

The Importance Of Funding Schooling In Basic Public Schools In Nablus Directorate From The Perspectives Of Principals And Managers

Dr. Ashraf Munther Sayegh¹, Massouda Abd El , Fattah Hafez Saeed²

¹An-Najah National University.

²An-Najah National University, a.sayegh@najah.edu

Abstract

This study aims to identify the importance of funding schooling in basic public schools in Nablus directorate from the perspectives of managers and managers" and in order to achieve the objectives of the study was based on the analytical descriptive curriculum, and was based on a scale of (31) paragraphs distributed in four areas where a sample was selected using the random sample and numbered (51) managers and managers, and were distributed questionnaire, and statistical analysis of data was carried out using the social package program (SPSS) and the use of test (t) for two samples Independent and equivalent kronbach alpha in addition to the averages and standard deviations of the questionnaire paragraphs, the results of the study showed that the importance of funding schooling in basic public schools in the Nablus directorate from the views of managers and managers was great, and also showed that the absence of differences with Statistical indication at the level of significance ($\alpha = 0.05$) among the average responses of the study sample on "the importance of funding schooling in basic public schools in Nablus directorate from the views of managers and managers by sex variable, scientific qualification")The most important recommendations were to encourage the school's supporters and donors by naming some classes or laboratories by their names, and the school's efforts to develop the skills of students in the field of productive services for the community.

Keywords: Education Funding, Basic Public Schools, Nablus Directorat.

Introduction

It has become clear in this era, the era of cognitive explosion and scientific and technological progress and speed in various areas of life that the progress of nations and their advancement depends on the extent of their scientific progress, so it is necessary to pay attention to everything that helps the individual to keep up with this progress and deal with it in all ways that make him an educated individual and able to achieve his ambitions and this helps in the creation of a good and prosperous society because the goodness of society from the good of individuals and the goodness of individuals is done only through proper education that It is acquired by the individual through education,

and in order to prepare promising generations, education and its institutions must be taken care of, helping and helping to make these educational institutions, especially the government, successful so that they can achieve their goals.

Education is a fundamental human right, because it proves other rights such as economic, social, political, cultural and education, which is the basis of development with its economic, social and environmental dimensions and promotes security and peace (Mahmoud, 2020).

Education is seen as a strategic resource for all civilized and advanced societies because it provides it with all its needs of specialized human resources that help to progress and this

has led to increased interest by the countries of the world to develop their educational systems and achieve quality in accordance with the aspirations of their children and the requirements of the present and the aspirations of the future. (Johar, 2018)

The future of countries is linked to the quality of education prevailing in them, where education is the main management of development, and as the problem of funding schools in order to obtain the best quality of education has worsened, the need for the participation of all stakeholders in the private, government and community sectors in general in the financing process has become urgent. (Ubogu & Veronica, 2018)

Education is a long-term investment embodied in human wealth and the results of its economic returns are greater than those of investment returns in natural capital, and economists have confirmed that increased national production was not the real source of technological progress but rather to education, and the higher the labour force in the labour market education increased overall national production, hence the increase in per capita income and the achievement of social welfare.) Mahmoud, 2020)

As developed world countries seek new sources of funding to finance education so that they can cope with the global economic crisis, it was first for developing countries most vulnerable to economic crises to consider reviewing their educational resources to benefit from them to reduce waste within educational institutions and to seek new sources of funding for more funding and more revenue. (Jawhar and The Valiant, 2015)

Bisogno, et al, 2017 stressed that at present, the financial and economic crisis experienced by many governments around the world has led to the realization of the need for fiscal sustainability policies to ensure that governments are able to deliver existing services and are able to meet their future commitments.

It would be wrong for education to rely on the State to finance it, and it was necessary to increase its sources of funding to maintain its continuity and balance through self-financing. (Al-Jarawi, 2015) The issue of education

funding is one of the most important issues facing society at the moment and greatly limits the achievement of its development goals.

)Johar, others 2018(

Funding for education by governments is a major challenge, given the global economic challenges, which calls for diversifying sources of funding, and seeking self-solutions for educational institutions as well as government funding to ensure that financial resources continue to flow to help educational institutions carry out their mission (Ministry, 2019).

Funding for education is also a burden on many countries of the world that become more burdensome and important in Palestine because of the restrictions and obstacles that our people of all ages face before the occupation in an attempt to hinder the progress and prosperity of our society, which has led to an impact on the infrastructure of our Palestinian society and this requires the search for other sources to finance education and provide resources that help improve education. (Samara, 2020)

Studies indicate a strong relationship between student performance and education funding and spending in schools, where school funding benefits in improving the quality of education, raising student achievement and reducing academic problems in educational institutions. (Samara, 2020)

Through the work of researchers in the field of education and their experience, as well as to see theoretical literature and previous studies such as the study of ghamdi, Badran and Kalbani, hence the current study examines the importance of funding schooling in basic public schools in Nablus directorate from the points of view of managers and managers and it is hoped that the decision makers and in the Palestinian Ministry of Education and school principals and all those who care about the educational aspects related to the subject of study.

The problem of the study

sought to answer the following questions:

1. How important is it to fund schooling in basic public schools in Nablus directorate from the perspectives of managers
2. Are there statistically significant differences at the level of significance ($0.05 = \alpha$) between the average responses of the study sample members on the importance of funding schooling in basic public schools in Nablus directorate from the views of its managers by gender variable?
3. Are there statistically significant differences at the level of significance ($0.05 = \alpha$) between the average responses of the study sample members on the importance of funding schooling in basic public schools in Nablus directorate from the views of its directors according to the variable of scientific qualification?

Objectives of the study:

This study aimed at:

1. To learn about the importance of funding schooling in basic public schools in Nablus directorate from the perspectives of managers and managers.
2. To determine if there are statistically significant differences between the average responses of the study sample members about the importance of funding schooling in basic public schools in Nablus directorate from the views of its managers by gender variable.
3. To determine if there are statistically significant differences between the average responses of the study sample members about the importance of funding schooling in basic public schools in Nablus directorate from the points of view of its directors according to the variable of scientific qualification.

The importance of this study is the following points:

Theoretical importance:

The importance of this study lies in addressing the issue of education funding in the issue of the importance of funding schooling in basic public schools in the Nablus directorate from the perspectives of managers and directors, and this study can help provide scientific material and reference to many researchers and scholars who will be responsible for the financing of education.

Applied importance:

This study can benefit school administration workers from principals and principals in terms of their introduction to the importance of funding schooling in basic public schools in Nablus directorate from their views, and can benefit in submitting proposals and recommendations to those who fund education in the Ministry of Education to provide sources of funding in public schools, and work to provide a realistic assessment of the funding of schooling in the main public schools in Nablus districts, as well as to reach proposals to activate Funding of schooling in basic public schools in Nablus directorate from the views of managers and managers.

Study limits:

The study limits were limited to:

- **Objective limit:** This study was limited to knowing the importance of funding schooling in basic public schools in Nablus directorate from the perspectives of principals and principals.
- **Human limit:** The study applies to all principals of the main public schools in Nablus directorates .
- **Spatial limit:** This study was applied to all basic school schools in the public schools of Nablus directorate.
- **Time limit:** This study was applied during the second semester of the 2021-2022 academic year

Terminology of study

This study focused on some terms that are important in understanding its subject, including:

Funding: Finance is defined as the financial resources pool allocated to educational institutions to achieve specific objectives and manage them efficiently. (Badran, 2020) and the researchers know it procedurally: is the assistance provided by the responsible authorities in the community, which is related in one way or another to educational institutions, whether official or informal bodies to contribute to the success of the work of these institutions and achieve their objectives effectively and efficiently and obtained through the programs and activities prepared by the administration for this purpose.

Education Funding: Providing all the expenses and financial resources needed by the educational process to keep pace with the growing demand for education and technological development, bringing educational outcomes to the best levels. (Al-Saleh and Al-Helm, 2017). **The researchers define it procedurally:** the administrative function that specializes in the planning and acquisition of funds from appropriate sources of funding to try to manage and provide the financial needs necessary to carry out various educational activities within a specified period of time

theoretical literature

This chapter reviews the theoretical literature on the concept of finance, education, education financing, the importance of its studies, and its related elements and also addresses its importance in funding schooling, in addition to a number of relevant Arab and foreign studies.

The concept of financing:

Individuals may resort to obtaining money in the event of a liquidity deficit due to spending exceeding the limits of the available liquidity, which is the sources for individuals mainly in salaries and for companies in the simplest types of revenues that come from cash sales

and payments to debtor customers and so on, among the beneficiaries of funding also governments and many organizations and institutions such as educational institutions such as schools or non-profit organizations. (Badran, 2020).

Financing means mobilizing the necessary cash and non-monetary resources, planning and supervising its management with the aim of carrying out a particular project and maintaining its continuity and development to achieve its current and future objectives more efficiently and effectively. (Café, 2017)

Funding is defined as "the administrative function that specializes in the planning and acquisition of funds from appropriate sources of funding so that they can manage and provide the financial needs necessary to carry out various educational activities, within a specified period of time, in light of the predetermined cost to help achieve the objectives of these activities and balance the conflicting desires of the groups affecting the success and continuation of the system. (Johar, Other Fasting, 2018)

The concept of funding for education:

the issue of funding education is one of the prominent issues in the field of education for the state due to the increasing social demand for educational social services and the high number of students, and the lack of funding in most countries, especially developing ones, creates many obstacles to improving education and achieving the expected goals of the educational system and the inability to implement some projects due to insufficient costs, where any reform effort in the field of education must be financially funded to carry out with that effort to achieve the goals for which it was created. (Samara, 2020).

The most important problems faced by the educational bodies in various countries, is related to providing the necessary money in order to manage their affairs and carry out their tasks to achieve their goals. (Badran, 2020)

Education funding is defined as financial or in-kind resources that can be obtained from different sources to spend on the institution to manage its affairs and achieve its goals, and

education funding depends on the sources available in society, whether governmental or non-governmental, and the way in which those resources are fully invested for the benefit of the educational institution to help it carry out its duty towards society as well as to seek administrative means and methods to ensure the proper use of these resources. (Samara, 2020).

Al Harbi,2017 defines education funding as spending money or using effort, a complex process of dimensions and stages and is one of the functions that specializes in all the work associated with providing the institution with the funds needed to achieve its purposes for which it was carried out and the movement of the money.

(Al-Shanifi, 2018) defines education funding: a set of financial resources allocated in higher education institutions from the state budget or from other sources, such as donations, donations, student fees, local and external information, to support education programs and activities, and effectively manage them, to achieve the objectives of university education within a specified period of time.

1- The importance of the issue of funding education (justifications): There are many constraints facing the education system that limit its efficiency and weaken its quality and output quality, most notably the lack of sources of funding, which adversely affect the development of education and improve the quality of its outcomes. **There are several aspects that emphasize the importance and need to finance education, including Jowhar and .Siam**

2- **Educational necessity: Funding education and providing adequate financial resources to the educational institution represents an educational necessity so that these institutions can carry out their various activities and roles to the fullest, many studies have confirmed that there is a positive relationship between the quality of education and the money spent on**

it to educate the education needs to provide the necessary funding to implement the plans prepared for it

3- **Economic necessity: Education is a kind of investment that brings economic benefits to society and qualifies individuals to be in a prominent position and prepares them good preparations to enter the labor market, which leads to ,increased wealth of nations education is also an essential pillar in the process of economic development and there is a close relationship between indicators of educational growth and economic growth in the country, which confirms the need to provide the necessary funding for the .educational system**

4- Social necessity: Providing education with the financial resources necessary to manage its various activities and achieve its objectives is a social necessity to have positive effects on individuals, where it earns them the skills and qualifications that enable them to improve their situation and stimulate social mobility processes, care for women and their participation in development.

5- Political necessity: Education is the main choice that emphasizes the link between education funding and the philosophy and guidance of the state. Funding for education also helps to achieve the principle of equal opportunities among members of society and to distribute educational opportunities equally among all, enabling graduates to engage in highly efficient political work. ,Samara(2020)

Methods of financing education:

The methods of financing education vary according to the administrative, economic, political and social systems of each country, each country follows a method of financing education that fits its conditions and achieves

its educational objectives and plans, sayegh (2019) stresses that the concerted efforts of all members of society and its sectors to finance education is a due duty and a national demand under the circumstances and challenges facing the education sector and prevent it from achieving the desired goals and ambitions, and believes that the essence and aspirations (2018) that the methods of financing education are classified as:

- **Public funding:** This method is the traditional source of funding for education, which is for the state to bear the financing of education, where it pays all the costs of the educational process by allocating specific budgets for education from the state budget, and this provides educational opportunities for all in order to achieve an educated society.
- **Private finance: A form of funding is that individuals or their families pay for their education by paying students for the educational services they receive from .educational institutions**
- **Co-financing** is a form of funding that combines public funding with private funding for education. The state or community in its institutions provides educational services and meets these services. **Individuals pay certain .fees**

Shoaib (2021) adds another style:

Self-financing: Educational institutions are developing self-financing methods, which contribute to the financing of the institution, as it is based on the principle of raising the productive efficiency of educational institutions to meet the growing needs in the field of spending on education, and promote activities with material returns and self-financing is a supportive method for the educational institution financially. (Shoaib, 2021).

Smith (2018) also adds another method of funding education:

Informal funding: - Dollars are allocated or funding is provided for specific programs or

for specific students, and the biggest example of this method of funding is private education, where the necessary money or funding is provided according to the number of students enrolled calculating the programs that need funding and the financial and material resources necessary to provide a particular service or to finance a range of programs and meet their needs.

Sources of education funding:

Most studies on education funding have indicated the importance of economic hope and its close association with education at all stages, and Zana Al-Shahri and Sarah Al-Mutasalq (2018) state that one of the methods of financing is education according .

Key sources:

It is one of the main sources on which educational institutions rely in providing the necessary resources to cover the costs of implementing their projects as the method and content of aid varies from donor to donor, there are various aid such as equipment, equipment and salaries and these contributions are critical to the continuation and progress of education (Samara, 2020)

Key sources include:

government funding

The traditional source of funding for education, where the Government bears the costs of education and its various activities, is therefore the increasing number of people enrolled in education, and the free education represented by this source is one of the factors that helped the spread of compulsory education, but what is taken on this funding is the frequent failure of students since the student is not eager to end the period of time of education during the specified period of education, but at the same time poses a great pressure on the government, and the total dependence on the government may lead to a financial deficit Reduces the efficiency and effectiveness of education, and the money the government receives from taxes is the main source in most countries of the world for

education funding. (Johar and Al-Malahi, 2018).

Loans showed

this type of funding when the perception of education changed so that education became seen as a capital investment rather than a consumer service. Loans are one of the main sources of funding for education and are divided into two types: loans to educational institutions: due to the difficulties faced by some states in financing education in terms of the availability of funds for the conduct of the educational process, as a result of which there must be institutions to finance programmes and activities, and these amounts are paid at intervals, or such aid is from international institutions. Student loans: Where the student's university studies are funded, provided that they are refunded in installments on easy terms agreed upon, and one of the advantages of these loans is that they enable students with economic obstacles to pursue their studies. (Shoaib, 2021)

External education premiums:

This source is one of the main sources of funding for education and occupies a large position in many countries and contributes to the provision of multiple educational needs and services. (Shami, 2018) II: Secondary sources contribute to the financing of education at a limited and small rate and are divided into internal and external sources (Jowhar and Al-Malahi, 2018).

Internal sources:

It consists of funding based on community participation in the financing of education: community participation takes many forms, whether individual, institutional or collective, including those related to the provision of financial resources to meet the requirements of the development of basic education, and community participation is the financing of basic education: the promotion of grants, donations, donations and assistance to schools. Establishing endowments for basic education, ensuring that it receives permanent and stable funding, which contributes to its access to financial stability and protects it from the

financial volatility of the government. Participation between public schools and community institutions is an urgent necessity at the moment to achieve a significant increase in the funding of public schools. Participation of national and private banks in the financing of pre-university education. (Mahmoud, 2020)

External sources:

External sources include technical assistance such as providing educational institutions with qualified teachers and experts by another country, or in-kind assistance such as some grants and amounts to provide the necessary funding and support education. (Shami, 2018). In addition to foreign aid as well as the contributions of international organizations such as the United Nations and the assistance provided by UNESCO and UNICEF to develop and support education, in addition to the contribution of businessmen to the financing of education, whether through the establishment of schools or the provision of the necessary equipment and equipment. (Johar and Al-Malahi, 2018)

Tuition fees

are the main source of income in most educational institutions and these fees are spent on recurrent expenses in the educational process such as salaries and equipment, which are specific amounts paid by students at the beginning of the school year as school fees, which help to meet some of the school's financial obligations. (Johar and Al-Malahi, 2018).

Obstacles to financing education

- Funding in education faces many constraints and difficulties subject to difficult-to-control fluctuations, and Jowhar and Al-Mullahi (2018) have listed a range of these constraints, the most important of which are:
- Lack of government financial resources to improve education, so any educational institution must have the necessary amount of financial resources to achieve its goals and develop its programs.

- The poor distribution of available financial resources and educational services, particularly between the capital and urban provinces and between rural and rural areas, there is urban bias at the expense of the countryside.
- Limited self-financing and external funding, self-financing obtained by educational institutions such as registration fees, examination fees and student activities is inadequate, and institutions suffer from poor external funding from international institutions such as the World Bank and the International Monetary Fund to support and develop education.

The participation of the private sector and the community in the investment of education is weak and education funding is often from the state budget without the use of private resources and the promise of private sector contribution.

In addition to the previous reports, the Ministry (2019) listed a range of obstacles, the most important of which are: the lack of interest of the school leader in increasing and diversifying the sources of funding for the school. Weak systems and regulations to diversify the sources of self-funding for schools lack of powers granted by the Ministry of Education to school leaders. Lack of training programs in the field of self-financing of the school. Poor awareness of the importance of self-financing schools. Low expected returns contribute to investor reluctance, with limited investment opportunities in public schools.

Education funding problems

The problem of funding education is one of the most important problems facing the education system because it is related to providing and developing funds for education and expanding it, and the issue of spending on education is one of the main issues for education systems in different countries of the world. (Samara, 2020), the problem of school funding seems simple at first glance to policy makers but it is really difficult, as identifying areas that need material support as well as identifying

students who need funding the most and allocating money to it and ensuring that funding is provided to meet school needs by policy makers is not easy, and the most important reasons behind this difficulty is the state company i.e. the government and the community in providing funding and the importance of justice in the distribution of school funding, must be made Efforts by policy makers to identify poor areas and provide educational services to their students and contribute to their support and funding to work to strengthen their education system (Matthew & Kristin, 2017).

Providing the principle of justice in the distribution of funding between different regions is also one of the main problems faced by educational institutions because of the positive effects of this principle on education, as it contributes to improving education systems and achieving the principle of equal educational opportunities and sensitivity and work to meet the needs of pupils, in addition to implementing and modifying educational reforms, as American studies have shown that school funding benefits the rich and supports them more than supports the poor(Brown, 2017(

There are many problems related to several aspects, including:

- Problems related to the academic aspect: the lack of funding for education negatively affects academic competencies and the educational level of students.
- Problems related to scientific research: Scientific research is one of the basic and necessary factors for the advancement and development of the educational process, and the provision of its requirements helps members of society to solve their problems and the problems of their society in a scientific way.
- Problems related to equipment, buildings and equipment: the lack of funding for education and the low budget allocated to it negatively affect the inputs of the educational process of equipment, buildings and

- equipment and thus weaken the quality of its outputs and efficiency
- Problems related to community service: Educational institutions are considered one of the most important investments created by society for the benefit of their children, where they provide educational services to the children of the community and help them to keep up with technological development, but the participation of the community and support its contribution to the financing of these institutions to improve and develop them. (Samara, 2020)

previous studies

Al-Ghamdi study (2021) aimed at measuring the importance of the reasons for diversifying the sources of funding for higher education at um al-Qura University in light of the philosophy of the producing university, and the degree of effectiveness of the mechanisms used to achieve this, while revealing the existence of a correlation between these justifications and mechanisms from the point of view of academic leaders at um al-Qura University, the researchers used the descriptive method of association and questionnaire as a research tool, as applied to a sample of deans and agents of um al-Qura University colleges who make up what they are Approximately 63% of the research community. The study found that the results of the justifications for diversifying the sources of funding for higher education in the light of the philosophy of the producing university and its paragraphs from the point of view of academic leaders at um al-Qura University came within a level (high) and in a direction (positive) while the results of mechanisms to diversify the sources of funding for university education came within a level (average) and in a direction (.negative) and there is no correlation between justifications, mechanisms and dimensions. The study recommended the need to adopt the philosophy of the producing university, by developing a strategy of self-financing based on the scientific and research products provided by universities, and reviewing the

mechanisms of spending budgets allocated to higher education institutions in order to improve them and create better alternatives that rationalize spending and modernize the mechanisms in one, and work to establish a fund to finance education in each university contributed by individuals and institutions of .the different society Apriyanto,2021 study entitled Implementation of Education through BOS Fund Management in Improving The Quality of Education. The results that the application of education was funding through BOS funds was effective and can be observed in several aspects as follows: the planning of the education budget is carefully compiled, education is funded by operational guidelines and technical guidelines of the Board of Directors and budget supervision effectively and the bank administration has faced various obstacles to improving the quality of education and there have been efforts to overcome these obstacles in implementing the management of education funding through BOS funds in improving the quality of education.

Rosadi et al., 2020 study. Entitled The Impact of education funding management on the quality of school in Islamic school? The quality of education is determined by the role of the school as an educational institution, the department of teaching and learning in schools is very meaningful in determining the success of the student. To achieve good school quality, education costs must be optimally managed. Therefore, the stages of education funding management should be considered, the purpose of education funding is to implement an educational process in accordance with the expected learning needs of students. The Department of Education Funding at the Islamic School falls into the very high category, meaning that the headmaster of the vocational school was able to implement maximum education funding management, from funding and budget planning, funding implementation and supervision of funding, oversight, accountability and accountability.

Samara Study (2020) The study aimed to identify the obstacles facing the management of basic public schools in providing sources of

funding and ways to solve them from the point of view of managers and managers in the governorates of the northern West Bank, and to learn about the role of certain variables such as (sex, scientific qualification, years of experience in school administration, training courses in the field of management and directorate) in the obstacles facing the management of basic public schools in providing sources of funding and ways to solve them, and in order to achieve this, the researchers used the field descriptive curriculum through Two quantitative and qualitative tools, namely resolution and interview, where the study community of (530) principals and principals in basic public schools, was chosen in the random class way, The results of the study showed the level of constraints faced by the administration of basic public schools in providing sources of funding from the point of view of school principals in the directorates of the northern West Bank were significant and showed statistically significant differences at the level of significance ($=0.05\alpha$) between the average views of school principals in the constraints faced by the administration of basic public schools in providing sources of funding from the point of view of school principals in the directorates of the northern West Bank due to the change of sex and the change of scientific qualification and for the benefit of Female and postgraduate studies, the results showed that there are no statistically significant differences at the level of significance ($=0.05\alpha$) between the average views of school principals in the obstacles facing the management of basic public schools in providing sources of funding from the point of view of school principals in the directorates of the north of the West Bank due to the change in the number of training courses and years of experience and directorate and recommended the researchers to work to increase the government financial support for schools in proportion to the requirements of scientific expansion and development, as well as work to strengthen and support student projects that Works to activate the mechanisms of school funding.

Badran Study (2020) The study aimed to identify the obstacles of school funding in public schools in the northern West Bank governorates and ways to overcome them from the point of view of the principals themselves, and to identify the obstacles of school funding in public schools in the governorates of the northern West Bank from the perspectives of the principals themselves according to the following variables (sex, scientific qualification, years of experience in school administration and directorate, and school level) the researchers used the descriptive curriculum to suit the nature of the study and its purposes, where the tool of study was applied, namely the tool of study, which is the level of school. The results of the study indicated that there were no statistically significant differences at the level of significance ($=0.05\alpha$) between the average views of managers on school funding constraints in public schools in the northern West Bank governorates due to the sex changer, the change in scientific qualification, and the changing experience in school administration.

The results indicated that there were no statistically significant differences at the level ($=0.05\alpha$) between the average views of managers on funding constraints in public schools in the northern West Bank governorates due to the change in the province and the changing level of school. The study recommended giving more powers to school principals to make decisions by spending government funding in accordance with the needs of their schools, and building trust between the community and the school by educating parents about the importance of funding education and adopting the role of the productive school.

Al-Kalbani Study (2019) The study aimed to identify the degree of private sector practice in financing education programs for people with disabilities in Oman N from the point of view of employees of private sector institutions in Dhaheria governorate and employees in the department of education of the Ministry of Education in Dhaheria governorate, and also aimed to identify the constraints of the private

sector partnership in financing education programs with learning disabilities from the point of view of the employees of the company, as well as to reach proposals to activate the role of the private sector in financing education programs with learning difficulties, as well as to reach proposals to activate the role of the private sector in financing education programs with learning difficulties. To achieve the objectives of the study, the descriptive curriculum was used and the questionnaire was used as a study tool and applied to a random sample of (71) employees of private sector institutions in Dhaheria governorate from the 2017-2018 school year, and the results of the study indicated that there is a weakness in the degree of contribution of the private sector to the financing of education for people with disabilities in the province of Al-Zahira in the Authority of Oman, and the results showed that the constraints came to a high degree, while the proposals put forward by the researchers ranged from high to medium.

Al-Shahri and Al-Madash (2018) study aimed to identify the investment of student talent as a supporting alternative to funding education in public education schools in Saudi Arabia and determine the degree of benefit of female students in the talented care programs in place in order to finance Education, identifying the constraints and requirements of benefiting from talented women in creating supporting resources to finance education, and to achieve the objectives of the study was used the descriptive analytical curriculum using a questionnaire applied to the study community, which is one of (79) supervisors and teachers gifted in a city Riyadh. The study found that the most important elements of benefiting from the programs of care of talented women as a supportive alternative to funding education are to qualify talented women to participate in international competitions, programs to accelerate talented women for the higher stages, to benefit from their ideas in raising the educational level of their distressed villages, to invent and develop learning methods, as well as to devise ways to rotate damaged and rewind books and school

preparations, as well as to provide material and financial resources that support the programs to develop the abilities of talented women.

Leshanych, Miahkykh&Shkoda,2018 study entitled Higher Education Financing Models in Foreign Countries: Aimed at examining the problems of reforming the higher education funding system in light of compliance with global quality standards of education. And prove the views of their use in Ukraine, based on the financing model of higher education institutions in foreign countries. The research is based on a comparative analysis of funding systems for educational institutions in Ukraine and in foreign countries such as Germany, the United States of America, the United Kingdom, Sweden, Norway, Australia and some other countries. The results of the study showed that funding for higher education must be directed at the expense of state funds only to the needs of the State. The state, in turn, must provide graduates with jobs that will help reduce unemployment. The study therefore recommended that private investments in education, training and high technologies should be encouraged more actively. In addition to research, international consultations, modelling and discussion.

Panigrahi Study,2018 entitled Funding for Higher Education Institutions: Evidence from Selected Case Studies from Indian Universities. The study aimed to highlight the most important challenges facing India's higher education sector as the second largest higher education system in the world. The study found a gradual decline in public funding by both central and state governments, which had negative effects on the growth and development of higher education institutions. The study recommended the need to generate financial resources for this sector through other alternative methods such as renting university infrastructure, graduate contributions, providing research and consultancy, short-term courses and strengthening the relationship between the higher education sector and the industry sector..

Brown & Scott & Meg, 2017 study aimed to identify how parents contribute to funding schools in general and schools in slums in particular. The data found in the educational departments, which relate to the financing of education, including the contributions and donations of parents, have been analysed and the results indicated that the focus on a small number of schools and regions and the lack of interest in the context of the school and society and related problems, as well as most cases of unequal funding arise at the state level and the funds raised by parents represent only a small part of the total spending of the school, the study recommended the establishment of equity funds and the promotion of donations, and took predictions about Raising funds from parents in mind when calculating school budgets to ease the burden of funding public schools in educational areas.

Al Harbi Study (2017) entitled: Funding education in Saudi Arabia: challenges and alternatives the study aimed at identifying the concept of financing public and higher education and its basic and secondary sources, as well as identifying the reality of funding public and higher education in a number of member states of the Arab Education Office for the Gulf States, and the reality of funding education in Saudi Arabia, with solutions to funding problems. The researchers used the comparative descriptive approach. The study found a number of results: Saudi Arabia spends on education the largest amount in the world primarily on the budget. The government is actively seeking to increase spending on education from GDP, one of the most important recommendations of the study: relying on other sources of funding to finance education, in order to make the most of the available financial resources, work to develop relations with the private sector, involve it in some educational policies to support the educational process, and work in cooperation with the Gulf Arab states to absorb technology, informatics and education and employ them in educational projects in particular to achieve future ambitions.

Comment on previous studies

A range of previous studies ranging from local, Arab and foreign directly related to the subject of the study were reviewed and each study is different according to its objective, methodology and tools used to achieve the goal of the study. (2020), Badran (2020), Kalbani (2019), using the descriptive approach, as well as using resolution as a research tool, this study differed with the study monthly and discussion (2018) using the curriculum. This study differed with the Al Harbi study (2017) using a comparative descriptive approach and the study found that the Kingdom of Saudi Arabia spends on education amounts that are the largest in the world of GDP. The research Samara (2020) interviewed, as the Study of Apriyanto 2021 differed using the qualitative descriptive approach and performed by the study were interviews, observations and panigrahi study, (2018) Use a comparative analytical approach, Leshanych, Miahkykh & Shkoda, 2018 study using comparative analysis of higher education funding models. Brown & Scott & Meg, 2017 used the case study method to consider the organization of the region to raise funds from the private sector, and the researchers benefited from these studies in enriching the theoretical framework and methodological procedures, formulating study questions, developing their tools, selecting the study and sample community and interpreting the results. This study was distinguished from previous studies in its purpose, society, sample, place, results and recommendations.

Study methodology and procedures

In this chapter, the researchers described in detail the method and procedures used by the researchers in the implementation of the study, which included the study curriculum, study tools, verification of the validity and stability of the tool, the study community, the study sample, the study procedures, in addition to the study variables, and the statistical treatment used in the analysis of the study data.

Study Methodology

In this study, the researchers used the descriptive curriculum, where the

questionnaire was used as a research tool to identify the importance of funding schooling in basic public schools in Nablus directorate from the perspectives of managers and managers.

Study community

The study community is made up of all 81 principals and principals of the basic stage in the public schools of Nablus governorate,

according to the statistics of the Nablus Directorate of Education (2021-2022).

The study sample

The study was applied to a random sample of principals and principals of the main public schools in Nablus directorate, where they numbered 51 principals and principals, and the following is a description of the characteristics of the study sample according to its variables:

Table (1) Sample members for the study according to its independent variable

Vrabel	Group	Repetition	% percentage
Sex	male	10	19.6
	Female	41	80.4
	Total	51	100.0
Qualification	or lessBA	25	49.0
	Postgraduate	26	51.0
	Total	51	100.0

The tool of study and its sincerity and stability

In order to achieve the objectives of the study, the researchers prepared the study tool: a special questionnaire to learn about the funding of schooling in the basic public schools in the Nablus directorate from the perspectives of managers and managers. After reviewing previous studies related to the concept of education funding as studies: Al-Ghamdi (2021), Samara (2020), Badran (2020), Kalbani (2019), Monthly and Discussion Study (2018), Al Harbi Study (2017), Apriyanto 2021, Pan Study Panigrahi ,2018 Study of Leshanych, Miahkykh&Shkoda,2018 Brown & Scott & Meg,2017 study and others, and working on the study and utilization of available tools, the researchers developed their questionnaire, as follows: The researchers collected the court's questionnaires by the jury, reviewed their observations and recommendations and took them in accordance with their study, and the extent to which the arbitrators agreed on the notes. - After the introduction of the arbitrators' observations, the paragraphs were amended in the areas, and the resolution was

formed in its final form of (4) areas and (31) paragraphs in its final form. The researchers divided the answer ladder for the resolution paragraphs according to the five-degree Lykert scale, each of which represented a certain number for analysis purposes. Each manager or manager has been asked to place a mark (/) in the place he sees fit in front of each paragraph and it is clear in the previous table that the highest mark of paragraph is (5) and the lowest mark of paragraph is (1)

Authenticity of the tool

To confirm the authenticity of the tool, the questionnaire was presented to a group of arbitrators and educators from university professors in Palestine.

tool stability

To verify the stability of the resolution, the researchers used cronbach's Alpha equation to determine the stability of the resolution, reaching the value of stability (0.95), which is suitable for the purposes of the study because it serves the objective of the current study based on the researchers' point of view.

Statistical processing

After collecting, coding, and processing data in appropriate statistical ways, using the Statistical Packages Program (SPSS), the researchers used repetitions, calculation averages, standard deviations and percentages, the Kronbach Alpha equivalent, and the (T) test of two independent samples.

View the results of the study questions

In this section the results of the study questions will be discussed and based on the results of the study will be put forward recommendations and proposals suitable for the subject of the study, this questionnaire was designed on the basis of a five-dimensional

lycée scale, and the researchers relied in interpreting the results on this criterion:

- **From 3.5 and over large**
- **From 3.5-2.5 medium**
- **Less than a few 2.5.**

Question 1: What is the importance of funding schooling in basic public schools in Nablus directorate from the points of view of its directors?

In order to answer this question, calculation averages, standard deviation and percentage of each paragraph of the instrument were extracted, as follows:

Table (2) Arithmetic averages and standard deviations to the degree of importance of funding schooling in basic public schools in Nablus directorate from the views of its directors ranked downwards by arithmetic average

field number	Item	SMA	standard deviation	Degree
4	The importance of student activities in finance	3.9922	75149.0	Big
1	The importance of self-financing	3.8824	62119.0	Big
3	The importance of community funding	3.6985	67924.0	big
2	The importance of funding charities	3.6318	67275.0	Big
Total		3.7799	54609.0	لبنيرة

It is clear from the data in table 2 that the importance of funding schooling in basic public schools in the Nablus directorate from the points of view of its directors was significant, with calculation averages ranging from (3.99-3.63) to areas where the fourth area of importance of funding charities ranked first with an average account (3.99) and a standard deviation (0.75), The first area on the importance of self-financing also ranked second, with an average account (3.88), a standard deviation (0.62) and the third area on the importance of community funding ranked

third with an average account (3.69) and a standard deviation (0.62). 67), the second area on the importance of funding charities received the fourth and final stage, an average account (3.63) and a standard deviation (0.67) and the overall degree of the importance of funding schooling in basic public schools in the Nablus Directorate reached a large degree from the views of its principals. And that's in the calculation average that reached 3.77(The researchers explain this finding that there are intensive efforts in supporting education as there are eid activities provided by students

that help finance education such as winning competitions and going into games, industries and simple crafts that are used through school activities and all these practices help to make money and spend in the financing of education, and this result agreed with the results of the study of Al Ghamdi (2021) and differed with the results of the study Samara (2020) and the study of Kalbani (2019.)

Question 2: Are there statistically significant differences at the level of

significance ($\alpha = 0.05$) between the average responses of the study sample on the importance of funding schooling in basic public schools in Nablus directorate from the views of its managers by gender variable?

In order to answer this question concerning the sex variable, the T test was used for independent samples and the results of the following table show this:

Table (3) Results of the Test (T) to indicate differences on the importance of funding schooling in basic public schools in Nablus directorate from the views of its directors by gender variable

Total	Type	number	SMA	standard deviation	value(t)	Sig
	male	10	3.6000	61755.	-1.166-	0.24
	female	41	3.8238	52622.		

We note from the data in the previous table that there are no statistically significant differences at the level of significance ($\alpha = 0.05$) between the average responses of the study sample on the importance of funding schooling in basic public schools in the Nablus Directorate from the points of view of As a result, the value of the semantic level (0.24) was greater than (0.05) and this result means that the zero hypothesis on the sex variable is not rejected, i.e. there are no significant differences. Statistics at the level of significance ($\alpha = 0.05$) among the average responses of the sample study on the importance of funding schooling in basic public schools in Nablus directorate from the views of its managers by sex variable, The researchers explain that the principals and principals of basic schools belong to one community as well as to one department because the directorates belong to the Ministry of Education as well as that all practices practiced by male schools are practiced by

female schools and that these practices are similar and converging regardless of the sex of the principal, so it turns out that there are no statistically significant differences at the level of significance ($\alpha = 0.05$) between the average responses of the sample study on the importance of school education funding in schools. The basic government in the Nablus directorate from the views of its directors according to the gender variable.

Question 3: Are there statistically significant differences at the level of significance ($\alpha = 0.05$) between the average responses of the study sample on the degree of importance of funding schooling in basic public schools in the Nablus Directorate from the views of its directors according to the variable of scientific qualification?

In order to answer this question concerning the variable of scientific qualification, the T test was used for independent samples and the results of the following table show this:

Table (4) Results of the Test (T) to indicate differences on the importance of funding schooling in basic public schools in Nablus directorate from the views of its directors according to the variable of scientific qualification

Total	Type	Number	SMA	standard deviation	value(t)	Sig
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	BA	25	3.6723	53967.0	-1.393-	0.17
	Postgraduate	26	3.8834	54233.0		

We note from the data in the previous table that there are no statistically significant differences at the level of significance ($\alpha = 0.05$) between the average responses of the study sample on the importance of funding schooling in basic public schools in the Nablus Directorate from the views of its managers according to the variable scientific qualification, the value of the level of significance (0.17) and this value is greater than (0.05) and this result means that the zero hypothesis for the change of scientific qualification is not rejected. That is, there are no statistically significant differences at the level of significance ($\alpha = 0.05$) between the average responses of the study sample on the importance of funding schooling in basic public schools in Nablus directorate from the views of its directors according to the variable of scientific qualification, and the researcher explains this development that school principals are in line with the circumstances surrounding them in the process of funding education and does not affect the scientific qualification in increasing or decreasing the process of funding education, and therefore it turns out that there are no differences with the same differences. Statistical indication at the level of significance ($\alpha = 0.05$) among the average responses of the sample study on the importance of funding schooling in basic public schools in Nablus directorate from the views of its directors according to the variable of scientific qualification.

The recommendations

based on the findings of the researcher came up with a number of recommendations as follows:

1. Encourage school supporters and donors by naming some classes or laboratories by their names.
2. The school seeks to develop the skills of students in the field of productive services for the community.
3. The need to invest the playgrounds and squares of the school in the establishment

of events in exchange for a material percentage.

4. Investing classrooms in free time in order to give courses that return the financial returns of the school.
5. The need to conduct more studies related to the current subject of the study and apply it to another study community not addressed in the current study.

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