

## *Educational Administration and School Administration*

### الإدارة التعليمية والإدارة المدرسية

إيمان رفاص<sup>1</sup>

[imane.rafes@univ-alger2.dz](mailto:imane.rafes@univ-alger2.dz)

لكحدر لكحل

[Lakhdar.Lakehal@univ-alger2.dz](mailto:Lakhdar.Lakehal@univ-alger2.dz)

University of Algiers 2 Abou Elkacem Saad Allah, Education and Mental Health Laboratory/ Algeria.

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#### Abstract:

This study seeks to delineate the concept of educational administration, regarded as the principal authority and influence over educational institutions (schools), serving as the paramount reference for all such entities through its functions of planning, organization, guidance, control, implementation, and evaluation of operations and matters pertaining to school educational institutions. It also functions to provide directives and monitor the implementation procedures executed by the school administration, which endeavors to enforce the regulations and systems established by the education administration. This study aims to delineate the distinction between educational administration and school administration by elucidating the notion of each and examining their respective importance, objectives, characteristics, and functions.

The study concluded that the distinction between educational administration and school administration lies in the fact that school administration is regarded as a subset of educational administration, while the link between them is a private-to-public relationship.

**Keywords:** Educational administration; school administration; educational institutions.

#### ملخص

تهدف هذه الدراسة إلى تحديد مفهوم الإدارة التعليمية التي تعتبر صاحبة السلطة والهيمنة الحقيقية على المؤسسات التعليمية (المدارس) كونها المرجع الأعلى لجميع المؤسسات التعليمية وذلك من خلال قيامها بعمليات التخطيط والتنظيم والتوجيه والضبط والتنفيذ والتقويم للأعمال والمسائل التي تتعلق بشؤون المؤسسات التربوية المدرسية، كما تعمل على إصدار التوجيهات ومتابعة إجراءات التنفيذ التي تتولاها الإدارة المدرسية، التي تعمل على تنفيذ اللوائح والأنظمة الصادرة من إدارة التعليم. كما تسعى هذه الدراسة إلى معرفة الفرق بين الإدارة التعليمية والإدارة المدرسية من خلال توضيح مفهوم كل منهما والتطرق إلى أهمية كل من الإدارة التعليمية والإدارة المدرسية وأهدافها وخصائصها ووظائفها. وقد توصلت هذه الدراسة إلى توضيح الفرق بين مفهوم الإدارة التعليمية والإدارة المدرسية وتحديد العلاقة بينهما حيث تعتبر الإدارة المدرسية جزء من الإدارة التعليمية والعلاقة بينهما علاقة الخاص بالعام. كلمات مفتاحية: الإدارة التعليمية؛ الإدارة المدرسية؛ المؤسسات التعليمية.

<sup>1</sup>Imane Rafes : [imane.rafes@univ-alger2.dz](mailto:imane.rafes@univ-alger2.dz)

## **1- Introduction**

Administration received great interest despite its recent emergence as an autonomous discipline. The initial notion of administration was introduced in 1911; the rafter, it evolved swiftly following World War II. Educational administration is a contemporary research domain that emerged in the 20<sup>th</sup> century, despite its practical application being as ancient as human civilization. The advancement of educational administration based on scientific principles started in the early 20<sup>th</sup> century and persists to the present day. The science of administration was transitioned from industrial and commercial entities to academics in the USA. Consequently, theories pertinent to educational administration evolved. Educational administration began to develop as a distinct science apart from public administration in 1946, when the American Kellogg Foundation expressed interest in the field. (Sulaiman, 2016: 3).

The notion of educational administration has evolved swiftly, drawing on advancements in business administration and industry, as well as the abundance of research in the field of administration.

Educators have re-examined the dominant educational and pedagogical practices and assessed conventional ways of instruction. They have seen students as the central element of the educational process. The advancement of educational administration and the application of contemporary theories have influenced the procedural aspect, namely school administration, which is regarded as a subset of educational administration.

In the context of educational administration, some individuals conflate the notion of educational administration with that of school administration. At times, they are used interchangeably. The confusion between the two concepts appears to stem from translation and replication of foreign texts, as schools in certain foreign nations are regarded as the primary unit in educational administration, possessing autonomy and significantly influencing decision-making. In contrast, school administration in Arab countries functions as a body focused on executing educational policy with restricted roles. Nevertheless, it is noted that some Arabic texts are named "School Administration," yet they address administrative tiers beyond the procedural level (the school), necessitating research to elucidate the distinction between the two notions.

**Research problem:** Based on the aforementioned, the research problem is as follows:

### ***What distinguishes educational administration from school administration?***

To address this question, the subsequent sub-questions must be resolved:

- What is educational administration? What are its objectives?
- What are the functions and characteristics of educational administration?

- What does school administration mean? What are its objectives?
- What are the functions and characteristics of school administration?

## **2- Concept of Educational Administration**

Educational administration has been defined in various manners by educators and stakeholders in the field. It is "the mechanism that actively engages in formulating educational policy and overseeing all activities that fulfill that policy." Some assert that educational administration constitutes "a series of interconnected processes that enhance one another, both within educational organizations and among them, to attain the desired objectives." (Muhammad Munir Mursi, 1977: 11).

Educational administration is defined as "the systematic and coordinated efforts that facilitate education and instruction, hence achieving educational objectives in alignment with fundamental educational objectives." (Sulaiman, 2016: 25).

It is defined as well as "a series of processes involving planning, organizing, orienting, controlling, implementing, and evaluating tasks and issues pertinent to the operations of educational institutions, aimed at achieving predetermined educational objectives through optimal utilization of human and available resources, while minimizing effort, expenditure, and time." (Ibrahim, 2018: 57).

### **2.1- Importance of Educational Administration**

The significance of educational administration lies in the following:

- It delineates responsibilities and disseminates this information to all stakeholders. The educational process cannot attain requisite success without an individual who oversees it, nurtures it, and equips it with essential resources.
- Its existence signifies the potential for the expansion and advancement of educational systems.
- It enhances accountability and clarifies for each participant their assets and liabilities, hence minimizing unpredictability.
- The administration's presence facilitates practical coordination with other community institutions.
- It assesses, analyzes, and formulates academic syllabi and curricula, supplies all material resources and facilities, selects the staff essential for the educational process, and allocates tasks among staff members.

- It organizes and disseminates books to the appropriate authorities, guarantees their distribution to students, establishes examination and holiday schedules, formulates in-service teacher training programs, among other responsibilities. (Imad, 2009: 20).

## **2.2- Objectives of Educational Administration**

Its objectives are as follows:

- 1- Formulating the overarching educational policy of the state.
- 2- Establishing suitable educational administrative frameworks, providing training, and fostering motivation.
- 3- Preparing for the future.
- 4- Strategizing for the educational system to fulfill its operational responsibility. (Ibrahim, 2018: 61).

## **2.3- Characteristics of Successful Educational Administration**

The characteristics of successful educational administration are:

- To establish a deliberate educational administration that does not depend on unpredictability to attain its objectives.
- To originate from the cultural identity of the society.
- To be conducted in a manner that considers the prevailing issues and challenges of society.
- To establish a social administration that is devoid of tyranny and receptive to counsel.
- To serve as a mechanism for attaining the societal objectives.
- To be adaptable, positive, and non-dogmatic, responding to situational demands and aligning with contemporary educational trends.
- To be pragmatic, modify theoretical ideas to meet the demands of the practical context.
- To be characterized by efficiency and effectiveness, attained via the optimal utilization of its human and material resources.
- To maintain objectivity in its decisions.
- To function according to long-term strategies.
- To establish a compassionate and empathetic administration that actively engages with constituents, comprehends their challenges, and seeks evidence-based and pragmatic resolutions. (Jamal, 2009: 51).

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## 2.4- Functions of Educational Administration

The primary functions of educational administration are as follows:

- Formulating effective curriculum to foster successful interactions between the school and the community, considering the qualities, capabilities, ambitions, and aspirations of the community served by the school.
- Formulating curriculum based on research and studies regarding objectives, content, methodologies, resources, and assessment approaches.
- Developing continuing education programs for educators, including teachers, professors, headmasters, inspectors, and anyone requiring such training.
- Delivering services that enhance the structured education within the department and are pertinent to students, including medical care, nourishment, guidance and counseling, and the provision of educational resources.
- Supplying the requisite human resources for the execution of educational programs, including establishing staff policies, hierarchies, and criteria for selection, allocation, supervision, and assessment.
- Supplying structures and diverse equipment.
- Managing financial matters, encompassing the preparation and dissemination of the budget (Muhammad al-Tahir, 2015: 22).

## 3- Concept of School Administration

Educators provided several and diverse definitions of school administration, the most significant of which are:

School administration refers to “the activities conducted by the school authorities to establish an atmosphere conducive to the educational and instructional processes, thereby fulfilling the educational policy and its objectives.” (Muhammad Abd al-Qadir R., 2001: 54).

It is defined as “the administration that oversees the educational process inside the institution to attain objectives with optimal efficiency while conserving effort and time.” (Al-Jabr Zainab, 2002: 22).

School administration is “a cohesive Seto interconnected and integrated operations functioning in accordance with human and material capabilities. It involves coordination among these elements based on specific controls, aimed at achieving the desired objectives of school policy. This entails a commitment to continuous development and improvement of the quality of operations and outputs within the school, ideally within a reduced timeframe (Heba, 2019: 39).

School administration is also defined as “the coordination of activities and utilization of resources to address educational needs, support students in their learning, and prepare them for societal integration”(Al-Hindawi, 2009: 21).

Based on the prior definitions of school administration, we deduce that it encompasses all efforts and processes related to planning. The headmaster and his assistants execute coordination, censoring, and scheduling to attain certain educational objectives both within and beyond the school, utilizing human resources and available materials.

### **3.1- Importance of School Administration**

School administration exhibits variability from one stage to another, from one nation to another, and from one community to another. School administration is no longer regarded as a pragmatic routine, aiming to regulate school affairs such as student attendance and absence, while imparting information and knowledge to students.

The school administration aims to establish the fundamental principles of education, along with its purpose and objectives, which are as follows:

1. Supplying the requisite material and human resources to execute the school's objectives.
2. Establishing a suitable setting that facilitates the instructional process.
3. Attaining cohesion between administrative oversight and technical monitoring of the educational process.

The significance of school administration arises from the school's influence across various domains. It differs among countries, contingent upon each nation's educational policy. Such a significance lies in the following:

- Ensuring a suitable environment.
- Allocating responsibilities and assignments.
- Strategizing, coordinating, and overseeing initiatives.
- Overseeing the execution of diverse operations.
- Efficient utilization of existing financial and human resources.
- Establishing the conditions and resources that facilitate students' holistic development in mental, physical, spiritual, social, and psychological dimensions.
- Facilitating and supporting learners in selecting experiences that will promote their personal development and address their challenges (Abdullah, 2015: 189).

### **3.2- Objectives of School Administration**

The advancements observed in school administration have resulted in an increase of its scope. The objectives of school administration are shaped by various factors, including the educational

level, school size, staff qualifications and quality, geographical environment, effectiveness of educational administration, and the principal's personality, characteristics, and academic credentials. Fostering healthy interpersonal relationships among all school staff cultivates a conducive atmosphere for education.

- Identifying students' interests, abilities, and aptitudes, and guiding them for the primary benefit of the students, followed by society (Yasser Hassan, 2003: 45).
- Developing the student's personality in a holistic manner: practically, intellectually, physically, educationally, socially, and psychologically.
- Enforcing and overseeing the regulations and statutes enacted by the pertinent educational authorities in the state.
- Facilitating and managing technological and administrative operations within the educational institution.
- Providing kids with autonomous Islamic education.
- Formulating strategies for the future growth and enhancement of the institution.
- Creating an outstanding microcosm of the Islamic community within the school, ensuring that staff members serve as positive role models and exhibit values like integrity, reliability, and collaboration.
- Continuously assessing the health status, affairs, and overall conditions of students by regular examination of their ID cards.
- Developing a school creation strategy.
- Allocating administrative duties and responsibilities.
- Developing weekly lesson plans, instructional activities, and examination schedules.
- Upholding the overall aesthetic and hygiene of the school.
- Overseeing the upkeep of the educational facility (Tayseer, Hussein, 1998: 205).

### **3.3- Characteristics of School Administration**

Researchers have delineated certain characteristics of contemporary school administration that are essential for optimal performance and the attainment of objectives. These characteristics encompass:

1. Intentional administration: This signifies that it does not depend on unpredictability, ambiguity, or serendipity to attain its objectives, but rather depends on objectivity and strategic planning within the context of the public interest.

2. Social administration: This entails the avoidance of tyranny and authoritarianism, emphasizing consultation, cooperation, and familiarity to foster trust, affection, and mutual respect among employees.

3. Human administration: This denotes a neutrality that refrains from endorsing specific viewpoints or intellectual or educational theories that could detrimentally impact educational endeavors for many reasons. It should embody flexibility without excess, specificity without overindulgence, seriousness and advancement without hubris, and a commitment to achieving its goals without faults or exaggeration.

4. Positive administration: This entails that administration eschews harsh or inflexible stances, instead adopting a leadership role across all facets of work and providing direction. (Al-Zain, 2018: 11).

5. Mutual trust: Drawing on personal experience across all domains, the confidence of staff and students in their headmaster is a crucial foundation for successful school administration.

6. Distribution of powers: The headmaster assigns specific roles, responsibilities, and obligations to the staff, while concurrently bestowing upon them complete authority. Each educator is apprised of their stewardship of the institution and their function within it. The headmaster ought to focus on overarching policies and critical issues, delegating other responsibilities to subordinates and assistants.

7. Establishing a conducive environment: Grounded in stability, reassurance, comprehensive understanding, the avoidance of violence and conflict, and the promotion of cooperation and empathy.

8. Prudent leadership style: Characterized by a democratic approach, self-governance, collective leadership, centralized planning, decentralized execution, and the avoidance of autocracy. (Ibrahim Mohammed, 2008: 31).

### **3.4- Functions of School Administration**

The responsibilities of school administration have evolved considerably, with an increase in work diversity and an expansion of its scope. The headmaster can no longer run the school independently; instead, teamwork with all staff is essential, since effective school administration necessitates a collective effort from all members.

School administration encompasses various interrelated activities, including planning, orientation, organization, oversight, and coordination, each impacting the others.

1. Planning:

The foundational element from which administrative tasks are initiated and upon which all subsequent activities are constructed. Effective planning mitigates reliance on chance, intuition, and conjecture, allowing administrators to foresee issues prior to their emergence (Al-Maaytah, 2007: 105).

The planning function entails:

- ✓ Establishing objectives to be attained through collaborative effort at minimal expense.
- ✓ Formulating policies that direct subordinates in task completion.
- ✓ Forecasting future circumstances.
- ✓ Identifying the need for material and human resources (Atwi, 2008: 22).

2. Organization:

Organization entails delineating the activities, tasks, and roles essential for attaining the school's objectives and allocating them among persons in accordance with their respective capacities, abilities, and skills. Consequently, organization constitutes a fundamental duty of school administration. It facilitates the stabilization of staff relationships and fosters balance, coordination, integration, and harmony within the school, hence mitigating potential issues and functional conflicts. It emerges among employees, indicating that the organization serves not as a target, but as an instrument for attaining the educational objectives.

This function encompasses the subsequent elements:

- ✓ Classify the tasks required for the implementation of educational curricula and plans.
- ✓ Identify the organizational relationships among members of the school community.
- ✓ Establish methods to enhance the school's organizational structure.
- ✓ Allocate material and human resources effectively across various school policies and activities (Azab, 2008: 203).

3. Supervision:

This function pertains to equipping school staff with essential directives and information for the execution of school policies and associated activities, encompassing the following components:

- ✓ Phase orientation of the educational institution's policies and the protocols for their execution.

- ✓ Ongoing support for members of the school community.
- ✓ Eliminate obstacles and resolve issues that impede execution.
- ✓ Scientific, administrative, and technical orientation for the implementation of school policies and activities (Al-Zain, 2018: 16).

#### 4. Resolutions:

The decision-making process constitutes the foundation of administration. A deliberate selection from the available options to attain a certain objective or to resolve a specific issue (Abdel-Wahab, 2009: 20).

#### 5. Control:

"Control is a process that evaluates actual occurrences against prescribed actions." (Al-Harbi, 2008: 49).

The significance of the control function lies in the subsequent elements:

- ✓ Establishing the criteria and regulatory standards to ascertain the degree of compliance.
- ✓ It is executed according to the established guidelines.
- ✓ Evaluate performance against control standards to identify variations from the planned implementation.
- ✓ Examining the causes of discrepancies between implementation and planning and endeavor to mitigate them by addressing issues and rectifying mistakes.
- ✓ Avoiding committing the identified faults.
- ✓ Ensuring the availability of all materials prior to production.
- ✓ Conducting a thorough evaluation of plans and objectives while identifying any shortcomings.
- ✓ Evaluating the outcomes attained against the established objectives.
- ✓ Assessing the efficacy of administrative decisions made across all levels of administration.
- ✓ Examining the causes of divergence and strategies for addressing them (Hassan Muhammad, 2005: 7).

#### 6. Assessment:

A thorough assessment of all facets of administrative operations to ascertain the degree of objective attainment, the level of success and failure, the identification of strengths for

reinforcement, the recognition of weaknesses for rectification, and the prevention of future errors through the acquired feedback (Al-Maaytah, 2007: 106).

7. Communication:

School communication refers to the process of transmitting and exchanging opinions, information, experiences, and guidance among the various stakeholders involved in the educational and administrative processes, with the objective of facilitating the attainment of educational goals (Abdul Wahab, 2009: 20).

**4- Difference between Educational and School Administrations**

Based on the aforesaid, educational administration is tasked with planning, issuing directives, monitoring implementation procedures, and evaluating them (the Ministry and the Education Directorates), whereas the school administration is responsible for executing curricula and ensuring the requisite care for students and staff in collaboration with local communities, with its jurisdiction confined to schools (educational institutions).

**Table 1.** Comparative aspects of educational administration and school administration.

Comparative Aspects	Educational Administration	School Administration
Educational Policy	Plans and directs it.	Implements it
Its Position in the Educational System	Represents the whole.	Represents the part.
Financial Aspects	Estimates and distributes the budget.	Consumes it
Human Resources	Employs based on conditions it sets.	Employs the staff
Educational Activities	Its mission is to monitor and evaluate.	Its mission is to accomplish it
Control	Minister	Director of Education

Source: Muhammad al-Tahir Ouali, 2015, p. 25

The distinction between educational administration and school administration is elucidated by the preceding presentation and Table. The former focuses on the formulation and planning of educational policy, whilst the latter is responsible for executing the regulations and legislation set forth by the educational administration. The educational administration is led by the Minister of Education, who guarantees the alignment of educational policy with the nation's overarching policy. The school administration is led by a headmaster with restricted authority, tasked with executing the regulations established by the Ministry and constrained by the directives of the

educational administration. The headmaster's role in connection to the educational administration differs among countries, contingent upon the implemented administrative system (centralized or decentralized).

Concerning financial matters and human resources, the educational administration supplies the school administration with financial and technical assistance, along with requisite human resources for implementation, by employing individuals based on criteria established by the educational administration, while the school administration accepts them and endeavors to create an appropriate work environment. Thus, it is evident that school administration constitutes a component of educational administration rather than an autonomous organization. Rather, it constitutes a component of a broader system, specifically administration, and their relationship is that of a part to a whole.

In his book "Contemporary Educational Administration," Dr. Suleiman Hamed delineated the distinction between educational administration and school administration as follows:

Educational administration encompasses the senior-level functions and duties within both centralized and decentralized educational systems, including planning, establishing overarching objectives, developing curricula, structuring the educational hierarchy, scheduling examinations, offering material and technical support to school administration, supplying requisite human resources, and overseeing and monitoring school administration to ensure effective implementation. It is managed at the level of the Ministry by a minister who is a member of the Council of Ministers, tasked with aligning education policy with the overarching state policy. Yet, the school administration is the entity tasked with executing educational policy, led by a headmaster whose duties center on guiding the institution to achieve its mission for students while adhering to the regulations and systems established by the education administration. Consequently, the school administration is regarded as a component of educational administration, a microcosm of its organizations, and a constrained strategy whereby its efficacy is focused, with the link between them being that of the private to the public. (Sulaiman, 2016: 37).

## **5- Conclusion**

Administration in the education sector originated from advancements in industrial and commercial administration. It encompasses both school and educational administration. The latter is defined as the entity that actively engages in formulating educational policy and overseeing all actions that implement that policy. Some perceive educational administration as a collection of interrelated activities that enhance one another, either within educational institutions or among them, to attain specified objectives. These objectives encompass the

formulation of the state's overarching educational policy, the establishment of suitable educational administrative frameworks, the training and motivation of staff, and the strategic planning of the school system to fulfill its functional role.

However, the school administration comprises processes executed by the school body to foster a conducive atmosphere for education, hence fulfilling the educational policy and its objectives.

In comparing educational and school administrations, the former is tasked with planning, issuing directives, and overseeing implementation procedures (the Ministry and Education Directorates), whereas the school administration is responsible for executing the curricula and providing requisite support for educational students and staff, in collaboration with local communities, and the purview of this administration encompasses educational institutions.

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