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Professional Research Thesis

Titled

*The influence of educational administration on scholar
performance quality applied on secondary schools in*

Giza governorate, Arab republic of Egypt

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Supervisor signature

.Amr ElSamra

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Dedication

To my role model and teacher in life — my father.

To the one whose prayers surround me and beneath whose feet lies my paradise — my mother.

To the one who patiently walked with me, spreading warmth and hope along the path of my struggle — my husband.

To the bright tomorrow and abundant hope — my children.

To my pillars in life — my brothers and sisters.

To the faces that have never left my memory — my fellow students.

To all who contributed to this study with a word or a book.

I dedicate this humble effort,,,

The Researcher

Thoaiba Mirghani Abderrahman Ahmed

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The Researcher

Thoaiba Mirghani Abderrahman Ahmed

Chapter One

Theoretical Framework

Introduction:

The world today is witnessing tremendous acceleration across all fields, bringing about radical changes in every aspect of life and creating an environment filled with rapid developments and transformations. These changes and developments cannot be ignored in any form; they compel the world to adapt to and absorb these variables — indeed, to invest in these changes for its own benefit and advantage. Such investment must extend across various fields, foremost among them administration and education. Education has become a dynamic process that is not limited to the transmission of knowledge, and those who fail to keep pace with these changes will inevitably meet with failure.

The field of administration is one that faces a constantly changing work environment today, requiring it to adapt to accelerating developments and ensure the continuity of its success. Administration, across its various stages and developments, is considered one of the most important human activities in any society, given its connection to economic, social, and political affairs and its profound impact on the life of society. As it is responsible for gathering and exploiting economic resources to meet the

needs of individuals and communities in society, it is also the primary driver of social progress and is considered the foundation of organizational success and competitive advantage. Therefore, successful administration is the basis of a state's advancement and prosperity, and a fundamental factor in realizing the aspirations of its citizens (Badr & Al-Sabbagh, 2020).

Administration has become one of society's intangible assets, and has emerged as one of the important characteristics that distinguish industrially advanced societies from developing ones. Some refer to this era as the "age of administration", since administration stands behind any activity or production and sustains it. The success of any work or organization depends on the method or style of managing these organizations and their ability to direct procedures and activities toward the desired objectives. For this reason, managers are considered among the most important groups within an institution, and the institution's progress depends upon them. Administration is leadership and pioneering; it is a responsibility, not an honor, and the manager, who is accountable for those under his charge, must keep his responsibilities ever before him (Al-Salmi, 2014).

The continuous monitoring of contemporary developments in the field of education and its administration has also come to reflect the degree of

attention that nations devote to the welfare of their societies — both individuals and institutions. This is because the progress of any nation is influenced to a great extent by the scientific and technological advancement it achieves, and that advancement in turn reflects the efficiency and effectiveness of its educational systems and educational policies (Abu Halima & Al-Maghribi, 1995).

Administration differs according to its various fields, and educational administration is considered one of the most important of these, as its goal is the upbringing of generations and the supervision of the growth of young people, directing that growth toward community development and the achievement of educational policies and established objectives. Educational administrative work is embodied in schools and their administrative departments, where school administration in the current era has transcended the bounds of traditional administrative tasks — maintaining order and carrying out clerical work — to encompass educational and pedagogical dimensions. Its work is no longer confined within the school walls but has extended into the depths of communities outside the school. Consequently, the roles and functions of the school have multiplied across more than one location and more than one direction: the principal is now a leader, an administrator, and a resident educational supervisor. School administration has become both academic

and applied simultaneously, and it is therefore fitting that the principal be well-versed in the tasks and responsibilities specific to school administration so as to be able to lead educational and administrative work in his school according to professional principles, in order to achieve the desired objectives and goals (Atawi, 2014).

The principal is thus regarded as an inspiring leader who constitutes a fundamental element in the success of the educational process. He is responsible for establishing a safe and effective learning environment that ensures all students obtain the best opportunities for learning and development. He should not stop at a certain level of competence and efficiency, but must possess the ambition and motivation to adapt to the demands of the era, as his role has expanded to encompass administrative and technical dimensions without separating one from the other (Tafesh, 2004).

It has become imperative for every person occupying the position of educational administrator to master the performance of several roles, each of which requires a diverse range of skills that may vary in degree from one administrator to another.

The success of educational institutions is linked to many factors, perhaps the most important of which is the nature of the administrative climate

— which is considered the core of organizational work and affects the performance levels of the human resources carrying out their various educational and instructional functions within a safe environment that can only be built through the presence of an administration capable of doing so. Educational administration, according to (Tafesh, 2002, p. 37), is "a set of processes of planning, organization, direction, as well as control, execution, and evaluation of works and matters pertaining to the affairs of the school, in order to reach educational objectives through the use of the best methods for exploiting human resources and available resources." Through its methods and styles of performance, one can determine its capacity to provide a safe environment that supports the educational and instructional activities of learners, especially since the role of the school is no longer limited to teaching alone, but has expanded and deepened to encompass the range of life and social skills that contribute to shaping the learner's personality and equipping him with life experiences to be capable of facing various challenges positively, through a sound and safe school environment characterized by multi-directional movement that enables the learner to satisfy his psychological and intellectual needs. The safe educational environment is represented by "the capacity of school leaders to plan, supervise, and organize, as well as to provide well-equipped facilities and guidance and counseling

services to achieve psychological health and reinforce intellectual security among learners, which is manifested through their academic levels" (Ubaydat, 2019, p. 3) — thereby being able to nurture learners and influence their behaviors so that they become citizens capable of bearing the responsibilities and burdens of the future and of being productive and contributing members of society and the nation alike, especially since societies are built only by the arms of their young generations (Tafesh, 2002, p. 37).

Research Problem.

Educational administration is one of the modern approaches in the educational process, and its importance has grown at a time when educational institutions seek to adopt the educational approach and activate it in the teaching process. It is therefore necessary that school principals possess the capacities to succeed in educational administration, and that among the most important foundations a school principal needs to achieve success in his administration is commitment to a good example, and that he be aware of the modern management process and the specific requirements it demands. The study recommends the necessity of activating the educational approach in the educational process and

working toward fully preparing school principals to enable them to fulfill their roles in accordance with the conditions of the educational approach.

It is worth noting that education is currently witnessing major developments at all educational and technological levels, and the educational process is no longer a simple one but has become a complex process closely interrelated with other disciplines.

For the educational process to bear fruit, the efforts of all its parties and effective factors must converge, as the educational process cannot succeed if any of its pillars are neglected. Among the most important elements of a successful educational process is the aspect related to the administration of educational institutions. The importance of educational administration lies in the fact that it is responsible for organizing the educational process in its entirety and is capable of regulating it; if it fails to do so, the failure will likely destroy the educational process in its entirety.

From this standpoint, the approaches to school administration have multiplied and what is known as the educational approach has emerged, in which administration is based on attention to educational foundations and principles in order to ensure the success of the educational process.

Educational administration is founded on a set of bases and principles, and seeks to achieve certain objectives set for it with particular precision in educational and instructional institutions.

For school principals to be able to graduate aware and perceptive generations, principals must possess sufficient awareness to activate the role of education in the administration process, which in turn is reflected in the quality of the educational process — and this is what our research will focus on.

The current study seeks to address the effect of applying educational administration on the quality of school performance in secondary education in Giza Governorate, Arab Republic of Egypt. To achieve this, the current study poses the following main question:

What is the effect of applying educational administration on the quality of school performance and the educational process in the schools under study?

Several sub-questions branch from this question as follows.

1. What is the current state of educational administration in the secondary schools under study, what are the foundations upon which it is based, and what are the objectives that educational administration seeks to achieve in the schools under study?

2. Is there a relationship between educational administration and the success of school performance quality in the schools under study?
3. What is the role of educational administration in the field of professional development for male and female teachers in the secondary schools under study?
4. What is the role of educational administration in the field of student affairs in the secondary schools under study?
5. What is the role of educational administration in the field of the school curriculum in the secondary schools under study?

Significance of the Study.

The significance of the study lies in the following:

Educational administration has become of great importance in light of the intellectual invasion suffered by our Arab society, making it urgently necessary to return to the teachings of our noble religion and our ancient customs and traditions. The school is considered the place that nurtures and graduates generations, and it has therefore been incumbent upon school principals to recognize the great role of educational administration in graduating aware generations.

The significance of the study lies in a set of points through which it highlights the most prominent foundations upon which educational administration is based, and through which it also addresses the objectives that educational administration seeks to achieve.

The study addresses one of the most important educational approaches in administration processes — namely the educational approach, which has proven its success in achieving the objectives of the educational process.

1. This study contributes to modifying the administrative patterns of secondary school principals in a manner that contributes to achieving the basic functions of the educational process, most importantly the care and protection of students, providing full opportunities for their development,

organizing the workflow of the school, and serving the environment surrounding the school and the community in general.

2. This study is expected to contribute to providing assistance to the departments specializing in educational planning in the Ministry of Education, in order to organize training courses that would sharpen the skills and performance of teachers and principals in secondary schools in general, and the schools under study in particular, thereby increasing their technical and administrative skills.

3. This study gains its significance because, to the best of the researcher's knowledge, it is the only one that investigates the effect of applying educational administration on improving the quality of school performance in secondary schools in Giza Governorate.

4. The current study is also expected to contribute to enriching the educational content to generalize benefit and utility for graduate students and researchers to draw upon in carrying out research projects aimed at developing and improving the quality of school performance and the educational process in all its elements in general across all schools.

Study Objectives:

The current study aims to:

- *Identify the role of educational administration and the extent of its contribution to the success and quality of the educational process in secondary schools.*
- *Identify the role of educational administration in promoting a safe working and learning environment in the school.*
- *Identify the nature of the relationship between educational administration and the quality of the educational process in the schools under study.*
- *Evaluate the role of school administration in applying and regulating quality standards in instruction among teachers in the secondary schools under study, from which the following objectives branch:*
 - *Analyzing the role of leadership: exploring the pivotal role of the school principal in elevating education quality through various functional and leadership roles.*
 - *Evaluating the application of quality standards: ascertaining the extent to which comprehensive quality standards are applied in schools and how they are developed.*

- *Performance development: improving the performance of staff (teachers and administrators) and developing the educational environment and available resources.*
- *Capacity building: identifying the training needs of leaders and teachers to develop their administrative and leadership skills.*
- *Providing an educational environment: creating a safe and motivating school environment that enhances learning motivation and achieves the satisfaction of beneficiaries (students, parents, community).*

Study Hypotheses:

H0: There is no statistically significant relationship between educational administration and the quality of school performance in the secondary schools under study.

H1: There is a statistically significant relationship between educational administration and the quality of school performance in the secondary schools under study.

Study Methodology:

The methodology is the path that leads to the discovery of truth and the attainment of results related to the study through the use of numerous research methods. In the current study, the descriptive–analytical method will be used, which relies on providing an accurate description of the phenomenon or problem under study and expressing it quantitatively through data linked to the role and effect of applying educational administration on the quality of school performance in secondary education in Giza Governorate.

Data Collection Methods:

A set of sources will be relied upon in order to obtain data, divided as follows:

- **Primary Sources:** These consist of data to be obtained through the creation of a questionnaire to be distributed to the study sample, followed by analysis of the data obtained to derive results and test the hypotheses.
- **Secondary Sources:** These consist of data, references, books, research bulletins, research studies, and prior studies that addressed the subject of the study, with the aim of covering the theoretical aspect of the study.

Study Scope and Limitations:

Thematic Scope: The effect of applying educational administration on the quality of school performance in secondary education in Giza Governorate.

Geographical Scope: Secondary schools in Giza Governorate, Arab Republic of Egypt.

Temporal Scope: The period between 2024–2025.

Key Terms of the Study:

Role:

"It is a set of works and activities performed by the individual based on the tasks assigned to him, and the responsibilities associated therewith, which are derived from professional preparation programs, regulations, and the positions he occupies." (Al-Qaddah, 2011, p. 34).

The role is defined procedurally in this study as: the degree to which the school principal performs the works and duties assigned to her, which serve to improve the educational process.

Definition of Administration.

Ali Abd Al-Majid defines it as "the ability to coordinate and arrange many fields of social activity..." (Amr Atiyya, 2007, p. 03), and it is also a set of functional operations carried out with the purpose of executing tasks by means of others, through planning, organizing, coordinating, and supervising their efforts and achieving the organization's objectives.

Following the definition of administration and education in both language and terminology, I proceed to the definition of educational administration as a composite term, which has received several definitions, the most prominent of which are as follows:

Concept of Administration.

Administration as an activity is characterized by distinction and difference from other activities, and this distinction is not only attributable to the difference in its characteristics from all other human activities, but also because administration is the element responsible for achieving the objectives and results that all organizations operating in society seek to attain.

Educational Administration.

The concept of educational administration is a broad concept that embodies a set of predominant philosophical ideas and theories in society in the form of procedures and measures moving toward the achievement of objectives in accordance with state policies.

Educational administration emerged as a specialized field among the fields of knowledge, as a profession with established foundations and fixed origins, behavioral codes, and organizational affiliations in the community of actual practice in the field of educational administration. This was at the end of the 19th century, when the requirements of educational work expanded and its structures grew to the extent that necessitated the existence of this type of administration. If we understand that administration is a set of interrelated processes that integrate to achieve a common purpose, then educational administration is "a set of interrelated processes that integrate at the three administrative levels — namely the national level (the Ministry), the local level (the Directorate of Education), and the procedural level (the school unit) — to achieve the desired objectives of education." (Muawwad & Rizq, 2003).

It is also defined as "all the efforts and practices exerted by those responsible for carrying out the various administrative operations at all levels of the educational system." (Dhiyab, 2001).

It is also defined as "a set of executive and technical operations produced through collective cooperative human work that constantly strives to provide an active, organized intellectual and collective climate in order to overcome difficulties, adapt existing problems, and achieve the specific educational objectives of society and educational institutions." What we can extract from these definitions is that educational administration is a set of equivalent processes at input and output that seek to organize and coordinate the efforts of workers to develop individuals within a social and educational framework connected to them and their environment. (Hamid, 2008).

School Performance:

School performance is defined as "the set of procedures and activities that occur within the classroom, which aim to equip learners with theoretical knowledge, a scientific skill, or positive attitudes performed by the learner in an indirect manner. It is a cognitive system consisting of inputs, processing, and outputs — the inputs being the educational staff, the processing being the coordination process of organizing, understanding,

interpreting, and finding relationships among information and linking it to prior knowledge, while the outputs are represented in the graduation of competent, educated students." (Al-Hadi, 2014: 1).

Hassan (2018, p. 129) defines it as: "all that occurs within the school of activities and behaviors carried out by its members — administrative staff, teaching staff, and students — for the purpose of achieving its objectives in education and instruction." The educational process is defined procedurally in this study as the set of procedures and activities performed by the teacher.

Quality of School Performance.

It is an integrated system that aims to achieve continuous improvement in the educational process, through establishing clear standards for developing all components of the school (students, teachers, administration, curricula, environment) to ensure the provision of effective and distinguished education that keeps pace with national and international standards, achieves the objectives of the educational institution and the satisfaction of beneficiaries, and enhances the efficiency of educational outputs.

Quality in education can also be defined as the process that aims to elevate the educational process and achieve a qualitative leap through the

application of a package of educational procedures and systems, and the documentation of various educational programs. It is worth noting that this elevation in the educational process is formed through raising the various levels of students, whether these levels are physical, psychological, social, or intellectual, leading to an improvement in the educational levels of these students and their ability to carry out various educational operations. Quality of education is not limited to students alone, but also encompasses various aspects such as the teacher, the curriculum, the school community, and the surrounding environment.

Study Plan:

The study plan will be organized as follows:

- *Chapter One: Introduction and Theoretical Framework.*
- *Chapter Two: Educational Administration (Foundations, Importance, and Objectives).*
- *Chapter Three: School Performance.*
- *Chapter Four: Study Procedures (Testing Hypotheses and Presenting Results).*
- *Conclusion.*
- *Results.*
- *Recommendations.*
- *References.*

Conclusion.

Educational administration, with all its elements, departments, and functions, plays a major role in the development of school performance and the educational environment, which has proven its influential capacity on the academic performance of learners, as well as on psychological stability given the length of the school day. The study's findings have shown that educational administration has a direct positive relationship at high levels with enhancing the quality of school performance in secondary schools in Giza Governorate, Arab Republic of Egypt. As the role of educational administration and its guidance increases through the various educational and guidance activities directed at learners, it becomes thereby capable of improving school, educational, and psychological performance, so that they become a treasure for the future of the nation.

Study Recommendations.

In light of the findings reached by the study, the following recommendations can be made:

1. Greater attention to the various needs of learners, especially those with special needs, to increase their ability to integrate into society and achieve their future scientific and practical aspirations.

2. Greater attention to the psychological dimension of learners and addressing the problems that negatively affect them, and resolving them to mitigate the severity of (tension, violence, despair, feelings of frustration, etc.) with the help of family, social workers, and psychological counselors when necessary.

3. Greater attention to activities, seminars, and participation in projects of a social nature that reinforce the sense of belonging to the nation and society.

4. Regarding proposals to complement the current research, the researcher proposes conducting research and studies related to the role of educational administration, as well as educational leadership, in promoting a safe school environment by relying on the role of clinical supervision, which contributes greatly to reinforcing a safe and motivating environment capable of improving

5. *learners' academic levels and contributing to reinforcing their psychological stability, given its important role in influencing self-efficacy and reinforcing social values and the sense of citizenship.*

6. *The necessity for schools to continue drafting qualitative educational and strategic policies in a manner that contributes to achieving their objectives.*

7. *Emphasizing the importance and value of using the democratic leadership style and its role in achieving advanced levels of positivity in school performance, leading to a qualitative change in educational reality and its development.*

8. *The researcher recommends the necessity of bringing about development processes in educational administration and linking it with decentralization in education, as there are differences in the nature of students within a single country according to the general circumstances to which students are exposed.*

9. *The researcher recommends the importance of providing various modern technological tools and means in the educational and instructional process, so that no student remains distant from technology due to objective and subjective circumstances and reasons, as there are a*

considerable number of students who have not connected with schools due to the absence of internet technology.

10. Focusing on the importance of sustainability in education, as it leads to making education accessible to all without exception, through addressing social, economic, and environmental problems, and improving living conditions for future generations by avoiding unsustainable patterns of production and consumption.

11. Working to create an educational administration capable of anticipating the future and adopting the most modern ideas that can suit and meet the needs of the student of the future, for what we learn today is not necessarily appropriate for learners in the future.

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