RESEARCH NOTE

Role of School Administration in Providing an Attractive and Safe School Environment to Students under Vision 2030

Papel de la administración escolar en la provisión de un entorno escolar atractivo y seguro para los estudiantes bajo la Visión 2030

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Summary

This study aimed to identify the role of school administration in providing an attractive and safe school environment for students as one of the requirements to achieve Vision 2030 in public schools in Al-Kharj. A random sample of (16%) of the study population was selected. The questionnaire was distributed to all the study sample. The study has reached several results including: the average response was much higher when asked about the role of school administration in providing an attractive and safe school environment for students. Statistically significant differences between the mean values were observed from the samples towards educational stage in favor of the primary and secondary levels. The results also showed that there were statistically significant differences between the mean values of the respondents according to the gender variable in the tool as a whole in favor of females. The researcher suggested several recommendations such as improving the level of students to be creative individuals in their community, encouraging educational initiatives that contribute to creating an attractive and safe school environment, and encouraging local community institutions to make donations to the schools and involve them in developing the students psychological, cognitive and physical health.

Keywords: School Administration, Education, Safe School Environment, Saudi Arabia

Resumen

Este estudio tuvo como objetivo identificar el papel de la administración escolar en la provisión de un entorno escolar atractivo y seguro para los estudiantes como uno de los requisitos para lograr la Visión 2030 en las escuelas públicas de Al-Kharj. Se seleccionó una muestra aleatoria del (16%) de la población de estudio. El cuestionario se distribuyó a toda la muestra del estudio. El estudio ha obtenido varios resultados, entre ellos: la respuesta promedio fue mucho mayor cuando se le preguntó sobre el papel de la administración escolar en la provisión de un entorno escolar atractivo y seguro para los estudiantes. Se observaron diferencias estadísticamente significativas entre los valores medios de las muestras hacia la etapa educativa a favor de los niveles primario y secundario. Los resultados también mostraron que existían diferencias estadísticamente significativas entre los valores medios de los encuestados según la variable de género en el conjunto de la herramienta a favor de las mujeres. El investigador sugirió varias recomendaciones como mejorar el nivel de los estudiantes para que sean personas creativas en su comunidad, fomentar iniciativas educativas que contribuyan a crear un ambiente escolar atractivo y seguro, y alentar a las instituciones comunitarias locales a hacer donaciones a las escuelas e involucrarlas en el desarrollo. la salud psicológica, cognitiva y física de los estudiantes.

Palabras clave: Administración escolar, Educación, Ambiente escolar seguro, Arabia Saudita

Introduction

The most important task of every society is to ensure a healthy and safe start to the lives of children and to further their development by creating an enabling environment. A school is a place that fully educates a person: nurturing health, shaping life skills, including healthy lifestyles, developing activities, taking into account the peculiarities of child development.

School health education programs can reduce health risk behaviors such as tobacco use, poor nutrition, lack of physical activity, as well as actions that increase stress, and risk of injury, and violence. Because these behaviors are amenable to change, quality school health education taught by trained and certified health educators provides the best opportunity to promote positive health behavior among children and adolescents (Seffrin, 2008)

The Kingdom's vision in the field of education contributes to improving the outcomes of education and bringing the Kingdom's scientific achievements to the world (Al-Yami, 2019). The vision of the Kingdom of Saudi Arabia 2030 seeks to highlight several goals of its vision including the promotion of social welfare principles and development to build a strong and productive society (Saudi Vision 2030). The school is the basic unit in the work of educational institutions in which learners stay for a long time so that their personalities are formed and provided with values, attitudes and beliefs that are compatible with the philosophy and visions of society (Hussein, 2007).

The school has the major responsibility to provide security and safety in the school environment to which members of the school community belongs and to free that environment from all the factors that lead to the emergence of violence and quarrel (Hussein & Hussein, 2010). The positive school environment enables students to express their opinions, ideas and motivations, participate positively in school activities and satisfy their psychosocial needs and solve their problems in a way that integrates the various aspects of their personality (Omar, 2013). The use of modern disciplinary means to learn the discipline and ensure the student's dignity and prestige the teacher must rely on methods of reinforcement rather than a method of punishment (Darwazah, 2014).

A positive school environment reduces the emergence of students' negative behaviors, increases investment in positive social behaviors and beliefs and fosters positive social cohesion through the development of academic, emotional and social competencies achieved by the active school environment (Samdal & Wold, 1999). We must pay attention to the reality of the school environment as a component that serves to convey the knowledge and values (Masadia, 2014).

Kingdom of Saudi Arabia vision 2030 ensures the importance of education and its quality through the development of the educational system. However, some schools suffer from deficiencies in the performance of their school leaders in fulfilling their role towards the educational development process in various aspects. This requires the Ministry of Education to make an effort to create a safe and attractive school environment for the educational process. This is the largest effort on the school leadership and what it takes to plan, organize, guide and support teachers and students to provide this environment necessary for the success of the educational learning process (Al-Yami, 2019), and the school administration is unit responsible to achieves the mission of the school through its direct and strong links with the students in order to achieve the educational policy and its objectives (Abufarwa, 1997).

School administration and the importance of its role

The function of school administration changed by changing circumstances is no longer related to the routine work of inventory for the absence of students and maintenance of schools and adhere to the instructions of the school system but went beyond these concepts to revolve around the student and provide what it needs to guide its growth so that it can take several responsibilities in the present and future and attention to the level of Teachers and upgrade it to improve the educational process (Atwi, 2001). (Carpenter, 2002) explains that the principal's responsibility is to create an appropriate learning environment for the school and generate a desire to learn in the minds of students and teachers. (Razzaq, 2013) shows that the school environment "contains a system of values, habits and positive practices by the members of the school community, the educational environment is not limited to the educational process only, but is sensitive to the educational process and serves the environment of the student and the environment of teaching and learning to produce a healthy and safe environment uses methods. It is defined as "a set of processes (planning, coordination, and orientation), functional, reacting positively within an appropriate environment within and outside the school in accordance with a

public policy and educational philosophy set by the state, with a desire to prepare the generation in accordance with the objectives of society and the state" (Amayra, 1999). Within the school environment, assessment methods should be objective and measure the skills of students in various fields. It does not focus solely on the preservation and storage of information (Al-Ahli, 2015).

And the school, as Dore & Donovan (2002) explains, should take care of students with special needs with the help of the family and specialists, and it must give them special care in view of the nature of their capabilities and their limitations and the different circumstances of them from the rest of their colleagues of the same age and they must provide everything necessary for them to facilitate their learning process better within their school environment, (Amayra, 1999). Formulates another definition of school management, specifying that it is: "a set of functional (planning, coordination and direction) operations that interact positively within an appropriate climate inside and outside the school, in accordance with a general policy and educational philosophy set by the state, in a desire to prepare young people in line with the goals of society and the state".

Elements of the school environment

The school administration has the primary role in:

- planning, organizing, monitoring and follow-up to achieve safety and security as well as providing educational, counseling and mental health services to the students and achieve intellectual, psychological and physical security (Momeni, 2006).

- In school buildings and related to the provision of facilities such as squares for the practice of activities and gardens, sports halls, recreation places, laboratories and toilets and cleanliness and classrooms and ventilation, and intensify programs and educational activities and descriptive attention to maintain order and follow-up students and away from methods of violence and threats (Alquwais, 2006).

- In the field of health: School administration must exercise its role in working to pay attention to the school environment as a healthy environment and raise the level of hygiene in it and involve students in health projects inside and outside the school, but in the field of mental health: The moral environment, which consists of the social and psychological composition of the school as a system that promotes the health of students, including the planning and organization of human relations between students among themselves and between students and their teachers on the other hand (Ababneh et al., 2014).

- In the field of intellectual and physical security: the school administration must play many roles represented by all that would respect the dignity of students and non-harm and confront the toxic and extremist ideas and avoid violence of all kinds and put measures to ensure security and safety within the school and provide a comfortable psychological atmosphere of justice, kindness and love (Mujahid, 2008).

- In the field of community partnership, it is necessary indicates the need to communicate with parents in all possible ways throughout the year and clarifies the need for the attendance and participation of students 'parents seminars, conferences and educational meetings to discuss educational matters, and inviting them constantly to attend periodic meetings to check and inquire about the conditions of students and this would enhance students' confidence in themselves and increase They love school and avoid violence (Paciorec 2012), and the Education Review Office (ERO) conducted an external evaluation in over two hundred New Zealand schools to find out more about the engagement between schools and the parents and whānau (families and extended families) of their students. This paper provides some historical background and key findings from the relevant literature before expanding on the six

key factors which the evaluation found were critical to enhancing and strengthening this engagement: leadership, relationships, school culture, partnerships, community networks, and communication. The paper concludes with recommendations for ways in which all parties can strengthen this vital relationship (Mutch & Collins, 2012).

The safe school environment is the key to providing a sense of security and belonging to the school (Hussein & Hussein, 2010), So the Principal's Role in Fostering a Healthy, Safe, and Supportive Learning Environment about this as follows (William& Kathleen, 2012*):*

- Initiates conversation and supports professional learning about the influence of poverty.
- Organizes collaborative efforts to address student mobility and other poverty-related factors that negatively influence learning.
- Initiates and promotes policies, structures, and practices that link students and families with medical, dental, and mental health services, as well as other sources of support in the community.
- Promotes the development of positive relationships and a bond between students and school by doing the following:
    - Modeling caring;
    - Facilitating strategies that strengthen the student-adult connections, such as advisories and small learning groups; and
    - Examining data related to barriers to student participation in extracurricular activities and leading collaborative efforts to address them.
- Initiates and promotes policies, structures, and practices that develop trust between school and family, such as hiring a school-home liaison and visiting homes.
- Initiates and promotes policies, structures, and practices that connect schools to families and the community, such as service learning and using the school as a community center.

Literature Review

(Al-Buqami& Al-Alfy, 2018) this study aimed at revealing the degree of applying the community partnership by school leaders in Turabah governorate and its relationship to achieve an attractive school environment from the point view of teachers. A descriptive method and the results indicated that the degree of achievement of the attractive school environment came large and on average indicated that there are statistically significant differences attributable to the variable of the educational stage in favor of the primary stage

(William et al., 2012) reveal the excellence of students in small schools and that students who attend modern small and large schools are better academically than students of old schools and the study recommended the need to improve learning environments. (Dare & O'Donovan, 2002) study entitled the role of school administration in creating an interesting school environment in Palestine schools and used the descriptive analytical method. The findings indicated that there is no role for school administration in creating an interesting school environment in the schools from the point of view of teachers. In the light of the findings of the study, the researcher recommended organizing workshops and seminars in schools on the concepts of modern classroom management and dealing with students in the school and the importance of communication between school administration and teachers on the one hand and parents of students on the other hand.

Stydy Frank & Rosén (2010) The main aim of this study is to investigate the effect of safe school and classroom climate on students' reading achievement at both individual and class level. In previous research there is a consensus that a safe and secure school climate is of importance for children's ability to learn, but the empirical support for this belief is weak. The

current analyses are based on Swedish grade 3 data from PIRLS 2001, using variables from both the teachers', the schools', the students' and the parents' reports of the social learning environment. A series of theoretically based two-level structural equation models was fitted to the observed indicators of school and classroom climate, and acceptable fit were found for a model with two latent constructs of Safety at each level. Significant and positive relationships with reading achievement were found at both the individual level and the classroom/school level. These results indicate that security plays an important role in explaining differences in reading achievement both within and between classes. In the final analysis the possibility to make causal inferences of the found relationships were investigated by including other known explanatory factors into the model. The result indicates that the effects of the climate factors on reading achievement were influenced by both student SES and teacher competence. At the within-level the effect was reduced, whilst at the between level the effect almost completely disappeared. Thus, positive school and classroom climate appears to a large degree to be a reflection social selection and teacher competence.

Pashiardis (2000) aims to examine and present the beliefs of elementary and secondary school principals and teachers concerning their school's climate. Investigates four parameters related to school climate, namely: communication, collaboration, organizational structure, and students. Both elementary and secondary principals and teachers indicated that the climate in their particular schools is satisfactory with an overall mean of 2.33 on a three-point Likert-type scale. The lowest mean was given to the parameter organizational structure (2.26), the second to the parameter students (2.29) and the third to the parameter collaboration (2.31). Therefore, one could conclude that the above areas are in most need of improvement. Based on gender, one general comment would be that men seemed to feel worse about their particular school's climate than women. Further, more experienced teachers had slightly different views when compared with less experienced teachers in two parameters of the questionnaire (organizational structure and students).

Hänninen, & Haverinen. (2015) This report includes a summary of existing policies on providing healthy environments in schools and kindergartens, an overview of environmental risk factors in schools, information on design, methods and results of selected recently conducted exposure assessment surveys and a summary of pupils' exposures to major environmental factors, such as selected indoor air pollutants, mould and dampness and poor ventilation in classrooms, sanitation and hygiene problems, smoking and the use of various modes of transportation to school. While most Member States have comprehensive policies aiming at providing healthy environment for pupils, implementing and enforcing some of these policies is a common challenge. Further efforts are needed to improve school sanitation, provide adequate ventilation, prevent dampness and mould growth, reduce emission of indoor air pollutants, improve enforcement of existing smoking bans, facilitate the use of active transportation modes in some countries. Facilitating the use of harmonized monitoring method is essential for closing existing data gaps, identifying and addressing environmental risk factors in schools.

Methods

The study population consisted of all (5320) male (2103) and female (3217) teachers in Al-Kharj province in Saudi Arabia. A random sample was selected from the study population by (16%) the size of (851) teachers. A total of 799 male and female teachers responded with a response rate of 93.9% of the total sample and 15.01% of the study population. A total of 37.2% of male and female teachers are working at the secondary level, followed by those who are at the intermediate level (32.9%), and third are at the primary level (29.9%). Overall females constituted 69.1% of the total sample of the study as compared to males who constituted 30.9% of the total sample. The category (more than 10 years) ranked first and constituted (45.1%) of

the total sample of the study sample, followed by the category (from 5 to 10 years) and constituted (43.9%) of the total sample of the study sample, and finally the category (less (5 years) and constituted (11.0%) of the total sample. Overall reliance was made on primary data collection.

A questionnaire was developed based on previous consisted of two parts. First part includes general information and second part has questions related to the variables of the study. The respondents' responses to the questionnaires were categorized according to Likert's five-point scale and were determined by five responses according to their weight as (5=Very large, 4=Large, 3=Medium, 2=Low and 1=Very small). The validity and reliability coefficients values are given hereunder;

Table 1.
Cronbach Alpha of the study variables

Number of questions	Domain name	Reliability coefficient (Cronbach Alpha)
1-8	Student care	0.951
1-9	The field of school construction	0.933
1-6	The field of intellectual and physical security	0.889
1-8	School health and nutrition	0.942
1-6	Community area	0.951
	The tool as a whole	0.980

Results and Discussion

Results of the study analysis to identify respondents 'responses to questions that measure the role of school administration in providing an attractive and safe school environment for students as one of the requirements for achieving the 2030 vision. The following tables can be tracked:-

Table 2.
Arithmetic means and standard deviations to identify the responses of respondents to the questions that measure the role of school administration in providing an attractive and safe school environment for students as one of the requirements to achieve Vision 2030

Domain number	Domain name	arithmetic mean	standard deviation	Ranking By arithmetic mean	Level by arithmetic mean
1	Student care	3.70	0.875	4	High
2	The field of school construction	3.89	0.816	2	High
3	The field of intellectual and physical security	4.04	0.753	1	High
4	School health and nutrition	3.71	0.878	3	High
5	Community area	3.40	0.950	5	Medium
	General arithmetic mean	3.76	0.772	-	High

The statistical data in the previous table 2 indicate that the general arithmetic mean of the responses of the respondents to the questions, which measure the role of school administration in providing an attractive and safe school environment for students as one of the

requirements to achieve Vision 2030 "Public schools in Al-Kharj governorate as a model, has reached (3.76) and represents a high degree of appreciation, which means the keenness of the educational administration in the province of Al-Kharj to ensure that the school administration to provide a safe environment that motivates students and teachers to perform better education. The field of intellectual and physical security ranked first with an arithmetic mean (4.04), which arithmetic means the keenness of school leaders in the province of Al-Kharj to consolidate the Islamic faith and its strong principles in the hearts of students to ensure that their thinking is sound and consistent with the teachings of the Islamic religion, as well as clear from this result that the administration The school succeeded in fostering a culture of intellectual security and clarification for students in various ways and arithmetic means and fighting extremist ideas and violence through dialogue and constructive debate, all of which is a guarantee of the correct behavior of students to conform to the customs, traditions and customs of Saudi society in tolerance, moderation and moderation. It was followed by the field of school construction with an arithmetic mean (3.89), and it is clear from this result that the school administration in the province of Al-Kharj has provided the organizational climate and the appropriate environment for the process of education in terms of providing security and security for the school building, as well as providing all arithmetic means and educational tools and scientific laboratories and equipping classrooms with all requirements To ensure safety and security, and to focus on the social and recreational aspect of students in terms of equipping theater and gymnasiums, this is a safe and attractive learning environment for students. In the third place came the field of school health and nutrition with an arithmetic mean (3.71). As well as providing all the basic requirements for students in terms of giving students enough time to eat meals and provide healthy drinking water and others, which arithmetic means a school environment attractive and safe for students. In the fourth place came the field of student care with an arithmetic mean (3.70), which arithmetic means providing an attractive educational environment for students as well as promoting positive human relations with students and guide them and involve them in many extracurricular activities that enhance their belonging to the school and motivate them to make more efforts to improve their performance and academic achievement. In the fifth and last place came the area of the community with an arithmetic mean of 3.40. This result arithmetic means that the school administration in Al-Kharj Governorate is communicating with the local community and evaluating the partnerships of the local community institutions in order to benefit from this partnership in the development of the school so as to reflect positively on the school and students.

The result is consistent with the various past studies such The study (William et al., 2012) shows that students who attend modern small and large schools are academically better than old school students and agreed with (Dare & O'Donovan, 2002) which resulted in a significant role of the school administration in creating an interesting school environment in the schools from the perspective of teachers, and agreed with Stydy Frank & Rosén (2010) which result in The result indicates that the effects of the climate factors on reading achievement were influenced by both student SES and teacher competence.

Differences according to the educational stage variable

Table 3.
Arithmetic averages and standard deviations to identify the differences in the responses of the study sample towards the questions of the study tool as a whole and its fields according to the variable of the educational stage

Domain	Education / General Education	arithmetic mean	standard deviation
Student care	Primary stage	3.8614	0.91724
	Intermediate stage	3.5285	0.82974
	Secondary Stage	3.7323	0.85579
The field of school construction	Primary stage	3.9172	0.85533
	Intermediate stage	3.8200	0.75522
	Secondary Stage	3.9394	0.83492
The field of intellectual and physical security	Primary stage	4.1757	0.78280
	Intermediate stage	3.8821	0.72374
	Secondary Stage	4.0606	0.73206
School health and nutrition	Primary stage	3.8488	0.84007
	Intermediate stage	3.5570	0.96000
	Secondary Stage	3.7336	0.81405
Community area	Primary stage	3.2943	0.99091
	Intermediate stage	3.3669	0.86322
	Secondary Stage	3.5269	0.97991
General arithmetic mean	Primary stage	3.8313	0.78584
	Intermediate stage	3.6367	0.75006
	Secondary Stage	3.8029	0.77128

There are visible differences between the mean values of the responses of the sample towards the questions of the study tool according to the variable of the educational stage, and to determine whether these differences are statistically significant, the analysis of the variance was conducted.

Table 4.
The results of the analysis of the variance to identify the differences in the responses of respondents towards the questions of the study tool as a whole and its fields according to the variable of the educational stage.

Domain	Source of Variation	Sum of Squares	Degrees of freedom	mean square	The value of F	Sig-f
Student care	Between groups	14.258	2	7.129	*9.499	0.000
	During groups	597.399	796	0.751		
	Total	611.658	798			
The field of school construction	Between groups	2.180	2	1.090	1.638	0.195
	During groups	529.889	796	0.666		
	Total	532.070	798			
The field of intellectual and physical security	Between groups	11.073	2	5.537	*9.977	0.000
	During groups	441.708	796	0.555		
	Total	452.781	798			

School health and nutrition	Between groups	10.927	2	5.463	*7.181	0.001
	During groups	605.573	796	0.761		
	Total	616.500	798			
Community area	Between groups	7.727	2	3.863	*4.312	0.014
	During groups	713.151	796	0.896		
	Total	720.878	798			
The tool as a whole	Between groups	5.749	2	2.874	*4.863	0.000
	During groups	470.457	796	0.591		
	Total	476.206	798			

* Statistically significant at the level of significance ($\alpha \leq 0.05$).

Based on the significance of the value (F) calculated in the previous table at the significance level ($\alpha \leq 0.05$). While the results in the previous table showed no statistically significant differences on the field of school construction Depending on the intangible value of F shown in the previous table. To determine the sources, Chevy test for post-comparisons was tested and the mean difference was statistically significant at the significance level ($\alpha \leq 0.05$) as follows:

For the tool as a whole and for the fields: (student care, intellectual and physical security, school health and nutrition) the differences were in favor of the two stages: primary and secondary at the expense of the intermediate stage.

For the local community, the differences were in favor of the primary stage on the secondary stage, and the calculation of the secondary stage at the expense of the intermediate stage. The result showed that there are statistically significant differences in the responses of the sample on the domain of nutrition and school health and the area of school facilities and equipment and on the tool as a whole according to variable the stage of education. Also, the result is consistent with the result (Al-Buqami & Al-Alfy, 2018) which showed that there are statistically significant differences in the responses of the respondents on the existence of a safe school environment according to the educational stage variable and in favor of the primary stage.

Differences in favor of the gender variable

Table 5.
Test results (t) to identify differences in the sample responses towards the tool items as a whole and their fields according to gender variable

Domain	Categories of Variable	Arithmetic mean	standard deviation	The value of t	Sig-t
Student care	Males	3.3391	0.78665	*8.199	0.000
	Females	3.8671	0.86456		
The field of school construction	Males	3.5236	0.80444	*8.982	0.000
	Females	4.0590	0.76679		
The field of intellectual and physical security	Males	3.7497	0.69305	*7.436	0.000
	Females	4.1646	0.74430		
School health and nutrition	Males	3.4044	0.74056	*6.755	0.000
	Females	3.8467	0.90190		
Community area	Males	3.0196	0.67955	*7.955	0.000
	Females	3.5770	1.00295		
The tool as a whole	Males	3.4128	0.64361	*8.811	0.000

	Females	3.9105	0.77627

* Statistically significant at the level of significance (α ≤ 0.05).

The results of the previous table 5 show that there are statistically significant differences between the mean values of the responses of the sample towards the questions of the study tool according to the gender variable on the tool as a whole and on the fields student care, school construction, intellectual and physical security, health School and nutrition , community area) depending on the significant (T) values calculated in the previous table at the significance level (α ≤ 0.05), agreed with Pashiardis (2000) which The result indicates that the men seemed to feel worse about their particular school's climate than women.

Differences according to experience variable

Table 6.
Arithmetic averages and standard deviations to identify the differences in the responses of the sample of the study towards the questions of the tool as a whole and its fields according to the variable of experience

Domain	Categories of Variable	Arithmetic mean	standard deviation
Student care	Less than 5 years	3.6420	0.92502
	From 5 years to 10 years	3.6503	0.74296
	More than 10 years	3.7712	0.97467
The field of school construction	Less than 5 years	3.6553	0.65248
	From 5 years to 10 years	3.7835	0.80082
	More than 10 years	4.0590	0.83696
The field of intellectual and physical security	Less than 5 years	3.8068	0.72180
	From 5 years to 10 years	3.9725	0.74431
	More than 10 years	4.1546	0.75095
School health and nutrition	Less than 5 years	3.6151	0.75602
	From 5 years to 10 years	3.6378	0.81762
	More than 10 years	3.8035	0.95444
Community area	Less than 5 years	3.3693	0.86379
	From 5 years to 10 years	3.4046	0.81123
	More than 10 years	3.4134	1.08868
The tool as a whole	Less than 5 years	3.6219	0.72603
	From 5 years to 10 years	3.6924	0.69272
	More than 10 years	3.8523	0.84453

The data of the previous table 6 show that there are visible differences between the mean values of the responses of the sample members towards the questions that measure the instrument of the study as a whole and its fields according to the variable of experience. To determine whether these differences were statistically significant, ANOVA was performed.

Table 7.
The results of the analysis of the variance to identify the differences in the responses of respondents to the questions that measure the instrument of the study as a whole and its fields according to the variable of experience.

Domain	Source of Variation	Sum of Squares	Degrees of freedom	mean square	The value of f	Sig-f
Student care	Between groups	2.975	2	1.488	1.945	0.144
	During groups	608.682	796	0.765		
	Total	611.658	798			
The field of school construction	Between groups	19.097	2	9.548	*14.816	0.000
	During groups	512.973	796	0.644		
	Total	532.070	798			
The field of intellectual and physical security	Between groups	11.105	2	5.553	*10.007	0.000
	During groups	441.675	796	0.555		
	Total	452.781	798			
School health and nutrition	Between groups	5.767	2	2.884	*3.758	0.024
	During groups	610.732	796	0.767		
	Total	616.500	798			
Community area	Between groups	0.138	2	0.069	0.076	0.927
	During groups	720.741	796	0.905		
	Total	720.878	798			
The tool as a whole	Between groups	6.342	2	3.171	*5.372	0.005
	During groups	469.864	796	.590		
	Total	476.206	798			

* Statistically significant at the level of significance ($\alpha \leq 0.05$).

The results of the table 7 show that there are no differences between the mean values of the responses of the study sample on the fields of (student care, community) according to the variable of experience depending on the significance of the values of (F) At the level of statistical significance ($\alpha \leq 0.05$). The results in the table above showed that there are statistically significant differences between the mean values of the responses of the sample members towards the questions of the tool in full, and on the fields (school construction, intellectual and physical security, health and school feeding) due to the variable of experience depending on the significance of values (P). Calculated as shown in the previous table at the level of statistical significance.

The results of the previous table show that there were no differences between the values of the arithmetic mean for the responses of the members of the study sample on the fields of (student care, the local community) according to the variable of experience based on the significance of the values of (F) calculated at the level of significance ($\alpha \leq 0.05$). This means the consensus of the sample on the questions that measure these two areas and the recognition of educational efforts in the care of students and partnership and the role of the community in the development of schools and care for students and we attribute the result also to the fact that society has an important role in forcing schools to achieve for their children a sound environment because that reflects positively on them when merging Students in their community, The premise is also based on the fact that student care will be achieved only by providing a healthy environment and to reduce or lack negative influences from the school's internal environment or the external environment. This result agree with Hänninen, & Haverinen. (2015) which showed that there are further efforts are needed to improve school

sanitation, provide adequate ventilation, and facilitate the use of active transportation modes in some countries. Facilitating the use of harmonized monitoring method is essential for closing existing data gaps, identifying and addressing environmental risk factors in schools.

In order to identify the sources of the differences, the following table 8 reveals the results of the Chevy test to comparisons of dimensionality. In the same table, except for school health and nutrition, the differences were appropriate for the category (over 10 years) at the expense of the category (5 to 10 years), and the differences were statistically significant at the level of statistical significance (α ≤ 0.05).

The result does not consistent with the study Pashiardis (2000) which more experienced teachers had slightly different views when compared with less experienced teachers in two parameters of the questionnaire

Table 8.
The results of the Xavier test for comparisons to identify the sources of differences in the responses of respondents towards the areas of study and tool as a whole due to the variable of experience

Domain	Categories of Variable	Arithmetic mean	Difference for favor	Difference Means*
The field of school construction	Less than 5 years	3.6553	More than 10 years	*0.40365
	From 5 years to 10 years	3.7835	More than 10 years	*0.27545
	More than 10 years	4.0590		-
The field of intellectual and physical security	Less than 5 years	3.8068	More than 10 years	*0.34781
	From 5 years to 10 years	3.9725	More than 10 years	*0.18217
	More than 10 years	4.1546		-
School health and nutrition	Less than 5 years	3.6151		-
	From 5 years to 10 years	3.6378	More than 10 years	*0.16565
	More than 10 years	3.8035		-
Overall / Performance Efficiency	Less than 5 years	3.6219	More than 10 years	*0.23040
	From 5 years to 10 years	3.6924	More than 10 years	*0.15994
	More than 10 years	3.8523		-

* Statistically significant at the level of significance (α ≤ 0.05).

Conclusion

Given the results and discussion carried out in previous section, it is clear that school administration is keen to take on the challenge to provide with the safe environment to the students as envisages in the vision 2030. Schools administration is keen to take into account the psychological and physiological changes of students in order to ensure creativity in the students. They also consider the harmony of classrooms in schools with the increasing number of students and this provides an attractive school and educational environment for students. Seminars for students to identify the most important requirements and to meet them in order to ensure the increased belongingness in the students. It is evident from the findings that the administration is eager to provide students with the necessary tools and educational tools and scientific laboratories better than past to urge them to have creative thinking. The schools also

fight extremist ideas through seminars and meetings and develop a preventive plan to counter the negative thoughts of students within the school.

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