The Level of Community Participation in Activating the School Development Program in the Public Schools from the Perspective of the School Principals

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Abstract

The study aimed to identify the level of community participation in activating the school development program in the public schools from the school principals' perspective as well as investigate the effect of both sex and the school level. The study population and sample consisted of all the public school principals in Bani Kinana Directorate of Education amounting to (104) male and female principals. To achieve the objectives of the study, the researcher designed a questionnaire consisting of (30) items. The study showed that there is a high level that is statistically significant at the significance level ($\alpha \le 0.05$) for the community participation in activating the school development program in the public schools from the perspective of the school principals, where the overall mean was (3.80). there are also statistically significant differences at the level of significance ($\alpha \le 0.05$) in the level of the community participation in activating the school development plan in the public schools from the perspective of the school principals according to the variable of sex for the benefit of the females, and the variable of the school level for the benefit of the primary school level.

Keywords: (community participation, school development program, public schools).

Introduction

The Ministry of Education in Jordan tended to prepare educational plans and strategies to develop all the elements of the educational process based on the global developments; such plans contained several pillars, represented in the development of curriculum, economy and knowledge, knowledge management creating a partnership between the school and the community through strengthening relations with all

community sectors and holding conferences with all the segments of society (al-Khatib, 2006).

Through the relation between the educational institutions and the community institutions in Jordan, it became evident that there are positive effects for the participation of parents of students in many school events, represented in the councils of parents and teachers, giving them opportunities in making school decisions, and covering some of its expenses through donations that the school could manage itself; accordingly, my study shows the level of community participation in activating the program of school development in the public schools from the perspective of the school principals (Hamadneh, 2007).

Communication between the school and the community has become a reality imposed by rapid changes and developments of the recent decades; the responsibility of the qualitative preparation of future generations is no longer limited to the school alone; the relationship between the school and the community has entered a new phase that must support connection with the surrounding community and strengthen the efforts seeking to achieve its goals for the success of the school depends on its relation with society; therefore, schools should play a major responsibility in activating a variety of activities and practices to build strong ties with the community (Hamadneh, 2007).

The first ten years of the twenty first century witnessed the trend of the Ministry of Education in Jordan towards the preparation of educational plans and strategies for developing all the elements of the educational process according to the latest global developments depending on several pillars represented in developing the curriculum in accordance with the trend towards cognitive economy in the educational process, and the creation of a partnership between the school and the community; the educational process sought to strengthen the relationship with all the sectors of society and its institutions, and the establishment of a number of seminars, meetings and conferences to achieve this (Hamadneh, 2007).

This trend towards the community participation is attributed to its practical importance in improving the quality of education where the projects carried out in this area proved that it is a very important element in the reform of education in the community. This comes from the reality of many practical projects and models in the educational community. (Jirjes, 2005).

Community participation is one of the most fundamental pillars of all effective development strategies; the real development relies on the efforts of all the society that each citizen is given an opportunity to start his right in making decisions related to him and his society. Community participation develops the national feeling of belonging and eliminates the negative aspects and it is a social feature. (Zaher, 2005).

(Al-Dabe', 2005) stated some of the definitions of the community partnership in education, including:
- activities done by the members of the community to serve the educational process.
- money, materials, or creative ideas contributed by the private sector.
- giving a role to the community members in order to improve the quality of education.
- community's full integration in education in terms of planning and implementation and follow up the performance.

The General Framework for the School Development Program

The current trend of the Ministry of Education is the school that it embraces evolutions representing the center of changing the reality of education and improving the educational system. It is expected from those concerned with the educational process in the school to be responsible and capable to determine its needs. The development of the school is considered a means of the change led by the school and the directorate's task is to facilitate the development of the school's capabilities; the school cadre and the Directorate are aware of what is needed to improve the performance of their schools and directorates for the best of the students. The school development program starts with a self-review by those concerned in the educational institution. The results of this review can be displayed and included in a general framework that incorporates the needs of the school or the directorate.

Establishing a system for the professional development of the school stems from its ability to identify its developmental needs, which is done by the school employees either in the departments of Education, Ministry, or universities. Employees are also trained and the effect of training is also followed to ensure meeting the needs of building the capabilities of schools and directorates. (Al-Tweisi et al., 2015).

The school development program aims to help schools identify their needs to achieve the vision of the Ministry of Education in finding schools of a high-quality through conducting a review based on the evidence and analysis of needs related to the school, implementing the procedural plans and evaluating their results by schools and involving teaching staff, students, parents, school councils and the community in the school development program.

School is the center of change in the school development program; the continuous development can only be achieved in an environment with high expectations at all levels. The community's role in the development plan is identified where the school community consists of parents and community members who are willing to help the school reach the best possible level; it is expected that the parents and the teachers' council participates in the self-assessment process and building a

development plan for the school and the school can get a feedback about its performance from parents through the self-assessment process. Such councils should participate in building a development plan for schools and help schools be a better place for educating students. (Al-Tweissi et al., 2015).

Study Problem:

In accordance with the global educational developments and the aspirations of the Ministry of Education of Jordan, the Ministry of Education sought to keep up with these changes in different subjects, most important of which was the importance of the partnership between the school and the community in all areas of the school work. the ministry stresses the importance of sustainable development through targeted school programs that aim to improve the role of the community in the school in spite of the existence of a partnership between the school and the community in Jordan though we still far from the level reached by the developed countries in making the school a school for the whole community. This is attributed to the fact that many schools still lack clear vision and implications to apply the partnership between the school and the local community not realizing the benefits of applying them in addition to the absence of a knowledge of the community participation in the school program because of the unclear educational legislations and regulations which give the community the freedom in the school's participation in all the programs of the school which reflect on all the elements of the educational process. Accordingly, this study is to detect the level of community participation in the development of the school development program in the public schools from the perspective of the school principals.

Study Questions:

In this study, the researcher tried to answer the following questions:
1. What is the level of the community participation in activating the school development program in the public schools from the perspective of the school principals?
2. Are there statistically significant differences at the significance level ($0.05 \leq \alpha$ (between the arithmetic means of the responses of the study sample at the level of the community participation in activating the school development program in the public schools from the perspective of the school principals due to the variables of the study (sex and school level)?

Study Importance:

The importance of the study stems from the fact that this study is one of the new studies in Jordan that tries to shed light on the level of the community participation in

the activation of the school development program in the public schools from the perspective of the school principals to indicate the future role of the school as a pioneer for the development of the local community because of the changes and developments for the community in the field of democracy, knowledge and technology revolution, and human rights. Therefore, the importance of the current study stems from the importance of the subject matter, namely identifying the major features for the community participation in activating the school development program in schools through the fields of learning, teaching, students, school, community and leadership.

Furthermore, this study represents an attempt to respond to the message and objectives emerging from the national strategy for education in Jordan that is represented in the development of education systems, which called for the importance of the community participation in education as a means to ease the severity of centralism focusing on the importance of education.

Study Objectives:

This study aims to determine the level of community participation in activating the school development program in the public schools from the perspective of the school principals.

Procedural Definitions

- **Community Participation**: the activities done by the members of the community to serve the community in all its political, social, cultural and educational fields. Such members can be individuals, groups or institutions and their behaviors rely on the volunteering, commitment, awareness and transparency, and not on algebra and these activities can be either theoretical or practical and they are practiced either directly or indirectly.

- **The School Development Program**: the program practiced in all the directorates of education of the Ministry of Education in Jordan which aims to promote the concept of the school as a primary unit in development through all the areas of the plan, which focuses on learning, teaching, student, school, community, leadership and management.

- **Public schools**: each educational institution that is run or supervised by the Ministry of Education and they include the primary and secondary education levels where more than ten students are taught regularly by one teacher or more.

Study Limitations:

This study is limited to the male and female principals of the public schools of the Bani Kinana Directorate of Education for the year 2015/2016. This study is also

limited to the tool prepared by the researcher and the results of this study identify the time of execution.

Previous studies:

Studies related to the community partnership and the development of the school have been examined; (Al-Barrak,2011) conducted a study that aimed to detect the effectiveness of the Jordanian program for the development of the school from the perspective of teachers of the central desert, and the study sample consisted of (438) male and female teachers; the researcher designed a questionnaire that included 40 items, which have been distributed to the four areas of the study (learning and teaching, the student environment, school and community, and leadership and management). The results of the study indicated that the teachers' estimate for the degree of the effectiveness of the Jordanian program was moderate for the four areas of the study that have been ordered as: (learning and teaching, leadership, management, student's environment, and finally school and community). The study showed the existence of individual differences in the four areas of the study for the benefit of the primary level, and the lack of statistically significant on the four areas of the study due to gender and experience.

(Al-Qurashi, 2011) conducted a study that aimed to identify the community participation required for the development of public secondary schools in Al-Taif, Saudi Arabia and the study sample consisted of (229) managers and supervisors. The study found that the required participation had a high degree in the areas of the development of the public secondary school administrations, financing the public secondary schools, raising the achievement level of the students of the public secondary schools, and connecting the high school graduates with the labor market. The level of the participation required for the development of the performance of the public secondary school in providing the professional development opportunities for the teachers of the public secondary schools in a moderate degree. The study also concluded that there are statistically significant differences about the community participation required for the development of the performance of the public secondary school according to the variable of experience and in favor of those having the most experience.

(Al-Hadhood, 2006) conducted a study that aimed to monitor the reality of community participation in the educational system in Kuwait in order to identify the areas where the individual's contribution in the democratic participation and practices increases. The study also aimed to reveal some of the obstacles hindering the effective democratic practices in Kuwait. One of the most important results of this study include the fact that the contributions of parents in the educational system was not appropriate, except for the area of the educational achievement and the student

care in which parents participate even in a limited way. Most contributions of the local community in education are represented in the physical aspects with some contributions in the student welfare; also, there is a deficiency from the school administration in making room for both students and parents to participate in the educational system causing the school's isolation from the social context.

(Al-Khatib, 2006) conducted a study entitled with "the estimate of the degree of importance of the relationship between the school and the local community in the educational area of Abu Dhabi by the school principals and parents". The study sample consisted of 10 schools and the results of the study indicate that there is a clear awareness by the departments, teachers and parents with the importance of the interaction between the school and the community in addition to the importance of giving a high priority to certain practices and activities offered by the school.

(Kurdi, 2006) conducted a study that aimed to identify the most important contemporary experiences in the field of community participation in the educational process, and providing a suggested perception about the community participation in the educational process in Riyadh. This study relied on the analytical descriptive approach, where the researcher identified the most important contemporary experiences in the field of community participation in the educational process; the researcher designed a questionnaire as a tool for research, which was distributed to 40 experts from the teaching faculty at King Saud University, (40) employees in the Ministry of Education and (40) parents of the secondary schools' students. One of the most important results of this study was that more than half of the foundations and fields related to the community participation in developing the educational institutions in Riyadh are incomplete and they need to be activated so that such participation can be benefited from.

In a study by (Mernnda, 2000), the aim was to identify the community participation in education over the last ten years in the United States through a questionnaire sent to a random sample of (1641) educational areas representing 10% of the Total school districts in America. The researcher found that during the period of ten years, the community participation in education increased effectively and clearly where the results showed that 69% of schools witness a community participation in both education and school activities; the directorates of education seek a partnership to improve the output standards and the concept of citizenship; the participation activities focused on the following issues: academic achievement and academic skills by (81%), supporting the educational technology by (74%), and finally the learning outcomes by (81%).

(Al-Msheli, 2002) examined the extent of practicing the tasks related to the councils of parents and teachers in Dhafar, Oman from the perspective of the members of the councils themselves. The sample consisted of (62) male and female

principals, (319) male and female teachers, and (155) parents of students of both sexes. The study found that the degree of practicing the tasks assigned to the members of the councils of teachers and parents were significant from their perspective while it was moderate for the parents who are members at such councils. Finally, the study found some statistically significant differences due to the variable of career in favor of the principals and that there are statistically significant differences due to the variable of sex in favor of males.

(Larose, 1998) on the attraction of centralism in taking the cooperative decisions, relied on the case study exploring the role of the field school councils through the organizational structure and making participatory decisions in the educational areas of Arizona, USA. The study adopted the exploration and analysis of the process of making participatory decisions and including data sources, documents, archives, and interviews and it relied on a smaller and comprehensive frame for the environmental factors, and the organizational and educational structure, the processes of decision-making and the dimensions of making the participatory decisions. The study concluded that the field school councils were means to clarify the aspirations of the school district, and that the field school councils provided organization to the educational area which contained centralism and decentralism at the same time.

(Smith, 1996) examined the extent of the participation of families of students in the educational planning with officials. It stated that such participation is insufficient in terms of the programs of the educational planning. It also pointed out that if parents wanted to participate in the programs of educational planning, they have to be familiar with law and the roles of the program. The study concluded that in order to have an effective participation that is able to make decisions, it is better to conduct training programs that are directed to the parents of students.

Commenting on the Previous Studies

Given the previous studies, it became clear that they are related to the studies on the community participation in the development of the school development plan such as (Al-Qurashi, 2001) and (Al-Barrak, 2011). It is noted that all of these studies have adopted the questionnaire as a tool for detecting its variables; furthermore, there are some studies that focused on community participation, and others which focused on the educational programs and development plans in schools. The researcher benefited from these studies in the development of the tools related to his study in addition to comparing the results of his study with those of the other studies in terms of agreement and disagreement.

Study Population and Sample

The study population and sample consisted of all the male and female school principals in Bani Kinana Directorates of education who amounted to (104). In terms of the variable of sex, it became clear that the female school principals are most frequent by (66) - (63.46%), while males were the least frequent, who amounted to (38) by (36.54%). As for the variable of the school level, it was noted that the primary level was the most frequent by (68) - (65.38%), while the secondary level was the least frequent amounting to (36) by (34.62%).

Study Tool:

The researcher adopted the descriptive approach in applying the study through a questionnaire consisting of (30) items that were applied to the male and female school principals of Bani Kinana.

Study Tool's Validity:

To check the validity of the study tool, it was presented to a group of arbitrators amounting to (15) specialized experts in the field of educational administration, measurement and evaluation from the faculty members in the Faculty of Education in the Jordanian universities as well as supervisors in order to determine the extent of the appropriateness of the study tool, and its representation for the purpose it was prepared for. The researcher benefited from the referees' notes, which focused on the integration of certain items with each other in addition to amending some items making the whole items of the questionnaire (30) instead of (40).

Study Tool Reliability:

The reliability of the study tools was confirmed through Cronbach's alpha formula where the overall internal consistency of Cronbach alpha for the scale of the level of the community participation in activating the school development program equals (0.92), which is considered high and acceptable for the purposes of the study.

Scale Correction:

The questionnaire in its final form consisted of (30) items where the researcher used a Likert scale to measure the views of the members of the study sample by: very high (5), high (4), average (3), low (2), very low (1) by placing (×) in front of the answer, which reflects the degree of their consent.

Study Procedures:

After selecting the title of the study, the study population, which consisted of the male and female school principals of Bani Kinana Directorate of Education, was

identified. The study tool was designed after confirming its validity and reliability according to the scientific procedures followed in building the tools and calculating the validity and reliability. The study sample was selected randomly through the random method to represent the study community. The questionnaire was distributed to the members of the study sample amounting to 104 male and female principals. Finally, the researcher conducted the statistical analysis and extracted the results.

Study Variables:
1. **Independent variables**: they include sex (male and female), and the school level (primary, secondary).
2. **The dependent variable**: it is measured by knowing the level of community participation in activating the school development program in the public schools from the perspective of the principals on the study sample regarding the items of the questionnaire.

Statistical Treatment:
To answer the questions of the study, the following statistical treatments were used through the (SPSS), namely: frequencies, percentages of the personal and functional variables for the members of the study sample, the arithmetic means, standard deviations for the answers of the study sample to all the areas of the study tool, One- sample T-Test for individual samples to measure the level of community participation in the activation of the school development plan in the public schools from the perspective of the school principals plan, and 2-way-ANOVA to detect the differences in the level of community participation in activating the school development program in the public schools from the perspective of the school principals depending on the personal and functional variables.

Results
Results for the first question: What is the level of the community participation in activating the school development program in the public schools from the perspective of the school principals?
To answer the first question, the arithmetic means and standard deviations measuring the level of community participation in activating the school development program in the public schools from the perspective of the school principals, were measured and the general mean of the total area Table (1) illustrates this. One-Sample T-Test was also applied on the overall mean for the items, which measure the level of community participation in activating the school development program in the public schools from the perspective of the school principals; Table 1 illustrates this.

Table (1): The arithmetic means and standard deviations for the items of the field and the field of ''the level of community participation in activating the school development program in the public schools from the perspective of the school principals'' as a e

no	Item	Arithmetic mean	Standard deviation	rank	degree
1	filling in the questionnaire of the self-review of parents.	4.08	0.68	5	high
2	determining the developmental priorities of the school and the common needs of the schools	4.21	0.66	3	high
3	contributing to building a procedural plan based on the development priorities specific to each area	3.75	1.01	19	high
4	Contributing to the preparation of activities related to each field of the developmental plan	4.44	0.69	1	high
5	participating in the elections of the educational councils of the schools' net	4.03	0.89	6	high
6	participating in determining the needs and requirements of schools	3.87	1.00	13	high
7	participating in formulating the vision and mission of the school to suit the development priorities	3.92	0.84	11	high
8	participating in the preparation of the developmental plan of the school	4.25	0.80	2	high
9	awareness of all the fields of the development plan for the school	3.40	0.93	28	moderate
10	contributing to improving the quality of education in all the schools network	3.43	1.09	26	moderate
11	studying the annual plans for the departments of the schools involved in the educational councils and providing suitable suggestions and solutions	3.52	1.09	23	moderate
12	following up the activation of the councils of parents, teachers and school discipline	3.84	0.87	15	high
13	solving the educational problems in the network schools, if any, through cooperation and the exchange of ideas	3.98	0.71	9	high
14	participating in the school activities and events, national holidays and school competitions	3.99	0.78	8	high
15	providing material and moral support for the implementation of the plan activities	3.95	0.92	10	high
16	awareness of the concerns of schools and their positives: discussion and an attempt	3.80	0.94	17	high

	to reach to solutions to support and develop it				
17	participating in setting an agenda for the schools network in coordination with the male and female school principals	4.02	0.71	7	high
18	hosting lecturers and experts in the events at the request of the needs of schools	3.87	0.80	13	high
19	organizing regular meetings with all the members of the schools network including at least five meetings to examine the developments in education	3.65	1.03	22	moderate
20	participating in meeting the needs of the school of equipment, expertise and means to help it implement its development plan	3.36	1.05	29	moderate
21	participating in making decisions interesting students which are taken by schools	3.68	1.03	21	high
22	providing schools with material and human potential in the local community	4.18	0.90	4	high
23	raising the community awareness, particularly among parents to help them follow their children in schools	3.92	0.91	11	high
24	Viewing the results of the students' achievement and participating in evaluating them.	3.71	1.07	20	high
25	Providing a safe school environment for students free from physical violence and abuse	3.83	0.91	16	high
26	coordinating with the school principals to hold seminars and conferences aimed at the development of education	3.80	1.04	17	high
27	participating in conversations about students' achievement and providing solutions and suggestions about that	3.24	1.05	30	moderate
28	Participating in holding meetings and identify their objectives in order to achieve the goals of the developmental and procedural plan of the school	3.41	1.09	27	moderate
29	implementing workshops on the development of the vision and mission of the school and activating it on reality	3.45	0.91	25	moderate
30	attending training courses in the field of community participation in the education leadership training session.	3.52	1.10	23	moderate
The field of "the level of the community		3.80	0.35	0	high

participation in activating the school development program in the public schools from the perspective of the school principals as a whole				

Table (1) shows that the arithmetic means ranged from (3.24- 4.44), where item (4), which states "contributing to the preparation of activities related to each field of the developmental plan" ranked first with an arithmetic mean of (4.44) by a high degree. This may be attributed to financing the schools participating in the school development program; each school in each semester is financed to implement its development plan; such financing would focus on educating students and providing a safe environment seeking for a real partnership with the local community to find young leaders able to advance and continue to work at the level of the community and the school. Accordingly, the school provided the community with the most important activities during the frequent meetings of the educational councils. This showed community-based initiatives in the field of school maintenance or providing stationery to schools, which in turn reflect on the performance of students and the school development program. Item (8), which states" participating in the preparation of the developmental plan of the school" came in the second rank with an arithmetic mean of (4.25) by a high degree; this is attributed to the fact that the school instructions through the education councils headed by one of the members of the local community in the schools network give them the right to study the development plans of the school, contribute in preparing it, and follow its implementation through studying the needs of the schools and identifying them according to students' achievement outcomes, students' behavior, school violence and the problems of infrastructure, and professional development and sending them to the team of the directorate development. Item (2), which states that "determining the developmental priorities of the school and the common needs of the schools" was in the third rank with an arithmetic mean of (4.21) in a high degree. Item (27) which states "participating in conversations about students' achievement and providing solutions and suggestions about that", was in the last rank by a mean of (3.24) in a moderate degree. The arithmetic mean of the field," **the level of the community participation in activating the school development program in the public schools from the perspective of the school principals"** as a whole was (3.80) by a high degree.

Table (2): Results of applying (One- Sample T-Test) to measure the level of the community participation in activating the school development program in the public schools from the perspective of the school principals

The level of the community participation in activating the school development program in the public schools from the perspective of the school principals	arithmetic mean	standard deviation	degrees of freedom	"t" value	statistical significance
	3.80	0.34	103	23.72	0.000

Table (2) shows that the value of (t) was (23.72) by a statistical significance of (0.00), where the average mean was compared to the standard value of the quintet gradation, namely, (3), and the results showed a high and statistically significant level at the significance level ($\alpha \le 0.05$); this indicates the presence of a high level of the community participation in activating the school development program in the public schools from the perspective of the school principals program; this is attributed to the fact that the educational legislations allowed societies to visit schools and looking at their plans through the educational councils formed under the instructions of the educational councils of the schools networks and the councils of development in the departments of Education for the year 2014. Such councils ensured the community participation in the educational development process in order to establish a partnership between the school and the local community, support and develop the material and moral resources of the school without any restrictions as in the past and also holding training courses for the local community in participating in the preparation of the school development plan and setting, through electing members of the local community to head the educational councils. Furthermore, these councils have a role in supporting the development of the school, financially and morally and a role in participating in all the school activities in a voluntary basis; this is due to the fact that legislations ensured communities' access to schools and contribute to the programs in terms of preparation, planning and meeting the needs voluntarily, which significantly reflected the high level of the community participation as well as convincing the school that the society resembles the community school in all the development titles; this imposed societies to provide the support for the schools, either material or moral. Furthermore, the educational councils are elected from the local community that their directors are members of the community having authority to look for the school needs and their strengths and weaknesses to improve them, which needs the participation of all parties to reach real and tangible outputs related to the students' achievement.

Results related to the second question: **are there statistically significant differences at the level of significance (0.05≥α) between the arithmetic means of the responses of the study sample at the level of the community participation in**

activating the school development program in the public schools from the perspective of the school principals that are attributed to the variables of the study of (sex , school level)?

To answer this question, (2-way-ANOVA) was applied to detect the differences in the level of the community participation in activating the school development program in the public schools from the perspective of the school principals that are attributed to the variables of (sex and school level). The tables below illustrate this.

Table (3): The arithmetic means and standard deviations of the level of the community participation in activating the school development program in the public schools from the perspective of the school principals due to the variables of (sex, school level)

Variables	category	no	arithmetic mean	standard deviation
Sex	male	38	3.55	0.28
	female	66	3.95	0.29
School level	primary	68	3.93	0.31
	secondary	36	3.56	0.27

Table (3) shows the existence of differences between the means of the answers of the members of the study sample in the level of the community participation in activating the school development program in the public schools from the perspective of the school principals that are attributed to the variables of (sex and school level). To find out the statistical significance of those differences, 2-way-ANOVA was applied at the level of the community participation in activating the school development program in the public schools from the perspective of the school principals. Table (4) shows that.

Table (4): The results of 2-way-ANOVA to detect the differences in the level of the community participation in activating the school development program in the public schools from the perspective of the school principals that are attributed to the variables of (sex and school level)

Variable mean indication	sum of squares	degrees of freedom	sum of squares	value of "F"	"F" Statistical significance
Sex	3.787	1	3.787	71.804	0.000
School level	3.116	1	3.116	59.079	0.000
Error	5.327	101	.053		
Corrected Total	12,291	103			

Table (4) shows that:

- There are statistically significant differences at the level of significance ($\alpha \leq o0.05$) in the level of the community participation in activating the school development program in the public schools from the perspective of the school principals depending

on the variable of (sex), as the value of "F" was (71.804) at the level of statistical significance of (0.00) in favor of females with a mean of (3.95), while the arithmetic mean of the males was (3.55). This may be attributed to the look and mentality of the society of paying attention to the educational and behavioral aspect in the girls' schools in a way that exceed the boys' schools. Accordingly, schools seek to involve the community in all the fields of the school development program in all areas of developing the school in terms of filling in the questionnaire of the parents and establishing the school councils for activating the school development program in addition to the academic excellence in girls' schools than that in the boys' schools. the local community feels committed to participating in the school development programs that we find a constant care that the girls' schools get support in all the fields of the school development program not forgetting the ability of the female principals to market the needs and requirements of the school through presenting the needs of the school to the community and convincing them that such schools are the property of their children.

- There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the level of the community participation in activating the school development program in the public schools from the perspective of the school principals depending on the variable of the (school level), as the value of "F" was (59.079) at the statistically significance level of (0.00) and the differences were in favor of the primary level by an arithmetic mean of (3.93), while the mean of the second level was (3.56). the reason might be the fact that the primary schools are visited daily because of the nature of the level that requires a local community in the school, which made the society a participant in all the activities of the school; however, now the participation is organized and as evolutionary products which are formed with the support of the local community as priorities of development derived from the vision and mission of the school. Furthermore, there are several training workshops held in the primary schools, such as the program of the parental involvement and the family care program and such programs are not available in the secondary schools, which made the community participate in the activities of schools for the continuous development that is reflected on the students learning, his material and moral environment as well as the awareness of the local community with regards to the fact that the school is not owned by students and teachers but it is owned by everyone. The whole local community as well as parents seeks to develop it through the expertise of teachers in learning, providing materials and means that support education and applying the content of the material through continuously attending the classes.

Recommendations

The study recommended the importance of educating the local community with the importance of the school's development by participating in the educational councils by selecting representatives from the local community who have the ability and competence to follow up on the activities of the school, create clear educational legislations that clearly show the community ways of supporting the school either financially or morally, open central schools in the males' schools as a center for the networks of schools in order to obtain a financial support and community support that ensures the implementation of its activities, and provide community-based programs in the secondary schools similar to those in primary schools that ensures the presence of the community in the school continuously and permanently.

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