

The requirements of good governance at schools of public education for girls in Al Madinah Al Munawarah from the viewpoint of female school principals

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Abstract- The study aimed to identify the degree of good governance requirements availability (external and internal) at public education school in Al –Madinah Al –Manawwarah, and to determine its importance degree to improve the performance of public education school for girls. The researcher used a correlational descriptive approach. The study sample consisted of (68) female school principal from the public education school for the academic year 2015/2016.

The study results revealed that, the degree of importance of (external and internal) requirements of good governance at public education school in Al Madinah Al Manawarah from the viewpoint of female school principals was very high. While, the degree of application of (external and internal) requirements of good governance at public education school in Al Madinah Al Manawarah from the viewpoint of female school principals was moderate. Furthermore, There is no significant correlational relationship between the degree of importance and the degree of application of good governance at public education school in Al Madinah Al Manawwarh from the viewpoint of female school principals. The study concluded that, Working on coordination between education administration and public education school administration for the girls in the decisions that concerned with good governance. The necessity of integrated work to develop public education schools administration in the light of introduction of good governance through increasing the power of decision making that concerned with school administration to develop and facilitate effective decision making in the schools.

Index Terms- Good governance, internal and external requirements, schools.

I. INTRODUCTION

The education has a significant impact on societies development, since the educational system was open to political, economic, and social systems, therefore, it is necessary to develop the educational system to adopt modernity, Knowledge progress and technology, where rapid changes became as a character of this era, as a result for these changes, the urgent need for educational development and reform was raised based on sound strategic planning to confront the challenges that face the society[1].

The globally achieved development specially in the education field produced a significant knowledge accumulation contributed to upgrading of methods and philosophy of management, since the organizations became social, cognitive,

and creative entities that didn't agree with the models and management philosophies that unable to confront the challenges that faced by these organizations in the fast paced environments, the overall governance may be considered as a practical formula for different applications in diverse environments[2].

The application of governance requirements need pluralistic and clear inclusive in governance styles, in addition to, wide participation for the stakeholders at the level of strategic decision-making, resource allocation, existence of supervisory mechanisms between the stakeholders that enable them to deal with executive management and guide them, from the other side, there must be internal supervisory formed from governance committee present their report about the extent of compliance with regulations and instructions, and the extent of adequacy and efficiency of internal supervisory system at the university[3].

Escaross noted in his results of the requirements of governance activation the following: formation of active governance council ; raise the capacities of the governance council; confront the expected negative points; using flexible leadership process rather than routine leadership processes; adoption of the original concept of decentralization as well as political and economic support [4].

The process of good governance application in the education confronted with several challenges nominated by many studies, Baiomi determined the most issues that confront education governance application in the following points: gab existence between commitment and implementation , there is a trend toward decentralization in the field of implementation of the community education activities, and to support rehabilitation and training programs for national capacities building in the field of community education [5].

The study came according to the recommendation of [6] and [7] as follow:

1. The necessity of offering the suitable climate for governance in term of completion of necessary legislation, development of supervisory systems, in addition to necessity to conduct periodic surveys to measure the organizational governance level.

2. Issuing more legislation codes to practice governance standards, broaden the participation bases in schools management to include businessmen, civil society, stakeholders, and partners in balanced manner.

Problem statement:

The current status of school management in the Kingdom of Saudia Arabia, and what contained from operations and administrative levels indicate poor application of good governance, since there is slow progress in responding to change requirements and development due to regulations complexity, in addition to absence of coordination and poor communication between schools administration and more rules, regulations, administrative regulation, and bureaucratic procedures [7].

In spite of governance concept modernity in the Saudia Arabia environment, we found that there is a relatively serious movement from who interested in the Kingdom of Saudia Arabia in an attempt to explain the concept and identify its aspects, and how to implement it in education sector. The embodiment of this issue practically means that the administrative of public education used governance approach as a formula for governance and management with mature moral framework to promote continuous success and high performance.

Through the insight of the researcher on the education administration in Al Madinah Al Manawwarah, noticed that the school administration have a lot of granted power according education system of the Kingdom of Saudia Arabia, these powers allow the school administration to practice good governance, but there is clear deficit in the application of governance among female school principals, since the ministry of education seeking continuously to develop the school administration.

The current study was designed to determine the reality of good governance requirements in the administration of Public education schools in Al Madinah Al Manawwarah, and its importance to improve the target schools, the problem statement determined by the following main question:

What are the requirements of good governance in schools of public education for girls in Al Madinah Al Munawarah from the viewpoint of female school principals.

Sub-divided questions:

1. What is the degree of importance of internal requirements for the good governance at schools of Al Madinah Al Manawarah from the viewpoint of female school principals?
2. What is the degree of importance of external requirements for the good governance at schools of Al Madinah Al Manawarah from the viewpoint of female school principals?
3. What is the degree of application of internal requirements for the good governance at schools of

Al Madinah Al Manawarah from the viewpoint of female school principals?

4. What is the degree of application of external requirements for the good governance at schools of Al Madinah Al Manawarah from the viewpoint of female school principals?
5. Is there a correlational relationship between the degree of importance and the degree of application of good governance requirements at schools of Al Madinah Al Manawarah from the viewpoint of female school principals?

Study Objectives:

1. To determine the degree of importance of good governance requirements (internal and external), to improve the performance of public education schools for the girls from the viewpoint of female school principals.
2. To identify the degree of availability of good governance requirements (internal and external) at public education schools for the girls from the viewpoint of female school principals.
3. To recognize the correlational relationship between the reality of importance and application of good governance requirements at public education schools for the girls from the viewpoint of female school principals.

Study significance:

1. Providing of intellectual presentation about the possibility of application of good governance requirements at Al Madinah AL Manawrah schools at the age of knowledge and the degree of its importance.
2. Contributing to provide the decision –makers with knowledge about good governance requirements and its importance at schools, and how to achieve transparency, fairness and accountability.
3. Contributing to provide the decision –makers, officials and others who concerned with good governance by the significance of the good governance requirements, and to identify the factors that help in the process of application.

Study definitions:

Good governance: defined as a set of laws, regulations, norms, systems, and ethical principles for monetary supervision and non-monetary on organization management, to protect the related parties from managerial corruption, and to promote trust and credibility [8].

Operational definition: Good practicing of administrative authorities through adopting laws, standards and controlled regulations that determine the relationship between school administration from one side, and stakeholders from the other

side to improve organizational performance which lead the organization to work quality, transparency and fairness.

Governance requirements: defined as " standards to support its rules and basic principles that determined by supervision and monitoring on the policies, procedures and decisions that undertaken by the leaders" [9]. The researcher adopted this definition in this study.

II. LITERATURE REVIEW

Governance requirements:

According to the academic approach, the generic understanding of governance is the management of resources and policy-making by means of exercising authority (power). Thus, it entails all instruments through which different policy stakeholders exercise legal rights with the aim to achieve political, economic, cultural and social objectives. In this sense, the term "governance" appears to be more and more used in order to denote a complex set of structures and processes (at the public as well as at the private level), which are generally associated with national administration.

However, good governance defined as a normative conception of the values according to which the act of governance is realized, and the method by which groups of social actors interact in a certain social context.

Furthermore, governance is defined as "the exercise of economic, political, and administrative authority to manage a country's affairs at all levels. It comprises the mechanisms, processes, and institutions through which citizens and groups articulate their interests, exercise their legal rights, meet their obligations and mediate their differences"[19].

Researchers often categorize *corporate governance* mechanisms into two categories, i.e. internal and external corporate mechanisms. The internal mechanism is divided into five basic categories, they are: the board of commissioners (roles, structures and incentives), managerial incentives, capital structure, constitutions and corporate regulations, and internal control system. Whereas external mechanism is divided into five categories, they are: law and regulations, market, capital market information and analysis, accounting market, finance and law, and special sources of external control[10].

Internal governance requirements:

Gillian (2006) explains that the mechanism of internal corporate governance exists in a corporation, and comes from two parties, they are the board of commissioners as the highest point that conducts the internal controlling system and the management that acts as the corporate agency.

One internal mechanism that can reduce the agency problems is the existence of the independent board of commissioners that can represent the stockholders' interest with the main responsibility to approve the important managerial decisions, including the ones involving the investment policy, management compensation policy and the board governance itself, as well as to monitor the implementation of the decisions that have been taken[11]. Therefore, one of the missions of the independent commissioners is to promote the implementation of Good Corporate Governance in corporations.

External governance requirements:

It has very important roles in the corporate governance, especially in relation to its ability for monitoring, gaining information and its impacts towards both corporate policies and performance. There are some general power that may influence the external governance, they are: the size of the corporation, control potential, regulating systems, potential comfort from corporate outcomes.

Where, Holme and Deim, examined the first regional governance reform in public education, created in the Omaha, Nebraska metropolitan area in 2007. The legislation creating this regional reform, which is called the Learning Community, established a regional governing body, the Learning Community Coordinating Council, consisting of an elected 21-member board. The board oversees a tax-sharing plan that redistributes general revenue, an inter-district diversity transfer program, and programming aimed at enhancing early childhood and after-school opportunities for low-income students. However, by examining the implementation of the Learning Community, evaluating the extent to which the regional governing body has been able to advance the regional goals with which it has been charged. The study illustrated how, as a result of the regional governance reforms, school districts within the Omaha metropolitan area are reevaluating the very definition of "local community[12]."

Higam aimed to develop an analysis of the individuals and organizations that have had free school proposals accepted by government. The study progresses, first, by locating free schools in the existing policy trajectories towards privatization and self-governing schools. Second, it draws on a mapping exercise and interviews with a sample of 58 free school proposers, sponsors and suppliers to explore the processes through which free schools are established. The main categories of free school proposers are identified as: local civil society groups; sponsoring organizations; existing educational institutions. Third, it considers the wider implications for school governance. It is argued free school policy allows governance to become an additional and direct lever through which those with the capacity to do so are able to mould state education in their own interests[13].

Bradley aimed to examine the impact of the Masters in Governance(MIG) training offered by the California School Boards Association on the ability of school board members to exhibit the characteristics of effective governance. The resulting data were then triangulated against MIG training observations and survey data collected from 86 MIG trained board members and 61 superintendents to answer the following 3 research questions regarding (a) factors impacting the decision of school board members to complete a school board training program, (b) whether and how MIG training encourages and equips school board members to exhibit the behaviors of effective governance, and (c) in what ways mandating the MIG training could impact school board governance. The findings suggested that the MIG equips board members to exhibit the characteristics of effective governance by fostering board collaboration and hastening the understanding of various roles and responsibilities of school board trustees[14].

Murray aimed to determine how the California School Board Association's (CSBA) Masters in Governance (MIG) training program leads to more effective school board leadership and governance. The participants in the study were superintendents and school board members from the following southern California counties: Ventura, Los Angeles, Riverside, San Bernardino, Orange, and San Diego. The data collection entailed survey collection and follow-up interviews with board members and superintendents. This study sought to understand the factors that impacted the decision of school board members to complete a school board training program. The study also focused on how the MIG training program equipped board members to exhibit the behaviors of effective governance and, finally, how a mandate for school board training could impact school board governance. The findings indicated that a school board training mandate would lead to more effective school board leadership and governance. The implications are that school board practice can be improved through training and that board members should seek training. The benefits of training are substantial with regard to school board governance and leadership[15].

Taa'i aimed to shed the light on knowledge and academic approach in the administrative field which is the governance and its characteristics, that affects organizational structure that built on the extent of the characteristics ability to improve the efficiency of education service relying on analytical descriptive approach. The study results revealed that, the process of managing governance considered appropriate administrative approach to control and guide the administrative systems, understanding senior management for governance characteristics contribute for high level quality of performance; and application of governance characteristics considered an important acquisition to make change [16].

Al-Farrah aimed to conclude good governance requirements in the Palestinian universities and performance standards. The study results showed the importance of setting a detailed standards and work mechanisms and performance indicators at the national level to implement good governance effectively that fits the Palestinian higher education. Furthermore, the study results confirmed that the general principles of governance were exist, but the systems and the details that control the governance process unavailable. Where, the study determined good governance requirements for the universities in the following; existence of clear strategic vision for the institution take into consideration the internal and external environment; balanced distribution for responsibilities between the board directors , executive management and beneficiaries with guarantee of efficiency and effectiveness performance, transparency, financial disclosure; existence of a complete system for penalty and accountability to be implanted on all decision makers; in addition to availability of the systems, policies and organization procedures [17].

Nasir Al-Dien study that aimed to identify the reality of governance implementation at Middle east university from the viewpoint of academic and administrative members. The study results denoted that the reality of governance application at Middle east university from the viewpoint of all the sample was generally high. Also, the result found significant statistical differences in the reality of governance application according to job and years of experience[3].

Austen et al study (2012), aimed to explores governance arrangements in non-state school in Australia, using 17 interviews in six schools. The focus is on board composition, structure and reporting. Useful contributions about innovative practice are identified. School boards may benefit from implementing more stakeholder engagement. Existing models of school boards from international state school literature, such as the democracy and trustee models, were useful for describing some aspects of non-state school governance, but a faith model is also suggested. Further research could operationalize governance elements to conduct a quantitative investigation with more schools and more informants [18].

Al –Zahrani study aimed to recognize the reality of good governance application at domestic universities from the viewpoint of teaching staff members, and to identify the degrees of job satisfaction and organizational loyalty. The study results found that the demotic Saudia Arabia Universities practicing good governance with great deal from the viewpoint of the teaching staff members; furthermore, they enjoy high degree of job satisfaction and organizational loyalty; and there is a significant statistical differences according to academic rank, job title and specialty[7] .

Bayomi Study aimed to define governance and community education, application of governance in community education and determining the requirements for achieving good governance in the community education. The study concluded that, for achieving good governance and develop strategies grantee rapid progress for achieving the community education as follow: considering the equity principle to ensure financial incentives; determining ambitious goals supported with action strategies and predictable financial obligations; strengthen commitment to issues of poverty combat; increasing the fund of community education; application of decentralization in the education; and working with more responsibility, transparency, and penalty[5].

III. METHODOLOGY AND PROCEDURES

The researcher adopted descriptive correlational approach by which the researcher observed the reality of good governance application at schools of public education schools for girls in Al Madinah Al Manawwarah, from the viewpoint of female school principals.

Study population:

The study population consisted of all female school principals in Al Madinah Al Manawwarah for the academic year 2016, that account for 271 principal, according to the actual statistics of education administration, the following table describe the study population:

Table (1): distribution of study population according to study phase variable

Study phase	Number	Percentage
Primary	136	50.19%
Intermediate	81	29.89%
Secondary	54	19.92%
Total	271	100%

Study sample:

The study sample selected according to simple random method which consisted of (68) female school principal (25% of study population).

Study tool:

The researcher used questionnaire as a tool for data collection, the researcher built the questionnaire that concerned with recognizing and identifying the degree of good governance application at the public education schools for girls in Al Madinah Al-Manawara and its importance from the viewpoint of female school principal. The questionnaire formulated with (30) item distributed on two dimensions .

Steps of Questionnaire building:-

- **Determining the goal from the questionnaire:** the questionnaire aimed to identify the requirements of good governance application at the public education schools for the girls at Al –Madinah AL-Manawrah from the viewpoint of female school principals.
- **Determining the dimensions of the questionnaire:** the questionnaire consisted of two dimensions; the first dimension concerned with internal requirements of good governance, the second dimension concerned with external requirements of good governance.
- **Formulation of questionnaire items:** the questionnaire items were formulated according to operational image; the questionnaire items in its primary image were (30) items distributed on two dimensions; in which (18) items for the internal requirements, while (12) items for external requirements.
- **Questionnaire scaling and correction:** the responses of female school principals formulated according to 5- likert scale; strongly agree (5), agree (4), somewhat agree (3), disagree (2), strongly disagree (1).
- **Questionnaire validity:** the questionnaire ascertained for face validity by a group of faculty members who have experience in this specialty. Their opinions and ideas were taken into consideration regarding the questionnaire modification and correction.

Internal Consistency Validity:

The internal consistency of questionnaire was ascertained for every dimension through calculation of the correlation coefficients of every dimension with the total score of the dimension using Pearson correlation as described in the following table (2):

Table (2): Internal consistency for the questionnaire dimensions

Questionnaire dimensions	Pearson Correlation
Internal requirements	0.789**
External requirements	0.743**

As shown in table 2; both dimensions have good levels of internal consistency validity with the total scores; where the correlation of internal requirements equal (0.789), and the correlation of external requirements equal (0.743), which indicate the relation power of each dimension.

Reliability:

The researcher estimated the reliability of the questionnaire using Alpha Cronbach, in which the total reliability reached (0.902) which considered high reliability factor and suitable for study purpose. Furthermore, the reliability was estimated for both dimensions as described in the following table.

Table (3): reliability for questionnaire dimension

Questionnaire dimensions	Alpha Cronbach
Internal requirements	0.921
External requirements	0.884

Statistical procedures:

The researcher used the following statistical procedures:

1. Pearson correlation to estimate the internal consistency validity
2. Alpha Cronbach to estimate the questionnaire reliability.
3. Means and standard deviations (SD) to identify the degree of importance and application of good governance (internal and external requirements) to improve the performance of public education schools in Al Madinah Al Manawrah from the viewpoint of female school principals.

IV. STUDY RESULTS AND DISCUSSION:

The researcher present in this section the study results through presentation of study sample responses using descriptive statistical test reaching to the results and its interpretation in the light of theoretical approaches for good governance requirements at public education schools in Al Madinah Al Manawrah from the viewpoint of female school principals.

THE FIRST QUESTION: what is the DEGREE OF IMPORTANCE for external requirements of good governance at public education schools in Al –Madinah Al Manawrah from the viewpoint of female school principals?

The researcher computed the means and standard deviations of the degree of importance for the external requirements of good governance as follow:

Table (4): Means and Standard Deviation for the external requirement for good governance

	Item	Mean	SD	Rank
1.	Convince the officials by the governance feasibility as a tool for product quality.	4.46	0.742	3

2.	Adopt governance principles as an element for improving school performance.	4.37	0.829	7
3.	Involve external audit committees to audit financial and administrative performance.	4.41	0.851	5
4.	Disclose performance indicator for executive management in an integrated manner at specified time	4.40	0.738	6
5.	Provide the necessary data that required for completion and implementation of the process of improving school performance.	4.35	0.877	8
6.	Accept community criticism about the school performance.	4.29	0.899	9
7.	keep smooth flow of information channels between school administration and education administration	4.00	0.993	12
8.	Allowances are paid for Schools based on actual needs	4.53	0.722	1
9.	invest school facilities to achieve additional funding	4.49	0.743	2
10.	Consider external training for the workers.	4.43	0.903	4
11.	Follow the general plan of Ministry of Education.	4.09	0.926	10
12.	Involve the expertise educational center when developing the strategic plan for the school.	4.07	0.944	11
	Total (External requirements dimension)	4.32	0.847	

As shown in the table (4): the degree of external requirement of good governance was very high which reached means of (4.32) for all external requirements dimension. The results showed that, the item number (8) from the external requirements dimension ranked as first one with mean of (4.53) that titled " Allowances are paid for Schools based on actual needs", where the second rank goes for the item number (9) with mean of (4.49) that titled " invest school facilities to achieve additional funding". The researcher hypothesized that for understanding of female schools principals for the external requirements of good governance, since the application of external requirements play important role in identifying relationship between the schools and surrounding community. However, the allowances that paid for schools will help in achieving their needs according to the applied system and it will facilitate its role in providing high effective education. The results denoted that, the item number (7) ranked in the last with mean (4.00) that titled " keep smooth flow of information channels between school administration and education administration" which also has high degree in spite of ranking. The availability of information channels lead to high affectivity and quality for good governance through the participation of related parties in the decision –making process which lead to clear vision of the roles they undertaken.

THE SECOND QUESTION: what is the DEGREE OF IMPORTANCE for internal requirements of good governance at public education schools in Al –Madinah Al Manawarah from the viewpoint of female school principals?

The researcher computed the means and standard deviations of the degree of importance for the internal requirements of good governance as follow:

Table (5): Means and Standard Deviation for the internal requirement for good governance

	Item	Mean	SD	Rank
13.	Have ability to analyze school problems	4.31	0.778	13
14.	Have ability to make good decision	4.16	0.940	17
15.	Work to include the school staff with training courses to raise their competence and performance effectiveness.	4.44	0.799	8
16.	Work on clarity and stability of school	4.28	0.861	14

	systems and procedure.			
17.	Distribute the authority between school administration and board management.	4.63	0.624	2
18.	Encourage the teachers to provide reports of their performance at school.	4.06	1.063	18
19.	Provide fair principles of incentives system for school workers.	4.62	0.624	3
20.	committed to transparency and integrity at school administration.	4.51	0.702	5
21.	Set up an appropriate structure for school governance.	4.66	0.536	1
22.	Link school education with labor market requirements.	4.22	0.990	16
23.	Recruit the technology and modern techniques to get clear information.	4.54	0.742	4
24.	Provide a level of trust between the school administration and staff.	4.27	0.944	15
25.	Disclose the criteria of staff appointment and promotion.	4.42	0.834	9
26.	Provide school autonomy in all work areas.	4.48	0.680	7
27.	Take advantage of the available resources and possibilities in school properly.	4.50	0.723	6
28.	Knowledge about of the governance requirements and objectives to achieve the quality of school performance.	4.34	0.840	12
29.	Provide effective communication channels with school personnel to obtain information on the work progress.	4.39	0.758	10
30.	Ascertain to put alternatives for the Strategic Plan	4.38	0.833	11
	Total "Internal requirements dimension"	4.40	0.793	

As shown in the table (5): the degree importance for internal requirement of good governance was very high which reached means of (4.40) for all internal requirements dimension items. The results showed that the item number (21) ranked first with mean (4.66) that titled " Set up an appropriate structure for school governance." The researcher attributed that for understanding of female school principals for the importance of good governance importance, and understand the importance of fairness when dealing with all school workers. The results also denoted that the item number (18) ranked on the last with mean (4.06) that titled " Encourage the teachers to provide reports of their performance at school". The researcher hypothesized that for understanding of female school principals the importance of teachers performance inside the schools. The commitment to this criteria will help in achievement of work effectively.

THE THIRD QUESTION: what is the DEGREE OF APPLICATION of external requirements of good governance at public education schools in Al –Madinah Al Manawarah from the viewpoint of female school principals?

The researcher computed the means and standard deviations of the degree of application for the external requirements of good governance as follow:

Table (6): Means and Standard Deviation for the external requirement APPLICATION for good governance

	Item	Mean	SD	Rank
1.	Convince the officials by the governance feasibility as a tool for product quality.	2.53	1.387	8
2.	Adopt governance principles as an element for improving school performance.	2.50	1.377	10
3.	Involve external audit committees to audit financial and administrative performance.	2.52	1.430	9
4.	Disclose performance indicator for executive management in an integrated manner at specified time	2.54	1.387	7
5.	Provide the necessary data that required for completion and implementation of the process of improving school performance.	3.51	1.481	3

6.	Accept community criticism about the school performance.	3.91	1.346	2
7.	keep smooth flow of information channels between school administration and education administration	3.50	1.541	4
8.	Allowances are paid for Schools based on actual needs	2.37	1.413	11
9.	invest school facilities to achieve additional funding	2.15	1.330	12
10.	Consider external training for the workers.	2.68	1.471	6
11.	Follow the general plan of Ministry of Education.	3.07	1.428	5
12.	Involve the expertise educational centers when developing the strategic plan for the school.	4.15	0.815	1
	Total (External requirements dimension)	2.95	1.370	

As shown in the previous table (6) the degree of application for external requirements of good governance at public education school in Al Madinah Al Manawarah was moderate with mean (2.95). where the item number (12) ranked firstly with mean (4.15) that titled " Involve the expertise educational centers when developing the strategic plan for the school". The researcher hypothesized that not permitted for all school to involve the expertise educational centers, and most of worked plan depend on previous experience. Where the item number (9) ranked in the last with mean (2.15) that titled " invest school facilities to achieve additional funding". The researcher hypothesized that as related to the education administration that didn't permit investing school facilities and this applied for most Saudia school in Al Madinah Al Manawrah.

THE FOURTH QUESTION: what is the DEGREE OF APPLICATION of internal requirements of good governance at public education schools in Al –Madinah Al Manawarah from the viewpoint of female school principals?

The researcher computed the means and standard deviations of the degree of application for the internal requirements of good governance as follow:

Table (7): Means and Standard Deviation for the APPLICATION of internal requirement for good governance

	Item	Mean	SD	Rank
13.	Have ability to analyze school problems	3.25	1.238	2
14.	Have ability to make good decision	3.01	1.165	9
15.	Work to include the school staff with training courses to raise their competence and performance effectiveness.	3.04	1.466	7
16.	Work on clarity and stability of school systems and procedure.	3.08	1.479	4
17.	Distribute the authority between school administration and board management.	3.03	1.545	8
18.	Encourage the teachers to provide reports of their performance at school.	2.75	1.439	10
19.	Provide fair principles of incentives system for school workers.	2.74	1.599	11
20.	committed to transparency and integrity at school administration.	2.72	1.591	12
21.	Set up an appropriate structure for school governance.	2.71	1.556	13
22.	Link school education with labor market requirements.	2.56	1.439	15
23.	Recruit the technology and modern techniques to get clear information.	3.21	1.653	3
24.	Provide a level of trust between the school	3.07	1.624	5

	administration and staff.			
25.	Disclose the criteria of staff appointment and promotion.	2.70	1.350	14
26.	Provide school autonomy in all work areas.	2.42	1.385	17
27.	Take advantage of the available resources and possibilities in school properly.	1.343	3.44	1
28.	Knowledge about of the governance requirements and objectives to achieve the quality of school performance.	2.46	1.343	16
29.	Provide effective communication channels with school personnel to obtain information on the work progress.	3.06	1.495	6
30.	Ascertain to put alternatives for the Strategic Plan	2.41	1.307	18
	Total "Internal requirements dimension"	2.87	1.445	

As shown in the previous table (7) the degree of application for internal requirements of good governance at public education school in Al Madinah Al Manawarah was moderate with mean (2.87).

Where the item number (27) ranked firstly with mean (3.44) that titled " Take advantage of the available resources and possibilities in school properly". The researcher hypothesized that for the ability of most schools that perform their activities according to the available resources, and these resources were limited most the time, since the school fun determined by education administration.

While, the item number (30) ranked in the last with mean (2.41) that titled " Ascertain to put alternatives for the Strategic Plan". The researcher hypothesized that for the deficit in the required data and information that facilitate decision making, Furthermore, female school principals didn't expect any modification for the strategic plan, so alternatives eliminated.

THE FIFTH QUESTION: Is there a correlational relationship between the degree of importance and the degree of application of good governance at public education school in Al –Madinah Al-Manawarah from the viewpoint of female school principals?

To compute the correlational relationship between the degree of importance and the degree of application the researcher perform Pearson correlation as follow:

Table (8): Pearson correlation between the degree of importance and the degree of application of good governance

Variable	Dimensions	The degree of application		Total correlation
		External requirement	Internal requirement	
The degree of importance	External requirement	0.082	0.12	0.11
	Internal requirement	0.084	0.056	0.10
	Total correlation	0.059	0.071	0.091

As shown in the previous table (8) there is no significant correlational relationship between the degree of importance and the degree of application of the requirements of good governance at public educational school in Al Madinah Al-Manawarah with correlation coefficient (0.091)that considered non-significant.

The researcher hypothesized that for poor application of governance at public education schools, since there is no

decisions taken to support the process of governance application. But, governance application applied partially on some schools within the school range, while all the decisions remain restricted for higher management boards.

These results indicate a great gap between the degree of importance and the degree of application, since the female school principals understand the importance of governance requirements achievement, while the reality didn't indicate the presence of good governance application..

V. CONCLUSION AND RECOMMENDATIONS

Main results:

- The degree of importance of external requirements of good governance at public education school in Al Madinah Al Manawarah from the viewpoint of female school principals was very high.
- The degree of importance of internal requirements of good governance at public education school in Al Madinah Al Manawarah from the viewpoint of female school principals was very high.
- The degree of application of external requirements of good governance at public education school in Al Madinah Al Manawarah from the viewpoint of female school principals was moderate.
- The degree of application of internal requirements of good governance at public education school in Al Madinah Al Manawarah from the viewpoint of female school principals was moderate.
- There is no significant correlational relationship between the degree of importance and the degree of application of good governance at public education school in Al Madinah Al Manawarah from the viewpoint of female school principals.

RECOMMENDATIONS:

In the light of the results the researcher presents some of recommendations that contribute in improving and activating the good governance at public education school in Al Madinah Al Manawarah:

- Working on coordination between education administration and public education school administration for the girls in the decisions that concerned with good governance.
- The necessity of integrated work to develop public education schools administration in the light of introduction of good governance through increasing the power of decision making that concerned with school administration to develop and facilitate effective decision making in the schools.
- The necessity to give complete freedom for the school administration to determine the fund resources

to be used in the estimated school requirements, since the school administration have the ability to estimate the school requirements efficiently.

- Working on giving the school administration more powers suit the task levels and activities of the school to more flexible with its movements and actual activities.
- The necessity to increase the powers of school administration that concerned with decision making for the workers affair through the participation of school administration in the workers interviews, recruiting, commissioning and committees formulation.
- The necessity to delegate school administration in all decision making regarding the staff concerned with staff performance, penalty for those with poor performance, and staff shifting and exchange.
- Allow school administration to invest the school resources outside the official working hours to benefit school from its resources.
- Expanding the training courses for female school principals about good governance to improve and develop the school performance and benefiting from the experience of featured creativity through adoption of workshops, conferences and educational sessions that held by the training managers.
- The necessity to cooperate with faculty members in the universities especially those who concerned with educational planning administration to give specialized training courses as needed for female school principals.

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