

The Practice Degree of the Principals of Basic Education Schools in Gaza Governorates to the Excellence Management from the Teachers' Views

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Abstract: *The study aimed at identifying the practice degree of the principals of basic education schools in Gaza governorates to the excellence management from the teachers' views. The researchers used the Analytical and Descriptive Approach. The study's tool was a questionnaire applied to the study's sample contained (400) male and female teachers with a percentage (11.3%) from the population of the study totaling (3536) teachers. The main results of the study were as the following: the practice degree of the principals of basic education schools in Gaza governorates to the excellence management from the teachers' views had a large degree with a relative weight (%82.00). Furthermore, there are statistically significant differences at ($\alpha \leq 0.05$) on the practice degree of the principals of basic education schools in Gaza governorates to the excellence management in the gender variable for females and the variable of school district for the North Gaza. Besides, there are statistically significant differences in the years of service variable in all fields for more than 10 years except in the field of creativity and development. The study recommended adopting continuous training courses for schools' principals on the concepts and standards of excellence to improve their performance.*

Keywords: *excellence management, basic education schools.*

Date of Submission: 28-10-2020

Date of Acceptance: 08-11-2020

I. Introduction

The concept of Excellence Management is emerged to express the need for a comprehensive approach that combines the elements and fundamentals of institution-building that achieve high capabilities facing the external changes and ensure the achievement of complete coherence and consistency between its elements and components. Besides, investing its capabilities and achieving benefits to the stakeholders containing the owners of the institutions, employees, beneficiaries and society (Al-Sharqawi, 2005, p. 53).

The study defines excellence management as a set of organized steps, procedures and efforts that aim at achieving excellence in all fields of the institution in order to achieve a competitive advantage.

Ayyash (2005, p. 221) states that excellence management requires the following elements:

- Individuals who have motivation for success and excellence.
- A high level of appreciation to satisfy the beneficiary.
- Permanent, strong and growing presence in the market.
- Attracting widespread admiration in the similar institutions and society.

The researchers believe that the most important requirement of excellence management is the effective leadership that can set fundamentals and standards and provide the elements of planning and proper implementation, as well as provide all material, technical and moral requirements that increase the institution's opportunities for achieving excellence management.

The advantages of Excellence Management:

Excellence management achieves numerous advantages inside institutions which are: Achieving the quality, efficiency, creativity and rapid response to the beneficiaries and overcoming the competitors in the local and international markets. Besides, endeavoring to development and continuous improvement and providing services for the various stakeholders associated with the institution. Also, focusing on the capabilities of the institution (Jad Al-Rub, 2013, p. 116).

The approaches of Excellence Management:

The administrative thought stated various administrative approaches that contribute to achieving the fundamentals of excellence management:

1- Strategic management: It is defined as a method of thinking and acting that leads to setting the general attitude and the future visions of the institution. As well as identifying the missions, the long-term goals and the dimensions of the expected relationships with the environment to clarify the opportunities, threats, strengths and weaknesses of the institution in order to help in making and evaluating strategic decisions (Al-Maghrabi, 1999, p. 33).

2- Total Quality Management: it is defined as an administrative philosophy and an intellectual approach that ensures the quality in all stages of the institution including the specifications that meet the requirements of the consumer, the design, technology and production processes depending on the approach of integrated activities in order to lead to continuous improvement and development (Alwan, 2005, p. 81).

3- Process Re-engineering: it is a new method of thinking and a radical change that means not reforming or restoring the current situation, or making cosmetic changes, but completely changing in the old work processes and thinking newly and differently about how to manufacture products to meet the customers' desires (Amer, 1998, p. 305).

4- A comparative Measurement: it is a continuous research process to measure and compare the performance of products, services and practices of a particular institution with the best institutions in the same field. The measurement can also be internal through comparing the institution's performance in the current year with its performance in previous years (Abdel Hafeez, 2003, p. 77).

As can be seen, the management of excellence will be achieved when the needs and requirements of the principals and teachers are met because this positively reflects on their performance and increases the productivity of the educational process and the effective participation among all workers inside the school in order to achieve a distinguished administrative system.

In order to continue the previous efforts in this subject, the researchers detected that there is a necessity to study the practice degree of the principals of basic education schools in Gaza governorates to the excellence management from the teachers' views

1.1. Previous studies:

The researcher conducted a survey of the available studies according to the subject matter, and these studies were classified from the newest to the oldest, as follows: **Shobasi's study (2018)** aimed at identifying the practice degree of private schools' principals in Gaza governorates for strategic planning and its relationship to excellence management. The researcher used the Descriptive and Analytical Approach, and the study's sample contained (400) teachers. The study reached that there are no statistically significant differences attributed to the variables of gender, academic qualification and years of service. The study recommended setting clear standards for excellence inside the school and activating the accountability systems. **Al-Shawa's study (2016)** aimed at identifying the practice degree of secondary schools' principals in Gaza governorates for excellence management in light of the European Excellence Model EFQM. The researcher used the Descriptive and Analytical Approach, and the study's sample contained (476) teachers. The study reached that there are no statistically significant differences attributed to the variables of gender, major, academic qualification and years of service. The study recommended the Ministry of Higher Education to adopt the culture of excellence through holding courses and workshops. **Younis's study (2016)** aimed at identifying the effectiveness degree of excellence management in UNRWA's schools in Gaza governorates and its relationship to the organizational trust of teachers. The researcher used the Descriptive and Analytical Approach, and the study's sample contained (450) teachers. The study reached that there are statistically significant differences attributed to the variable of gender for females in all fields except in the field of human and material resources. Moreover, there are statistically significant differences in the fields of (operations management - policies and strategies - information management) for the following regions: Beit Hanoun, Beit Lahia, Nuseirat, Al Bureij and North Rafah. The study recommended benefiting from the experiences of distinguished schools through holding meetings and sessions for novice teachers. **Al-Haya's study (2015)** aimed at identifying the practice degree of the secondary schools' principals' for strategic management and its relationship to achieving the administrative excellence from their views. The researcher used the Descriptive and Analytical Approach, and the study's

sample contained (145). The study reached that there are no statistically significant differences attributed to the study's variables (gender, major, academic qualification and years of service). The study recommended holding programs and competitions in various fields of school work to increase the competition among schools. **Jannati&Omidian's study (2015)** aimed at identifying the evaluation degree of the performance of primary and secondary schools' principals' using the European Excellence Model (EFQM). The researchers used the Descriptive and Analytical Approach, and the study's sample contained (322) teachers from the city of Andimshek. The study reached that the performance of primary and secondary schools' principals from their teachers' views had a large degree in the fields of (leadership, strategy, resources, partners and staff results). The study recommended the need to employ EFQM standards for excellence in institutions to motivate them towards excellence. **Al-Salti's study (2015)** showed the practice degree of secondary schools' principals for transformational leadership and its relationship to excellence performance. The researcher used the Descriptive and Analytical Approach, and the study's sample contained (330) teachers. The study reached that there are statistically significant differences attributed to the gender variable for females and the years of service variable for more than 10 years. The study recommended training the schools' principals on the modern leadership methods and mechanisms, as well as involving workers in decision-making and training them on leadership styles through delegating some powers. **Al-Zatma's study (2015)** aimed at identifying the reality of the organizational atmosphere and its relationship to excellence management for the secondary schools' principals in Gaza governorates. The researcher used the Descriptive and Analytical Approach, and the study's sample contained (400) teachers. The study reached that there are statistically significant differences attributed to the variable of gender for females. The study recommended increasing the powers of distinguished schools' principals by the Ministry of Education. **Ninlawan&Areerachakul's study (2015)** aimed at showing the strategies of excellence management in the schools affiliated with the Office of Special Education of the Basic Education Committee. The researchers used the Descriptive and Analytical Approach, and the study's sample contained (400) teachers. The study reached that the strategies of excellence management in schools affiliated with the Office of Special Education of the Basic Education Committee had a high level with a relative weight (78.84%). The study recommended that the responsible body should analyze the situation of each school to set policies, goals and skills that include the factors of excellence management. **Al-Najjar's study (2014)** aimed at identifying the effectiveness degree of institutional performance in the institutions of Sharia Education in the Ministry of Endowments in Gaza governorates in light of the European model of excellence and ways for development. The researcher used the Descriptive and Analytical Approach, and the study's sample contained (89) members. The study reached that there are statistically significant differences attributed to the variable of gender for females and the variable of school's name for the Legitimated Endowments School For Girls. The study recommended the adoption of continuous training for the institution's employees on the concepts and standards of excellence in order to improve their performance. **Al-Dajani's study (2013)** aimed at identifying the reality of institutional performance in Dar Al-Arqam schools in Gaza governorates in light of the European model of excellence and ways for development. The researcher used the Descriptive Approach and Constructive Approach, and the study's sample contained (171) employees. The study reached that there are statistically significant differences attributed to the study's variables (job title, school's name and years of service). The study recommended reviewing the systems of performance evaluation mechanisms used in Dar Al-Arqam schools and developing plans for continuous excellence. **Saada's study (2013)** aimed at urging for the application of the leadership standard from the EFQM Excellence Model in the Higher Education institutions - UCAS as a case study. The researcher used the Descriptive and analytical Approach, and the study's sample contained (98) employees. The study reached that the level of leadership performance in University College through implementing leadership according to the European model of excellence had a high degree with a relative weight (75.9%). The study recommended that there is a need to work seriously to disseminate the culture of excellence between the college leaders and employees. **Abdul-Ghani et al study (2011)** aimed at identifying the school's effectiveness and improvement practices in the distinguished schools in Malaysia and Brunei. The researchers used the Descriptive and Analytical Approach, and the study's sample contained (192) teachers from Malaysia and (79) teachers from Brunei. The study reached that there are statistically significant differences in applying the effective practices in the distinguished schools for Malaysia which had a very large relative weight (88.4%), while the distinguished schools in Brunei had a large relative weight (70%).

1.2. The statement of the problem

The previous studies have shown the importance of excellence management application and performance evaluation through the different models of excellence which have a role in upgrading the Higher Education institutions and ensuring quality and excellence. According to the researchers' jobs as teachers, they found that there is a need to activate the excellence management for principals because this reflects positively on the educational process development. So, the researchers conducted this study to reach results concerning the study's questions. Hence, the study's problem involved the following:

1. What is the practice degree of the principals of basic education schools in Gaza governorates to the excellence management from the teachers' views?
2. Are there statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the practice degree of the principals of basic education schools in Gaza governorates to the excellence management attributed to the following variables (gender, years of service, the major of principal and school district)?

1.3. Hypotheses of the Study:

- There are no statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the practice degree of the principals of basic education schools in Gaza governorates to the excellence management attributed to the gender variable (male, female).
- There are no statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the practice degree of the principals of basic education schools in Gaza governorates to the excellence management attributed to the years of service variable (Less than 5 years, From 5 to less than 10 years, 10 years and more).
- There are no statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the practice degree of the principals of basic education schools in Gaza governorates to the excellence management attributed to the major variable (Humanities section, Scientific section).
- There are no statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the practice degree of the principals of basic education schools in Gaza governorates to the excellence management attributed to the school district variable (East Gaza, West Gaza, North Gaza).

1.4. The purpose of the Study

1. Identify the practice degree of the principals of basic education schools in Gaza governorates to the excellence management from the teachers' views.
2. Find out the statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the practice degree of the principals of basic education schools in Gaza governorates to the excellence management from the teachers' views attributed to the following variables: gender, years of service, major and the school district.

1.5. The limitations of the study

The subject limit: dealing with the practice degree of the principals of basic education schools in Gaza governorates to the excellence management in the following fields (Management and leadership, human cadre development, creativity and development, societal service).

The humane limit: teachers in the governmental basic education schools in Gaza governorates.

The spatial limit: East, West and North Gaza Directorates - Palestine.

The temporal limit: The study was applied in the first semester of 2018/2019.

1.6. The significance of the study:

1. This study deals with an essential subject related to the administrative development subject which is excellence management.
2. The Palestinian society's need for modern styles of management to manage and upgrade the educational institutions, such as excellence management.
3. This study can benefit:
 - The schools' principals to identify the practice degree of excellence management, and how to upgrade it.
 - Decision-makers in the Higher Education institutions to develop and improve the institutional performance in schools.
 - The officers who are responsible for training and developing the school principals.
 - Researchers in the field of excellence management, especially postgraduates.
 - The lack of studies related to the excellence management in the Palestinian society.

II. Methodology

2.1 Research design:

The researchers used the Descriptive and Analytical Approach to describe the subject of the study, analyze its data, detect the relationship among its components, show the opinions expressed about it, highlight the processes it contains and indicate the effects that it causes (Al-kasbani, 2012, p. 86).

2.2 Instrumentation:

After reviewing the previous studies, the researchers constructed a questionnaire consisting of (36) statements that are divided into (4) fields (the field of management and leadership, the field of human cadre development, the field of development and creativity, the field of societal service).

The questionnaire's validity:

1. The virtual validity "arbitrators validity":

The questionnaire was presented in its initial form to a group of faculty members in the Palestinian universities and specialists in the education in the Ministry of Education to get feedback and adjustments.

2. The structural validity:

The internal validity of the questionnaire statements: The structural validity of the questionnaire's statements has done on the exploratory sample by calculating the correlation coefficients between each field of the questionnaire and the total degree of the questionnaire.

Table (1): the correlation coefficients between each field and the total degree of the questionnaire

No.	The field	The correlation coefficient	The significance level (Sig.)
1.	The field of management and leadership.	0.961	0.000*
2.	The field of human cadre development.	0.934	0.000*
3.	The field of development and creativity.	0.942	0.000*
4.	The field of societal service.	0.869	0.000*

*The correlation is statistically significant at (0.05)

Table (1): shows the correlation coefficients between each field and the total degree of the questionnaire, and all correlation coefficients are statistically significant at a significance level of (0.05). Thus, the statements of the questionnaire fields are valid for what they are intended to measure.

To confirm the stability of the questionnaire, the Cronbach's Alpha coefficient was calculated at (0.972), and the Split Half Method was calculated at (0.931). This indicates that the questionnaire is consistent.

2.3 The population of the study

The study's population consists of all governmental schools' principals in the Directorates of East, West and North Gazain (2018-2019) according to the formal statistics in the records of the Ministry of Education totaling (3536).

2.4 The sample of the study

The researchers used a non-proportional and stratified sample from the study's population, and the study's tool was distributed to (400) teachers at a percentage of (11.3%) from the population.

The Statistical Analysis

The data were analyzed through the Statistical Package for the Social Sciences (SPSS 25), the used statistical tests as the following:

1. Pearson's Correlation Coefficient.
2. Cronbach's Alpha test and Split Half Method.
3. The arithmetic mean, relative weight, standard deviation and ranking.
4. "T" Test
5. Scheffe's Test

III. The results and discussion of the study

Answering to the questions

- **The first question is:** What is the practice degree of the principals of basic education schools in Gaza governorates to the excellence management from the teachers' views?

In order to answer this question, the arithmetic averages, standard deviation, relative weight and ranking were calculated.

Analyzing the fields of the study:

Table (2): The arithmetic mean, relative weight, standard deviation and ranking of the questionnaire's fields

#	The field	Arithmetic mean	Relative weight	Standard deviation	"T" Test	Sig.	Ranking
1.	The field of management and leadership.	4.20	84.00	0.672	35.871	0.000	1
2.	The field of human cadre development.	4.03	80.60	0.652	31.877	0.000	4
3.	The field of development and creativity.	4.08	81.60	0.641	33.806	0.000	2
4.	The field of societal service.	4.07	81.40	0.642	33.523	0.000	3
The total degree		4.10	82.00	0.579	38.056	0.000	

"T" value at the significance level (0.05) equals 1.96 and at (0.05) equals 399

Table (2) shows that all arithmetic mean of the different fields were convergent and had relative weights between (80.60% and 84.00%), while the total degree of the questionnaire had a relative weight (82.00%) which indicates that the assessment of the practice degree of the principals of basic education schools in Gaza governorates to the excellence management from the teachers' views was large. The researchers attributed this result to the increase of developed training programs that the Ministry of Education holds for schools' principals continually to keep pace with the developments of the school management, as well as increasing schools' principals' interests in joining with the post-graduate programs which contribute to developing their capabilities in the field of education and school management.

The ranking of the fields according to the relative weights:

- The field of management and leadership had the first rank with a large degree and a relative weight (84.00%). The researchers attribute this result to preparing clear and flexible development plans that advance the learning process, besides, the belief of schools' principals in the importance of teamwork which lead to achieving the administration's goals with a high degree of excellence and creativity.
- The field of development and creativity had the second rank with a large degree and a relative weight (81.60%). The researchers attribute this result to informing the schools' principals on the concepts of excellence management and total quality which help them to encourage the new and creative ideas of their teachers.
- The field of societal service had the third rank with a large degree and a relative weight (81.40%). The researchers attribute this result to the endeavor of schools' principals to provide services to the local community through various activities, besides involving the schools' principals with people to participate in various schools' activities and benefit from the suggestions of the local community in developing the educational-learning process.
- The field of human cadre development had the fourth rank with a large degree and a relative weight (80.60%). The researchers attribute this result to the endeavor of schools' principals to provide constant feedback to teachers for finding out their strengths and weaknesses, as well as hold training courses for the teachers to develop their vocational and administrative performance.

The answer to the second question, which is:

Are there statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the practice degree of the principals of basic education schools in Gaza governorates to the excellence management attributed to the following variables (gender, years of service, major and school district)?

Thus, There are four hypotheses to answer this question, as follows:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the practice degree of the principals of basic education schools in Gaza governorates to the excellence management attributed to the gender variable (male, female).

Table (3): the results of using "T" test for the gender variable

The fields	gender	Number	Arithmetic mean	Standard deviation	"T" value	Sig.	Level of significance
The field of management and leadership.	Male	163	4.13	0.823	1.728	0.085	Not Sig at 0.05
	Female	237	3.25	0.543			
The field of human cadre development.	Male	163	3.95	0.736	2.034	0.043	Sig at 0.05
	Female	237	4.09	0.582			
The field of development and creativity.	Male	163	3.95	0.688	3.262	0.001	Sig at 0.05
	Female	237	4.17	0.593			
The societal service	Male	163	3.98	0.679	2.322	0.021	Sig at 0.05
	Female	237	4.13	0.609			
The total degree	Male	163	4.01	0.640	2.624	0.009	Sig at 0.05
	Female	237	4.16	0.525			

"T" value at the significance level (0.05) equals 1.96 and at (0.05) equals 398

Table (3) shows that the significant value of the total degree of the questionnaire equals (0.009) which is lower than the significance level (0.05), and the calculated "T" value is (2.624). This shows that there are statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the study's sample attributed to the gender variable for females except the field of management and leadership which showed that there were no statistically significant differences. This is attributed to the female principals' interests in investing the creative competencies and ideas of female teachers to raise the level of the school and achieve excellence.

2. There are no statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the practice degree of principals of basic education schools in Gaza governorates to excellence management attributed to the years of service variable.

Table (4): the results of using "F" test for the years of service variable

The field	Source of variation	Sum of squares	Degree of freedom	Average squares	"F" Test	Sig. value	Level of significance
The field of management and leadership.	Among groups	4.756	2	2.378	5.366	0.005	Sig at 0.05
	Inside groups	175.928	397	0.443			
	Total	180.684	399				
The field of human cadre development.	Among groups	2.980	2	1.490	3.548	0.030	Sig at 0.05
	Inside groups	166.719	397	0.420			
	Total	169.699	399				
The field of development and creativity.	Among groups	2.040	2	1.020	2.496	0.084	Not Sig at 0.05
	Inside groups	162.194	397	0.409			
	Total	164.234	399				
The societal service	Among groups	3.302	2	1.651	4.059	0.018	Sig at 0.05
	Inside groups	161.498	397	0.407			
	Total	164.800	399				
The total degree	Among groups	3.007	2	1.503	4.564	0.011	Sig at 0.05
	Inside groups	130.759	397	0.329			
	Total	133.766	399				

"F" value at the significance level (0.05), and a freedom degree "2, 397" equals 3.02

Table (4) shows that the significant value of the total degree of the questionnaire equals (0.011) which is lower than the significance level (0.05), and the calculated "F" value is (4.564). This result shows that there are statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the study's sample attributed to the years of service variable in the fields except the field of development and creativity.

To find out the differences in the total degree and the fields of study, Scheffe's test was used as in table (5):

The fields	years of service	Less than 5 years	From 5 to less than 10 years	10 years and more
The total degree	Less than 5 years			
	From 5 to less than 10 years	-0.21366*		
	10 years and more	-0.11385	0.099881	

* The differences are statistically significant at ($\alpha = 0.05$)

According to the total degree of the questionnaire, there are statistically significant differences in the assessment of excellence management between (less than 5 years) and (from 5 to less than 10 years) for (from 5 to less than 10 years), besides there are statistically significant differences in the assessment of excellence management between (from 5 to less than 10 years) and (more than 10 years). While, there are no statistically significant differences in the assessment of excellence management between (less than 5 years) and (more than 10 years).

The researchers attributed this result to the large number of training courses received by the teachers who have large years of service, as well as the teachers with long years of service have numerous experiences that lead them to be more distinguished.

3. There are no statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the practice degree of principals of the basic education schools in Gaza governorates to the excellence management attributed to the major variable.

Table (6): the results of using "T" test for the major variable

The fields	major	Number	Arithmetic mean	Standard deviation	"T" value	Sig.	Level of significance
The field of management and leadership.	Scientific section	167	4.17	0.578	0.754	0.452	Not Sig at 0.05
	Humanities section	233	4.22	0.733			
The field of human cadre development.	Scientific section	167	3.98	0.631	1.475	0.141	Not Sig at 0.05
	Humanities section	233	4.08	0.664			
The field of development and creativity.	Scientific section	167	4.09	0.634	0.072	0.943	Not Sig at 0.05
	Humanities section	233	4.08	0.647			

The societal service	Scientific section	167	4.04	0.638	0.086	0.390	Not Sig at 0.05
	Humanities section	233	4.10	0.645			
The total degree	Scientific section	167	4.07	0.564	0.852	0.394	NotSig at 0.05
	Humanities section	233	4.12	0.589			

*"T" value at the significance level (0.05) equals ± 1.96 and at (0.05) equals 398

Table (6) shows that the significant value of the total degree of the questionnaire equals (0.394) which is higher than the significance level (0.05), and the calculated "T" value is (0.852). This shows that there are no statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the study's sample due to the major variable, and this is attributed to the similar work environment of the schools' principals regardless of their different majors, and they abide by the same policies, regulations, laws and decisions set by the Ministry of Education. As well as most schools' principals always strive to achieve creativity and excellence according to the requirements of development.

4. There are no statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the practice degree of principals of the basic education schools in the Gaza governorates to the excellence management attributed to the school district variable.

Table (7): the results of using "F" test for the school district variable

The field	Source of variation	Sum of squares	Degree of freedom	Average squares	"F" Test	Sig. value	Level of significance
The field of management and leadership.	Among groups	5.680	2	2.840	6.443	0.002	Sig at 0.05
	Inside groups	175.004	397	0.441			
	Total	180.684	399				
The field of human cadre development.	Among groups	4.629	2	2.315	5.567	0.004	Sig at 0.05
	Inside groups	165.069	397	0.416			
	Total	169.699	399				
The field of development and creativity.	Among groups	4.504	2	2.252	5.597	0.004	Sig at 0.05
	Inside groups	159.730	397	0.402			
	Total	164.234	399				
The societal service	Among groups	8.416	2	4.208	10.683	0.000	Sig at 0.05
	Inside groups	156.384	397	0.394			
	Total	164.800	399				
The total degree	Among groups	5.633	2	2.817	8.727	0.000	Sig at 0.05
	Inside groups	128.132	397	0.323			
	Total	133.766	399				

*"F" value at the significance level (0.05), and a freedom degree "2, 397" equals 3.02

Table (7) shows that the significant value of the total degree of the questionnaire equals (0.000) which is higher than the significance level (0.05), and the calculated "F" value is (8.727). This result shows that there are statistically significant differences at ($\alpha \leq 0.05$) among the ratings averages of the study's sample attributed to the school district variable.

To find out the differences in the total degree and the fields of study, Scheffe's test was used as in table (8):

The fields	School district	North Gaza	East Gaza	West Gaza
The total degree	North Gaza			
	East Gaza	0.21542*		
	West Gaza	0.30614*	0.09073	

* The differences are statistically significant at ($\alpha = 0.05$)

Table (8) shows that there are statistically significant differences in the assessment of excellence management between North Gaza and East Gaza regions for the North Gaza region, as well as there are differences between North Gaza and West Gaza regions for the North Gaza region. While there are no statistically significant differences in the assessment of excellence management between East Gaza and West Gaza regions.

IV. Recommendations

- Informing the schools' principals about successful models of excellence management in international countries to encourage them to follow these models.
- Setting clear standards for the schools' achievements and working to benefit from these standards in achieving excellence.

- Attracting distinguished human competencies in the field of excellence management including principals, supervisors, experts and consultants to prepare training programs which help in applying excellence management.
- Benefiting from the experiences of other schools in disseminating the concept of creativity and excellence through holding sessions for principals.
- The need to disseminate the thought and dimensions of excellence in schools in order to adapt to contemporary changes and achieve competitive advantages among schools.
- Training the schools' principals on the methods and mechanisms of modern leadership through involving the employees in decision-making.
- Adopting continuous training for schools' principals on the concepts and standards of excellence to improve their performance.
- The necessity for employing the principals of excellence to achieve the desires of people, as well as adopting policies and strategies that lead to continuous improvement.

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Dr. Munawwar A. Najim. "The Practice Degree of the Principals of Basic Education Schools in Gaza Governorates to the Excellence Management from the Teachers' Views." *IOSR Journal of Research & Method in Education (IOSR-JRME)* , vol. 10, no. 6, 2020, pp. 47-55.