

The Degree of Managerial Transparency Practice among Public Schools' Principles at Zarqa Governorate in Jordan

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This study aimed at identifying the degree of managerial transparency practice among the governmental schools' principals working in Zarqa Directorate from the perspective of art teachers. The study sample consisted of all the 33 art teachers working in the Jordanian public schools of Russaiifa Directorate/ Zarqa. For the purpose of collecting data, a questionnaire for "the degree of managerial transparency" was prepared, consisting of (32) items and then its validity and reliability were proven. The results of the study showed that The degree of managerial transparency was high, there were no significant differences at the significance in the degree of managerial transparency due to gender and experience.

INTRODUCTION

Transparency is the sharing of information and behaving in a public manner and enabling those concerned to collect information related to the issue they are interested in, which in turn could have a crucial role in revealing any wrongdoing and protecting interests. Systems that enjoy transparency have clear procedures for how to make decisions publicly, and have open communication channels among stakeholders and officials, and they make available a wide range of information for public use (Mu'aaqat, etal., 2007). It represents also, as Florini(2004) confirmed the absence of secrecy, which means the concealment of actions intentionally, or revealing the hidden acts intentionally. Koppal (2004) defined it as the free flow of information, whereas it is seen by Vaughn (2000) as providing information related to facts, and the ability to share in taking decisions. But Balkin sees that transparency is not only providing information, but also includes sharing and responsibility, making policies and legislations publicly, identifying procedures and regulations in accordance to written and published legal rules in which required information is identified, the dates by which they must be published in a detailed and accurate manner, and the legal responsibility in case they haven't been published. That information must be enough to understand the work conducted by sectors in a certain area, as well as monitoring their performance to be available for anyone concerned (Sbai'ie, 2010).

The essence of transparency entails allowing others to know the truth, without any attempt to hide the real meaning or fake reality so as to show things at its best, as well as the unconditional effective disclosure (Oliver, 2004). Managerial transparency means the intended attempt to maximize the availability of information able to be posted, whether it is of a negative or positive nature, accurately, on time, and in a very clear way, with the aim of supporting all rational resolutions and logical responses towards the institution during the process of public societal accountability of its acts, policies and practices (Rawalins, 2008).

On the other hand, administrative transparency means legislations that are clear, easily understood, stabilized, consistent with each other, flexible and developed in accordance to the nature of this age, as well simplifying procedures, dissemination of information, disclosing them, in addition to the easy access so as to be available for all (Kharabsheh, 1997).

Transparency is closely and strongly related to the following areas in accordance to the findings of the following studies: (Al-Tarawneh, 2008), (Emian& Saudi, 2008), (Al-Shawawreh, 2009), (Al-Majali, 2010), (Al-Shammari, 2009), (Al-Blawi, 2010), (Al-Tasha, 2007), (Irteimeh, 2005), (Al-O'taibi, 1430 H), (Fleih&Abd Al-Majeed, 2005), (Hashem, 1997).

1. Legislations, laws and regulations: transparency is closely linked to the legislations, laws and regulations because it dealt with them in terms of clarity and simplicity.

2. Assessment of performance: the systems of assessing employees' performance derive their importance from being the provider of needed information in a transparent way for many important personnel decisions, and working on developing workers and supporting their job satisfaction and their motivation to work.

3. Decision- making: this process is defined as a way of rational choice among a number of available alternatives for achieving a certain purpose. The decision made would be sound if it is transparent and taken as a result of having complete and precise sets of information.

4. Accountability: It is the accountability process of one of the parties involved in the contract or agreement reached by the other party on the results or outcomes of that contract whose terms have been met regarding type, timing and quality measures. One of its most important ways for success is its dependence on transparency and disclosure.

5. Data and information: Transparency is linked to data and information through information systems and benefits, since information systems are the ones that are based on collecting, processing and sending information to beneficiaries in accordance to their needs, using individuals, operational procedures and processing systems for the purpose of achieving the goal, as well as offering proper information in the right time, supporting decision- making processes, activating communication inside facilities and improving the use of resources.

6. Work procedures and mechanisms: Transparency is linked to work procedures and mechanisms through trying to make them clear, public and not time-consuming.

Generally, transparency faces a number of obstacles that hinder its application, such as the following:

(Inactivating the system of accountability, lack of biding systems and regulations to enhance transparency, the low level of awareness of the role of media and civil society institutions when applying transparency, poor public awareness of the importance of transparency and accountability for reducing corruption, lack of knowledge among most of the employees of their rights and duties, low level of commitment among institutions for providing individuals with data and information as well as informing them of systems and work procedures, multiple and overlapping regulators, the spread of managerial violence which may force intermediate leaderships to conceal or falsify facts)(Sbai'ei, 2010, Sa'aati, 2003).

Administrative transparency assumes a great importance, and while it plays an important role in peoples' lives when dealing with each other and in public relations in general, it assumes a greater importance in the managerial organizations. For instance, it is needed in the administrative organization among the leaderships themselves on one hand, and between the leaderships and their employees. On the other hand, it helps the organization in adopting clear approaches and identifying its employees' goals. Consequently, this reduces the sense of belonging, which means that openness and clarity of information among leaderships help in enhancing the employees' sense of belonging, increasing their productivity and reinforcing their motivation when being aware of everything related to their organization as they are part of it (Rashidi, 2007).

The school is considered the important organizational unit in the educational system, since it is the perfect environment for applying the educational policy and achieving the educational goals. The school's administration is no longer seen as an automatic process that does not need training or preparation. It has become the managerial post, which presides an educational unit whose responsibility entails

accomplishing educational and managerial duties (Momani, 2008). The school's management assumes a great importance because it is the tool that leads the school towards success, requiring the principal to be a leader and not only an administrator who runs routine duties, as well as using innovative methods when dealing with all school members, i.e. students, teachers and parents, with the aim of achieving as many educational goals as possible (Renhartz & Beach, 2004). In addition, the school is considered a way for implementing the educational public policy, and the school's administration which is transparent could be the effective tool for achieving its goals. It also could be the factory where the teaching, learning, educational and cultural process is prepared with all its forms for the purpose of preparing future generations, and enabling them to assume their responsibilities for the purpose of construction and development. Moreover, it is the one responsible for preparing the plans of the school programs, discussing instructional curricula and deciding the educational philosophy, choosing the members of the faculty, and preparing the school's atmosphere for the purpose of achieving the teaching process goals easily and comfortably. This means that the school's administration is the key point in the process of improving the school's quality because it identifies the need for improving the quality of the services provided, the resources used, the methods needed for achieving goals. As a result, the role of the school's principal became important since he is the one responsible for organizing all that stuff as well as accomplishing the desired goals (Massad, 2005).

In order for the school's administration to accomplish its desired goals competently and effectively, it needs perfect planning for all its procedures and activities through which it achieves goals. It also needs to assess transparently all its components, like planning, organizing, following-up and guidance. For instance, assessing the school's principal, this includes all of the managerial process items, results in having a clear image of the personal, managerial, technical and humanitarian aspects of the school's principal. That in turn would help in realizing the strengths and how to enhance them, as well as identifying the weaknesses in order to be avoided. The process of evaluating principals involves surveying teachers and administrators' views, as well as those concerned with the educational process. This sort of assessment helps in judging the principal's personality, behavior and performance through persons who deal with him directly and indirectly. Many see that judgements made by those regarding the school's principal are subjective (Hariri, 2007).

Hence, this study is conducted with the aim of measuring the degree of managerial transparency among governmental schools' principals working in the Russaifa Directorate/ Zarqa- Jordan from the art teachers' perspective.

Statement of the Problem

Through the researcher's experience, she discovered that there is some sort of weakness in making information available, and distributing them. Also, there is lack in sharing in the process of making decisions and policies, lack in clear legislations in many Jordanian schools. This indicates that there is a problem related to the real practice of transparency within schools. That was confirmed by the findings of many field studies that revealed that the degree of managerial transparency in some Jordanian schools was not high, such as Fakhouri's study (2009). Therefore, this study was conducted for the purpose of answering the following question:

"What is the degree of managerial transparency prevailing among governmental schools' principals working in the Russaifa Directorate/ Zarqa County from the perspective of art teachers?"

Aim and Questions:

This study aimed at precisely identifying the degree of managerial transparency among governmental schools' principals working in the Russaifa Directorate/ Zarqa from art teachers' perspective.

It also aimed at identifying the significant statistical differences at the level of ($p \leq 0.05$) between the means calculated for the participants' responses, ascribed to the variables of gender and experience.

The first question of the study is: **What is the degree of managerial transparency among governmental schools' principals working in the Russaifa Directorate/ Zarqa from art teachers' perspective?**

The second question of the study is: **Are there differences that are statistically significant at the significance level of ($p \leq 0.05$) in the degree of managerial transparency among governmental schools' principals working in the Russaifa Directorate/ Zarqa from art teachers' perspective in accordance to the gender variable?**

The third question is: **are there differences that are statistically significant at the significance level of ($p \leq 0.05$) in the degree of managerial transparency among governmental schools' principals working in the Russaifa Directorate/ Zarqa from art teachers' perspective in accordance to the experience variable?**

Significance

This study is important because of the transparency issue that is considered a modern topic, as one of the important managerial approaches that is considered an essential prerequisite for practicing democracy and developing societies to assume a high position among the world nations. Also, it is important because of the urgent need for enhancing the values of transparency, integrity and accountability in various sectors particularly the education sector for the purpose of helping schools' principals in using transparency within their scholastic, managerial, instructional, planning, evaluating and implementation systems. This goes hand in hand with the local and global approaches in the field of elevating the level of institutional managerial work based on the practices of integrity and transparency, and improving the performance level of governmental schools that are considered the major component of the educational domain. Schools are expected to assume an effective role in the society for the purpose of enhancing transparency, and improving the competence and efficacy of educational managerial work in order to accomplish the goals of the educational policy and philosophy. Through examining and identifying the degree of managerial transparency among the Jordanian governmental schools' principals working in the Russaifa Directorate/ Zarqa, it is hoped that this study findings would contribute to the identification of a number of measures and indicators through which we could measure the practicing level of managerial transparency in schools. It is also hoped that the study would offer a new reference for researchers and students in the field of transparency. People who are expected to benefit from this study are: educational supervision entities, decision- makers, policy- makers, MoE educational leaderships, and educational directorates. This is going to be achieved through the frame of reference that would be available through the study findings for the benefit of schools' managerial systems in issues related to the reality of transparency practiced in schools' managerial systems as well as taking the proper decisions to promote the culture of transparency within the community of educational and managerial leaderships.

Review of Literature

Hancock & Hellowell (2003) conducted a study that aimed at identifying the transparency degree of intermediate academic administration (the level of college dean and department head) in one of the UK modern universities while dealing with their superiors and affiliates. An interview was conducted with a sample of 14 individuals working in that administration. The findings of the study revealed that the deans and department heads' initial commitment to transparency was very high, as well as to the free flow of information. They also revealed that the tendency towards concealing the whole truth appears in 3 general issues: the free flow of information and communication, organizational ethics based on trust and credibility for all levels, and the structure of institutional systems for preparing politicians.

The aim of Mitchell's (2004) study was to identify the views of managers responsible for organizing the school development programs regarding the effect of transparency on school reform efforts in the American state, Ohio. The sample contained 20 principals. Information was gathered through conducting interviews with all the sample members. The findings revealed that the schools' principals realize the concept of transparency, and its goals, and that they consider it seriously with great interest. They also revealed that the principals feel that transparency based on performance better measure goals that are related to school development.

Lang (2007) focused in his study on identifying the transparency degree of high school's classroom in the state of Washington. This study involved 30 classrooms as well as monitoring students and teachers.

Six supervisors were charged with the responsibility of watching classes, where each lasts for 50 minutes. The findings revealed that during the first five minutes, special issues related to students are handled, and that during the last five minutes are dedicated for repeating instructions and assignments defined by the teacher. Five minutes are allocated for going to the bathroom, and the rest is for the delivery of the academic content. It was also shown that the teacher doesn't clarify the goal of the class at the beginning of the class.

Normann (2007) did a study that aimed at applying an act that was developed in 2002 concerning openness and transparency in education inside educational institutions in Denmark. This law was laid to ensure high-quality performance, and its essence is based on the fact that schools must disseminate and disclose its values and educational philosophy as well as evaluating the teaching quality. It also entails that the school must be a place available for public through the Web, and disclosing information about students' average, dropout, transfer, teachers' rewards and their evaluation. The study concluded that applying this law will offer an opportunity for schools to be informed about each other in terms of performance, and urge teachers and parents to work together so as to achieve better goals, as well as enhancing competition among schools and citizens so they would become able to choose the better schools for their kids, and the dissemination of information becomes a goal in itself for achieving more transparency.

Goran (2007) did a study that aimed at describing and evaluating the legal requirements and the degree of transparency practiced in the process of appointments and promotions within the higher-education institutions in Sweden. The quantitative-qualitative approach was used, as well as analyzing information and data issued by the higher council during the years (2002- 2005). Also, oral and written interviews were conducted with 87 senior managerial and executive leaderships in the Swedish higher-education institutions. The most important results of this study include the fact that higher-education institutions are generally characterized with applying transparency. It was revealed also that there was no transparency when dealing with some issues due to tendency towards inflexibility in the system.

Fakhouri's(2009) study aimed at identifying the comprehension degree of and the practicing degree of transparency among Jordanian governmental schools' principals working in the southern part of Jordan. The sample chosen consisted of 300 male and female principals. The questionnaire was the tool used for the purpose of gathering data. One of the findings revealed show that the comprehension and practicing degree of transparency among governmental schools' principals working in the southern part of the kingdom was medium, and that there is a positive significant relationship between the comprehension degree of the concept of transparency and the practicing degree among governmental schools' principals working in the south.

Al-Ka'bi's(2009) study focused on identifying the practicing degree of managerial transparency among high-school principals in UAE and its relation to the degree of trust among principals and teachers. The sample of the study was chosen from the secondary schools' teachers randomly, and it was 336 male and female teachers. 2questionnaires were used for the purpose of gathering data: the first one for identifying the practicing degree of managerial transparency among secondary schools' principals, and the second for identifying the trust level between principals and teachers working in the UAE high schools. The findings revealed that the practicing degree of managerial transparency among principals was high, and that the trust level between principals and teachers working in these schools was also high. It was shown also that there is a positive significant relationship between the practicing degree of managerial transparency by schools' principals and the trust level that prevails between the schools' teachers and principals.

Norman et al., (2010) conducted a study which aimed at identifying the impact of adopting transparency on the employees' trust in their boss and how much they realize its effectiveness. The sample of the study included 304 participants, who were chosen randomly in Colorado. The study concluded that the transparency level of the boss and the level of his positive emotional abilities affect the employees' trust level and their realization of its effectiveness. It also showed that employees have more trust in their boss who considers their decisions trusted and offers them the needed information for making these decisions, and that the administration which adopts a transparent communication system when dealing

with its employees can overcome the difficult periods that the institution faces. When principals feel that level of trust, the result would be positive impact represented by satisfaction, commitment, and an excellent performance level. Also, the findings showed that the administration which is characterized with transparent relationships when dealing with the public always has a good reputation.

The study conducted by Al-Eid, (2011) addressed the goal of identifying managerial transparency among schools' principals and its relationship with the teachers' job satisfaction in Tabouk, KSA, from the teachers' perspective. The sample contained 600 teachers, and the questionnaire was used as a tool for gathering the data needed. The study revealed that the applying level of managerial transparency among those principals was medium, and that the level of job satisfaction among teachers was medium. It was revealed also that there is a positive significant relationship between the principals' realization of managerial transparency and the teachers' job satisfaction.

Al-Harbi's (2012) study investigated the commitment degree of practicing internal and external transparency by the academic departments of the college of Education in King Saud University in KSA, from the perspective of faculty members and administrators, through applying the analytical-descriptive approach. The questionnaire used contained 54 items. The study concluded that the practicing degree of managerial transparency among the academic departments of the college of Education was medium for the whole study, in accordance to the views of the sample participants. It also revealed that there are statistically significant differences ascribed to the variable (academic degree).

Ramzi's(2013) study tried to identify the practicing degree of managerial transparency from the view of educational office principals and supervisors working in Makkah, KSA. This study followed the descriptive approach, and the tool was a questionnaire consisting of 2 main parts: the first includes general personal information, and the second consists of 6 dimensions: laws and legislations, systems and performance and assessment, corruption and accountability, decision-making, work procedures and mechanisms, and information and data). The sample included all of the principals of the educational office, with a total of 14 principal, in addition to 260 supervisor, who were chosen randomly. One of the most important results is that the practicing degree of managerial transparency among the educational office principals, as perceived by the office principals themselves and the supervisors, was high.

Jaradat's(2013) study was interested in identifying the concept of managerial transparency among academic leaderships working in the Jordanian universities. A sample of 80 academic leaderships was chosen, and the researcher used the interview as a tool for gathering data. The results showed that the information is available for the campus staff, and that there are many behavioral styles which indicate that transparency is being applied.

Al- Zaghaby (2014) conducted a study that aimed at identifying the commitment degree of applying managerial transparency among formal secondary principals working in the regions of Al-Sharika and Ra's Al-Khaima in UAE from the teachers' perspective. For that purpose, a sample consisting of 303 male and female teachers was chosen, and a questionnaire was used as the tool of the study to gather the data needed, consisting of 50 items. The findings revealed that the degree of commitment in applying transparency among schools' principals was medium from teachers' perspective.

Al-Hashash's (2014) study aimed at identifying the degree of achieving managerial transparency among educational directorates' principals working in Ghaza, Palestine, and its relationship to their employees' performance. For the purpose of achieving the goals of the study, the researcher used the descriptive- analytical approach and prepared 2 questionnaires: the first is intended to identify the degree of achieving managerial transparency, and the second aims at identifying the performance degree of employees working at the directorates of Ghaza MoE. The sample of the study included 281 department heads and supervisors. The findings revealed that the degree of managerial transparency achieved among the directorates' heads in Ghaza was high, and the performance degree of the employees there was high as well. It was revealed also that there is a positive relationship between the degree of achieving managerial transparency among directorates' principals in Ghaza and the performance degree of their employees.

Al- O'teiby (2015) did a study that aimed at identifying the practicing degree of managerial transparency among the male and female principals working in governmental schools in the Saudi County (Afeef), and its relationship with enabling male and female teachers for practicing their roles. The study

followed the descriptive approach, and the tool was a questionnaire consisting of 2 main parts: the first contains general information like academic qualification, experience and grade, whereas the second includes the 2 main dimensions of the questionnaire; the first one for measuring managerial transparency, consisting of 30 items, and the second for measuring the degree of empowerment, consisting of 30 items. The sample was chosen randomly, with a total of 297 male teachers and 327 female teachers. One of the most important findings is that the practicing degree of managerial transparency was high, and that the empowerment degree of male and female teachers was high, too. Also, the findings revealed that there is a significant positive relationship between the practicing degree of managerial transparency among male and female principals working in public schools and their male and female teachers' empowerment for practicing their roles.

Al-Tweijri's (2015) study focused on identifying the awareness level of instructional planning among governmental secondary schools' principals and its relation to their practicing degree of managerial transparency from the teachers' point of view in Diali Governorate, Iraq. To achieve this aim, a sample consisting of 347 male and female teachers was chosen using the randomly-layered method. 2 tools were used to gather data: the first one for measuring the awareness level of instructional planning among schools' principals, and the second for measuring their practicing level of managerial transparency. The findings showed that the awareness level of instructional planning among governmental schools' principals in Diali Governorate, from teachers' perspective, was medium, and their practicing level of managerial transparency was medium, too. Also, the results revealed that there is a statistically significant positive relationship between the awareness level of instructional planning among those principals and their practice of managerial transparency.

The review of literature revealed the following points:

- The researcher benefited from that in preparing the study preface, tool and theoretical framework.
- A few Jordanian studies discussed this topic.
- The 2 Jordanian studies related to the topic of this study were Fakhouri's(2009) study which was applied on the schools located in the Southern part of the kingdom with a different mean, and Jaradat's (2013) study which was conducted in universities not in schools.

Methodology

The researcher used the descriptive-relational approach because it is the most suitable one.

Population and Sample

The community of the study consisted of all art teachers working in governmental schools in the Russaifa Directorate/ Zarqa, with a total of 35 male and female teachers. 33 male and female teachers responded through answering the study tool. Tables (1) and (2) show a description of the study sample.

Distribution of Sample According to Gender

The number of male teachers was 12, representing a percentage of 36%, whereas the number of female teachers was 21, 64 %, as seen in table (1).

TABLE 1
PARTICIPANTS' DISTRIBUTION ACCORDING TO GENDER

Gender	Number	Percentage
Male	12	36.36 %
Female	21	63.63 %
Total	33	99.99%

Distribution of the sample according to experience years:

Six of the sample participants, with a percentage of 18 %, have a less-than 5 years experience, whereas 16 of them have an experience range of (5-10) years, with a percentage of 48 %. 11 male and female teachers, 33 %, were having an experience of more than 10 years, as seen in table (2).

TABLE 2
PARTICIPANTS' DISTRIBUTION ACCORDING TO EXPERIENCE

Years of experience	Number	Percentage
Less than 5 years	6	18.18 %
5-10 years	16	48.48 %
More than 10 years	11	33.33%
Total	33	99.99 %

For achieving the goals of the study, the researcher prepared a questionnaire to gather data. This tool was used to measure "the degree of managerial transparency among Jordanian governmental schools' principals working in Russaifa Directorate/ Zarqa from the art teachers' point of view".

After reviewing the related literature and previous studies like the studies of: Al-O'teiby (2015), Al—Tweijri (2015), Al-Zaghaby (2014), Al-Hashash (2014), Ramzi (2013), Al-Harbi (2012), Al-Eid (2011), Fakhouri (2009), and Al-Ka'bi (2009), a questionnaire was prepared to measure the degree of managerial transparency, consisting of 33 items in its initial version. The tool was divided into 2 parts: the first included preliminary data about the respondent (gender and experience years), and the second included the questionnaire items.

Each of the questionnaire items were answered in accordance to Likert scale, and then each item was given a graded score in accordance to Likert scale which consists of 5 degrees. Table (3) shows the score of the scale degrees.

TABLE 3
SCORES OF LIKERT SCALE

Likert scale	Score
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

Tool Validity and Reliability

The virtual validity of the tool was confirmed when a group of referees (25 academic educators) were asked to review the questionnaire. Appendix one shows the names of the arbitrators, and they were asked to express their views regarding the items, whether they are suitable for measuring what was expected, and the clarity of the items. In light of their views, some items were modified, deleted, added or altered. The final version of the tool included 32 items.

The Reliability of the tool/ internal homogeneity was examined by using Cronbach Alpha (α) for a sample of 16 male and female art teachers. The reliability coefficient was (0.94), and it is considered an acceptable value within the limits of the current study purposes.

Results and Discussion

First: Results related to the 1st question: What is the degree of managerial transparency among governmental schools' principals working in the Russaifa Directorate/ Zarqa from the perspective of art teachers?)

To answer this question, means and standard deviations were calculated, as well as the degree of agreement on the items included in the questionnaire of managerial transparency, as revealed in table (4).

TABLE 4
MEANS, SDS AND AGREEMENT DEGREE ON THE TRANSPARENCY ITEMS ARRANGED

Item rank	Item no.	Item	Mean	SD	Agreement degree
1	7	The school principal shows work policies through formal administrative orders he issued for employees	4.52	0.57	High
2	2	The school principal announces laws, regulations and instructions concerning employees once they are issued	4.48	0.57	High
3	1	The school principal practices are always clear.	4.36	0.70	High
4	8	The principal always works on informing employees of the work managerial and organizational dimensions.	4.33	0.78	High
5	10	The principal always works on informing employees of their rights and duties.	4.33	0.89	High
6	6	The principal accepts employees' suggestions for the purpose of improving work.	4.27	0.72	High
7	24	The principal asserts on self- control behavior among the school employees.	4.27	0.76	High
8	5	The principal answers employees' questions frankly and transparently.	4.24	0.83	High
9	4	The principal provides employees with their job description statements.	4.21	0.70	High
10	9	The principal gives employees a clear picture of the school programs and activities, and also its mission.	4.21	0.74	High
11	28	The principal applies accountability for all employees with no bias.	4.15	1.03	High
12	25	The principal fights all types of corruption inside his school.	4.09	0.88	High
13	27	The principal implements the accountability system effectively.	4.09	0.88	High
14	29	The principal reveals data and information relayed to him professionally and administratively.	4.09	0.84	High
15	3	The principal offers reference guides that are helpful for the employees work.	4.06	0.86	High
16	16	The principal uses technology in facilitating his work with employees.	4.03	0.85	High
17	18	The principal documents the results of employees' assessment subjectively.	4.03	0.85	High
18	21	The principal shares relevant parties in the assessment process of school performance efficacy.	4.03	0.92	High
19	14	The principal displays his plans clearly among the school employees.	4	0.87	High
20	11	The principal clarifies the mechanisms of decision-making process.	3.94	0.97	High

21	15	The principal diversifies communication tools when dealing with employees.	3.94	0.93	High
22	22	The principal exposes the results of assessing school performance to debate and discussion.	3.94	0.97	High
23	26	The principal protects individuals who contribute to revealing corruption.	3.91	1.16	High
24	19	The principal evaluates school performance on a regular basis.	3.88	0.93	High
25	23	The principal provides a clear mechanism for employees if they have any complaints or	3.88	0.93	High
26	20	The principal announces the results of assessing school performance to be uses in improving work.	3.85	1.03	High
27	17	Evaluating employees on the basis of explicit transparent and clear measures.	3.82	1.01	High
28	32	The principal responds to employees financial demands with no bias.	3.82	1.04	High
29	12	The principal clarifies his decision justifications.	3.73	0.98	High
30	30	The principal announces the school budget at the beginning of the academic year.	3.52	1.18	Medium
31	31	The principal shares employees in setting the budget.	3.52	1.09	Medium
32	13	The principal makes decisions that are based on precise data and through sharing employees in light of regulations and instructions issued by the Ministry.	3.39	1.09	Medium
Total			4.03	0.591	High

It is clear in the table (4) that the degree of managerial transparency among governmental schools' principals working in the Russaifa Directorate/ Zarqa from the art teachers' point of view was high, since the mean of the entire degree was (4.03) and the standard deviation was (0.591). This could be ascribed to the efforts exerted by the MoE in the field of qualifying and training schools' principals while in service in administrative and educational areas in order to raise their competence and create a proper working environment. This may also refer to the principals' realization of the importance of information flow, clarity, disclosure and easy access for teachers to feel that they are a key component in the educational process. Increased global interest in transparency in the field of educational management contributes to achieving that result, since its role in promoting the managerial work in general and the educational work in particular became clear.

The finding of this study agrees with the results accomplished by the following studies: Al-Otiby (2015), Al-Hashash (2014), Razi (2013), Al-Ka'bi (2009), and the study of Hancock & Hellowell (2003), where the degree of transparency was high in each one. The finding of this study differs with what was concluded by the following studies: Al-Tweijri (2015), Al-Zaghaby (2014), Al-Eid (2011), and Fakhoury (2009), where the degree of transparency in each was medium.

Second: Results related to the 2nd question: Are there differences that are statistically significant at the significance level of ($p \leq 0.05$) in the degree of managerial transparency among governmental schools' principals working in the Russaifa Directorate/ Zarqa from art teachers' perspective in accordance to the gender variable?)

To answer this question, means and SDs were calculated, and T-test was used to reveal the significance of the differences in the degree of managerial transparency ascribed to gender, as seen in table (5).

TABLE 5
MEANS, SDS, AND T-TEST RESULTS FOR THE SIGNIFICANT DIFFERENCES IN THE
DEGREE OF MANAGERIAL TRANSPARENCY AMONG GOVERNMENTAL SCHOOL'S
PRINCIPALS ASCRIBED TO GENDER

Variable	Levels	No.	Mean	SD	Degree of freedom	T- value	Statistical significance
Gender	Male	13	4.03	0.520	31	0.033	0.974
	Female	20	4.03	0.645			

At the significance level ($p \leq 0.05$) •

The results of T-test, as seen in table (5), indicate that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the degree of managerial transparency among governmental schools' principals from the art teachers' point of view ascribed to gender, based on the calculated T-value which was (0.033), with a significant level of (0.974). This may be due to the similar work conditions under which male and female teachers work, the similar school management patterns prevailing in the male and female schools, and lack of significant difference between the 2 genders in realizing the practicing degree of transparency within their schools.

This result is compatible with the result of Al-Zaghaby's (2014) study whose finding didn't show the existence of any statistically significant differences in the commitment degree of governmental schools' principals working in Shariqa and Ras Al-Khaima when applying transparency ascribed to gender, and the result of Al-Hashash's study (2014) which revealed that there are no statistically significant differences ascribed to gender in the degree of managerial transparency among educational directorates of Ghaza. This result contradicts the findings concluded by Fakhouri's study (2009) which revealed the existence of statistically significant differences in the practicing degree of transparency among governmental schools' principals working in the south of Jordan ascribed to gender or social class, and for the favor of females, and Al-Tweijri's study (2015) which showed the existence of statistically significant differences in the practicing level of managerial transparency demonstrated by governmental secondary schools' principals from the teachers' perspective in Diali ascribed to gender, and for the favor of males.

Third: Results related to the 3rd question: Are there differences that are statistically significant at the significance level of ($p \leq 0.05$) in the degree of managerial transparency among governmental schools' principals working in the Russaifa Directorate/ Zarqa from art teachers' perspective in accordance to the experience variable?

To answer this question, means and SDs were calculated for the degree of managerial transparency practiced by the schools' principals, as shown in table (6).

TABLE 6
MEANS & SDS FOR THE DEGREE OF MANAGERIAL TRANSPARENCY PRACTICED
AMONG GOVERNMENTAL SCHOOLS' PRINCIPALS FROM ART TEACHERS'
PERSPECTIVE ACCORDING TO EXPERIENCE

Variables levels	No.	Mean	SD
Less than 5 years	6	4.13	0.557
5-10 years	16	4.16	0.599
More than 10 years	11	3.78	0.569
Total	33	4.03	0.591

As seen in table (6), there are explicit differences between the means of art teachers responses in relation to the degree of managerial transparency practiced among governmental schools' principals in accordance to years of experience. To check the significance of these differences, ANOVA test was conducted in accordance to the variable of experience, as seen in table (7).

TABLE 7
ANALYSIS OF VARIANCE RESULTS FOR THE DEGREE OF MANAGERIAL
TRANSPARENCY PRACTICED BY THE GOVERNMENTAL SCHOOLS' PRINCIPALS
FROM ART TEACHERS' PERSPECTIVES IN ACCORDING TO EXPERIENCE

Variance source	Sum of squares	Freedom degrees	Mean of squares	F- value	Significance level
Between groups	0.996	2	0.498	1.471	0.246
Inside groups	10.164	30	0.339		
Total	11.160	32			

The results displayed in table (7) show that there are no statistically significant differences at the level ($\alpha \leq 0.05$) in the degree of practicing managerial transparency by the governmental schools' principals from the art teachers' point of view in accordance to experience, and based on the calculated F-value which was (1.471), with a significance level of (0.246). This may be ascribed to the fact that teachers, regardless of their experience years, have a similar ability to judge the transparency degree practiced by their principals, as well as the publicity, clarity, access and flow of information forwarded to teachers.

RECOMMENDATIONS

In light of the findings this study has come up with, the researcher recommends conducting similar studies in other areas as well as conducting detailed studies about managerial transparency in relation to the items of (schools' principals announcement of the school budget, sharing employees in setting the school budget, and sharing them in decision-making in light of regulations and systems issued by the Ministry), because the scores of these items were medium, whereas the degree of other items was high.

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