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The Degree of Practicing Islamic Administrative Thought among Arab School Principals In AL-Naqab Region From The Teachers' Point Of View

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Abstract—The study aimed to identify the degree of Islamic administrative thought practice among Arab school principals in the Negev region from the teachers' point of view. Male and female teachers and the study sample consisted of male and female teachers who were chosen by the available random method at a rate of (5%). The results revealed that there were no statistically significant differences in the degree of practicing Islamic administrative thought among Arab school principals in the Negev region due to the variable (gender, practical qualification), and the presence of statistically significant differences in the variable (experience), which came in favor of (10 years or less). In light of the results of the study, the researcher recommends that the principle of Arab schools in the Negev region should continue to practice Islamic administrative methods because of their positive effects on work.

Keywords---degree of practice, Islamic administrative thought, Negev region, school principals.

Introduction

The process of the progress of nations and peoples is largely related to the extent of the progress and development of administrative systems, because management is a human act carried out by man in order to achieve his goals that he seeks. Nations and peoples progress. Various educations, regardless of their sources,

have sought to pay attention to management and give it more care and research. Islam represents an integrated human life approach that has no deficiency. Religion and its perfection by dealing with the various aspects of human life and its issues, sometimes formulated in a detailed manner and dealt with again in a comprehensive manner through the general universal rules (Richardson, 2004; Othman, 2006).

Education is one of the topics that man has known since he set foot on the surface of the globe, and he has practiced it with its multiple means and patterns since the dawn of his history. To achieve his individual and collective goals so that God Almighty inherits the earth and those on it, and education in the early ages took the nature of imitation, practice and simulation; To rehabilitate members of society and provide them with skills and experiences to achieve their social, economic, agricultural, political, military, intellectual and cultural goals. The concept of education varies from generation to generation and from one school of thought to another school of thought, which led to the emergence of different philosophical schools and opinions; To meet the needs of individuals and societies through scientific methods, and to make man develop the means of his education throughout the times and eras to suit the scientific, civilizational and technological progress to which he belongs (Abu-Tapanjeh, 2009; Farahbakhsh, 2012).

Education has an essential role in the progress of human societies; So that every society has its own educational and intellectual philosophy, through which its perceptions about the world of martyrdom and the world of the unseen are formed. Philosophical and social concepts that you believe in about the concept of the Creator, Glory be to Him, the universe, man, and the worldly life. Administrative thought is as old as human societies, and it has many approaches and multiple theories that crystallize the general framework of what is known as management science, and with the emergence of the industrial revolution and the emergence of large-sized organizations, there has become an increasing interest in management, which is reflected in the increasing research and studies in industrialized countries, which have contributed significantly to increasing. The breadth and depth of managerial knowledge, and management has schools of thought that integrate in their assumptions and develop according to considerations of increasing the size and quality of economic and social development in societies. There are many schools that offer different visions of how to improve administrative practice, improve managers' ability to manage their organizations and achieve better results (Balver et al., 2015; Coelli & Green, 2012).

Man is the first and last factor in relation to management, and if it were not for man, his goal and objectives, management would not have been known and discovered. He is glorified with this marvelous image and distinct abilities, he constantly strives to achieve his goals, and he does not do any work except for a specific goal, so the first mover for man is his goals that he seeks to achieve, and some of these goals may differ from each other, some of which are what he can the individual man can achieve it through his individual efforts, including what he wants help and assistance from other people in order to be able to achieve it. Therefore, man has directed all the power that has been given to management

since the dawn of his history, and this strong bond will remain, and the direct dependence of man on management to achieve his goals and objectives until the end of the world's life, this difference in human goals led to the rooting of differences between people, and led to human disagreement about the concept of management and what it is, and it is due to the different human concepts about, uh, The issues that constitute human beliefs, goals, ambitions, and hopes (Al-Hiyari et al., 2013).

The importance of managerial thought in Greek philosophy is clear through Socrates' definitions of it as a skill separate from technical knowledge and experience, and this definition suggests that the Greek administration realized the importance of talent and mental skills for the leader, and this is close to the modern concept of leadership skills. As for Plato, he established his understanding of administrative leadership - in His book The Republic - on expanding the distance between the leader and subordinates as they are both sides of the work, and that the leader's task is to control his subordinates who are able to implement, and the characteristics of the leader with him can be extracted from his saying in the characteristics of the politician: Politics needs men with gentle minds and understanding of a good life, and work must be done to make them capable. To distinguish between wheat and chaff (Piaw et al., 2014; Vaks et al., 2006).

Al-Hiyari (2001), pointed out that the administration in Islam did not base its basic frameworks on limited and conflicting human information about man, the universe and life. The political and military according to his unleavened concept of the divine essence, the universe, the life of the world, the nature of man, his position in the universe, the relationship of man to the group, the reality of the human soul, and the amazing thing about which the two children turn gray, to find these multiple theories that were established in the light of human thought, applied and practiced in Societies that consider them selves Islamic on the international stage, and if only these theories were applied under the umbrella of the one law that applies to all people as happens in developed countries, but were dealt with in a moody and chaotic manner, at a time when the administrative theories in human thought were built on human information a hypothesis about issues that concern man, the administration in the light of Islamic thought was constructed in the light of facts that came from God Almighty.

Islamic administrative thought was concerned with educational institutions, and took great care of them in the process of choosing a leader. In fact, Islam specified for leaders the behavior required of them and the work that they must perform in the fullest way for its positive impact on the educational process, and the teaching profession is no longer just a side job, but rather a development from a mere side work carried out by the teacher in the school to a basic work that depends on it in achieving the various objectives of the educational process, developed and developing countries alike pay great attention to the administrative thought of the educational process, due to the role it plays in the progress and advancement of societies. School principals have to keep pace with the movement of development and renewal due to its active and giving role in preparing the righteous person within the philosophical administrative thought, but in return it followed all the new theories and got confused in many of them.

The successful school principal is the one who supports his position by gaining his colleagues, students, and dealings with him using the optimal administrative method of treatment, based on the Islamic administrative educational thought, which emphasized the importance of good treatment, good manners, and treating people well, with a cheerful face that indicates satisfaction, which is keen it also emphasizes healthy human relations and teachers' participation in decisionmaking and seeks to create the school climate to motivate teachers to exert their utmost efforts to achieve the desired goals, and not to be tyrannical in opinion and centralization in decision-making, and teachers must be given a degree of freedom in the practice of their work. The relationship of the school principal with teachers and others in the school should be an example of what the relationships between members of the school family should be, as he is able to show human attitudes in his school by making his relationship with teachers and teachers in the school the relationship of a colleague to his colleague, a friend to his friend, and a brother to his brother, and this makes work more efficient and productive (Hourani, 2016).

The Arab reality, including our Palestinian reality, has come to live in many contradictions, and our beloved Messenger, may God bless him and grant him peace, believed in us: "You will follow the ways of those before you inch by inch and arm by arm, even if they went into a lizard's hole, you would follow it". It is imperative to stand on some aspects of administrative thought in Islam that have provided solutions to problems that the Western leadership is unable to provide. Management in Islam is a human approach and behavior that we must employ in our current educational environment. To the strength of the creed and the validity of leadership, as well as being inspired by the spirit of Islamic Sharia and its purposes, while the man-made systems assume the deviation of the workers and the weakness of their morals. Islam has imposed it as a social necessity in every human society (Avni, 2005; Maseleno et al., 2021).

But the bitter truth that we have to swallow, is the absence of our educational systems for Islamic administrative thought among the principals of Arab schools in the Negev region, and this absence was a systematic policy, implemented, with the intention of weakening development and creativity, by promoting indoctrination in the educational process, with the aim of creating an epistemological rupture (knowledge theory). It is concerned with studying how knowledge is obtained, what types of knowledge can be obtained and how reliable it is, its accuracy and conformity to the real reality of the things to be recognized), so that education declines, and students become mere machines for receiving and retrieving what is recorded on their brains from courses without their possession the ability to ask questions, to know a stream of cognitive answers that generate creativity and advancement in their fields of knowledge, and this is an important reason for the decline in educational outcomes, and the decline of political, social and economic thought, and is the reason for the weak legislation of Arab schools in the Negev region and their distance from the divine approach; So that we derive our administrative systems related to administrators and teaching methods, whether for students or teachers, from philosophers, and I say them, because we believe that philosophy and philosophers are the leaders of change, and because their opinions and ideas are the ones that developed constitutions and political, social and economic systems (Villa & Tulod, 2021; Heyer et al., 2015).

Through the researcher's work as a director of a secondary school, he noticed that there are many differences in the administrative style followed by the principals through their adoption of philosophies that are not commensurate with our Islamic curriculum, which negatively affects the teachers' performance. Hence, the researcher decided to do this study to find out some features of administrative thought. The researcher chose the degree of practicing Islamic administrative thought among the principals of Arab schools in the Negev region, to find out the educational administrative standards in Islam, and the reality of the human relationship between the principal and teachers, and then draw new lines for it in line with Islamic educational thought. Therefore, this study came to identify the degree of practicing Islamic administrative thought among the principals of Arab schools in the Negev region.

Previous studies

The study of Al-Hiyari (2001), sought to clarify the intellectual and philosophical dimensions of management, and how they were reflected on the objectives of management and its administrative patterns. It was found that there are clear differences between administrative theories and their administrative style in the light of Islamic thought about understanding the nature of man and his goals in this existence, and how to work. The study of Al-Tuwairqi (2002), aimed to identify the human relations in the Prophet's biography and its applications in school administration. It is an inexhaustible specific and can be used to extract principles and values in various fields, especially in the fields of education. Every time and with all individuals, and the good principles that are related to the management of individuals in institutions and that are advocated by modern administrations have been practiced by the Messenger, may God's prayers and peace be upon him, and have been applied by Muslims following his example since the dawn of Islam.

The study aimed to identify the degree of practicing Islamic administrative values among the principals of public education schools in Balgarn Governorate from the teachers' point of view. Teachers, and the results showed that the Islamic administrative values of principals in public education that were studied are: knowledge, honesty, justice, consultation, softness and tolerance, strength, wisdom, good example, and creativity. The results of the study showed that there were no statistically significant differences between the averages of the responses of the study sample members about the degree of practicing Islamic administrative values among school principals due to the variable (the educational qualification), and the presence of statistically significant differences between the averages of the responses of the study sample members about the degree of practicing Islamic administrative values among school principals due to the variable (the type of qualification), and the presence of differences Statistically significant between the averages of the responses of the study sample members about the degree of practicing Islamic administrative values among school principals due to the variable (years of experience), and there are statistically significant differences between the average. The responses of the study sample members about the degree of practicing Islamic administrative values among school principals due to the variable (training courses).

The study of Qeshta (2009), aimed to identify the most important educational practices of secondary school principals in the light of Islamic standards, which school principals must abide by from the teachers' point of view. Education in Islam, and the human educational leader's relations in Islam. The study population consisted of male and female teachers, of whom were male teachers, and female teachers. The study sample consisted of male and female teachers. The study results showed that there are significant differences a statistic attributed to the gender variable (male, female), and the differences were in favor of females, and the results of the study showed that there were no statistically significant differences at the level of significance between the average degree of practice of secondary school principals of the educational leadership style in the light of Islamic standards from the teachers' point of view due to the variable of specialization (sciences) humane, scientific.

Smith (2010), conducted a study that aimed to reveal the role of the school principal in Britain in developing the values of forgiveness, tolerance and rejection of violence among students in London. The study sample consisted of East London schools, where data were collected through the interview and the study sample consisted of students. And from teachers, and the study used the questionnaire to collect data, and the results of the study showed that the role and tasks of the school principal is to focus on developing the value of forgiveness among students by preventing bullying and arrogance among the student, and combating negative habits, through extracurricular activities, and training the student on Strategies for dialogue and discussion the results of the study also showed that the application of school laws and instructions, education and training is one of the best methods for promoting the values of forgiveness among students.

Colville & Millner (2011), study sought to identify the practices used in school performance management as one of the factors that contribute to educational change, and the researchers used the method of case study, observation, interview and analysis of documents and records as a tool for data collection. School principals in London, and one of the most prominent findings of the study: that managing school performance is one of the main factors supporting educational change and contributing positively to providing a supportive environment for teamwork.

Maarouf (2013), sought to clarify and clarify the Islamic administrative style, and the possibility of its practice in secondary schools in Irbid Governorate. By preparing a questionnaire consisting of items, the study population consisted of all secondary school principals in Irbid Governorate, whose number is principals and principals, director, and director, and the results of the study showed that the principles of the Islamic administrative style are: the principle of sincerity, the principle of patience, the principle of enjoining good and forbidding evil, the principle of humility, the principle of justice, the principle of forgiveness and forgiveness, the principle of fulfillment in the implementation of obligations, and the principle of Cooperation, the principle of good example, the principle of kindness and leniency, the principle of responsibility, the principle of equal authority and responsibility, the principle of social reform, and the principle of control. The results of the study also showed that the possibility of practicing the

Islamic administrative style in secondary schools in the Irbid governorate came to a high degree. The results indicated that the most prominent obstacles from the point of view of secondary school principals in Irbid governorate were the positive regulations and laws, while the weak application of punishment and accountability in cases that require the least repetition.

The study of Besong (2013), aimed to compare the efficiency of the administrative roles of secondary school principals in the public and private sectors in Maroua, Cameroon. One of the principals of private schools, and the results of the study showed that the administrative efficiency in the practice of public and private school principals of their administrative tasks came to a high degree. administrative procedures came in favor of private school principals. Conducted a study aimed at identifying the views of (educational supervisors, and school principals) in the province of Ontario, Canada, on the process of evaluating the performance of teachers in the province, with regard to main aspects, namely: (preparation, training, and class observations), and it included. The study sample consisted of supervisors and school principals, and the results of the study showed that the majority of the study sample members did not receive extensive training on the process of evaluating the performance of teachers, and that the training they received was not useful to them, and that the majority of the study sample members indicated that the method. Class observations did not lead to an effective evaluation or improvement of teachers' teaching practices, and the majority of the study sample indicated the scarcity of teachers' objections to the results of their teaching performance reports.

Conducted a study that aimed to reveal the effectiveness of school performance evaluation for school leaders to develop the school leadership evaluation system and the level of school leader participation in building the school vision. To achieve this goal, a questionnaire was built and interviews were conducted as a tool for data collection, and it was applied to a sample of school leaders who participated in the development of the school performance evaluation system. The researcher adopted the survey method and the case study. The results of the study revealed the effectiveness of the school performance evaluation system to support school leaders, and the need for continuous review to ensure the continuity of its support for school leaders, as well as the importance of the role of feedback in improving school performance among school leaders.

While Salahuddin et al. (2016), conducted a study aimed at determining the impact of practical ethics on job performance. In Malaysia, the descriptive approach and the questionnaire were used as a tool for data collection, and to achieve the objectives of the study, a sample of 157 individuals in Kuala Lumpur was selected randomly, and a job performance scale and a multidimensional practical ethics scale were applied to them. The results of the study showed that practical ethics positively affect job performance.

Salama et al. (2018), conducted a study aimed at clarifying: the charter, sources, and principles of the ethics of the school administration profession in the light of Islamic administrative thought, revealing its most prominent difficulties, determining the role of human relations in school administration, and clarifying the role of school administration in the development of human relations. In order

to achieve these goals, the researcher used the descriptive approach, and after defining the relevant terms and reviewing previous studies, he reached the importance of human relations in general and in the administrative field in particular. The conclusions reached by the research that human relations are devotional matters, Islam has given them great importance and made them one of the best acts of worship, and good human relations lead to cooperation, understanding and love, and the success of administrative professionalism depends on the success of human relations, and school administration can play a prominent role in the development of relations. Humanity in the school environment in general and among teachers in particular, and Islam warned against the apathy of human relations and the consequences of this Rank this as a cons.

The study of Kagema & Irungu (2018), sought to identify the impact of teacher performance evaluations on the performance of teachers in secondary schools in Kenya. The study sample included teachers, principals, and heads of department in the provinces of Moranga and Kirinyaga, Kenya. The study showed many results, the most important of which are: that the schools under study applied the procedures for evaluating teacher performance came to a (high) degree from the point of view of the study sample members, and that there was no positive relationship between teacher performance evaluation and the level of teacher performance, and that teachers from the study sample had They indicated that educational policies by the Kenyan government have negative impacts on them in terms of professional development.

The study of the source, aimed to know the level of the reflections of Islamic educational thought on the code of ethics for the Saudi education profession. To achieve the goal of the study, the study used the content analysis method on an intentional sample of the most prominent books of Islamic educational thought in its original version of the following thinkers: Ibn Sahnoun, Al-Qabesi, Ibn Abdul-Bar, Ibn Jama`ah, and Al-Ghazali. In the ethics of the teacher, where the number of its contents reached, and those contents were repeated in the study sample. The results of the study also showed that the implications of Islamic educational thought on the Code of Ethics for the Saudi Education Profession were average at a rate of 54.8%, although 74.2% of the content of the Charter Its source is Islamic educational thought.

Adam & Mohammed (2020), study sought to identify the prevailing patterns of administrative leadership in Arab Islamic secondary schools in N'Djamena, "Chad" from the point of view of secondary school teachers. The descriptive approach and the questionnaire were used as a tool for data collection, and the study population consisted of teachers of Arab Islamic secondary schools in N'Djamena, and a stratified random sample of teachers was selected from them. The results of the study showed that the dictatorial democratic pattern is not equally prevalent in the school administrative practice of Arab Islamic secondary schools in N'Djamena from the teachers' point of view, and that the dictatorial pattern is the most common pattern in administrative practice. For principals of Arab-Islamic secondary schools in N'Djamena from the teachers' point of view, and there are no statistically significant differences between the administrative leadership styles of principals of Arab-Islamic secondary schools in N'Djamena

according to the educational qualification variable, and there are statistically significant differences between the administrative leadership styles of principals of Arab-Islamic secondary schools in N'Djamena According to the variable of experience in favor of one year experience.

The location of the current study from previous studies

Through the foregoing studies that have been presented, it is noted that the subject of Islamic administrative thought has not achieved its right to be applied in educational institutions, despite its vital and important role in influencing school administrations in general, and teachers in particular, which is reflected in the educational process positively. The current study is distinguished in dealing with the degree of practicing Islamic administrative thought among the principals of Arab schools in the al- naqab region from the teachers' point of view, as there are no previous studies according to the limits of the researcher's knowledge. = The current study dealt with Arab schools in the al- naqab region.

The study problem

In light of what was presented in the introduction, the problem of the study is determined in identifying the degree of Islamic administrative thought practice among Arab school principals in the Negev region from the teachers' point of view.

Objectives of the study

This study sought to achieve the following objectives:

- Identifying the degree of practicing Islamic administrative methods among Arab school principals in the Negev region from the teachers' point of view, in order to enhance their commitment to them to be of a real and positive nature for them.
- Revealing the significance of the differences between the sexes and the educational qualification in the degree of practicing administrative methods among the principals of Arab schools in the Negev region from the teachers' point of view, in order to investigate these differences and identify them.

Study questions

The current study sought to answer the following study questions:

- The first question: What is the degree of practicing Islamic administrative methods among Arab school principals in the Negev region from the teachers' point of view?
- The second question: Are there statistically significant differences at the significance level (α = 0.05) in the estimations of the study sample members of the degree of practicing Islamic administrative methods among Arab school principals in the Negev region due to the two variables (sex, experience, and educational qualification)?

The importance of studying

The importance of the study lies in the following:

- First, the theoretical importance

 The importance of the study comes to contribute to enriching the field of specialization and theoretical literature with studies of the degree of practicing Islamic administrative thought among the principals of Arab schools in the Negev region, where there are administrative patterns that are followed by school principals. Philosophical imported and dressed in an Islamic character to be applied in schools and obligating those in charge of them, and this study, according to the limits of the researcher's knowledge, is one of the recent studies conducted on the degree of practicing Islamic administrative thought among Arab school principals in the Negev region from the teachers' point of view.
- Second: The practical (practical) importance
 It is hoped that this study will benefit officials in the Ministry of Education
 in providing support to principals from training courses in the practice of
 administrative thought for school principals, which will help them achieve
 the goals to be achieved, and may help improve the performance of
 teachers, and it is hoped that the planners of the process will benefit from
 this study. It is hoped that graduate students will also benefit from this
 study, by conducting more research and scientific studies in this field. To
 benefit from this study by Arab universities to adopt a clear-cut
 management style and apply it in universities.

The limits of the study

The current study will determine the following:

- Objective limits: the degree of practicing Islamic administrative thought among Arab school principals in the Negev region from the teachers' point of view.
- Human limits: responses of study members from teachers in Arab schools in the Negev region to the questionnaire items.
- Spatial limits: The study was applied in public schools within the Green Triangle the Negev region.
- Time limits: The study was applied during the second semester of 2020-2021 AD.

Idiomatic and procedural definitions

This study included a set of idiomatic and procedural definitions, as follows:

- Islamic administrative thought idiomatically: the opinions and principles that prevailed in the field of management, study and practice through the ages and times, based on the directives of the Noble Qur'an and the honorable Sunnah of the Prophet.
- Islamic administrative thought procedurally: It is the Islamic administrative methods followed by school principals in dealing with teachers, which

enable them to perform their jobs regardless of their different levels and responsibilities, and it was measured in the current study through the responses of the study sample members to the study tool that was built.

Study approach

The study used the descriptive survey method to identify the degree of Islamic administrative thought practice among Arab school principals in the Negev region from the teachers' point of view. It is suitable for study purposes.

Study community

The study population consisted of all male and female teachers in the Arab school district in the Negev region - within the Green Line, who numbered (7993) male and female teachers, for the academic year 2020-2021 AD.

The study sample

The study sample consisted of male and female teachers who were chosen by the available random method, to achieve a rate of (5%) of the study population, and Table (1) shows the number of sample members distributed according to the study variables.

Table 1
Distribution of the study sample by gender, educational qualification, and experience

The Number	Category/Level	variable
161	Male	Sex
239	feminine	
141	Bachelor's	Qualification
259	Postgraduate	
194	Less than 10 years old	Experience
206	More than 10 years	

Study tool

To achieve the objectives of the study, a questionnaire was used to identify the degree of Islamic administrative thought practice among Arab school principals in the Negev region. And the study of Salama et al. (2018), and the tool in its initial form consisted of paragraphs.

Authenticity of the tool

The validity of the questionnaire was verified in several ways, as follows: Apparent honesty (the sincerity of arbitrators): To verify the content validity of the study tool; It was presented to a group of arbitrators in the fields of (management, pedagogy, teaching methods, measurement and evaluation, and Arabic language curricula) at Yarmouk University, Al-Balqa Applied University, Jadara, and Mutah, where they were asked to express their opinions about the tool in terms of

language formulation. their clarity, and any modifications they deem appropriate. The researcher has adopted the paragraph that was agreed upon by arbitrators or more, ie (80%) of the arbitrators, and thus the tool became composed of paragraphs.

Construction sincerity

The study tool was applied to an exploratory sample consisting of male and female teachers, from outside the target study sample, in order to calculate the corrected correlation coefficients for the relationship of items with the study tool, as shown in Table (2).

 $\begin{array}{c} \text{Table 2} \\ \text{The values of the corrected correlation coefficients for the relationship of the items} \\ \text{with the study tool} \end{array}$

Paragraph number	Corrected correlation		
number	coefficient value		
1	0.77		
2	0.74		
3	0.81		
4	0.72		
5	0.78		
6	0.82		
7	0.74		
8	0.80		
9	0.79		
10	0.76		
11	0.79		
12	0.73		
13	0.76		
14	0.70		
15	0.81		
16	0.74		
17	0.76		
18	0.73		
19	0.81		

It is noticed from Table 2 that the values of the corrected correlation coefficients for the relationship of items with the study tool ranged from (0.70) to (0.82).

Table 3
The values of the internal consistency and recurrence coefficients for the study tool

Number	Stability para	meters:		
vertebrae	Internal		Fields	
19	0.98	0.91	Islamic administrative thought among	

			Arab school principals	
19	0.98	0.91	Total score of the tool	

It is noted from Table 3 that the value of the internal consistency stability of the total score of the tool was (0.98), while the stability of the repetition reached its value (0.91). The value of the stability of the internal consistency of the field of Islamic administrative thought among Arab school principals was (0.98), while the value of the repetition stability was (0.91).

Tool correction standard

Likert scale was used for the five-year grading in order to measure the opinions of the study sample members, where it was given strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1), and the following classification was relied on. To judge arithmetic averages: The length of the category = (the highest value in the scale scale - the lowest value) divided by the number of options (a five-way Likert), then: The length of the category = $(1-5) \div 5 = 0.8$. Thus, the criterion for judging the degree is as follows:

- From (1) to less than (1.8) a very few degrees.
- From (1.8) to less than (2.6) a small degree.
- From 2.6)) to less than 3.4)) medium degree.
- From 3.4) to less than 4.2) a significant degree.
- (4.2) or more, a very significant degree.

Study procedures

To achieve the objectives of this study; The following actions were taken: The study tool was adopted with reference to the theoretical literature and previous studies related to the subject of the study. Verifying the apparent honesty by presenting the study tool to a group of specialized arbitrators. Obtaining a letter facilitating the task of the researcher directed from Yarmouk University to the competent authorities, with the aim of obtaining the total number of teachers, as well as to allow the application of the study tool to the sample.

- Verify the significance of the validity and reliability of the study tool by applying it to an exploratory sample using the test and retest method.
- The study tool was applied to the members of the target study sample, which numbered male and female teachers.
- The data was entered into the computer memory using the (Excel) program in preparation for statistical analysis; In order to answer the study questions.

First: The results of the first question, "What is the degree of practicing Islamic administrative methods among Arab school principals in the Negev region from the teachers' point of view?" To answer the first question; The arithmetic means and standard deviations of the Islamic administrative methods of principals of Arab schools in the Negev region were calculated from the teachers' point of view, as shown in Table (4).

Table 4 Arithmetic means and standard deviations of Islamic administrative methods for principals of Arab schools in the Negev region from the point of view of teachers

Rank	Paragraph Number	Paragraph Text	Arithmetic mean	standard deviation	Practice Degree
1	16	Keeping teachers' secrets Characterized by honesty in	4.08	1.03	Big
2	5	performing the duties entrusted to him towards teachers	4.05	1.07	Big
2	8	Allows freedom of dialogue between him and teachers	4.05	1.00	Big
3	18	Forgive the wrong teacher when he apologizes	4.04	0.93	Big
4	9	He enjoins good and forbids evil among teachers	4.01	1.07	Big
5	1	He is keen to be the ideal model in his dealings with teachers	3.99	1.02	Big
6	6	He is patient in following the teachers' work	3.98	0.97	Big
7	3	He has humility and patience in dealing with teachers	3.97	1.09	Big
7	7	Develops teamwork among teachers within his institution	3.97	1.05	Big
7	19	He is honest in his judgments towards teachers	3.97	1.04	Big
8	15	Fulfills the promises the teachers make	3.92	1.07	Big
9	13	He avoids mentioning the shortcomings of teachers in their absence	3.91	1.10	Big
10	14	Reminds teachers of the danger of the band and the need to stay away from it	3.87	0.98	Big
11	4	He investigates justice in his evaluation of teachers	3.86	1.08	Big
12	11	He avoids mistrust in his dealings with teachers	3.82	1.10	Big
13	10	He practices the Shura method with teachers in making his decisions	3.78	1.11	Big
14	2	It enforces laws and regulations on everyone without discrimination	3.76	1.20	Big
15	17	Distribute tasks fairly among teachers	3.70	1.23	Big
16	12	He suppresses his anger at the harassment of teachers	3.65	1.14	Big
		Overall Average	3.91	0.89	Big

It is noted from Table (4) that the arithmetic averages ranged between (4.08 - 3.65), as paragraph No. (16) which states "preserves the secrets of teachers" came in the first order, with an arithmetic mean (4.08) and a standard deviation (1.03), with a high degree of practice, while paragraph No. (12) which states, "He suppresses his anger towards the harassment of teachers," came in the last order, with an arithmetic mean (3.65), a standard deviation (1.14), and a medium degree of practice, and the total average of the degree of practicing Islamic administrative thought. The principals of Arab schools in the Negev have (3.91), and a high degree of practice. The reason for this may be because the principals of Arab schools in the Negev region practice Islamic administrative methods in their administrative work with teachers, and avoid positivist methods such as bureaucracy and dictatorship in their dealings with teachers, and this stems from their commitment to the teachings of the true religion, and the reflection of these Islamic methods on their work to be an example to follow him in the school community.

The reason for this may also be due to the fact that the principals of Arab schools in the Negev region seek to form positive attitudes towards their profession, and present a positive image of the teaching profession. Work secrets and their non-disclosure, and their respect for all teachers and all beneficiaries of their services, and this is demonstrated through their method of dealing with them, their respect and respect for their opinions, their commitment to regulations and labor laws, and their observance of objectivity, justice and equality in their dealings with the pillars of the educational process within the scope of work.

Paragraph (1), which states, "Keeping teachers' secrets" ranked first, with a mean score of (4.08) to a large extent. The researcher may attribute the reason for this to the fact that teachers in Arab schools in the Negev region perceive the keenness of their principals to preserve their secrets, and not to pass them on to their colleagues so that they do not fall into embarrassment, and so that their principal is a beacon of knowledge to follow in speech and knowledge, so that teachers acquire from him the importance of keeping secrets. And not to transfer it to others to provide a safe learning environment.

Then paragraph (5), which states that "he is characterized by honesty in performing the duties entrusted to him towards teachers" came in second place, with an arithmetic average (4.05), and to a large degree. The researcher may attribute the reason for this to the fact that teachers in Arab schools in the Negev region perceive the keenness of their principals to perform the workers entrusted to him in honesty, sincerity and trustworthiness. their performance in the educational process.

Paragraph (12) which states "distributes tasks to teachers fairly" came with a mean of (3.70) and to a large degree. This may be due to the fact that teachers realize that their principals deal with them with sufficient objectivity and fairness in matters related to the requirements of the profession, because principals are keen on instructions and laws away from whims and emotions, and that they seek to implement these instructions and regulations fairly so as not to fall into administrative errors. They are held accountable by law, as the teacher who is unjust can file a complaint to the Director of Education for redress, or to the

Administrative Court if necessary, and this matter may cause embarrassment to the school director, and may receive a penalty, which may affect his future career, in addition to that. When the teacher feels the justice of the principal, this will motivate him towards work, achievement, and professional and career progress. And the lowest arithmetic averages for paragraph (12), which states that "he suppresses his anger towards teachers' harassment" came with an arithmetic mean of (3.65) and to a large extent. The researcher may attribute the reason for this to the fact that teachers in Arab schools in the Negev region feel the openness of their principals, and accommodate everyone, even if they commit abusive acts against him. Kindness and softness, away from the league, and catching mistakes.

Second: The results of the second question, "Are there statistically significant differences at the significance level (α = 0.05) in the estimates of the study sample members of the degree of practicing Islamic administrative methods among Arab school principals in the Negev region due to the two variables (gender, experience, and educational qualification)?" To answer the second question, the arithmetic averages and standard deviations of the estimates of the study sample members for the degree of practicing Islamic administrative methods among the principals of Arab schools in the Negev region were calculated according to the variables, gender, experience, and educational qualification, as shown in Table (5).

Table 5
Arithmetic averages and standard deviations of the estimates of the study sample members of the degree of practicing Islamic administrative methods among Arab school principals in the Negev region according to the variables, gender, experience, and educational qualification

Variable	Category/Level	Arithmetic mean	Standard deviation	
Sex	Male	3.88	0.89	
	Feminine	3.93	0.91	
Qualification	Bachelor's	3.88	0.89	
	Postgraduate	3.93	0.90	
Experience	10 years or less	4.05	0.84	
	More than 10 years	3.79	0.93	

It is noted from Table (5) that there are apparent differences in the estimates of the study sample members of the degree of practicing Islamic administrative methods among the principals of Arab schools in the Negev region according to the variables, gender, experience, and academic qualification. ANOVA), and Table (6) shows that:

Table 6

Results of the three-way variance analysis of the estimates of the study sample members of the degree of practicing Islamic administrative methods among Arab school principals in the Negev region according to the variables: gender, experience, and educational qualification

Carrea		10	N/a	r	~:~
Source	SS	df	Ms	1	sıg
Sex	0.025	1	0.025	0.031	0.860
Qualification	1.345	1	1.345	1.701	0.193
Experience	7.572	1	7.572	9.576	0.002
The Error	313.121	396	0.791		
Total	321.258	399			

The results showed that there were no statistically significant differences at $(\alpha =$ 0.05) in the estimations of the study sample members of the degree of practicing Islamic administrative methods among Arab school principals in the Negev region due to the variables of gender and educational qualification. This result may be attributed to the fact that teachers, regardless of their gender and educational qualifications, see that their principals practice Islamic administrative methods, as all schools live the same conditions, and that teachers, regardless of their gender, are prepared for the profession similarly, as the educational programs attended by high school graduates or postgraduate students are almost similar in many aspects, and they enroll in the same training programs while practicing the profession, so their estimates of the degree to which their principals practice Islamic administrative methods are close, regardless of the teacher's gender or educational qualification. These ratings also do not differ for both variables, because principals treat all teachers in the same way, and hence these teachers' ratings for judging their principals' behaviors and behaviors are fairly similar regardless of gender and educational qualification

The results also showed that there were statistically significant differences at (α = 0.05) in the estimations of the study sample members of the degree of practicing Islamic administrative methods among the principals of Arab schools in the Negev region due to the variable of experience, in favor of those with experience of 10 years and less, where the arithmetic mean for this category reached (4.05), while the arithmetic mean for the category of more than 10 years was (3.79). Perhaps the reason for this is that school teachers' experience estimates of less than ten years differ in judging school principals who have experience, because they are newly appointed, and are more motivated by the educational process, so they feel that their principals care more about them, and direct them continuously to commit to the educational proces.

Recommendations

Based on the results of the first question, the researcher recommends that the principal of Arab schools in the Negev region should continue to practice Islamic administrative methods because of their positive effects on work. Based on the results of the study, the researcher recommends the following:

- Based on the results of the second question, the researcher recommends school principals to involve teachers with more than ten years of experience in training courses related to Islamic administrative methods because of their significant impact on adopting the Islamic administrative method in the educational process.
- Inviting researchers to conduct more studies related to Islamic administrative methods from other aspects, which the current study did not address.

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