

Professional Practices of School Principals based on Palestinian Standards during the Corona
Pandemic from Their Point of View and Their Development Compared to Japanese
Professional Practices

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**Professional Practices of School Principals based on Palestinian Standards
during the Corona Pandemic from Their Point of View and Their
Development Compared to Japanese Professional Practices**

Mohammad Omran Salha

Associated Prof.- Arab Amrican University

Sawusan Arori

PhDResearch Student - Arab Amrican University

Abstract

The study aimed to identify school principals' professional, practices and trends in Palestine in light of Palestinian professional standards during the Corona pandemic, as well as school principals' professional practices in light of Japanese professional standards during the Corona pandemic. The study also aimed to propose ideas for enhancing professional standards for school principals in Palestine in light of international best practices, utilizing Japan's experience during the Corona pandemic. The problem of the reaserch iscoronavirus pandemicin term of education which makes it necessary to improve the standards of public school principals in Palestine . The researcher used a qualitative and historical approach. The study community included all principals of public schools in Ramallah and Al-Bireh Governorate who were officially registered in the Ministry of Education's records for the academic year 2020/2021their numbers are 218. The study sampled and surveyed 40 principals of public schools in Ramallah and Al-Bireh Governorate. The study instrument was an interview with them.

The first question examined school principals', practices in light of Palestinian professional standards during the Corona pandemic. The results showed that some of these professional, practices increased while others decreased or stayed constant. The second question investigated the professional practices of school principals in comparison to Japanese professional standards during the Corona pandemic. The results indicated that while some of these professional practices have evolved during the Corona pandemic, others have stayed stable. This was because the decentralization strategy gave principals considerable discretion and the infrastructure provided the electronic platforms necessary for online education and improved performance during the Corona pandemic. The results indicated that Japanese principals utilized a variety of options to effectively manage a potentially risky educational circumstance. Moreover, throughout the Corona crisis, Japanese principals developed a close relationship with the societal backdrop, which enabled them to build bridges of confidence and collaboration. The third question considered how to improve principals' professional practices and understanding in light of international practices, especially Japan's experience

during the Corona pandemic. The findings indicated that Palestinian principals' powers should be expanded and that their work should be decentralized, as well as the importance of increasing their awareness of the public education system, its national philosophy, and community contexts in order to fortify social networking and build bridges of trust during times of crisis.

The study concluded with a number of noteworthy recommendations. The special recommendations included the need to expand professional standards for managing educational situations during times of crisis in Palestine, the need to enhance the current professional standards of the principals, as well as the need to add new professional standards of the broader societal context and networking during times of crisis. Among the general recommendations was the need for further research based on relevant Finnish experience. The study advocated developing a robust infrastructure that would support education amid crises by offering free online services to underprivileged families and by establishing online platforms to assist school principals with their administrative tasks.

Introduction

The educational system is one of the most important systems on which the economy of society is based, as it is the basis for building the future of generations. Peoples' interest in their educational systems increased after education and investment in it became one of the most important items in the strategic plans of the modern state, and it became necessary for states to make great efforts in balancing the preservation of their cultural heritage and keeping pace with modern developments. One of the most important pillars of the educational process is the school principal. As the management profession is an essential profession in order to lead any institution and move it towards success and development) .Battah & Ta'ane, 2006 '(Therefore, many criteria and clauses have been set in order to evaluate these managers and their scientific performance, away from the mood of supervisors and officials in the directorates to which they belong. To achieve this, these standards came as a purposeful educational step that enhances the capabilities of the director and improves his performance by helping him understand the real educational role of him and drawing practical steps to perform his tasks in the best ways and methods (Palestinian Ministry of Education and Higher Education. Education Profession Development Authority, 2014).

But the Corona pandemic had a direct impact on the education sector as a whole. As the education sector is the most affected in light of this pandemic and its repercussions, which caused the closure of schools in most countries of the world, and the absence of hundreds of millions of students from their regular classes, which necessitated a rapid transition to education. Remotely, as it is an urgent necessity to maintain the continuity of education, and the sudden shift to e-learning has left everyone in a great shock, based on the lack of readiness of the digital structure in educational systems.

The new roles of the school principal in light of the Corona pandemic inevitably necessitated a renaissance in the professional standards of school principals in a manner consistent with the new educational situation. , to take advantage of it and project it on the professional

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standards of the practices of school principals in Palestine, and the researchers chose Japan for several reasons, that it got the tenth level of the ten best countries in the world in the education system) Terhe, 2016(

Also, there is an importance for the partnership between Palestine and Japan in the field of learning and education in order to benefit from the Japanese experience of education in general and in particular the experience of school principals and their practices of teaching and learning during the Corona pandemic, and Japan has a great history in terms of technological knowledge that helped school principals in Japan to reach students And devising mechanisms to communicate with them remotely. School principals in Japan also enjoy a great deal of decentralization in managing their schools, and this was a very important point in managing education during the Corona crisis.

Study Problem

The Corona pandemic posed the greatest challenge for the school principal, and the accompanying emergency change to the entire educational institution called for school principals to keep pace with these sudden changes. These new challenges necessitated the researchers to stop and study those standards again to see how far they keep pace with the new variables, based on global practices, and to make suggestions for their development compared to the Japanese experience.

Study questions

- 1 - What are the professional practices of school principals compared to the Palestinian professional standards during the Corona pandemic?
- 2 - What are the professional practices of school principals' performance compared to Japanese professional standards during the Corona pandemic?
- 3 - How can professional practices be developed for the performance of school principals in Palestine compared to Japanese practices during the Corona pandemic?

Study importance

This study is important. Because it is built on organized scientific tools and is based on an important knowledge base.

-This study will constitute a starting point for researchers to develop their studies on the Corona pandemic and its consequences on other educational axes, as well as study its consequences on other sectors.

It is hoped that this study will provide the decision-makers with the necessary ground for building and developing Palestinian professional standards during the Corona pandemic, and drawing up subsequent policies that keep pace with everything that is new within arranged lines that take into account the developments of this growing era.

Study Terminology

Professional standards for the Palestinian school principal: the characteristics and personal qualities that are required for the principal of the school; Which contribute to achieving the

quality of administrative and technical performance, upgrading the educational process, and strengthening the Palestinian identity and national personality, in addition to the ethics of the teaching profession and the rules of conduct, and the school principal must act and abide by them. (Ministry of Education and Higher Education - Education Development Authority, 2014).

Professional Standards for the Japanese School Principal: Basic Principles for the Principal's Profession, which shows what competence is required for school principals as a profession responsible for managing the school, and clarifies the main elements, the required elements and the professional competence of the principal's profession, so that each school becomes an independent organization that can organize distinct curricula based on The needs of students and parents (Jasea, 2009).

Corona virus: It is a large group of viruses that cause symptoms ranging from the common cold to more serious diseases, such as Middle East Syndrome (MERS) and severe acute respiratory syndrome (SARS) (WHO. 2020).

Distance education: It is an educational system based on the idea of delivering the educational material to the learner through various technical means or methods of communication, as the learner is separated and separated from the teacher or the person in charge of the educational process. (Al-Siddiq, Omar. 2020. Distance education between concept and rooting) <https://democratica.de>

JASEA: The Special Committee for the Development of the Education Program for School Principals in Japan. (Najjar 2019).

Study limitations

Objective limits: the professional practices of school principals were studied compared to the Palestinian professional standards during the Corona pandemic from their point of view, and the professional practices of school principals in Japan were studied compared to the Japanese professional standards during the Corona pandemic, and also the development of professional standards for school principals (specifically practices) in Palestine by taking advantage of The Japanese experience in this field and the study was limited to the axis of practices because it is the most prominent in Japanese educational literature, and also that Japanese practices during the pandemic depended on mature educational philosophies and visions, in addition to Japan's interest in the level of societal fitness as a curriculum of thinking in schools, which singles it out among the practices The world was chosen.

Location Limits: Palestine

Time limit: from 1/4/2021 to 1/10/2021

Procedural Limits: The results of the study were determined by The nature of the community, the nature of the sample, the extent of validity and reliability, the statistical factor used, the study methodology.

Conceptual Limits: The concepts contained in the study were known as they are procedurally defined.

Humanitarian Limits: the principals of public schools in Palestine who are officially registered with the Education Department, and their number is 218.

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Theoretical framework

First, the professional standards for school principals in Palestine

The Education Profession Development Authority has adopted professional standards for the school principal that cover all the basic requirements of the educational process within three areas: (As shown in Figure 1)

The first field: Leading the teaching and learning process.

The second field: managing the school as an educational institution.

The third Field: activating the relationship with the local community and external relations

In each field, there are three axes

The first axis: professional knowledge

The second axis: professional skills and practices

The third axis: values and professional trends

)Ministry of Education and Higher Education - Education Profession Development-Authority, 2014).

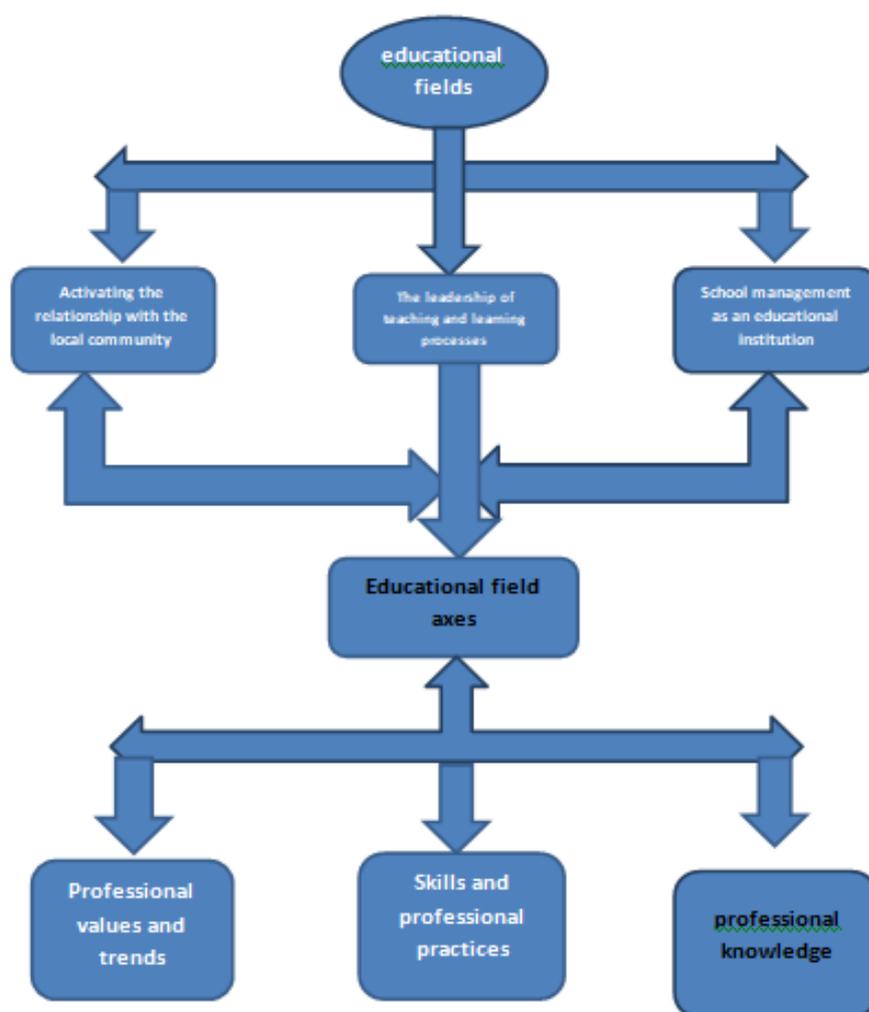


Figure 1: Professional standards for school principals in Palestine Ministry of Education and Higher Education - Teaching Profession Development Authority, 2014

Second: Professional Standards for School Principals in Japan

The Japanese Association for the Study of Educational Administration (JASEA) realized the importance of having professional standards for the school principal with a high degree of professionalism, due to the establishment of the Self-Management Schools Initiative in 2009. Since JASEA is responsible for school administration, it dealt with the issue by trying to answer the following two questions :

- 1- What are the competencies that a person who wants to be a manager must possess?
- 2- How can the school principal and staff in the school be developed based on these competencies?

(Al-Najjar, 2019)

The professional standards for the school principal in Japan (as shown in Figure 2) have no levels and fields, but only (7) standards, from which each standard derives a set of requirements necessary to achieve it.

The First Standard: Building and achieving a common vision for the school.

The Second Standard: Establishing a collaborative structure and climate to improve the quality of education.

The third Standard: Establishing a collaborative structure and climate to support professional development.

The Fourth Standard: Effective use of various resources and risk management.

The Fifth Standard: A cooperative relationship with parents and the community.

The Sixth Standard : Ethical Conduct and Leadership.

The Seventh Standard : Understand the school's social and cultural context.

Jasea. (2009)

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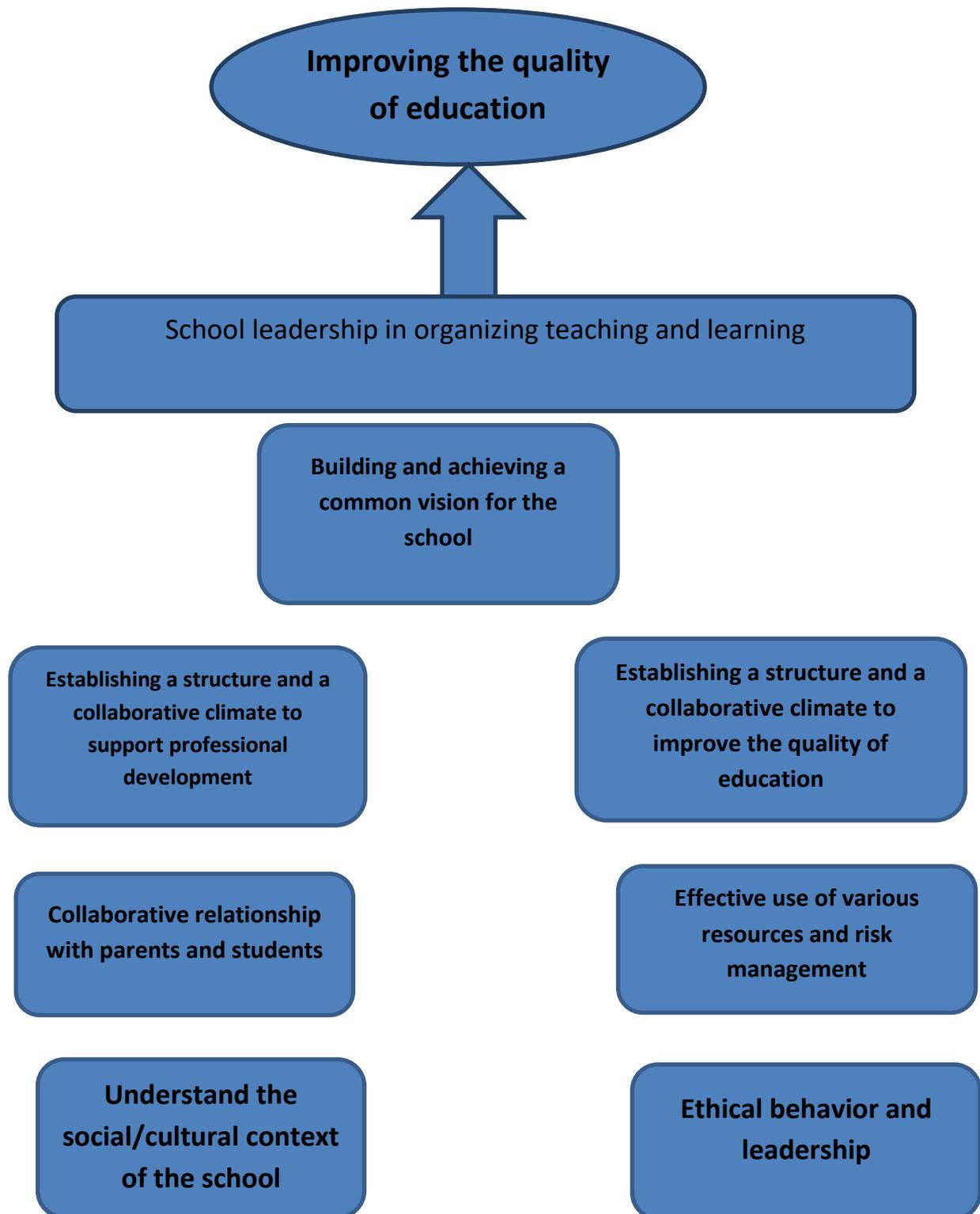


Figure (2): Professional standards for school principals in Japan Jasea. (2009)

Third: The reality of education in Palestine, and the role of school principals during the Corona pandemic

Since the suspension of school hours, in early March, due to the outbreak of the Corona pandemic, educational institutions have resorted to using electronic platforms, and a plan has also been drawn up by the Palestinian Ministry of Education and the International Relief Agency (UNRWA), where a remedial month was decided for students before the beginning of the new year, in which The materials are being developed extensively for teachers and principals to facilitate the process of using electronic means of communication (Kurds, Nesma and others. 2020. During the Corona pandemic, distance education has been achieved?) <https://www.teachercc.org>, but school principals had a different role during the course of the Corona pandemic. This emergency educational process, the principals of schools in Palestine, numbering (3037) principals and principals in the West Bank and Gaza Strip, including (2300) in the West Bank, and (737) in the Gaza Strip, they assumed the primary responsibility for ensuring the safety of their employees and students, and finding ways for students to receive education During the suspension of the educational process in schools (Muhanna. 2020. During the Corona pandemic, distance education, has the goal been achieved?

<https://www.teachercc.org>

Fourth: The reality of education in Japan and the role of school principals during the Corona pandemic

Japan's government has taken the unprecedented step of urging schools across the country to close in a bid to curb the spread of the coronavirus. As Japanese Prime Minister Shinz and Abe called on all schools across the country to close by the end of spring break until early April, 98.8% of schools responded

(Iwata, Miyakosh & Doi. 2020(

Thanks to the efforts of Uchioda Kunio, the supervisor of the educational support organization run by volunteers, and the Ministry of Education, Culture, Sports, Science and Technology launched the Giga project in 2019 to support schools in installing high-speed internet, and providing students in need with laptops or tablets to connect to the Internet, and Ji Koto, One of the local governments that took concrete action, provided students with computers, and the authorities provided wireless transmitters for disconnected families (Suzuki, Makoto. 2020).

The Japanese government has also made training course materials available to all, recorded online, by expanding the Massive Open Online Course (MOOC), an online learning platform that offers most of its content for free (Lee & Han. 2021).

A software application was launched in Japan during the Corona pandemic, and the System (LMS) helps in managing, documenting, tracking, reporting, estimating courses and development programs, and is now used to serve education on a large scale, and allows teachers, students and parents to communicate together, and enables students to send their assignments via Internet.

As for school leaders, they have played a crucial role in creating enabling conditions that support innovations during the Corona pandemic, especially scientific competencies in

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designing inquiry and research-based education, and their important role in promoting the spirit of cooperation among teachers (OECD. 2019).

Method and Procedure

Study Methodology

A- Qualitative approach: The two researchers relied on individual interviews in order to identify the reality of the professional standards of the school principal in Palestine during the Corona pandemic.

B - The historical curriculum: In a parallel curve, the study explained the experience of the Japanese school principal during the Corona pandemic, by looking at the educational literature in this context, to benefit from the practices of the school principal in Japan during the pandemic and observed in the educational literature to develop practices within the professional standards of the school principal in Palestine during the Corona crisis until the end of the Corona crisis. A degree of flexibility enables him to adapt to the changes that are imposed on him.

Study community

All principals and principals of public schools in the Ramallah and Al-Bireh governorate, who are officially registered in the records of the Ministry of Education for the academic year 2020/2021, numbering 218.

Study sample

Purpose-objective sample, which included 40 principals of public schools from Ramallah and Al-Bireh governorate

Study tool

interviews

Tool description

The school tool consisted of (40) interviews with principals of government schools from Ramallah and Al-Bireh governorate, where the researchers asked the interview questions to the respondents and monitored the answers on paper, and this was done by phone call to them in application of the rules of social distancing during the Corona crisis, as the interview took place Half an hour, the study tool included four parts.

A - Demographic questions, which were formulated to build bridges of trust with the respondents.

B - The pivotal questions: These questions dealt with three areas of the Palestinian professional standards for school principals (leading the learning and teaching process, managing the school as an educational institution, activating the relationship with the local community and external relations).

c- Deep questions: they included the skills and practices axis for each of the areas of professional standards for school principals in Palestine.

D- Closing the interview: by reading what the researchers wrote from the answers she received from the respondents from the study questions (because the monitoring was on paper over the phone).

Validity of the tool

A - From the educational literature, I found that the central and deep questions are related to the professional standards of school principals in Palestine.

B - The interview questions were presented to a group of experts (focus group) in the field of research and to ensure that these questions measure the objectives of the study directly and well.

Tool stability

The answers were monitored on paper by phone call to (40) principals from public schools in Ramallah and Al-Bireh governorate, and then the interviews were analyzed. Two weeks later, the paper interviews were given to one of the researchers, who is trained in this context, to examine the degree of concordance between the two analyzes, and the reliability rate was 92%.

Statistical Methods

Descriptive statistics. Cousin

The statistics included frequency tables and percentages

Study Procedures

- 1 - Obtaining the approval of the Education Directorate Annex (1) to conduct the study and allow the application of the study tool to the sample.
- 2 - Choosing the study sample from the study population, which included all principals/employees of public schools in Ramallah and Al-Bireh Governorate. The sample was chosen in a purposeful manner.
- 3 - Formulating interview questions based on educational literature and verifying the validity and reliability of the study tool in preparation for its application on the study sample.
- 4 - Conducting telephone interviews with (40) principals from public schools in Ramallah and Al-Bireh governorate (the study community).
- 5 - Transcribing these interviews on paper
- 6 - Unpacking the respondents' answers in a table that included the areas of professional standards for school principals in Palestine and the axis of practices within each field.
- 7 - Based on the unloaded results, those results were analyzed.
- 8 - The two researchers studied Japanese educational literature, specifically the reality of education and professional practices of school principals there during the Corona crisis.
- 9 - Adapting the effective practices of the Japanese school principal within the context of the Palestinian professional practices of school principals in order to adapt the Japanese experience in this field within the professional standards of the school principal in Palestine with the aim of developing and updating them during crises.

Results

First: the results related to the answer of the first question.

)40 (interviews were conducted with principals from Ramallah and Al-Bireh governorate. Three questions were asked about the professional standards of school principals in Palestine, which included three areas (leading the teaching and learning process, managing the school as an educational institution, and activating the relationship with the local community). Each field contains the axis of professional practices. After analyzing the managers' answers (40 male and female managers), the researchers classified these answers in Table No. (1)

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Table (1) The responses of the study sample (40) principals to the three areas of professional standards for school principals in Palestine within the axis of professional practices for each field during the Corona pandemic

	Activating the relationship with the local community	School management as an educational institution	Leading learning and teaching
Professional skills and practices	<p>16 managers confirmed that participatory programs have been built and complementary relationships established with the local community and community institutions during the Corona pandemic</p> <p>24 managers confirmed that no participatory programs and complementary relationships were built with the local community during the Corona pandemic</p> <p>32 principals explained that they have strengthened the shared responsibility between the school and the local community in supporting student learning and supporting the education system during the Corona pandemic</p> <p>8 Principals explained that they did not work to enhance the joint responsibility between the school and the local community in</p>	<p>40 principals who confirmed that they worked seriously and hard to provide a healthy, safe and supportive environment for the educational process during the Corona pandemic.</p> <p>36 Principals explained their increased involvement of relevant human elements in school educational decision-making during the Corona pandemic</p> <p>4 of the principals explained a decrease in their involvement of the relevant human elements in making educational decisions for the school during the Corona pandemic</p> <p>32 Principals indicated differences in the school's vision during the Corona pandemic</p> <p>8 (of the principals indicated that the school's vision and mission did not differ during the Corona</p>	<p>(36) managers indicated a difference in the mechanism of achieving the philosophy of the curriculum (4) of the directors, there is no significant difference on the mechanism of achieving the philosophy of the curriculum during the Corona pandemic (40) of the managers confirmed that they provide opportunities for professional growth for the staff</p> <p>(24) managers indicated their effectiveness in performing administrative and supervisory tasks</p> <p>16 Managers did not differ in their performance of administrative and supervisory tasks</p> <p>(12) managers have adopted development and pioneering projects</p> <p>28 Managers who</p>

	supporting and educating students and supporting the education system	and 40 pandemic managers confirmed their increased employment of technology and modern techniques in managing the administrative process	have not adopted any development and pioneering projects
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Second: The results related to the answer to the second question

The results related to the second question of the study questions through its contemplative study of a number of literature that examined the education system in Japan during the period before the Corona crisis, as well as the education system in Japan during the Corona crisis, in order to identify the professional practices of managers during the Japanese professional standards during the Corona crisis, Therefore, these results can be summarized in the following table, which includes the professional standards for school principals in Japan, which the researchers previously referred to in the theoretical framework, numbering seven (illustrated in Figure 2), with a summary of the most important professional practices for school principals in each of them during the Corona crisis.

**Table (2)
Standards and the contents of standards from the knowledge, practices and professional attitudes of school principals in Japan during the Corona crisis**

	Standard	Standard content of knowledge And the professional practices of school principals in Japan during the Corona crisis
1	Building and achieving a common vision for the school	Collect information about the school situation, and take advantage of the digital transformation platform episodes that aim to collect data to build the school's shared vision and improve educational performance (OODH) Using data to improve students' individual and overall educational performance Involve all school staff, parents and community members in formulating the school's vision and mission Implementing a training program for teachers

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		to achieve a common vision
2	Create an educational structure and climate to improve the quality of education	<p>The school is responsible for the growth and development of every student</p> <p>Building curricula based on the student's situation and the state of emergency</p> <p>Achieving a common vision for the school in order to improve education</p> <p>Building a distance learning environment to make learning easier and more enthusiastic</p>
3	Create a collaborative structure and climate to support professional development	<p>During the pandemic, school principals have developed the professional growth of all school staff to improve distance education</p> <p>Involve staff in training programs, and build a collaborative atmosphere through teachers' exchange of teaching practices with each other</p> <p>An atmosphere of cooperation, trust, justice, fairness, and a strengthening educational climate prevails</p>
4	Effective use of various resources and risk management	<p>Collecting data about the school environment and its surroundings and other data about the student and his social environment through the digital transformation platform that aims to collect data OODH and also LMS, a software application that helps management, tracking and reporting</p> <p>Providing a safe environment for crisis management</p> <p>Management of the educational situation based on the emergency situation</p>
5	Collaborative relationship with parents	<p>The school principal communicates with parents, using the LMS application</p> <p>Good understanding of the need to build a relationship of trust and cooperation with parents of students</p> <p>Providing computers by communicating with students' parents</p>

6	Ethical behavior and leadership	<p>The principal's performance of duties faithfully and fairly, given that the principal is the school's chief executive</p> <p>Monitoring the school principal of his behavior and thinking about his practices and what he has of values, ideas and culture with the aim of modifying, developing and aligning with the Corona crisis</p> <p>Seeking professional growth as a school chief executive by reflecting on and adjusting his formal behaviors in line with the new emergency situation</p>
7	Understanding the social context	<p>Demonstrate the appropriate method of learning for his school based on the Japanese constitution and the new emergency situation.</p> <p>Building bridges that are safe and capable of improving distance learning with parents of students.</p> <p>Building a real partnership with the local community</p>

Third: Results related to the third question

The results related to the first question were viewed about the professional practices of school principals compared to the Palestinian professional standards during the Corona pandemic. Then the results related to the second question, which revolved around the professional skills and practices of school principals, compared to the Japanese professional standards during the Corona pandemic, were reviewed, and the results were reached from reviewing the educational literature in this field. The aim of this study was to present proposals to develop skills and practices within the professional standards for the performance of school principals in Palestine compared to the skills and practices within the professional standards for the performance of school principals in Japan during the Corona pandemic. Accordingly, and to clarify the development mechanism, (Table 3) has been formulated.

Table 3

Skills and practices within the professional standards of school principals in Palestine and the corresponding skills and practices within the professional standards of school principals in Japan during the Corona pandemic and the mechanism for developing skills and practices within the professional standards of school principals in Palestine compared to its counterpart in Japan

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Axis	Suggestions for developing professional standards (skills, practices and knowledge) for the performance of school principals in Palestine compared to their counterparts in Japan	Professional standards for school principals in Japan during the Corona crisis (skills, practices, and knowledge)	Professional standards for school principals in Palestine during the Corona crisis (skills, practices and knowledge)	
The first Field: Learning and Education Professional Skills and Practice				
Curriculum philosophy during the Corona pandemic	It is necessary to expand the powers of the school principal in Palestine, as in Japan, to bring it to decentralization, so that the school principal becomes the head of the curriculum team with the school staff in order to formulate a curriculum that fits with the specificity of the school and the emergency situation	The school principal, as head of the staff in the formulation and designs of curricula, he and the school's work team developed the curricula to suit the emergency situation	90% of school principals and principals confirmed a difference in achieving the philosophy and objectives of the curriculum during the Corona pandemic and developing the curriculum. The Curriculum Department in the Ministry of Education was responsible for formulating it during the Corona crisis.	

	<p>It is important to support school principals in Palestine with a software application as it is in Japan, which helps them in running their administrative work and forms a link for them with the staff, the local community and education</p> <p>Expand the powers of school principals in Palestine and encourage them to be in search of data and information related to the school environment to take decisions appropriate to the reality and situation of the Corona virus</p>	<p>To perform supervisory and administrative tasks, a number of school principals used a software application called (LMS) that helps in management, tracking and reporting, and allows teachers, students and parents to communicate with each other.</p> <p>Ethical behavior in leadership helps them accomplish tasks faithfully and fairly</p> <p>To perform their supervisory and technical duties, school principals have collected information and data about the school environment and its surroundings in order to manage the school affairs</p>	<p>60% of managers indicated that they performed their technical and supervisory tasks effectively during the Corona pandemic</p>	<p>Technical and supervisory administrative tasks during the Corona pandemic</p>
	<p>The necessity of mobilizing human and material resources by the school principal in Palestine, as it is in Japan, and paying attention to innovation, designing education, pioneering activities and educational initiatives, and encouraging them even in emergency conditions.</p>	<p>The school principal in Japan has used human and material resources, and volunteered them to serve every student during the pandemic</p> <p>The school principal in Japan has created enabling conditions to support innovation, especially scientific competencies, and design education based on inquiry and research</p>	<p>30% of school principals have adopted pioneering and developmental projects during the Corona pandemic due to their preoccupation with the health and educational aspect</p>	<p>Pioneering projects during the Corona pandemic</p>

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	<p>Benefiting from Japan's experience in reliance on decentralization, which necessitates that the school community form a self-contained educational system, and the Palestinian teacher should be the designer of the curricula during the emergency period, and the school principals, heads of the curricula design team, that take into account the situation of each student and the specificity of each school instead of waiting for the curricula to be formulated for you. They are the closest to the needs of students and the privacy of each school during the Corona pandemic.</p>	<p>School leaders created enabling conditions to support teachers, enroll them in training courses, and develop a culture of innovation and thinking among teachers by involving teachers in the education design process, and building curricula that depended on the student's situation and the specificity of each school, and this fostered in them the spirit of cooperation.</p>	<p>100% of school principals indicated that they provided opportunities for professional growth for the staff through the training courses provided to them by the Ministry of Education, specifically training on the Thames platform, which is the official and most widely spread remote means of communication during the Corona pandemic.</p>	<p>Opportunities for professional growth for staff during the Corona pandemic</p>
<p>Industry: Management School as an educational institution Axis: skills and practices</p>				

<p>To include professional standards for the performance of the school principal in the role of the Palestine Highlighting the staff and parents of the students and all members of the local community during a state of emergency as it enabled the Japanese manager, so to activate their role in making educational decisions aimed at, especially school</p>	<p>Enrolling staff in training programs to enable them to make informed and understanding educational decisions Building relationships of trust and cooperation with parents of students</p>	<p>90% of principals indicated an increase in their involvement of the relevant human elements in making educational decisions for the school during an emergency situation.</p>	<p>The involvement of the relevant human elements in decision-making during the pandemic Corona</p>
<p>Formulate a vision and mission of the school in an emergency based on the cooperation of all educational and scientific input from students and crews and parents of students, and the local community, just as they were by school principals in Japan unify the vision and mission of the school in line with the situation during the Corona Building school curricula based on the shared vision that is built by educational scientific parties</p>	<p>The school principals in Japan to collect data on the status of their schools benefited from the platform where the digital transformation (OODA) data collection And the use of that data on students and school environment to formulate vision and mission of the school Subscribe to all employees, parents, students and community members in the formulation of the vision and mission of the new school during the state of emergency Teachers participated in training programs to achieve a common vision of school Building a school curriculum based on student status, and taking into account the emergency situation to achieve the vision and mission of the school</p>	<p>80 % of managers and school principals pointed to the difference in the vision and mission of the school during the pandemic Corona</p>	<p>Formulate a vision and mission of the school during the pandemic Corona</p>

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<p>The state should cooperate with companies contact and communication at home and all research and development centers to create applications and special software to complete administrative work for school principals and making it easier to connect them together by and with the faculty, students, and education and community members from the other side like those Odkha state to facilitate the work of managers Madarrs in Japan</p>	<p>Japanese school principals benefited from a series of technological applications and programs including (OODA), a digital transformation platform includes the creation and use of data to build a common vision of the school and improve educational performance</p> <p>Use the application (LMS), a software application helps in management, tracking, reporting and teaching courses and allows teachers, students and parents communicate together</p>	<p>100 % of school principals have increased their use of technology and techniques in the administrative process during the Corona pandemic, especially the application of discrimination and the mechanism of interaction</p>	<p>Employing technology and techniques in administrative processes during the Corona pandemic</p>
<p>Industry: the relationship with the local community and external relations Axis: skills and practices</p>			
<p>Principals and principals of schools in Palestine should develop a computerized record of each student's home situation, taking advantage of the experience of Japanese principals in this field to help them in emergency situations to understand the nature of the home student in order to be able to reach needy cases with ease</p> <p>Developing a software application that connects the school administration with parents of students to enable rapid and continuous communication with them</p>	<p>Japanese school principals have built relationships of trust and cooperation with the local community</p> <p>The school principal in Japan was able to collect data about each student's home condition through the use of applications such as (OODA), (LMS) that helped them diagnose cases that needed to be provided with devices and the Internet</p> <p>School principals in Japan benefited from a software application called (LMS) that contributed to communicating with students' parents</p>	<p>40% of managers indicated that they have built participatory programs with the local community during the Corona pandemic</p> <p>80 % of principals have indicated that they have worked to promote shared responsibility between the school and the local community during the Corona pandemic</p>	<p>Participatory programs and the promotion of shared responsibility between the school and the local community during the Corona pandemic</p>

Analysis of the results

The answer to the first question: What are the professional practices of school principals compared to the Palestinian standards during the Corona pandemic?

By analyzing the data contained in Table (1), which included the answers of the forty principals (the study sample) about the reality of professional standards for school principals in Palestine during the Corona pandemic. And since each of these areas includes the axis of professional skills and practices, and by contemplating Table (1) and discussing and analyzing the data and results contained therein, the first question of the study has been answered:

First: the field of learning and teaching

Skills and professional practices axis, where the results in this axis were as follows:

- 90% of school principals in the study sample have made a difference in the mechanism for achieving the curriculum's philosophy and objectives during the Corona pandemic, as one of the principals confirmed, saying: "I have created curricula that are compatible with the emergency situation based on the package mechanism and consistent with the idea of cascading time."
- 10% of male and female directors did not see any difference in the mechanism for achieving the curriculum's philosophy and objectives during the Corona pandemic. One of the directors asserted, "My investigation of the curriculum philosophy did not differ, it remained the same in normal circumstances, but the procedures differed." The school develops the Palestinian curricula based on the status of the students
- 100% of school principals confirmed that they provide opportunities for professional growth for school staff during the Corona pandemic. One of the principals stated, "During the Corona pandemic, it has become necessary for the teacher to develop professionally in terms of employing modern learning strategies based on activating technology," but the study of Quneibi and others indicated the teachers' lack of experience in how to deal with this type of electronic assessment, and their adherence to methods Conventional assessment of students (Qunabi et al. 2020).
- 60% of managers confirmed that they have effectively performed their technical and supervisory duties during the Corona pandemic. School principals and principals have indicated the shift in administrative and technical tasks to remote means of communication, and that they have implemented modern systems for communication and holding meetings via the Thames platform, and one of the principals explained: "The technical and supervisory tasks have increased for me. Either for students or teachers. This result is consistent with a number of studies, as the application of standards requires an effective administrative leadership capable of achieving interaction, cooperation and harmony among all employees (Tarihi, 2016).
- 40% of school principals have negatively affected the performance of their technical and supervisory tasks. These male and female managers emphasized that their first concern is health and safety, and then education. One of the directors said: "The preoccupation with the health aspect weakened my ability to perform technical and supervisory tasks during the Corona pandemic." This result was consistent with the report submitted by Muhanna that the principals of one of the schools indicated that they do not have clear systematic plans for managing the distance learning process and managing the technical and supervisory tasks (Muhanna et al. 2020).

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- 30% of school principals have adopted development and pioneering projects during the Corona pandemic. These principals have adopted development projects that have increased the capabilities of teachers and students, as one of the principals explained: “The sports teacher has completed an initiative titled My Behavior Develops My Life, in which I focused on sports and healthy food.
- 70% of school principals have not adopted any development and pioneering projects. They indicated their preoccupation with the health aspect first and the educational aspect second. One of the principals confirmed, "We did not do any pioneering or developmental activity in the school, because we were preoccupied with health and cultural aspects."

Second: The field of school management as an educational institution

- Skills and professional practices axis The results in this axis were as follows:

- 100% of school principals confirmed that they worked seriously and hard to provide a healthy, safe and supportive environment for the educational process during the Corona pandemic. Managers stressed the importance and priority of the health aspect to them during the Corona crisis, as they prepared plans such as the health committee plan and the emergency plan. One of the principals indicated: "We have implemented the rules and regulations of the health protocol in the school environment, including masks and sterilizers, we were sterilizing the school twice a day, and we are working to provide and ensure social distancing among female students, and we have formed emergency committees specialized in controlling and following up on all the previous points." School principals also indicated that the school's responsibility has become collective, and that they have taken care of the awareness aspect through various communication sites, especially the school's website, in order to spread Corona awareness among students and their families. with him.
- 90% of school principals have increased their involvement of the relevant human elements in making educational decisions during the Corona pandemic. The principals of these schools emphasized that the responsibility for them had become collective. The whole body, from the authorized, to the secretary, to the teacher, to the student, to the principal, as well as the parents of the students, everyone was involved in making educational decisions. One of the principals stated, "The weight of responsibility has become shared, and there is a distribution of tasks across the school body. We have formed health and emergency committees and have informed us of their participation in making critical educational decisions."
- 10% of school principals and principals have access to students

Nasser the relevant human being in educational decision-making during the Corona pandemic.

- 80% of school principals and principals confirmed the difference in the school's vision and mission during the Corona pandemic. The reason, from their point of view, is that distance education carries different goals from face-to-face education, and that a new vision and message have been formulated in harmony with the new Corona situation. What is possible about educational loss by reaching students by all means and means of remote communication.

□ 20% of school principals and principals indicated that there has been no change in the school's vision and mission during the Corona pandemic. One of the directors said: "The vision and mission already exist with her, and that it will last for five years without change, and that the change has occurred in the technological aspect of education through the transition to distance education while maintaining the same vision and mission."

□ 100% of school principals employed modern technology and techniques in managing the administrative process during the Corona pandemic. One of the managers said: "The pandemic has served us in this aspect and forced us to use technology, we have given everyone courses on the application of discrimination." These principals also made it clear that management meetings with the authority and with education were carried out using means of remote communication, specifically the Thames application, and also a school program was prepared and circulated to the authority through various communication sites (especially the school's website).

The third area: activating the relationship with the local community and external relations

Skills and Professional Practices The results in this axis were as follows:

□ 40% of school principals confirmed that participatory programs have been built, and complementary relationships have been established with the local community and community institutions during the Corona pandemic. They pointed out that there are joint activities, events and competitions between the school and the local community. One of the principals said: "The activities have increased the students' families' bonding with the school, albeit from a distance." This result was confirmed by several studies, including Quneibi and others, that it is necessary to pause on the role of parents and their responsibilities towards their children's education, and that their primary role in supporting national and community efforts and complementary to the role of the Ministry of Education in formulating educational policies that guarantee the right to education for all, (Qunaibi, Abeer and others 2020. Study of the COVID-19 Pandemic: The Reality of E-Learning in the Palestinian Context from the Perspective of Teachers) <https://inee.org>,

□ 60% of school principals confirmed that there are no participatory programs between the school, the local community, and community institutions during the Corona pandemic. They explained that their communication was remotely with the students, and that during the pandemic period they were only supportive of the issue of health, so it took priority for them. One of the principals noted, "By preventing anyone from outside the school from entering the school, this weakens the establishment of any participatory programmes." This was confirmed by Quneibi and others in their study, where the results showed that the role of civil society institutions is not clear, and that teachers confirmed that there is no support from any institution for schools to contribute to the development of the computer network or the provision of Internet lines or the provision of mobile devices to students, as most Palestinian families She suffers from difficulty in accessing the Internet, in addition to having a computer to meet the needs of all the children in the family.

The answer to the second question: What are the professional knowledge and practices of school principals compared to Japanese standards during the Corona crisis?

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1- The first criterion: building and achieving a common vision for the school. The results about this criterion during the Corona crisis were as follows:

Japanese school principals have involved all school staff, students, parents and community members, all of them in formulating the school's vision and mission during the Corona pandemic, and school principals have also implemented a training program for teachers to achieve the common vision, where school principals have completed training for teachers in order to achieve a common vision for the school in coordination to train In-service teachers on e-learning and the use of distance education strategies (Lee & Han. 2021).

2- The second criterion: Establishing a structure and a collaborative climate to improve the quality of education. The results about this criterion during the Corona crisis were as follows: The principal here and during the pandemic became aware that the school is responsible for the growth and development of each student and this realization increased during emergency conditions, and that the school staff should build curricula based on the student's condition to achieve the shared vision of the school, and thus improve the quality of education during the crisis, and the staff also built A study environment, albeit from a distance, for each student to learn more easily and enthusiastically. And this study environment required building new study materials that fit the virtual classrooms. This result was confirmed by Suzuki's study. The first problems that school principals faced was access to students in their homes to make classrooms available to them via the Internet, for fear of a disparity with those who cannot access the Internet. at home.

(Suzuki, Makoto. 2020).

3- The third criterion: Establishing a structure and a cooperative climate to support professional development, as the results during the Corona pandemic were as follows:

During the pandemic, school principals in Japan were keen to develop the professional growth of all school workers, in order to improve distance learning for each student. In an atmosphere of cooperation, trust, justice, fairness and continuous promotion, and this result was confirmed by the Criss & Okato (2020) study that school principals play a major role in promoting cooperation between teachers, as school principals organized monthly activities that helped teachers adapt to the changes that occurred in education during the

In this context, teachers participating in professional events that involved a high degree of interdependence between teachers, and the same result confirmed the Lee & Han study that the priorities of school principals were to provide group and open training courses via the Internet by taking advantage of his position (Mooc), which is An online educational platform that provides its services and courses free of charge to teachers and students (Lee & Han. 2021)

4- Fourth criterion: Effective use of various resources and risk management during the Corona crisis. The results in this criterion were as follows:

The school principal in Japan enjoys a large degree of decentralization. This helped him during the pandemic to act within the data he collected about his school, thus improving the quality of learning, and managing the crisis by providing a safe environment for teachers and students during the Corona pandemic. This result was confirmed by Cisse & Okato that the school principal in Japan has broad powers in terms of high decentralization there, which

allows him to manage the situation in his school based on the general situation in the society in which this school is located (Cisse & Okato, 2020).

5- The fifth criterion: a cooperative relationship with parents, the results of the study within this criterion, and during the Corona pandemic, were as follows:

During the Corona pandemic, the school principal was in close contact with parents, and he had a good understanding of the nature of the relationship with them, which must be built on trust and cooperation. A computer during the pandemic for all students in need, and this result was confirmed by the Organization for Economic Co-operation and Development that the relationship between parents and the school community has become vital to provide quality education and appropriate to the context, as there has become a seamless interaction between school staff and parents more important than ever (OECD, 2020)

6- The sixth criterion: Ethical behavior and leadership The results in this criterion during the Corona pandemic:

The decentralization enjoyed by the Japanese school principal prompted him to perform his duties faithfully and fairly, as he is the executive director of his school, and seeks professional growth by observing his official behaviors and reflecting on his practices, and his values, ideas and culture are among his reflections (Al-Najjar, 2019).

7- The seventh criterion: Understanding the socio-cultural context of the **school, the results of the study came within this criterion and during the Corona pandemic as follows:**

The school principal freely expresses his own ideas, and at the same time has a good understanding of domestic and external trends in society, economy, politics and culture, as well as a good understanding of the Japanese education system, and is based on Japanese origins and related charters (Al-Najjar, 2019). This feature that characterized the Japanese principal helped him during the Corona pandemic and greatly helped him understand the social, cultural, economic and political context in which the school is located, and thus build a common vision for the school in line with the Corona situation, and then think of the most effective ways to develop distance education based on his understanding of the general context.

3) The answer to the third question: How can the professional standards for the performance of school principals in Palestine be developed compared to global practices, specifically in Japan during the Corona pandemic?

This question was answered clearly and in detail within Table No. (3), which was presented in the results chapter, specifically the results related to the answer to the third question, where the table included three columns: The first column included the professional practices of school principals compared to the Palestinian professional standards during the Corona pandemic. And the corresponding in the second column, which included the professional practices of school principals compared to the Japanese professional standards during the Corona pandemic. From that interview, the third column in the table was extracted, which included the development of the professional practices of school principals compared to the Palestinian professional standards during the Corona pandemic, by benefiting from the corresponding professional practices of school principals during the Corona pandemic.

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Recommendations

First: Special Recommendations:

Recommendations related to the first question of the study.

- That school principals adopt development and pioneering projects during emergencies and encourage staff and students to innovate and to have a leading role in addressing the crisis.
- School principals must form a real partnership between the school and the community by promoting the optimal investment of human resources by creating a cooperative work environment with external institutions, which will serve the school during emergencies.

Recommendations related to the second question These recommendations came from the Japanese experience during the Corona pandemic:

Enrolling school principals in training courses on the school management mechanism during crises and risks. This criterion lacks professional standards for school principals in Palestine and must be included in it.

Attaching school principals to training programs and courses on the mechanism of building bridges of cooperation with the societal framework and the cultural, political, economic and social context in which the school is located. .

Recommendations related to the third question of the study:

- To expand the powers of school principals and activate the system of decentralization over the management systems in schools, whether during emergencies or even in normal circumstances.
- The Ministry of Education motivates school principals in Palestine to activate the pioneering aspect, creative work and design education during crises, as it is in Japan
- That the curricula be built based on the common vision that was built by all parties to the educational process

Second: General recommendations:

- Conducting studies similar to this study, provided that it addresses the axes of knowledge and trends within the

The three areas of Palestinian professional standards during the Corona pandemic.

- Conducting studies similar to this study, quantitatively or qualitatively, to develop professional practices for the performance of managers based on Palestinian standards during emergencies and crises compared to international practices, and I recommend the Finnish experience.

- Preparing the Ministry of Education for a comprehensive plan to train school principals on management during emergencies and remote communication mechanisms.

- Activating the incentive system by the Ministry of Education to honor the most efficient principal in his management of the school during emergencies.

- To prepare software applications by specialists in the country to facilitate administrative work during emergencies and to train school principals to use them.

Suggestions:

- Handing over a hard copy of the professional standards document for school principals in Palestine to all school principals across the country to enrich their knowledge.

- That the Ministry of Education in Palestine implement face-to-face meetings between school principals in Palestine and school principals in Japan to exchange experiences.

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