

The Degree of Management by Wandering Around Practice and its Relation to Gender and Specialization at Private Schools in Amman

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Abstract

The study aimed at identifying the degree of management by wandering around practice and its relation to gender and specialization at private schools in Amman/ Jordan from the point of view of teachers. The sample of the study consisted of (604) of private schools teachers working at the university region directorate of education in Amman, Jordan. To achieve the aim of the study, a questionnaire to measures management by wandering around practice was used after its validity and reliability had been proven. The results of the study showed that the degree of management by wandering around practice was high, and that there were no statistically significant differences in the sample's responses to the items of the questionnaire that measures the degree of management by wandering around practice due to specialization, but, there were statistically private schools due to gender, in favor of females.

Keywords: Degree of management; Private schools; Significant differences; Specialization

1.Introduction

The success and failure of any institution depend mainly on its management style. Management can facilitate the achievement of schools objectives, or form an obstacle to their progress. Management by wandering around is an effective administrative style that removes barriers among managers and employees. It encourages the open door policy and opposes bureaucracy.

According to management by wandering around, managers:

- Spend much of their time away from their offices listening to employees, actively communicating with them, raising questions to them and seeking innovative and new ideas (Peters & Austin, 1985).
- Delegate power to assistants, and wander around to discover the needs of employees, participate in solving their problems, encourage them to express their opinions, concerns, joys, sorrows, and complaints (Alhawamdeh&&Alobaidi, 2012).

- Inspire employees, pay them much attention and enhance their enthusiasm and morale through direct contact and positive reinforcement (Almawadiya, 2014).

So, many successful school principals apply management by wandering around by staying close to the actual field of work, holding meetings with teachers and assistants to make educational work a success and seeing the real school work, needs, achievements and challenges (Sabah, 2012).

The essence of management by wandering around in education is managing work by roaming at schools, making visits to various schools sites, and observing employees' job performance in real situations, talking, interacting and making interviews in the work field with them, listening to their ideas and problems, giving constructive feedback to them regarding work planning and implementation, and involving them in dealing with work issues (Abu Hammour, 2012).

Alkawasbeh (1996), Alsaqi (2015), Judy & Abdul Rahman (2011), Alsarhan (2016), Reese (2009), Lorenzen (1997), Beil-Hildebrand (2006), Serrat (2009), Albanna, (2010) and Buckner (2008) pointed out that the major objectives of management by wandering around are:

- Getting rid of work routine and bureaucracy, and building up mental and intellectual renewal of individuals.
- Stimulating creativity and innovation, raising the level of job implementation and enhancing the quality of performance.
- Supporting desires, compatibility and excellence of workers.
- Eliminating or reducing the level of employees' stress, anxiety, tension, administrative despair and isolation.
- Providing employees with inspirations and ideas through active and interactive participation.
- Removing of the boundaries among administration and workers to strengthen interaction and direct contact, and enhancing the processes of persuading, motivating, developing employees.
- Acting as a driving force to achieve institutional aims through enabling managers to collect sufficient and accurate information related to the progress of work, deal with their staff in the light of it, make the appropriate decisions, and choose the best alternatives among the available ones.
- Improving performance in organizations.
- Boosting employees' efficiency and abilities, developing their knowledge to achieve their goals, and attempting to meet their needs and satisfy their demands.
- Addressing the employees' wrong behaviors and deficiencies in their performance, and helping them to find out solutions for their problems.
- Providing appropriate opportunities to establish continuous dialogues among employees and their leaders, upgrading institutional quality, and directly getting the proper information from its authentic sources.
- Decentralizing management.

The topic of management by wandering around practice at the Jordanian private schools has not yet received sufficient attention despite its great significance. That is why a number of researchers such as Qaddumi &

Khawaldeh (2014), Almawadiya (2014), and Alhawamdeh&&Alobaidi (2012) recommended conducting research on management by wandering around for the lack of studies in this field in Arabic.

Alsheikh (1999) argued that the administrative system at Jordanian schools is hierarchical and bureaucratic. That is, the power is monopolized by only the principals who spend most of their time in offices to perform daily routine school affairs, monitor the performance of teachers, deal with the behavioral problems of students, receive visitors and parents of students, and give little time for the teaching - learning process.

The study aimed at identifying the degree of management by wandering around practice and its relation to gender and specialization at private schools in Amman- Jordan from the point of view of teachers by answering the following questions:

1.What is the degree of management by wandering around practice among the principals of private schools in Amman?

2.Are there statistically significant differences in the sample's responses to the items of the questionnaire that measures the degree of management by wandering around practice among the principals of private schools in Amman, due to gender and specialization?

The study is significant because the number of studies conducted in its field in Jordan is limited. Also, Its findings may provide education policy makers in Jordan with a useful feedback that enables them to take developmental policies and practices concerning school management. In addition, it may draw the attention of educators to conduct more research on management by wandering around and encourage principals to apply its principles.

A number of studies were conducted on management by wandering around in Jordan. But, none of them dealt with measuring the degree of management by wandering around practice at private schools in Amman / Jordan. For example, Alhawamdeh, & Alobaidi (2012) investigated the impact of management by wandering around practice on the effectiveness of decision-making process at Jordanian public universities, and found out that the practice of management by wandering around positively affects the decision-making process. Khamash (2014) focused on management by wandering around practice in public schools in Amman, Jordan and revealed that the level of principals' practice of management by wandering around was moderate. Almawadiya (2014) concentrated on measuring the degree of management by wandering around practice among the principals of kindergartens in Karak / Jordan and pointed out that the degree of that practice was moderate.

2.Method

The descriptive method was used because it suited the study. The study population consisted of (6090) private schools teachers in the University District Directorate of Education in Amman. A stratified random sample that consisted of 604 teachers was chosen.

A questionnaire to measure the degree of management by wandering around practice consisting of (22) items was developed after benefiting from the studies of: AlKhudairi (2000), Peters & Austin (1985) Lorenzen (1997), Buckner (2008), Amsbary& Staples, (1991), Alajmi (2008), and Alqarni (2016). Each item required choosing one of the following responses based on Likert's scale: Full agreement (5), agreement (4), neutrality (3), disagreement (2)

full disagreement (1). The means of the evaluation of the study sample's responses to the questionnaire items were as follows: (1-2.33) = low, (2.34-3.67) = moderate and (3.68-5) = high.

To ensure the validity of the questionnaire, it was distributed to twenty two educational sciences specialists in a number of Jordanian universities. In the light of their opinions and comments, (3) items were deleted, some items were rewritten, and some linguistic and typing corrections were made.

To test the extent of the internal consistency of the scale items, Chronbach's Alfa was used. The internal consistency coefficient was (81.6%). So, it was considered to be suitable.

3. Findings and Discussion

To measure the degree of management by wandering around practice among the principals of private schools in Amman, the means and standard deviations of the items of the study questionnaire were calculated as table (1) showed:

Table 1: Means in a Descending Order and Standard Deviations of the Items of the Study Questionnaire

Rank	Items Numbers	Items	Means	Standard Deviations	Acceptance Level
1	1	The school principal makes unplanned tours at school.	4.18	.89	High
1	13	The school principal is closely aware of school problems	4.18	0.9	High
3	19	The school principal communicates with the parents of the students.	4.14	0.88	High
4	9	The school principal listens to teachers' opinions.	4.09	1.10	High
5	6	The school principal applies the open door policy.	4.06	0.93	High
6	8	The school principal directly listens to students about their complaints.	4.04	.92	High
7	21	The school principal observes students' discipline.	4.01	0.98	High
7	10	The school principal tries to meet teachers' needs.	4.01	1.01	High
9	15	The school principal verifies the information he receives regarding teachers.	3.99	1.03	High
10	11	The school Principal maintains close relations with teachers.	3.96	1.03	High
11	3	The school principal meets students at school.	3.93	.92	High
11	22	The school principal cares about teachers' problems.	3.93	1.06	High
13	12	The school principal attends teachers' meetings.	3.9	.99	High
13	18	The school principal visits teachers in classrooms.	3.9	0.91	High
15	20	The school principal supervises school maintenance.	3.89	.99	High
16	14	The school principal encourages teachers' participation in school decision-making.	3.84	1.07	High
16	16	The school principal provides teachers with feedback about their job performance.	3.84	1.1	High
18	7	The school principal informally visits teachers in their rooms.	3.77	1.03	High
19	17	The school principal spends much time roaming outside his/her office.	3.65	1.07	Moderate
20	2	The school principal conducts meetings in teachers' rooms.	3.61	1.16	Moderate
21	4	The school principal avoids isolating him/herself from teachers.	3.55	1.32	Moderate
22	5	The school principal does not rely on reports in his/her management.	3.29	1.3	Moderate
		Total	3.90	.65	High

Table (1) showed that the degree of management by wandering around practice among the principals of private schools in Amman, from the teachers' point of view, was high. The result means that the principals of those schools conduct continuous planned and unplanned school tours, use open door policies, do not isolate themselves from teachers, directly observe the implementation of tasks, identify the points of strength to boost them, and the points of weaknesses to avoid them, care about students' problems, discipline, and guidance, and pay attention to their

complaints, listen to teachers' views, meet their needs, involve them in decision-making, follow-up the implementation of their tasks, strengthen personal relations with them, and provide them with feedback.

This result may indicate that many of private schools in Amman:

- Are among the most prestigious schools in the Hashemite Kingdom of Jordan.
- Have leaders who care for administrative efficiency, effectiveness, and creativity to achieve the best results, and build a good educational reputation.
- Are interested in providing courses, seminars and lectures to school principals about modern management styles such as management by wandering around.
- Appoint the most qualified school principals in order to succeed in attracting the largest number of students.
- Encourage school principals to avoid routine, centralization, bureaucracy and closed doors policies.

To find out whether there were statistically significant differences due to the gender, the means and standard deviations were calculated, and the t-test was used, as table (2) showed

Table 2: Means, Standard Deviations, and T-test Results for Significant Differences in Teachers' Responses Due to Gender

Gender	Number	Means	Standard Deviations	Freedom Degree	T- value	Statistical Significance
Male	165	3.76	0.72	602	-3.13	0.002
Female	439	3.95	0.62			

The results according to Table (2) indicated that there were statistically significant differences in the responses of teachers due to gender, in favor of females. The reason for that is probably that female principals, who face more social and professional challenges and restrictions than their male colleagues, try to demonstrate their leadership competence through the adoption and application of an effective management style, that is management by wandering around, to prove that they are not less competent in school management than men.

To find out if there were significant differences in teachers' responses due to specialization variable, means and standard deviations were calculated, and t-test was used, as shown in table 3:

Table 3: Means, Standard Deviations, and T-test Results for Differences in Teachers' Responses Due to Specialization

Specialization	Number	Means	Standard Deviations	Freedom Degree	T -value	Statistical Significance
Human	348	3.9	.67	602	0.125	0.900
Scientific	256	3.89	0.62			

The results indicated that there were no statistically significant differences in the teachers' responses due to specialization. This may be because teachers, regardless of their specialization, have similar judgment concerning

the level of their principals' practicality, openness, and avoidance of: Routine, closed door policy, bureaucracy and centralization.

4.Recommendations

The results showed that the degree of management by wandering around practice among the principals of private schools in Amman was high. So, rewards and incentives should be given to the principals who apply management by wandering around in their schools creatively and innovatively.

On the other hand, there were statistically significant differences in the responses of teachers regarding the degree of practice of private school principals in Amman due to gender, in favor of females. Therefore, the Ministry of Education should hold lectures, seminars, courses, conferences, and workshops on the importance, advantages principles and implementation methods of management by wandering around for male principals.

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