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Degree of the Availability of the Requirements for Applying the Future School in Jordan Schools

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Abstract
The study aimed to examine the degree of availability of the requirements for applying (or implementing) the future school in Jordan schools from the point of view of its principals. The study sample consists of 64 male and female principals during the academic year 2024-2025. This study uses the descriptive-mapping approach. The questionnaire was developed as a study tool that consists of 36 sections and is distributed in four fields. The findings suggest that the total average of the degree of availability of the requirements for applying the future school in Jordan schools from the point of view of its principals had a medium assessment and statistically indicative differences due to experience years, and the differences came in favor of 10 years and more. The findings also conclude that there are no statistically indicative differences in the degree of availability of the requirements for applying to the future school related to academic qualification or gender. The study recommends holding training courses for teachers to raise their functional performance level, and so on.

Keywords
future school, Jordan schools, requirements

INTRODUCTION

Today, the world witnesses an unprecedented flow of human knowledge and information, several cultural and intellectual achievements, diverse technological inventions, epistemological development, and an informatics explosion. The traits of this age demonstrate the individual's ability to use human knowledge and function in various life domains. It also forces all different associations and organizations to develop their own styles and plans in order to cope with and adapt to these changes.

Educational associations are part of these organizations and associations, and because the school is the main educational association that has a vital role in leading the educational shifting and development process to meet educational and scientific challenges and prepare for the future, several educational projects, future studies, and experiments related to applying the modern school model. One of its most prominent models is the Future School, a school designed to achieve comprehensive development for its students within a distinguished educational system. It strives to implement contemporary curricula that align with the demands of the modern era, fostering an integrated and uniform school community. Additionally, it consistently strives to modernize the educational process, its objectives, programs, and styles, with the goal of preparing students to meet the demands of the job market (Mahmoud, 2010).

School is one of the most significant educational associations in society because it depends on school to achieve its goals according to plans, approaches, styles, and activities inside the classroom. In the 21st century, the need for swift modern advancements became evident in both individuals and societies, prompting experts to search for innovative methods that could effectively prepare learners. Thus, the school bears the greatest responsibility and burden in seeking and searching for methods and styles that can increase its competence and educational quality, as well as setting future plans and long-term strategies (Alzoboun, 2011). Future School aims, through its adopted vision, to provide its students with the most comprehensive and integrated preparedness that enables them to acquire profound scientific knowledge, high skills, and firm values in order to make them effective citizens in their societies and capable of achieving success and recognition in the 21st century. It can achieve this vision by committing to presenting typical programs to prepare students for lifelong education. This includes focusing on basic, modern, and practical skills and activating the role of family and home at school to help students acquire and apply the different skills and experiences (Alshanoudiah, 2016).

Future schools aim to provide an active and effective learning environment to prepare students for the future, help them achieve self-achievement, and feel confident and relieved while they are learning. It also assists them in adapting positively to rapid global changes and challenges, facilitates their access to learning resources, and fosters the development of their social and environmental responsibilities through the application of modern curricula and technological tools that align with the language, tools, and requirements of the current era. (Alghamdi and Al-Zahrani, 2020).

The Arab Bureau for Education defines the future school as the school that works on preparing learners for a successful life, focusing on the basic modern and moral skills in a way that serves the educational and value systems. Additionally, some educational experts define the future school as an educational project that aims to construct an innovative model for a multi-level modern school, inspired by the belief that societies can achieve comprehensive development based on the quality of students' preparation. Thus, the school prepares learners for a successful life by focusing on the basic moral and modern skills related to the learners' education and value system. (Jamal, 2021).

Thus, in order to face the challenges of the 21st century, cope with different novel things, and improve the quality of educational services offered to learners, The Jordanian ministry of education promised to make great progress in developing the educational system and policies. The Jordanian ministry of education prepared the strategic plan for the years 2018–2022, adopting a contributory approach that received full support from all administrations and educational directories, while maintaining continuous coordination with the International Institute for Educational Planning/France and UNESCO. The ministry has adopted ambitious programs and strategies. DespiDespite limited budgets, the ministry is striving to achieve the priorities of the upcoming stage, which requires the support of partners and concerned parties to achieve common goals. The ministry is also implementing plans and programs, making the best use of available resources. are still numerous challenges facing the Jordanian educational system to achieve preparedness and the required procedures to handle those challenges to meet the requirements of developing education and providing typical educational and competitive services (Ministry of Education Strategic Plan ,2018–2022).

Hence, the researcher developed a research problem to study and identify the degree of availability of the requirements for implementing the Future School in Jordan schools from the point of view of their directors, by answering the following questions:

1- What are the requirements for applying the Future School in Jordan schools from the point of view of its principals?
2- Are there statistically significant differences ($\alpha = 0.05$) in the degree of availability of future school application requirements in Jordan schools from the point of view of their directors, attributable to gender variables, scientific qualifications, and years of experience?

METHODS

The researcher used the descriptive survey method in the study, as it was appropriate for the nature of the study, its questions, and its objectives. During the first semester of the academic year (2024-2025), the school community consisted of all 283 male and female principals of public schools in the Irbid governorate (directorates of education of Irbid, Ramtha, and Bani Obeid). The study's sample consisted of 164 male and female principals selected at random.

In order to achieve the study's objectives, the researcher developed a special questionnaire based on theoretical literature, previous studies (Saa 'ada, 2022; Hamza, 2022; Al-Ghamdi and Zahrani, 2020; Matar, 2019; Al-Rashidi, 2017), and the opinions of arbitrators and educational professionals. With this in mind, the researcher drafted 36 sections, dividing them into four main fields, each representing a specific position, and tailored each section's response to align with Licert's five-year graduation.

To verify the authenticity of the study tool, the researcher has offered (study tool) As preliminary to (8) arbitrators from the teaching staff of Jordanian universities, the arbitrators were asked to provide their observations and opinions on the appropriateness, validity and representation of these sections for the purpose for which they were prepared, and to add or delete any section they deemed appropriate. After the questionnaires were retrieved, the paragraphs of the tool became final. (36) sections instead of (40) divided into four main areas (Future School Teacher, Future School Administration, Future School Student, Future School Curriculum).

To extract the indicators of genuine construction of the scale, the coefficients of each paragraph and between the overall grade, between each paragraph and its attachment to the area to which it belongs, and between the areas and the total degree, were extracted in a survey sample outside the study sample consisting of (30) male and female principals coefficients of correlation with the tool as a whole ranged from (0.73-0.94) to area (0.74-0.96). It should be noted that all correlation transactions were of acceptable and statistically relevant scores, and therefore none of these paragraphs were deleted. Field correlation coefficients have also been extracted at the overall level, and correlation coefficients between the fields, they were of acceptable scores and statistically relevant, indicating an appropriate degree of construction honesty.

To ensure the stability of the study tool, the test-retest method was verified by applying the scale, and it was reapplied after two weeks on a group of 30 directors and managers outside the study sample. The persistence factor has also been calculated in the internal consistency manner according to the alpha Cronbach equation, and table 2 shows the internal consistency factor according to the alpha Cronbach equation and the return constant of the total areas and grade and these values are considered appropriate for the study's objectives.

Table 1 Internal coordination coefficient Cronbach Alpha and the Consistency of repetition for the fields and the total degree

External coordination	The consistency	Field
0.71	0.80	Future school teacher
0.72	0.82	Future school administration
0.77	0.84	Future schol student
0.80	0.85	Future school carricula
0.85	0.91	Total degree

RESULTS AND DISCUSSION

Question 1: What is the degree of availability of requirements for the application of the future school in Jordan schools from the point of view of its principals?

To answer this question, averages and standard deviations have been extracted to the extent that the requirements of applying the Future School in Jordan schools are met from the point of view of its principals. The table below shows this:

Table 2 The arithmetic means and standard deviations of the degree of availability of requirements for applying the future school to Jordan school in the viewpoint of its principals in descending order according to the arithmetic means (averages)

Degree	Standard Deviation	Arithmetic Means	Field	Number	Order
medium	570	3.65	Future school management	2	1
medium	642	3.52	future school student	3	2
medium	732	3.41	future school teacher	1	3
medium	538	3.30	Future school carricula	4	4
medium	530	3.47	Total degree		

The calculation averages in Table (2) ranged from 3.30 to 3.65, with the management of the future school having the highest average of 3.65. The curriculum of the future school came in last with an average of 3.30, and the average calculation of the availability of the requirements for the application of the future school in Irbid governorate schools from the point of view of its managers as a whole was 3.47. This intermediate level may be due to the fact that the Jordanian Ministry of Education has a serious trend towards the development of education through the use of all new products of recent developments. and the process of accommodating recent developments in education still needs more seriousness, support, multiplier effort, and practical steps towards development. The Ministry is keen to follow up on developments in education systems globally and is working to develop public schools in the light of these developments. and provide training and professional growth programs for managers and teachers. This result aligns logically and conceptually with the current study, demonstrating that the Ministry of Education has relied on ambitious development strategies and programs, despite limited budgets, to implement the priorities of the next phase. This requires the support of partners and stakeholders to achieve common objectives, implement programs and plans, and optimize the use of available resources, as outlined in the Ministry of Education Strategic Plan (2018–2022). The study (Al-Sawadah, 2022) (Al-Ghamdi and Al-Zahrani, 2020) (Hamza, 2022) (Al-Rashidi, 2017) agreed with this result, indicating a medium degree of availability of requirements for the implementation of the future school in schools, while the study (Matar, 2019) (Abu Al-Saud, 2011) found a high availability of requirements for the future school administration in schools.

The calculation of the calculation averages and standard deviations of the study sample individuals' estimates was made on the respective subparagraphs, as follows:

Table 3 The arithmetic means and standard deviation related to future school administration in the descending order according to arithmetic means

Level	Standard deviation	Arithmetic Means	Sections	No.	Order
Medium	.836	3.47	The continuous eagerness to increase the scientific knowledge store and enrich his culture and experience in school administration	1	7
Medium	.659	3.61	Handles emergency cases and crisis efficiently and he has a high ability to manage them successfully.	2	5
Big	.731	3.75	Providing a safe and motivating class environment to encourage learning and innovation.	3	3
Big	672	3.79	Having collective work spirit and effective dialogue with all workers at school.	4	2
Medium	1.132	3.62	Activating school utilities to serve the various educational activities and events.	5	4
Medium	.743	3.60	Employing the modern administrative orientations and new techniques in all his administrative and technical works.	6	6
Medium	1.033	3.36	The direct communication with parents and local society associations to discuss problems and issues	7	8
Big	.585	3.84	The continuous interest of the building and school utilities and providing continuous maintenance works for it.	8	1
Big	.723	3.75	The ability of listening and patience and enduring others and respecting the feelings of people working with him	9	3
Medium	570	3.65	Future school administration field		

First: Future School Management Area

Table 3 shows the arithmetic means between (3.84 and 3.36). Paragraph 8, which provides for "continuous care and periodic maintenance of school buildings and facilities," ranks first with an arithmetic mean of 3.84, while Section 7, which reads "continuous communication with parents and community institutions to discuss problems and issues," is last with an arithmetic mean of 3.36 and the area as a whole (3.65). This may be attributed to The Ministry's commitment to providing principals with training and professional growth programs, as well as upgrading their managerial skills, may be the reason for this. nagement developments, principals are keen on professional growth and self-development by following up on developments. This may also be attributed to managers' great interest in meeting their training needs, which contribute to their preparation and skills that enable them to cope with scientific developments in their field of work, and their knowledge that the management of the Future School needs a number of requirements related to opening up to the community in order to obtain their support in solving the problems facing students. The community's ability to finance activities and the importance of encouraging parents of students to participate actively in school activities play a crucial role. Preservation, periodic maintenance, and development of school buildings are commensurate with the physical possibilities available to accommodate the necessary modern developments. This result was similar to those from studies (Hamza, 2022) that found the school administration to have a moderate degree and studies (Al-Rashidi, 2017) that found the requirements for decentralization in the management and training of the future school to have an intermediate degree. However, it was different from studies (Al-Ghamdi and Zahrani, 2020) that found the leadership of the future school to have lower grades and studies (Matar, 2019).

Second: Future School Student's Field

Table 4 Arithmetic means and standard deviations related to the Future School student field are in the descending order according to arithmetic means

Level	Standard deviation	Arithmetic means	Sections	No.	Order
Medium	593	3.30	He has critical and positive thinking skills and he has problem-solving ability	1	9
Medium	861	3.32	Taking responsibility against himself, his school and society.	2	8
Medium	652	3.64	The ability of social interaction and communication with others.	3	3
Medium	696	3.57	The ability to achieve the educational, personal and life goals	4	5
Big	726	3.69	To be able to preserve his identity and national belonging	5	2
Medium	764	3.60	Computer skills and technology use in education and other fields.	6	4
Medium	1.094	3.53	Having scientific research tools and the knowing how to access information sources	7	6
Big	751	3.72	To have teamwork spirit and collaborative work effectively.	8	1
Medium	.995	3.35	Looking for the information himself a d collecting facts and then scrutinizing and then making conclusions from	9	7
Medium	.642	3.52	Future school student		

Table 4 shows that arithmetic means ranged from 3.72 to 3.30. Paragraph 8, which states: "To be able to work effectively in the spirit of the team and cooperative work", ranks first with an arithmetic means of 3.72, while paragraph 1, which reads: "Possess critical and positive thinking skills, constructive criticism and problem-solving ability", is last with an arithmetic means of 3.30 and the arithmetic means of the field as a whole (3.52). This may be attributed to an effective educational environment and its suitability for acquisition and knowledge student and self-education, performance skills that develop higher thinking skills and the use of modern teaching methods, attractive techniques and educational activities to motivate students to learn, Strong relations between teachers and students, which creates a respectful learning environment leading to students' acceptance of the educational process, He is increasingly willing to take responsibility, his ability to criticize, evaluate and approach ideas in unusual ways. This result was agreed with the study (Al-Ghamdi and Al-Zahrani, 2020) (Hamza, 2022), in which the student of the Future School came with a moderate degree, and disagreed with the study (Matar, 2019), in which the requirements of the learner came largely

Third: Future School Teacher's Field

Table 5 Arithmetic means and standard deviations related to the Future School administration area are in the descending according to arithmetic means

Level	Standard deviation	Arithmetic means	Sections	No.	Order
Medium	.731	3.44	He has the initiative spirit and tends to experimenting and renewal	1	4
Medium	1.215	2.79	The ability to design educational pages, and lessons explaining on e-websites,	2	8
Medium	.983	3.42	Using modern technology and modern communication means and employing them in the learning and teaching process	3	5

Medium	.852	3.20	Coping with all new scientific knowledge and educational practices concerning the specialization	4	7
Big	.705	3.76	He is confident in organizing various educational activities freely and optionally.	5	1
Medium	.860	3.45	Developing critical and positive thinking and scientific research and innovations.	6	3
Medium	.988	3.35	He works actively and continuously looks for the opportunities that help him professionally and academically.	7	6
Big	1.030	3.76	He respects his comrades and gives them the chance to discuss and argue.	8	1
Medium	.839	3.51	The ability to administrate the effective educational environment interacting with technological environment.	9	2
Medium	.732	3.41	Future school teacher field		

Table 5 shows that arithmetic means ranged from 3.76 to 2.79. Paragraph 5, which stipulates that "he trusts himself to organize the various educational activities freely and to hoose," Paragraph 8, which states, "Respect the personalities and abilities of students and provide them with an opportunity for dialogue and discussion," The area ranked first with an average calculation of 3.76, and paragraph 8 ranked last with an average calculation of 2.79. Overall, the area averaged 3.65 percent. This may be attributed to the Ministry's desire to provide training programs and vocational deThe Ministry's desire to provide training programs and vocational development for teachers, as well as to upgrade their teaching skills in accordance with the latest developments, may account for this. ills that enable them to cope with scientific developments in their field of work. This result was agreed with the study (Al-Ghamdi and Zahrani, 2020), in which the teacher of the Future School came with a middle degree, and this result differed with the study (Hamza, 2022), in which the teacher of the Future School came with a high degree, and with the study (Matar, 2019), in which the teacher's requirements came with a high degree.

Future School Curriculum Area

Table 6 Arithmetic means and standard deviations related to the future school curriculum area are ranked downward according to arithmetical means

Level	Standard deviation	Arithmetic means	Sections	No.	Order
Medium	.663	3.46	Organizing curricula according to what can help the student in self, exploration and innovation learning	1	2
Medium	.585	3.29	Takes into consideration the growing properties and individual differences between students.	2	4
Medium	.654	3.64	It helps to develop scientific tendencies and positive orientations of students	3	1
Medium	.701	3.28	Curricula achieve the integrated and comprehensive growth of students in emotive, skill and knowledge fields.	4	5
Medium	.727	3.18	They support using computer skills in teaching	5	6
Medium	872	3.39	Linking curricula with local environment and different social needs	6	3
Medium	888	3.17	They make students acquire the different thinking skills.	7	7
Medium	892	2.96	Achieving integration between theoretical and applied sides and activities inside and class and non-class activities.	8	8
Medium	673	3.29	Curricula cope with rapid developments in different fields of knowledge	9	4
Medium	538	3.30	Future school curricula field		

Table 6 shows the arithmetic means of between 3.64 and 2.96 in paragraph (3), which "helps develop scientific orientation and create positive trends towards science in students." Ranked first with an arithmetic mean of 3.64, while paragraph (8) read "Integration of theoretical and applied aspects with classroom and extra-curricular activities." Last grade had an arithmetic mean of 2.96 and the arithmetic mean of the field as a whole (3.30). This finding is logical and concurs with the theoretical aspect of the current study, which indicated that the Jordanian Ministry of Education, in its human resources development strategy, had indicated the importance of developing the curriculum. The National Centre for Curriculum Development and Evaluation was established in 2017 to specialize in curriculum development for the Ministry of Education (Ministry of Education Strategic Plan 2018-2022). This result differed with the study (Al-Ghamdi and Zahrani, 2020), in which the curriculum of the Future School came at a high level, and with the study (Matar, 2019), in which the requirements for the application of the curriculum were substantially.

Question II: Are there statistically significant differences (α = 0.05) in the degree of availability of future school application requirements in Jordan schools from the point of view of their directors, attributable to gender variables, scientific qualifications, and years of experience?

Table 7 Arithmetic means and standard deviations to the extent that the requirements of applying the future school in Jordan schools are met from the point of view of its managers according to gender variables, scientific qualification and years of experience

Number	Standard Deviation	Arithmetic Means		
61	.370	3.40	Male	Gender
103	.602	3.51	Female	
77	.459	3.42	At least diploma	qualification
87	.585	3.51	Master's degree and higher	
71	.528	3.27	Less than 5years	Years of experience
93	.483	3.62	5 years and more	

Table 7 shows an apparent discrepancy in arithmetic means and standard deviations to the extent to which the requirements for the application of the Future School in Jordan schools are available from the point of view of its managers due to different categories of gender variables, scientific qualification, years of experience and to demonstrate the statistical differences between the arithmetic means.

Table 8 Tripartite Gender Impact Analysis, Scientific Qualification and Years of Experience on the Degree of Future School Application Requirements in Jordan Schools from its Principals Point of View

Statistical Indication	Difference Value (d)	Arithmetic Means for Squares	Freedom Degrees	Total Sum of Squares	Differentiation Source
.078	3.148	.779	1	.779	Gender
.291	1.124	.278	1	.278	Qualification
.000	22.500	5.564	1	5.564	Years of Experience
		.247	160	39.568	Error
			163	45.755	Total

There are no statistically significant differences (α = 0.05) attributable to the impact of gender, with a value of (d) 3.148 and a statistical indication of 0.078. This may be attributed to the fact that managers of different sexes are aware of and continuously informed of contemporary educational developments, modern educational models and the standards and possibilities they require to reflect them in educational reality, and have sufficient knowledge and are able to determine the requirements for the application of the school of the future in schools, this result agreed with the study (Hamza, 2022).
- The absence of statistically significant differences (α = 0.05) is attributable to the impact of the scientific qualification, with a value of (d) 1.124 P and a statistical indication of 0.291. This may be attributed to the fact that managers at different levels of their scientific qualifications enjoy a managerial and educational awareness and greater culture and familiarity with educational developments, the characteristics and requirements of the school of the future, and the importance of its availability and application in schools because it is one of the modern trends that most States seek to apply in their educational institutions. This result was agreed with the study (Hamza, 2022), which differed with the study (Al-Ghamdi and Zahrani, 2020) in which there were statistically significant differences attributable to scientific qualification and the differences were in favor of Bachelor's and higher.

There are statistically significant differences (α = 0.05) attributable to the impact of years of experience, with a value of (d) (22,500) and a statistical indication of 0.000, and differences in favour of 5 years and more. This may be attributed to the fact that managers with long years of managerial experience are able to determine the degree of availability of future school application requirements in schools to a large degree than managers with few years of managerial experience, and that they are aware of the reality of their educational work and the requirements for the future school application of conditions and requirements, as most have extensive managerial experience. This result differed with the study (Al-Ghamdi and Zahrani, 2020), in which the absence of statistically significant differences was attributable to years of experience.

CONCLUSION

The conclusions of this study can be seen as follows;
the average calculation of the availability of the requirements for the application of the future school in Jordan schools from the point of view of its managers as a whole was 3.47. This intermediate level may be due to the fact that the Jordanian Ministry of Education has a serious trend towards the development of education through the use of all new products of recent developments. and the process of accommodating recent developments in education still needs more seriousness, support, multiplier effort, and practical steps towards development. The Ministry is keen to follow up on developments in education systems globally and is working to develop public schools in the light of these developments. and provide training and professional growth programs for managers and teachers. This result aligns logically and conceptually with the current study, demonstrating that the Ministry of Education has relied on ambitious development

strategies and programs, despite limited budgets, to implement the priorities of the next phase, This requires the support of partners and stakeholders to achieve common objectives, implement programs and plans, and optimize the use of available resources, This statement is in line with the results of the Ministry of Education Strategic Plan (2018–2022).

SUGGESTIONS

There are several suggestions that researcher can provide to several parties involved in this research, namely as follows.

1. Ensuring that training programmes and educational seminars are held periodically for managers, which develop positive trends towards development and help them carry out their tasks in accordance with the requirements of the Future School.
2. The need to conduct training courses for teachers to raise their professional performance levels and to improve their skills in the use of modern technology in education and modern teaching and evaluation methods, and to help them carry out their tasks in accordance with the requirements of the Future School.
3. The need to redevelop and develop sophisticated curricula that are adapted to the huge explosion of knowledge and suited to students' maturity, contribute to the development of their scientific tendencies and support scientific culture.

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