

Need Assessment for the Partnership Between Private Secondary Schools in Jordan and the Community, According to the Goals-Based Strategic Planning Model, From the Point of View of Its Local Educational Leaders

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Abstract

The present study aimed at assessing the need for partnership between private secondary schools in Jordan and the local community, according to the goals-based strategic planning model, from the point of view of its local educational leaders. The study community consisted of (189) educational leaders in Jordan; of which 128 were females and 61 were males. The questionnaire consisted of (7) dimensions and (36) statements. It was found that the reality of the partnership between private secondary schools in Jordan and the local community was moderate, whereas the importance was high. It was also found that there was a need for partnership between private secondary schools in Jordan and the community, according to the goals-based strategic planning model. No significant differences in the means that can be attributed to gender, experience and academic qualifications were found. Based on the results, several recommendations were suggested, such as formulating leadership measures to activate the partnership between private secondary schools in Jordan and the local community, according to the goals-based strategic planning model.

Keywords: Educational Leadership, Partnership, Goals-based strategic planning model

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1. Introduction

Over the past decades, decision makers and researchers have been increasingly interested in the relationship between the school and the local community. This directed the Jordanian society to consider, with huge attention, the partnership between schools and the local community, as the agreement and integration of these two institutions occur in goals, objectives, ideas, and practices related to the educational process.

“The interest in developing the relationship between schools and local community within the framework of the concurrent functional relationship; is due to the fact that schools are a product of the social, economic, intellectual and cultural environments of its community, and because schools are the natural incubator for individuals whose identity is shaped and skills and experiences are developed in it to become, after their graduation, a force to build and develop the communities they grew up in”. (Al-Qahtani, 2020, p157)

“Schools are considered organizations with specific goals, different tasks, a system of administrative processes, and a structure of diverse and supportive activities, where tasks have clear divisions, and a legitimate authority is exercised by a number of individuals. It is worth mentioning that there is a difference between traditional and isolated schools, and open schools which are affected by the dynamics, interaction and communication of all parties involved in upbringing students. Schools are part of the community, and are found within its context; in which, their input and output are from this community”. (Al-Manoufy, Hilal and Zayed 2018, p87)

School is considered an educational institution that is linked to community's issues and problems and is affected and influenced by contemporary events and changes in various fields of life. Furthermore, community partnership in schools has never been far from its duties and vital roles within the community. However, with the complexity of human life, cultural and social changes, not to mention the contemporary challenges, a huge gap between the school environment and the community was formed. As a result, educational pressures, and burdens on the school increased.

Therefore, there is a need for cultural dialogue and more harmonious social, cultural, political, and economic relationships between the school and the community. This partnership is a social bridge and capital that promotes and provides a strong insight and guidance to teachers in promoting cultural practices. (Prest, 2019, P1)

Schools during these events, need continuous reform to keep pace with the changes and to play the role assigned to them. The requirements for family-school partnership are as follows: social requirements, knowledge requirements, skills requirements, educational requirements, and community requirements. (Malkawi and AlQudah, 2018, p210)

The importance of educational leaders' impact on educational institutions, and educational process in general, is highlighted through both direct and indirect impacts. Through which educational leaders can make decisive decisions on changes that might happen and the way they might be implemented, with emphasis on the importance of educational leaders' commitment to strategic planning.

Educational leaders play a major role in clarifying the vision of the school from which the community partnership is emerged to develop the educational process. Accordingly, a good educational leader must be able to create a common vision between school staff and local community members and urge them to pursue common objectives. This partnership is believed to help improve the management of the educational systems and institutions, in order to facilitate the formation of technical skills, to facilitate the use of advanced educational methods, and to increase access to higher quality education (Talafhah, 2017, p187).

The nature of the tasks assigned to the education leaders requires them to be close to their students, their staff and the community, to have a strategic plan linked to the goals, to make the necessary decisions and to intervene in a timely manner.

The partnership between schools, families and communities, provides opportunities for enrichment, support, resources and programs that students use, to enhance flexibility through the school that focuses on community-based partnerships and parent-family agreements based on empowerment, democracy, cooperation, social justice and strength points principles. (Bryan and others, 2020, p2)

In an era of cognitive explosion, these developments and challenges forced an increased need for a strong and flexible management that can successfully address these challenges, and they required a need for a quality of individuals with expertise, knowledge, and the ability to influence the management of the administrative system, which needs to be led rather than to be managed (Al-Shimri, 2017, p247).

Therefore, there has been an urgent need for outstanding leaders who have suitable expertise, skills, competencies, knowledge, responsibility, predictability, and adaptability to all what is new and developed, to play the required leadership role, especially with the growth, development, complexity, and diversity of institutions. One of the new emerging matters, is the planning models, such as the goals-based strategic planning model, which is considered the simplest strategic planning model for small organizations or for organizations that do not have any educational planning experience. It is useful to build the expertise of the team in preparation for the adoption of more detailed methods in subsequent years. This model is sometimes called the vision-based strategic planning model and is usually implemented and planned by the senior management of the organization.

2. Statement of the problem and study's questions:

Jordanian families place the greatest burden of the educational process in all its aspects on schools and pull back their responsibility as an essential partner in this process. This has negative consequences on schools and community partnership, as both are considered the most important and prominent educational institutions. This also has a negative impact on the educational outcomes.

Furthermore, the traditional role for the partnership between the school and the local community, the lack of interest to activate this partnership and limiting it to parent-teacher inactive councils, and the traditional meetings through which parents are informed about some of the school's programs and goals without having the any influence in this relationship, are some of the characteristics of the school and community partnership that the researcher identified through her work in the educational system.

Moreover, the educational sectors in other countries in the world are competitive in developing and activating the partnership between the family and the school.

Based on the above-mentioned information, the study's problem is represented by the following questions:

Q.1 What is the reality of the procedures for building the partnership between private secondary schools and the local community in Jordan, according to the goals-based strategic planning model, from the point of view of its local educational leaders?

Q.2 What is the importance of the procedures for building the partnership between private secondary schools and the local community in Jordan, according to the goals-based strategic planning model, from the point of view of its local educational leaders?

Q.3 Are there any significant differences at ($\alpha=0.05$) in the need for partnership between private secondary schools and the local community in Jordan, from local educational leaders' point of view, which can be attributed to gender, experience or educational qualification?

3. Study's objectives

The present study aimed at identifying the need assessment of partnership between private secondary schools and the local community in Jordan, according to the goals-based strategic planning model, from the point of view of its local educational leaders. It also aimed at identifying whether there are any significant differences at ($\alpha=0.05$) in the need for partnership between private secondary schools and the local community in Jordan, from local educational leaders' point of view, which can be attributed to gender, experience or educational

qualification.

4. Study's significance

- Hopefully, the present study will enable the following authorities to benefit from its results:

- Educational leaders, decision-makers, and Ministry of Education officials to develop binding decisions and policies about partnerships that schools have to implement.
- The community to open ongoing channels of communication with schools, and to raise awareness about community partnership.
- Researchers to make use of theoretical literature and the results of this study.

5. The study's definitions:

5.1 Educational leadership:

The ability of an individual (educational leader) to influence the behavior of an individual or group, to work with a desire, in order to achieve a specific goal or goals. (Alsaud, 2013, page 77)

For this study, the procedural definition is: A set of influential behaviors intended to urge workers to cooperate in order to achieve the aspired objectives to work with desire.

5.2 Partnership:

It refers to a form of collaboration to achieve common goals, share roles and assume responsibilities, and is a tool to organize stable relationships (Sharif, 2016, p. 454). It is defined as the opening of the educational institution, which is the family, and expanding its narrow practices towards the school in an organized way to achieve goals and to work as one team to achieve educational and social goals which will benefit students. Al- (Malkawi and AlQudah, 2018) and is defined as the mutual cooperation between the school and the community through the exchange of information, experience, visits, materials, and moral support (Al-Shammari, 2017)

For this study, the procedural definition is: Achieving goals between schools and the community effectively, which will be measured by a study instrument that is developed for this purpose.

5.3 Strategic Planning:

The process of organized planning to achieve the long-term goals of educational institutions, in line with the institution's mission, the external environment, and its internal culture (Al-Zoubi, 2018). It is a comprehensive scientific process based on the predicting the future and awareness of the variables associated with the internal and external environment of the institution, according to which the educational organization leadership defines the organization's vision, mission, and goals. (Obaid and Ibn Tarif, 2018)

For this study, the procedural definition is: An integrated system for implementing long-term planning, and defining the future path of educational institutions, which defines the mission of the institution, its goals, the necessary procedures, and the scope of its activities and future resources.

5.4 Goals-based strategic planning model

This model is considered one of the simplest models of strategic planning, and it is suitable for small size organizations that do not have previous experience in strategic planning. It is advised to use this model in the new organizations, especially in its first year, where it can start with a simple model that will be useful in building the expertise of the team in preparation for adopting more detailed methods in subsequent years. This form is sometimes vision-based strategic planning model and usually the top management in the organization is involved in its implementation and planning (Kassem, 2017, 158)

Planning organizations begins with the «basic» planning approach, and often evolve to use this more comprehensive and more effective type of planning. This represents a rather straightforward view of this type of planning process; however, an organization may not do all of the activities every year.

The goal - based strategic model is related to the prescriptive theories and the 'umbrella strategy'. To describe the goal - based strategic model, it is necessary to express the enterprise mission, vision, and its planned goals. The planned enterprise goals are among the most important elements of the Goal based strategic model. (Azevedo, C., Sinderen, M., Pires L., & Almeida, J., 2015, p#)

6. Study's limits:

-Thematic limits: This study shed light on reality and importance of the procedures for building the partnership between private secondary schools and the local community in Jordan, according to the goals-based strategic planning model, from the point of view of its local educational leaders.

- Human limits: This study sampled several educational leaders in private secondary schools and the local community.

- Spatial limits: This study was restricted to private secondary schools in Jordan.

- Temporal limits: This study was conducted in the second semester of the academic year 2019/2020.

7. Previous Studies:

Malkawi and Alqudah (2018), aimed at defining the reality of the partnership between the family and the school from the viewpoint of male and female teachers in Irbid, among a sample of (62) male and female teachers from Irbid Directorate, It was found that the reality of partnership between the family and the school was moderate, the dimension of family participation in schools' decision-making ranked first, while the dimension of school partnership with the family in social responsibility came second, the dimension of family volunteering in the school ranked third, and the dimension of communication between the school and the family and the family with the school came fourth and last. There were no significant differences attributed to gender variable in the dimensions of the study instrument, while there were significant differences in the tool as a whole and in favor of males.

Al-Asiri (2019), aimed at identifying how to improve the performance of public education school leaders. It was found that there were no significant differences between the average sample responses to the proposed development requirements and the mechanisms for improving the performance of public education school leaders. It was also found that there were significant differences attributed to scientific qualification variable. It was recommended that education departments provide administrative, technical, and financial support to school administrations and ensure the signing of strategic partnerships with various community institutions.

Al-Zoubi (2018), The study aimed at identifying the role of strategic planning in raising the efficiency of educational institutions in Jordan among a sample of 100 leaders from different educational directorates in Irbid. It was found that the extent of strategic planning implementation by educational institutions was high, while the extent of familiarity of educational leaders with the strategic planning process, with the efficiency of educational performance, and with the obstacles that affect the implementation of strategic planning in the educational directorates of Irbid was moderate. It was recommended that educational leaders consider performance measurement standards when implementing strategic plans.

8. Study's Approach:

An analytical descriptive approach was adopted. It was adopted to identify the reality and importance of the procedures for building the partnership between private secondary schools and the local community in Jordan, according to the goals-based strategic planning model, from the point of view of its local educational leaders. By referring to the previous studies related to the subject of the study, then collecting data using the study tool and statistically analyzing it to answer the study questions.

9. Study's Population and Society:

The population is represented by (273) male and female principals (Statistical Report 2017/18, Ministry of Education). The sample included two randomly selected principals, totaling 189 principals, from all private secondary schools in Jordan. Data about that is displayed below in table (1)

Table (1): Distribution of the study's respondents in accordance with (gender, experience, and academic qualifications)

Variable	Category	Frequency	Percentage
Gender	Males	61	32%
	Females	128	68%
	Total	189	100%
Academic Qualification	Bachelor's	47	25%
	Higher Diploma	43	23%
	Graduate Studies (Masters & PhD)	99	52%
	Total	189	100%
Experience	Less than 5 years	24	13%
	5 - less than 10 years	47	25%
	10 years and more	118	62%
	Total	189	100%

10. Study's Instrument:

A questionnaire was developed after reviewing the relevant studies. This questionnaire consisted of (7) dimensions and (36) statements that aimed at identifying the reality and importance of the procedures for building the partnership between private secondary schools and the local community in Jordan, according to the goals-based strategic planning model, from the point of view of its local educational leaders. These dimensions were: (Identifying the Message, Developing the Vision, Setting Goals, Determining the Appropriate

Methodologies and Strategies to Achieve the Goals, Developing Operational Plans for the Implementation of Established Methodologies and Strategies, Preparation of the Strategic Plan Document, Follow up on the Execution of the Strategic Plan). The initial version of the questionnaire consisted of (7) dimensions and (36) statements.

11. Validity of the Instrument:

To measure the validity of the questionnaire, Content Validity method was used. The initial questionnaire was passed to (10) experts from different Jordan universities faculty, who have the required expertise. They were asked to assess the questionnaire and provide their feedback regarding language, relevance, and validity to measure what it was designed for. They were also asked to give suggestions regarding additions, deletions, and adjustments. Based on experts' opinions, some statements were 36. In the questionnaire, the five-point Likert scale was used. It consisted of (5) categories: (to a very low degree, to a low degree, to a moderate degree, to a high degree and to a very high degree) and respondents were requested to choose the right degree for each statement by writing an (X).

12. Reliability of the questionnaire:

To measure the reliability of the questionnaire, Cronbach alpha coefficient was used. the values ranged between (0.84 and 0.94), with a total of (0.90). This indicates that the questionnaire has a high degree of reliability. Table (2) shows Cronbach alpha coefficient values.

Table (2): Cronbach alpha coefficient values for each dimension

Dimension	Cronbach alpha coefficient	Number of statements
1. Identifying the Message	0.88	5
2. Developing the Vision	0.89	4
3. Setting Goals	0.92	5
4. Determining the Appropriate Methodologies and Strategies to Achieve the Goals	0.94	5
5. Developing Operational Plans for the Implementation of Established Methodologies and Strategies.	0.93	6
6. Preparation of the Strategic Plan Document	0.89	4
7. Follow up on the Execution of the Strategic Plan	0.84	5

13. Criteria for classifying means:

The five-point Likert scale was used. It consisted of (5) categories: (very low degree, low degree, moderate degree, high degree and very high degree). The categories represented the following scores respectively: 1, 2, 3, 4 and 5. In order to describe the results, a response ladder was adopted using the following formula:

(Highest limit of scale (5) - Lowest limit of scale (1)) / 3

$(5-1) / 3 = 1.33$

1.00 - 2.33: low 2.34 - 3.67: moderate 3.68 – 5.00: high

14. Study's variables:

The present study included the following variables:

- Independent variable: reality and importance of the procedures for building the partnership between private secondary schools and the local community in Jordan, according to the goals-based strategic planning model.

- Moderate variables: Three variables related to educational leaders, which are:

- Gender: It had two categories: Males and Females
- Qualification: It had three levels: Bachelor's, Higher Diploma, and Graduate Studies (Master's, PhD).
- Position: It had three categories: Less than 5 years, 5 years to less than 10 years, and 10 years and More.

- Dependent variables: Educational leaders.

15. Statistical analysis:

Different statistical analysis methods were used to analyze data and to answer the study three questions such as means, standard deviation, t-test and Triple Contrast Analysis.

16. Results and discussion:

16.1. Results and discussion related to the study's first question: Q.1 What is the reality of the procedures for building the partnership between private secondary schools and the local community in Jordan, according to the goals-based strategic planning model, from the point of view of its local educational leaders?

To answer this question, means and standard deviations for the reality of the procedures for building the partnership between private secondary schools and the local community in Jordan, according to the goals-based strategic planning model, from the point of view of its local educational leaders were calculated. These values are captured in table (3) below

Table (3): The reality of the procedures for building the partnership between private secondary schools and the local community in Jordan, according to the goals-based strategic planning model, from the point of view of its local educational leaders

Dimension Number	Rank	Dimension	Mean	Std.	Level
7	1	Follow up on the Execution of the Strategic Plan	3.18	0.79	Moderate
1	2	Identifying the Message	3.00	1.04	Moderate
3	3	Setting Goals	2.99	1.09	Moderate
4	4	Determining the Appropriate Methodologies and Strategies to Achieve the Goals	2.94	1.07	Moderate
2	5	Developing the Vision	2.88	1.03	Moderate
5	6	Developing Operational Plans for the Implementation of Established Methodologies and Strategies.	2.87	1.08	Moderate
6	7	Preparation of the Strategic Plan Document	2.69	1.11	Moderate
Total			2.94	1.07	Moderate

Based on the results shown in table (3), The reality of the procedures for building the partnership between private secondary schools and the local community in Jordan, according to the goals-based strategic planning model, from the point of view of its local educational leaders is moderate. The overall mean is (2.94) and the total standard deviation is (1.07). This is due to the fact that the respondents are aware that there is some kind of skills, knowledge, and ability to activate the partnership according to the strategic planning model, However, the skill and knowledge are insufficient and the partnership is not based on strategic planning but rather on a traditional partnership in the form of routine meetings which is not an effective or a true partnership. Follow up on the Execution of the Strategic Plan dimension is ranked first with a mean of (3.18) which is moderate, and with a standard deviation of (0.79). This is attributed to the fact that the educational leader is most interested in following up on the execution of the plan, and does not have the necessary capacity to activate the partnership in accordance with the follow-up of the execution of the strategic plan. Identifying the Message dimension ranked second with a mean of (3.00) which is moderate, and with a standard deviation of (1.04). This is attributed to the fact that the educational leader is involved with the community in identifying the message in a sufficient level and the degree to which the leader participates did not exceed the average limits, that is, the community does not participate in identifying the message and is not part of the strategic plan except for average limits. It was found that the Setting Goals dimension ranked third with a mean of (2.99) which is moderate, and with a standard deviation of (1.09). It was also found that Determining the Appropriate Methodologies and Strategies to Achieve the Goals ranked fourth with a mean of (2.94) which is moderate, and with a standard deviation of (1.07). Developing the Vision dimension ranked fifth with a mean of (2.88) which is moderate, and with a standard deviation of (1.03). Developing Operational Plans for the Implementation of Established Methodologies and Strategies dimension ranked sixth with a mean of (2.87) which is moderate, and with a standard deviation of (1.08). It was finally found that Preparation of the Strategic Plan Document ranked seventh and last with a mean of (2.69) which is moderate, and with a standard deviation of (1.11). This indicates that the partnership between the school and the community is still done in a traditional and limited way because the school does not involve the parents in preparing the strategic planning of the partnership document.

16.2. Results and discussion related to the study's second question: Q.2 What is the importance of the procedures for building the partnership between private secondary schools and the local community in Jordan, according to the goals-based strategic planning model, from the point of view of its local educational leaders?

To answer this question, means and standard deviations for the importance of the procedures for building the partnership between private secondary schools and the local community in Jordan, according to the goals-based strategic planning model, from the point of view of its local educational leaders were calculated. These values are captured in table (4) below

Table (4): The importance of the procedures for building the partnership between private secondary schools and the local community in Jordan, according to the goals-based strategic planning model, from the point of view of its local educational leaders

Dimension Number	Rank	Dimension	Mean	Std.	Level
1	1	Identifying the Message	4.96	0.76	High
4	2	Determining the Appropriate Methodologies and Strategies to Achieve the Goals	4.93	0.25	High
2	2	Developing the Vision	4.93	0.25	High
3	4	Setting Goals	4.92	0.26	High
5	5	Developing Operational Plans for the Implementation of Established Methodologies and Strategies.	4.91	0.25	High
6	5	Preparation of the Strategic Plan Document	4.91	0.26	High
7	7	Follow up on the Execution of the Strategic Plan	4.43	0.33	High
Total			4.86	0.26	High

Based on the results shown in table (4), The importance of the procedures for building the partnership between private secondary schools and the local community in Jordan, according to the goals-based strategic planning model, from the point of view of its local educational leaders is high. The overall mean is (4.86) and the total standard deviation is (0.26). Identifying the Message dimension is ranked first with a mean of (4.96) which is high, and with a standard deviation of (0.76). Determining the Appropriate Methodologies and Strategies to Achieve the Goals dimension ranked second with a mean of (4.93) which is high, and with a standard deviation of (0.25). Developing the Vision dimension ranked second too with a mean of (4.93) which is high, and with a standard deviation of (0.25). It was also found that Setting Goals ranked fourth with a mean of (4.92) which is high, and with a standard deviation of (0.26). Developing Operational Plans for the Implementation of Established Methodologies and Strategies dimension ranked fifth with a mean of (4.91) which is high, and with a standard deviation of (0.25). Preparation of the Strategic Plan Document dimension ranked fifth too with a mean of (4.91) which is high, and with a standard deviation of (0.26). It was finally found that Follow up on the Execution of the Strategic Plan ranked seventh and last with a mean of (4.43) which is high, and with a standard deviation of (0.33). This indicates that leaders' awareness of the importance of partnership and the necessity to activate it and of the goals -based strategic planning, also that the need for partnership starts from the first step which is identifying the message as it had the highest average and topped all the dimensions.

16.3. Results and discussion related to the study's third question: Q.3 Are there any significant differences at ($\alpha=0.05$) in the need for partnership between private secondary schools and the local community in Jordan, from local educational leaders' point of view, which can be attributed to gender, experience or educational qualification?

To answer this question, means and standard deviations for procedures to identify the need for partnership between private secondary schools and the local community in Jordan, from local educational leaders' point of view, which can be attributed to gender, experience or educational qualification were calculated. These values are captured in table (5)

Table (5): Means and standard deviations for each variable of the questionnaire

Variable	Category	Frequency	Means	Std.
Gender	Females	128	1.88	0.98
	Males	61	1.99	0.86
Experience	Less than 5 years	24	2.04	1.14
	5 – less than 10 years	47	1.93	0.90
	More than 10 years	118	1.89	0.92
Educational Qualification	Bachelor's	47	2.01	1.05
	Higher Diploma	43	1.81	0.92
	Graduate Studies (Master's and PhD)	99	1.92	0.90

Based on the results shown in table (5), there are apparent differences in the means in the responses for partnership between private secondary schools and the local community in Jordan, from local educational leaders' point of view, which can be attributed to gender, experience or educational qualification. To investigate the significance of these differences, Triple Contrast Analysis was conducted. The results are displayed through table (6) below:

Table (6): The results of the Triple Contrast Analysis for each variable of the questionnaire

Variable	Sum of Squares	Df.	Mean Square	F.	Sig.
Gender	0.44	1	0.44	0.491	0.485
Experience	0.51	2	0.26	0.284	0.753
Educational Qualification	0.86	2	0.43	0.475	0.623
Error	165.005	183	0.90		
Total	166.858	188			

Based on the results in table (6), there were no significant differences at the level of ($\alpha \leq 0.05$) for the dimensions and the instrument as a whole, also, F calculated values were not statistically significant at the level of $P > 0.05$.

17. Conclusion and Recommendations:

It was found that the reality of the procedures for building the partnership between private secondary schools and the local community in Jordan, according to the goals-based strategic planning model, from the point of view of its local educational leaders is moderate with an overall mean of (2.94). This signifies that the respondents were aware of the existence of the skills, knowledge and abilities necessary to activate the partnership according to the strategic planning model, but these skills and knowledge were insufficient, and the partnership was not according to the strategic planning model but rather to a traditional partnership in the form of routine meetings.

The importance of the procedures. for building the partnership between private secondary schools and the local community in Jordan, according to the goals-based strategic planning model, from the point of view of its local educational leaders is high with an overall mean of (4.86). This signifies that the leaders' awareness of the importance of partnership and the necessity to activate it according to goals-based strategic planning model. It also signifies that the need for partnership that starts from the first step which is to identify the message, this reflects leaders' awareness that the community is the partner of the educational process and their success depends on effective partnership.

there were no significant differences at the level of ($\alpha \leq 0.05$) for the dimensions and the instrument, also, F calculated values were not statistically significant at the level of $P > 0.05$. This is attributed to the agreement for the need to activate the partnership based on a planning model and with all educational process pillars.

In the light of the study's results, the followings are recommended:

- Partnership should be activated according to goals-based strategic planning.
- Provide leadership to activate the partnership.
- Form a working group from the local community to achieve educational and educational goals that are reflected positively on education outcomes.
- Promote social responsibility between the school and the local community and incorporate it in the educational plan of schools.

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