and high.

**THE FIRST FIELD: THE RELATIONSHIP WITH THE DIRECTORATE OF EDUCATION**  
**TABLE (5) THE ARITHMETIC MEANS AND STANDARD DEVIATIONS OF THE RESPONDENTS' ESTIMATES FOR THE PARAGRAPHS OF THE RELATIONSHIP WITH THE DIRECTORATE OF EDUCATION, ARRANGED IN DESCENDING ORDER ACCORDING TO THE ARITHMETIC MEAN VALUE**

NO.	Item	Arithmetic Mean	Standard Deviation	Rank	Level
5	I share the Directorate of Education's opinion regarding the learning and teaching aspect	4.54	0.65	1	Very High
2	I participate in the Department of Education planning to solve the expected problems	4.42	0.74	2	Very High
6	I apply regulations and instructions with great flexibility	4.38	0.76	3	Very High
1	Participate in the Directorate of Education in following up the performance of teachers	4.25	0.82	4	Very High
4	I share the opinion of the Directorate of Education regarding the counseling role in the school	4.14	0.88	5	High
3	I motivate the application of decentralization in administrative work field as a whole	4.13	0.80	6	High
		3.31	0.82		

It appears from Table (5) that the arithmetic means of the respondents' estimates for the paragraphs of the relationship with the Directorate of Education ranged between (4.42-4.13), and their degrees ranged between a very high degree and a high degree. It is noted that Paragraph No. (5) which states that I share the opinion of the Directorate of Education With regard to the aspect of learning and teaching, it ranked first with a very high level, with an arithmetic mean of (4.45) and a standard deviation of (0.65), while Paragraph No. (3), which stipulates motivating the application of decentralization in administrative work, ranked last, with a high level and with an arithmetic average. It reached (4.13) and a standard deviation (0.82).

**THE SECOND FIELD: EDUCATIONAL SUPERVISORS**

**TABLE (6) THE ARITHMETIC MEANS AND STANDARD DEVIATIONS OF THE RESPONDENTS' ESTIMATES FOR THE ITEMS IN THE FIELD OF EDUCATIONAL SUPERVISORS, ARRANGED IN DESCENDING ORDER ACCORDING TO THE ARITHMETIC MEAN VALUE**

NO.	Item	Arithmetic Mean	Standard Deviation	Rank	Level
9	Discuss the importance of educational supervision with teachers	4.18	0.86	1	High
11	I encourage supervisory visits for teachers	4.07	0.88	2	High
10	I play my role as the school's resident supervisor	3.99	0.92	3	High
7	I simplify the participation of teachers in supervision programs	3.97	0.93	4	High
8	I encourage supervisors to use a variety of supervisory methods	3.91	0.93	5	High
12	I follow the school exchange visit programs field as a whole	3.80	0.92	6	High
		4.00	0.75		

Table (6) shows that the arithmetic means of the sample's estimates for the items in the field of educational supervisors ranged between (4.18-3.80), and all scores were high. It is noted that Paragraph No. (9), which states discuss the importance of educational supervision with teachers, was ranked first, with a high level, with an arithmetic average of (4.18) and a standard deviation of (0.86), while Paragraph No. (12), which states that I follow the school's exchange visits programs, ranked last, with a high level, with an arithmetic average of (3.80) and a standard deviation of (0.92).

### THIRD FIELD: TEACHERS

**TABLE (7) THE ARITHMETIC MEANS AND STANDARD DEVIATIONS OF THE RESPONDENTS' ESTIMATES FOR THE ITEMS IN THE FIELD OF TEACHERS, ARRANGED IN DESCENDING ORDER ACCORDING TO THE ARITHMETIC MEAN VALUE**

NO.	Item	Arithmetic Mean	Standard Deviation	Rank	Level
18	I encourage teachers to build bridges of trust among the school community	4.11	0.81	1	High
17	I follow the professional needs of teachers according to priorities	3.88	0.94	2	High
13	I encourage teachers to do action research to improve their performance	3.86	0.88	3	High
15	I follow the discipline of the teachers in the school	3.85	0.96	4	High
16	I encourage teachers to think creatively in school	3.80	1.000	5	High
14	I adopt a professional growth approach for teachers in the school field as a whole	3.75 3.88	0.95 0.65	6	High

It appears from Table (7) that the arithmetic means of the sample's estimates for the items in the field of teachers ranged between (4.11-3.75), and all scores were high. In the first place, with a high level, with an arithmetic average of (4.11) and a standard deviation of (0.81), while Paragraph No. (14), which stipulates adopting the professional growth approach for teachers in the school, ranked last, with a high level, with an arithmetic average of (3.88) and a standard deviation (0.65).

### THE FOURTH FIELD: STUDENTS

**TABLE (8) THE ARITHMETIC MEANS AND STANDARD DEVIATIONS OF THE RESPONDENTS' ESTIMATES FOR THE ITEMS IN THE STUDENTS' DOMAIN, ARRANGED IN DESCENDING ORDER ACCORDING TO THE ARITHMETIC MEAN VALUE**

NO.	Item	Arithmetic Mean	Standard Deviation	Rank	Level
21	I think teachers are able to discipline students	3.95	0.84	1	High
19	I see that teachers motivate students	3.93	0.82	2	High
20	I notice that teachers are working to spread a culture of cooperation among students in my school.	3.93	0.90	3	High
23	Teachers implement programs to develop students' personality	3.9	0.87	4	High
24	Teachers work on developing students' thinking skills	3.88	0.93	5	High
22	Teachers work to develop mutual trust among students field as a whole	3.82 3.90	0.98 0.89	6	High

Table (8) shows that the arithmetic means of the sample's estimates for the students' field items ranged between (3.95-3.82), and all scores were high. It is noted that Paragraph No. (21), which states that teachers are able to control students, ranked the first, with a high level, with an arithmetic average of (3.95) and a standard deviation of (0.84), while Paragraph No. (22), which stipulates that teachers work to develop mutual trust among students, ranked last, with a high level, with an arithmetic average of (3.82) and a standard deviation of (0.98).

**Results of the second question:** Are there statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) between the averages of the study individuals' estimates of the degree of applying educational accountability in the Directorate of Education of Ain Al-Basha District, according to the variables of gender and educational qualification?

To answer this question, the arithmetic means and standard deviations of the sample's estimates for the fields of study and the tool as a whole were extracted, depending on the variables of the study.

### THE FIRST VARIABLE: GENDER

**TABLE (9) APPLICATION OF THE (T.TEST) TEST ON THE FIELDS OF STUDY AND THE TOOL AS A WHOLE, ACCORDING TO THE GENDER VARIABLE**

Field	Gender	Arithmetic Mean	Standard Deviation	T	SIG
Relationship with the Directorate of Education	Male	4.22	0.58	0.56	0.55
	Female	4.40	0.57		
Educational supervisors the teachers	Male	3.88	0.74	0.43	0.78
	Female	4.12	0.75		
	Male	3.75	0.72		
	Female	4.01	0.78		
Student	Male	3.82	0.68	0.47	0.72
	Female	3.98	0.76		
the tool as a whole	Male	3.87	0.72	0.60	0.53
	Female	4.17	0.76		

It appears from Table No. (9) that there are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) between the averages of the study individuals' estimates of the degree to which school principals of the Directorate of Education of Ain al-Basha District apply educational accountability to educational accountability from the principals' point of view due to the gender variable, as all (T) values are not statistically significant.

This result can be attributed to the fact that all principals of the schools of the Directorate of Education of the Ain al-Basha district are affiliated with the Ministry of Education in Jordan, where they enjoy the same powers, are subject to the same directives and instructions, and to similar administrative experiences in which there is no difference between males and females. The study is harmonious and there is no effect of the gender variable on the degree of application of educational accountability in their schools, and therefore their views on the degree of their application of educational accountability are somewhat close.

### THE SECOND VARIABLE: ACADEMIC QUALIFICATION

**TABLE (10) APPLYING THE (T.TEST) TEST TO THE FIELDS OF STUDY AND THE TOOL AS A WHOLE, DEPENDING ON THE EDUCATIONAL QUALIFICATION VARIABLE**

Field	Qualification	Arithmetic Mean	Standard Deviation	T	SIG
Relationship with the Directorate of Education	Bachelor	4.43	0.56	0.79	0.40
	Postgraduate	7.42	0.59		
Educational supervisors the teachers	Bachelor	3.99	0.77	0.45	0.78
	Postgraduate	3.90	0.69		
	Bachelor	4.06	0.74		
	Postgraduate	4.06	0.67		
Student	Bachelor	3.88	0.75	0.96	0.14
	Postgraduate	3.92	0.66		
the tool as a whole	Bachelor	3.85		0.58	0.55
	Postgraduate	4.19			

It appears from Table No. (10) that there are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) between the averages of the study individuals' estimates of the degree of application of educational accountability by principals of the Directorate of Education of the Ain Al-Basha District, from the principals' point of view, due to the educational qualification variable. All (T) values are not statistically significant.

The researcher attributes this result to the fact that the educational qualification (bachelor's degree, postgraduate studies) for school principals was in the educational and administrative field, and was not in the academic field. Therefore, their estimates were similar to the degree of application of educational accountability despite the difference in their educational qualification.

### RECOMMENDATIONS:

In light of the findings of the study, the researcher recommends the following:

1. The results indicated that the average responses of the study sample on the educational accountability axes are all (very high, high) for school principals. Therefore, the researcher recommends maintaining this level of accountability by rotating male and female principals at all educational levels in schools within the directorate.



2. The need to improve channels of communication and communication between the principals of schools in Ain al-Basha district; As this may lead to a better investment in educational accountability.
3. The need to train principals and principals of schools in Ain al-Basha District on problem-solving, as this will raise the level of comprehensive quality, improve the level of professional development for male and female principals, and refine their abilities in school management.
4. Directing researchers towards conducting studies that examine possible relationships within the school environment, such as studying the relationship of total quality to solving administrative problems, or studying the relationship of educational accountability to student achievement or teachers' performance.
5. Conducting such a study in public schools, and comparing the level of educational accountability and overall quality between public schools in Ain Al-Basha district and other districts.

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