

The Function of School Principals in the Southern Governorates of Palestine in Promoting the Culture of the Green Economy and Ways to Develop it

Dr. Naji R sucker¹, Suzan Ahmed Bader²

¹Associate professor of educational administration, Al-Aqsa University-Gaza

²School Principal (UNRWA)

***Corresponding Author:** Dr. Naji R sucker, Associate professor of educational administration, Al-Aqsa University-Gaza

Abstract: This study aimed to determine the degree of practice of UNRWA school principals in the Gaza governorates of their role in promoting the culture of the green economy, and the mechanisms of its development, and to reveal the differences in the responses of the study sample to the fact that school principals play their role in promoting the culture of the green economy according to variables: gender, and the stage taught by the teacher. The research followed the descriptive and analytical approach, and to achieve the objectives of research and data collection, the questionnaire tool was used, and the study community consisted of (725) teachers (science and social subjects), the questionnaire was applied to all members of the community, and the number of actual respondents reached (691) teachers.

The data was analyzed statistically by the statistical packages program for Social Sciences (spss) and the results of the study reached:

1. The overall degree of practice of UNRWA school principals in Gaza governorates for their role in promoting the culture of the green economy from the point of view of teachers of Science and social subjects; received a relative weight (73.21%), i.e. a high degree of approval.
2. There are significant differences at the level of significance ($\alpha \leq 0.05$) between the average estimates of the sample members of the role of UNRWA school principals in the Gaza governorates in promoting the culture of the green economy attributed to the gender variable, and in favor of male teachers.
3. There are no significant differences at the level of significance ($\alpha \leq 0.05$) between the average estimates of the sample members of the role of UNRWA school principals in the Gaza governorates in promoting the culture of the green economy due to the stage they study.

Based on the results of the study, a number of proposals and recommendations were made.

Keywords: green economy culture, school principals.

1. INTRODUCTION

The world has recently witnessed a great acceleration in economic and social development, and countries are keen to invest all available potentials and resources in order to keep pace with growth, so they are working hard to establish projects and economic activities in order to achieve more economic achievements, which caused many risks and crises, which pushed people to face them, and to develop appropriate solutions.

The challenges faced by the planet as a result of economic growth and progress were initially represented by climate change, desertification, and the degradation of agricultural land, and today they have become serious transformations that threaten humanity, and the world is suffering from the threat of climate change, which caused devastating floods, destruction of agricultural land, high levels of pollution, drought, and the spread of diseases. (Karwani, 2012, 302), from here, Countries and world organizations began to exert maximum efforts to protect the environment, spread environmental awareness, warning that economic development is at the expense of the environment, and then on

human health. This interest was crystallized in the holding of many conferences and symposiums, such as the Stockholm conference (1972), the Belgard conference, Tbilisi, Rio de Janeiro (1992), and the World Summit on sustainable development in 2002, and then the UN General Assembly in January 2009 issued a decision to hold the United Nations conference on sustainable development, or what is known as the Rio+ 20 conference (2012) in Rio de Janeiro and made its main title is "green economy". (United Nations Environment Programme, 2009, 13). A green economy is an economy in which there is less carbon emission, more efficient use of resources, energy, improved income growth, and employment opportunities for all social groups. (United Nations Environment Programme, 2011, 1).

Environmental problems cannot be solved by stopping technological and scientific progress, but by spreading environmental awareness among individuals and communities, by providing them with an appropriate amount of environmental information that enables them to identify the components of the environment, its systems and problems, develop positive attitudes and values towards it, acquire positive behaviors in interacting with its components, preserve its resources, and contribute effectively to solving its problems on the other hand. In light of this, the Rio +20 conference in 2012 confirmed that the transition to a green economy needs training and skills enhancement programs to prepare a workforce capable of moving to a green economy, which casts a great role on educational institutions in adopting new visions that support and direct human energies to work for Sustainable Development with the active participation of all parties to the educational process.(United Nations Environment Programme, 2014, 27-58), the concept of environmental education in general and the green economy in particular may be largely absent in our educational institutions, although the difficult reality we live in pushes us to face the difficult environmental and economic dangers we suffer with all the strength we can, from here it can be said that the educational institution is important in spreading awareness and knowledge about the environment and its elements, and the importance of preserving it, through educational programs aimed at consolidating the role of environmental education and crystallizing its concept correctly.

Anis Ayman (24/3/2019). Environmental education and its role in modifying negative attitudes towards the environment. Date of Review: May 2019, website link (<http://alameed.iq/view.php?id=30>)

2. THE SEARCH PROBLEM

The environmental challenges and risks that have burdened countries and international organizations have become more dangerous in our country, Palestine, especially the Gaza Strip, especially the risks that have been inflicted on the region due to the successive wars on it. The Environmental Quality Authority confirmed that the Palestinian environment has been subjected to the most terrible destruction, sabotage and pollution as a result of wars, from pollution of the aquifer, harmful emissions of gases resulting from missiles, weapons, exhausts of military vehicles and armored vehicles, and the use of contaminated radioactive elements such as white phosphorus and others. Opinion, News (1/1/2009). Environmental Quality Authority: the occupation forces practiced the worst destruction of the Palestinian environment in decades during the war, accessed 16/1/2020, link to the website (<http://alray.ps/ar/post>)

In addition to the economic and social problems, such as unemployment and poverty, which have reached very high rates, there is an urgent and great need to spread environmental awareness and a culture of exploiting environmental resources in a way that does not harm and negatively affect human health, and the two researchers, through their work as a school principal and a university professor, clearly and significantly noticed the shortcomings of school administrations in the field of environmental awareness and spreading the culture of the green economy. All these reasons led the researchers to take up this topic in the study.

Many studies have sought to develop the role of education and educational leaders in spreading the culture of the green economy, including the study of Gamal El Din (2016), which dealt with the green

economy and adult learning and education, and schneicher (2016) studied green investment as a mechanism to move towards a sustainable economy in Algeria, as well as Gamal El Din (2014) conducted a study aimed at defining the green economy and knowing its requirements in education.

From here, it is possible to determine the search problem in answering the following question:

-What is the degree to which the principals of the schools of the southern governorates in Palestine exercise their role in promoting the culture of the green economy, and ways to develop it from the point of view of their teachers?

3. OBJECTIVES OF THE STUDY

The research aims to identify the degree to which school principals exercise their role in promoting the culture of the green economy from the point of view of teachers, by answering the following questions:

1_What is the extent to which UNRWA school principals in the Gaza governorates exercise their role in promoting the culture of the green economy from the point of view of Science and social subjects teachers?

2_Are there significant differences at the level of significance ($\alpha \leq .05$ Among the average estimates of the study sample members of the degree of practice of UNRWA school principals in the Gaza governorates of their role in promoting the culture of the green economy is attributed to each of the study classification variables (gender of the teacher, the stage taught by the teacher)?

3_How to develop the role of school principals in promoting the culture of the green economy?

4. IMPORTANCE OF STUDY

It is hoped that the Department of Education will benefit from the results of the research in developing its strategic plan to raise students ' awareness of the importance of dealing with environmental resources, teachers to know how to link curriculum activities in promoting positive practices to deal with the environment, school principals in developing their role in promoting the culture of green economy, in addition to municipalities and concerned bodies for the health and safety of the environment, which it is hoped will benefit from working on the axes of the study tool in spreading and promoting the culture of green economy among community members.

5. STUDY DETERMINANTS

The study was conducted within the following limits:

Limits of the Topic: the research was limited to finding out the degree of practice of school principals in the UNRWA in the Gaza governorates of their role in promoting the culture of the green economy.

Spatial Boundaries: this research was applied to UNRWA schools in Gaza governorates belonging to the eight educational zones (South Rafah _ North Rafah _ East Khan Younis _ West Khan Younis _ Central _ East Gaza _ West Gaza _ North Gaza).

Human Limits: the sample of the study was limited to teachers of Science and social subjects in UNRWA schools.

Time Limits: the field study was applied during the first semester of the year 2020-2019.

6. STUDY TERMINOLOGY

The following is a review of the most prominent terms contained in this study:

Green Economy: "an economy that results in an improvement in human well-being and social equality while significantly reducing environmental risks and the scarcity of ecological materials."

(United Nations Environment Program, 2011, 1) the researcher defines it procedurally as "an economy that contributes to the safe utilization of environmental resources and reduces environmental hazards, thereby achieving social and economic well-being of man."

The Principal of the School: "the local leader of his school, who will implement the educational policies of the state through the human and financial resources available to him in accordance with the standards prevailing in this system. (Center for educational development, 2019), the researcher defines him procedurally as "the leader officially assigned to lead all educational work and activities in the school in an organized, purposeful and effective manner in order to achieve the desired goals."

The Role of School Principals in Promoting a Culture of Green Economy: The researcher defines it procedurally " all the administrative and technical activities, procedures and events that are planned, organized, implemented and followed up by the directors of UNRWA schools in the Gaza governorates, in order to spread the culture of the green economy and develop it; in order to provide students with knowledge, practices and trends to invest environmental resources safely and environmentally friendly. The level of this role will be measured through a questionnaire prepared by the researcher, and answered by a sample of teachers of Science and social subjects in these schools.

7. RESEARCH METHODOLOGY

The research used the descriptive-analytical approach to its relevance to the subject of the study and its objectives, and "which deals with the study of existing events, phenomena and practices that are available for study and measurement as they are; without the intervention of the researcher in their course, and the researcher can interact with them directly" (Aga, 2000 :43).

8. RESEARCH AND SAMPLE COMMUNITY

The study community is represented by all teachers of Science and social subjects in UNRWA schools in Gaza governorates of both sexes for the academic year 2019-2020, numbering (725) teachers. The researchers conducted a comprehensive survey of the study community, and thus the total sample reached (695) teachers of Science and social subjects in UNRWA schools in the Gaza governorates, after excluding the survey sample, where (691) teachers responded correctly with a response rate of (99.4%).

9. THE STUDY TOOL

To achieve the objectives of the study, the two researchers built the study tool (the role of UNRWA school principals in promoting the culture of the green economy) to be applied to the study sample, and it consisted of two sections: the first section included the initial characteristics of the sample members (variables), namely (the teacher's gender, the stage he is studying), and the second section of (45) paragraphs distributed over (3) areas, namely (cognitive field - emotional field - psychomotor field).

The apparent truthfulness of the tool was verified by presenting it to (12) arbitrators and specialists in pedagogy, educational administration from Palestinian universities and ministries, and the truthfulness of the tool was verified after applying it to a survey sample of (30) teachers, where the truthfulness values of the cronbach Alpha coefficient for the overall degree of resolution (.960), which is a high value.

10. THEORETICAL FRAMEWORK

The economic progress that most of the world's countries have sought, and many of them have achieved great achievements in it, has negatively reflected on the planet, so environmental problems have emerged that have pushed man to face them and develop solutions to them. Perhaps the most notable thing that global environmental organizations have done is to launch the concept of a green economy along with sustainable development, and this has become a global trend that countries are working with all their might to spread. There have been several recent definitions of a green economy, perhaps the simplest of which is that " it is a low-carbon economy, that is, it is efficient, it is clean in terms of production, but it is also comprehensive in terms of consumption and results. (United Nations Environment Programme, 2016, 7)

Serious work for the green economy in the world began in 2008 after the famous financial crisis that the world went through, which included all countries, starting with the United States of America, then the European and Asian countries, the Gulf countries and developing countries, and the collapse of a number of international banks, which caused a sharp and significant decline in achieving development goals and achieving sustainable development, which prompted countries to reconsider traditional

economic concepts and models that proved unsuccessful. In this framework, the Environment Program launched a comprehensive initiative on the green economy in 2008. After that, the activities of the UN Environment Assembly in all its Sessions continued, which stressed the importance of the green economy for Sustainable Development, and the most prominent conclusion of all the conferences and Sessions held was that greening the economy would accelerate the achievement of the Sustainable Development Goals. (United Nations Environment Programme, 2016, 3).

11. CHARACTERISTICS OF THE GREEN ECONOMY

The green economy is characterized by a set of characteristics that distinguish it from the traditional economy, perhaps the most important of which, as stated (nafadi, 2017, 468-469), is a means to achieve sustainable development, and is not an alternative to it, as it facilitates the integration of the four dimensions of sustainable development, the need to adapt the green economy to the priorities, the national conditions of each country, and the need to apply the principle of joint responsibilities between the designated state agencies for a voluntary transition towards a green economy.

There are Two Main Objectives of the Green Economy

First: to achieve economic prosperity for communities through the optimal use of resources.

Secondly: to achieve social security by eliminating poverty and unemployment. (Habib, Nasira, 2014, 94)

12. THE IMPORTANCE OF A GREEN ECONOMY

The transition to a green economy will lead to many gains for people, whether on their health and environment or in the fields of work and economic growth, including that the green economy creates jobs, promotes social justice, provides alternatives to renewable energy and low-carbon technology, promotes resources, promotes energy efficiency, and provides the most sustainable green living by encouraging eco-cities and green cities in all their facilities.

13. TRANSITION TO A GREEN ECONOMY

The human well-being that the world is currently witnessing as a result of economic and technological progress has succeeded in making human life easier, easier and more prosperous, but it has cast a terrifying shadow on resources, living components and the environment in recent decades, and the challenges the world faces are great with regard to human health and safety. In 2012, about 12.6 million people died globally for environmental reasons, and it is estimated that environmental degradation causes between 174 and 234 times the number of premature deaths caused by conflicts annually. (United Nations, 2016, 8), the transition to a green economy is not an immediate event that can be reached by one decision, but it is a long and arduous process, thinking about the transition to a green economy came from disappointment with the prevailing global economic environmental system, and from major environmental crises, and this calls for some activities and actions in all areas, including the dissemination of the principles of the green economy in development plans, the regional agenda, the participation of the private sector, whether in industry or agriculture, the establishment of new rules in the private sector and mechanisms to reduce pollution, emissions and the use of pesticides in food, water pollution as a means to promote the green economy, and enhancing the role of society Encouraging partnerships, linking the innovation and research and development system, improving education, strengthening training programs, professional retraining, and developing the educational process and curricula. (Khanfar, 2014, 4)

14. GREEN ECONOMY AND EDUCATION

The transformation of society from a traditional economy to a green, prosperous, low-carbon economy that preserves the environment and its resources requires intensified efforts in all fields, and because education is one of the most effective forces in changing knowledge, values, and trends, the activities and actions that help achieve a green economy in education, as I mentioned (Jamal al-Din et al., 2014, 443-444)

These include improving education, strengthening training programs, vocational retraining, investing in skills development, capacity-building in the field of sustainable agriculture, strengthening

educational programs, and adapting new agricultural technology to mitigate the effects of climate change, encouraging creativity in the scientific aspect specialized in supporting and preserving the environment, creating learning and development opportunities for students and faculty members to work collaboratively in their community on green projects, developing the knowledge and skills required to support the green economy by strengthening existing green educational programs, and facilitating the development of New appropriate programs on sustainability.

Achieving environmental awareness in humans is not innate, but it is a matter of development and acquisition, and it needs joint collaborative efforts by those in charge of educational institutions, which must take care of this by giving it great attention and care, and this cannot be achieved without paying attention to the role of the school from :teachers, management, to disseminate concepts, values and behaviors that will form environmental awareness among students, and therefore the principal of the school, being the first leader of the school, must be able to guide the behaviors of his students, be able to instill positive values, ideas stemming from the teachings of Islamic religion. (Alfursan, et al., 2018, 2)

15. PREVIOUS STUDIES

This part deals with previous studies and research related to the subject of the study, which have been applied in Arab and foreign environments, and the most important of these studies are the following:

1-A Study (Rabi, Qurain, Misbah, Harraq, 2019) Entitled: The Green Economy Option between the Chances of Success and Indicators of Failure in the Arab Region

The aim of this study was to give a number of successful initiatives in the Arab region in the field of green economy, and to identify indicators for measuring the green economy.the researcher used the descriptive and analytical approach. the study concluded that the green economy will lead to non-pollution of the environment by reducing carbon emissions and waste recycling, and that it provides more job opportunities, contributes to the optimal exploitation of Natural Resources, and the green economy enhances the sustainable development approach. The study recommended the need to provide enabling conditions by adapting the legislative framework and activating it in view of the challenges of the green economy.

2-A Study (Al Ghaiber, 2018) Entitled: The Role of the Educational Institution in the Development of the Concept of Environmental Education among Students of Grades 5-10 of Basic Education in the Sultanate of Oman

This study aimed to identify the role of the educational institution in the development of the concept of environmental education among students of grades 5-10 of basic education in the Sultanate of Oman, and to achieve this goal, the researcher used the descriptive approach, and the study community may be school principals, their assistants, teachers, and educational supervisors and their number reached (10,050), while the study sample amounted to (970) individuals, the study recommended the need to intensify environmental education programs, through the adoption of environmental projects that contribute to the development of the concept of environmental education among students, and cooperation between the school and other community institutions in raising the level of environmental awareness among individuals, the intensification of the role of the media in environmental awareness The study also recommended the need to pay attention to research and Environmental Studies at various educational stages.

3-A Study (Aliyan, 2017) Entitled: Green Economy and Sustainable Development in Palestine, Proposed Strategies

This study aimed to verify the role of the green economy in achieving sustainable development in light of the goals set by the United Nations Environment Program.the researcher adopted a quantitative measurement approach for analysis and interpretation to identify the green economy with all its components. the impact of the green economy on developing countries, including the Palestinian Territories, was also identified. the researcher recommended the adoption of the green economy in the Palestinian territories, especially after refuting the fears of the Palestinian government of the negative impact of the green economy on economic growth. in this framework, the researcher presented a strategy proposal for the green economy in the Palestinian Territories.

4-A Study (Al-Borno, 2016) Entitled: The Role of Palestinian Universities in the Governorates of Gaza in Meeting the Requirements of Sustainable Development and Ways to Activate it

The study aimed to identify the role of Palestinian universities in the governorates of Gaza in meeting the requirements of sustainable development, and ways to activate it (Islamic University – The number of members of the study sample reached (190) individuals, the researcher used a questionnaire of (65) paragraphs and personal interviews were adopted as a fixed tool to answer some of the questions of the study, and the most important results of the study were that the relative weight of the overall degree of the Islamic University's practice of its role in meeting the requirements of sustainable development fourth and last place.

The most important recommendations of the study were to conduct awareness campaigns on sustainable development in cooperation with various media institutions to spread the culture of sustainability in development in order to expand the awareness of community members, and to acquaint them with its importance and the extent of society's need for it.

5-A Study by Eco-Union and Et Al (2016) Entitled: Towards A Green Economy in the Mediterranean, Assessment of National Green Economy and Sustainable Development Strategies in Mediterranean Countries

This study aimed to evaluate the strategies developed by the Mediterranean countries, including Palestine, on the green economy, and the researcher used the analytical approach, the study concluded that there is no specific plan for how to shift towards the green economy in Palestine, and that the plans developed in various sectors are not integrated, and not interconnected, the study also concluded that the Mediterranean countries need a lot to reach the green economy in their different sectors, the study also showed that some countries have achieved many successes in the field of green economy such as (France-Morocco-Tunisia – Portugal, however, does not have clear mechanisms for implementation, as the study showed that most countries do not have policies for the transformation of the green economy in their national and national plans. The study recommended the need to develop clear strategies by countries to switch to a green economy and follow up on the implementation and evaluation of these policies.

6-A Study by Kemahetaro (2015) Entitled: Cross-National Influence of Term Sustainable Development Upon the Field of Environmental Education Comparison between the United States and Japan

The study is an international comparison between the United States and Japan, aimed at reviewing the problems and possibilities in the use of the term sustainable development among environmental educators in the two countries. This study applied a variable-level analysis (nationwide-provincial-personal scale); the study aimed to find out the personal understanding and existing policies that helped to understand the theoretical and practical obstacles and their potential when using international terminology, the results of the study came that the people studied from the two countries tend to have a stable scientific background in the field of environmental education, environmental teachers in the two countries are still hesitant about adopting the term sustainable development economy, or education for sustainability in their teaching, environmental teachers in the two countries are trying to activate the terms Sustainable Development and sustainable environmental development to emphasize socio-economic issues.

The study recommended that the transition from environmental education to sustainable development needs to include socio-economic processes in education practices through education laws, environmental plans, and conferences.

7-A Study (Jamal Al-Din, 2014) Entitled: Green Economy, Concept and Requirements in Education

The aim of this research was to define the concept of the green economy, find out its requirements, and make proposals for the development of education in light of the requirements of the green economy. The limits of the research were limited to higher education institutions in Egypt, and the researcher used the descriptive approach. She reviewed the definition of the green economy, sustainable development with its three components, indicators of the green economy and its sectors,

and its requirements. The researcher recommended the following: the green economy starts first from education as the most important means of modifying values, attitudes and behavioral skills and enabling students to acquire the necessary skills, values, knowledge and techniques to ensure sustainable development. Therefore, the requirements of the green economy in education are the need to give new educational programs new directions to cover the principles of the green economy, and encourage new partnerships with local community institutions and the private sector to train students and upgrade their professional skills in the fields of the green economy.

8-A Study (Qarwani, 2013) Entitled: The Role of Schools in Environmental Education and Spreading Environmental Awareness among School Students in Salfit Governorate from the Point of View of Teachers

This study aims mainly to find out the role of schools in environmental education and spreading environmental awareness among school students in Salfit governorate from the point of view of teachers, and to achieve the objectives of the study, the researcher used the descriptive analytical approach, and the sample of the study was all teachers of environmental education in Salfit for the first semester 2011/2012, the study the role of schools in environmental education, spreading environmental awareness, and there is no impact For the following variables (age - marital status – scientific qualification – years of Service-school stage) about the role of schools in environmental education and spreading environmental awareness among students of schools in Salfit governorate, the researcher recommended the need to work on activating the role of schools in spreading environmental awareness and including the environmental education course for all school stages in order to raise students ' awareness of the importance of the environment and conduct further studies in this field.

9-A Study by Badriah, Tunku & Others (2013), Titled: "Exploring Malaysian University Students Awareness of Green Computing."

This study aims to investigate the awareness of Malaysian university students of green skills in two areas, namely (environmental concepts – environmental issues) and to study the impact of these two areas on two variables, namely (gender– supports technology/ does not support technology). The study tool was: a questionnaire on green skills, the study used the analytical approach, and the results showed: the majority of students lack awareness in the concepts, ideas and basic issues of green skills, and it was also found that the field of study "supports technology – does not support technology "affects students' awareness in all areas that were measured in favor of students learning with technology. The study recommended that there is a need to include the teaching of environmental concepts in higher education curricula, and universities should lead green initiatives to raise awareness in this area.

10-Chrysanthi Monograph, K., Aravella, Z. & Robert, B. (2013). Title: Leading Sustainable Schools: Exploring the Role of Primary School Principals

This study aimed to identify the types of leadership, which are likely to effectively support the implementation of education for sustainable development in primary schools. The study also identified the links between the Environment, Sustainable Development, and the type of leadership of the principal, and adopted a conceptual model of leadership practices necessary to reorient the school to education for Sustainable Development. The researchers used the questionnaire tool and semi-structured personal interviews to survey the views of Cypriot school principals on leadership and its practices. The results showed that there are some enabling factors for the implementation of sustainable development, such as encouraging teachers to engage in sustainable development programs, cooperation with others, and other methods of support. The results also showed that there is a lack of confidence for managers in the management skills of sustainable schools, their limited readiness to challenge the status quo, limited participation in important actions to support environmental and sustainable development activities, and the features of the National Educational Policy. The study recommended the need for professional development for school administrators, such as empowering teachers and encouraging them to criticize current methods, and explore alternative possibilities for curricula, pedagogy and policy.

11-Study Guo X and Mariin Ova, D. (2011) Titled: Environmental Awareness in China: Facilitating the Greening of the Economy

This study aims to analyze the increase in environmental awareness in China, based on the conceptual sustainability model. The researcher used the data to describe the participation of society, the media and the government in environmental issues and environmental activities. The researcher also used the descriptive analytical approach in his study. The study found that the Chinese government has increased the attention paid to environmental issues through environmental education programs. there is very good media coverage in all provincial newspapers on Environmental Protection, and there is public participation in environmental issues increases significantly. The study recommended that despite environmental awareness and environmental concerns in Chinese society, there is still a strong need to improve environmental education and government policies in order to achieve a harmonious transformation of the Chinese economy.

12-The Study of Pidlisnyuk (2010), Entitled: Education in Sustainable Development: The Role of Universities, Economic and Environmental Studying

This study aimed to find out the role of environmental education programs at the university level in Ukraine in achieving sustainable development and addressing climate change in light of the unstable economic conditions of the country.

The researcher used the analytical method to collect environmental education practices in the context of the European strategy for education for Sustainable Development. The results showed weak cooperation between universities, the local community and stakeholder groups from consumers and non-governmental organizations. the study also recommended the need to activate environmental educational programs aimed at achieving sustainable development, the need for effective action, and marketing for a culture of sustainable development.

16. RESULTS AND DISCUSSION

Results Related to the First Question and their Interpretation

The first question of the study states: to what extent do UNRWA school principals in the Gaza governorates exercise their role in promoting the culture of the green economy from the point of view of Science and social subjects teachers?

First_ with Regard to the first Sphere, the "Cognitive Domain":

This field included (15) phrases representing the roles of the school principal in the cognitive field, and to identify the role of school principals in promoting the culture of the green economy in this field, the arithmetic averages, standard deviations, relative weights, and the order of the paragraphs of this field were calculated as shown in the following table:

Table1. Arithmetic mean, standard deviation, relative weight, ranking for the paragraphs of the field "cognitive field"

Ranking	Degree of appreciation	Relative % weight	Standard deviation	Average	Paragraph	m
3	Large	78.00	.816	3.900	Students are introduced to environmentally friendly practices through various activities.	1
4	Large	75.50	.784	3.775	Directs the Environmental Committee to hold awareness meetings for students about environmental risks and their impact on human health.	2
9	Large	73.40	.925	3.670	Directs the health committee to carry out educational seminars on the risks of pollution (water-air-noise-soil) on the health of living organisms.	3
14	Large	68.82	1.001	3.441	Encourages school committees, especially the Environmental Committee, to prepare research or studies on the green economy.	4

The Function of School Principals in the Southern Governorates of Palestine in Promoting the Culture of the Green Economy and Ways to Develop it

7	Large	73.72	.851	3.686	It shows teachers how to educate students on how to safely and properly invest the resources of the environment (sunlight, water, soil).	5
15	Large	68.24	1.066	3.412	It directs teachers to urge students to research and investigate ways to protect the environment and spread the culture of the green economy.	6
1	Large	79.56	.795	3.978	Explains to school committees the importance of maintaining school gardens.	7
11	Large	72.58	.909	3.629	He urges teachers to prepare leaflets and educational materials on environmental resources and ways to preserve them.	8
13	Large	69.06	1.028	3.453	Provides the school library with books, periodicals and leaflets that care about the environment.	9
2	Large	78.38	.807	3.919	Instructs teachers to organize cleaning campaigns for school facilities and surroundings with the participation of everyone from (administration – teachers – students-permission).	10
10	Large	73.16	.857	3.658	Students are urged to pay attention to the cleanliness of water and sea beaches through the school radio.	11
5	Large	75.48	.813	3.774	Instructs teachers to explain the importance of vegetation to reduce air pollution and maintain the balance of the environment to students.	12
8	Large	73.60	.897	3.680	Shows school committees the dangers of burning waste to the health of living organisms.	13
6	Large	74.90	.885	3.745	He emphasizes to the students the importance of rationalizing water consumption at school and at home through the school radio.	14
12	Large	71.66	.964	3.583	Instructs teachers to explain the water crisis facing the governorates of the Gaza Strip to students.	15

It is clear from the previous table that the ratings of the "knowledge field" from the "culture of the green economy" questionnaire ranged between (68.24% -79.56%) with a high degree of approval, **and the highest two paragraphs were in the field of "knowledge field":**

*Paragraph (7), which stated: "explains to the school committees the importance of maintaining school gardens," ranked first with a relative weight of (79.56%) with a high approval rating. This result is due to the awareness of UNRWA school principals that there is a great psychological impact of the availability of beautiful school gardens in schools, it relaxes the psyche, and students feel a natural atmosphere that keeps them away from economic, social and psychological pressures, and the strategic plans of school principals include the field of a safe and sound environment.

*Paragraph (10), which states: "instructs teachers to organize cleaning campaigns for the school facilities and surroundings with the participation of all (administration – teachers – students – permission), ranked second with a relative weight of (78.38%) with a high degree of approval. This

result is due to the interest of school principals in spreading and instilling a culture of hygiene in students, and the health committees in UNRWA schools are among the active committees, whose activities are monitored periodically.

The Lowest Two Paragraphs were in the Field of "Cognitive Sphere:

* *Paragraph (6), which states: "teachers are directed to urge students to research and investigate ways to protect the environment and spread the culture of the green economy", ranked fifteenth and last with a relative weight of (68.24%) with a high approval rating of almost average, this result is due to the lack of school libraries with modern environmental journals sufficiently, and the lack of infrastructure (internet subscription - computer) necessary for research and survey among many students at home because of the weak financial potential of their families.

*Paragraph (4), which states: "encourages school committees, especially the Environmental Committee, to prepare research or studies on the green economy", ranked fourteenth and penultimate with a relative weight of (68.82%) with a high approval rating of almost average, this result is due to the fact that this interest in research or studies is not enough and without what we aspire to, and this may be due to the weakness of our students in the skill of preparing research and organizing it properly, and this is what a study (Jamal al-Din, 2014) concluded that educational programs should be given new directions to ensure their coverage of the green economy.

Secondly, with Regard to the Second Sphere, the "Affective Sphere:

This field included (14) phrases representing the roles of the school principal in the emotional field, and to identify the role of school principals in promoting the culture of the green economy in this field, the arithmetic averages, standard deviations, relative weights, and the order of the paragraphs of this field were calculated as shown in the following table:

Table2. Arithmetic mean, standard deviation, relative weight, ranking For the "emotional sphere" field paragraphs

Ranking	Degree of appreciation	Relative %weight	Standard deviation	Average	Paragraph	M
6	Large	76.20	.828	3.810	Students are guided towards complying with the laws aimed at protecting the environment through school radio and awareness-raising meetings.	1
1	Large	79.06	.863	3.953	Expresses satisfaction with the participation of students in environmentally friendly activities	2
8	Large	75.30	.834	3.765	He urges teachers to develop positive attitudes among students towards their environment in order to preserve the green cover.	3
11	Large	72.30	.908	3.615	Directs the Environmental Committee to alienate students from the dangers of abusing environmental resources	4
9	Large	74.72	.866	3.736	It emphasizes on teachers to highlight the environmental values and practices included in the curriculum that enhance the culture of the green economy.	5
4	Large	76.20	.842	3.810	He urges teachers to promote positive tendencies in students to preserve the resources of the environment.	6
13	Medium	66.22	1.152	3.311	Students develop a sense of responsibility towards their environment through scientific trips to polluted areas.	7
12	Medium	67.80	1.124	3.390	Raises students ' motivation to spread the culture of green economy by employing modern technology to inform them about what is happening in the world around them.	8
3	Large	76.86	.857	3.843	Encourages voluntary campaigns to clean up the local environment.	9

The Function of School Principals in the Southern Governorates of Palestine in Promoting the Culture of the Green Economy and Ways to Develop it

5	Large	76.20	.823	3.810	Encourages teachers to carry out purposeful activities in the school yard where the air is fresh.	10
10	Large	72.66	.929	3.633	Students are encouraged to respect the resources of the environment (water – soil – air).	11
2	Large	77.36	.868	3.868	It promotes clean, hygienic, quiet and pollution-free classes.	12
14	Medium	66.10	1.160	3.305	He expresses concern about the effects of global warming and environmental pollution on human health.	13
7	Large	75.64	.867	3.782	Instructs teachers to carry out campaigns in support of the environment and its resources with their students (afforestation of the environment – clean campaigns).	14

It can be seen from the previous table that the ratings of the "emotional field" ranged between (66.10%- 79.06%) and a degree of approval between medium and large, **this was the highest of the two paragraphs in the field of "emotional field":**

*Paragraph (2), which states: "expresses satisfaction with the participation of students in environmentally friendly activities", ranked first with a relative weight of (79.06%) with a high approval score, this result is due to the presence of many activities carried out by students such as decorating the school environment, planting various seedlings, cleaning school yards, rationalizing school water consumption, and participating in voluntary campaigns to clean up the local environment.

*Paragraph (12), which states: "encourages clean, healthy, quiet and pollution-free classrooms", ranked second with a relative weight of (77.36%) with a high degree of approval. This result is due to the fact that UNRWA school principals periodically hold competitions for the best classes in cleanliness, and there are many initiatives launched by the UNRWA education department in the field of school cleanliness.

The Lowest Two Paragraphs were in the Area of "Emotional Filed"

* Paragraph (13), which stated: "expresses concern about the effects of global warming and environmental pollution on human health", ranked fourteenth and last with a relative weight of (66.10%) with an average approval score, this result is probably due to the fact that the specialties of a large number of UNRWA school principals are far from science and social subjects, and therefore the full scientific background on the topic of global warming and its negative effects does not exist among the principals. At the local level, this requires UNRWA school principals to establish partnerships with local community institutions to upgrade students' professional skills in the field of green economy (Jamaluddin, 2014).

* Paragraph (7), which states: "students develop a sense of responsibility towards their environment through scientific trips to polluted areas." It ranked thirteenth and penultimate with a relative weight of (66.22%) with an average approval score. This result is due to the fact that scientific trips to contaminated areas are not desired by most students, and their tendency to visit beautiful, self-loving areas, and the laws of school trips in the Department of Education necessitate visiting safe places for the safety of students.

Thirdly, with Regard to the Third Sphere, the "Psychomotor Sphere"

This field included (15) phrases representing the roles of the school principal in the psychomotor field, and to identify the role of school principals in promoting the culture of the green economy in

The Function of School Principals in the Southern Governorates of Palestine in Promoting the Culture of the Green Economy and Ways to Develop it

this field, the arithmetic averages, standard deviations, relative weights, and the order of the paragraphs of this field were calculated as shown in the following table:

Table3. Arithmetic mean, standard deviation, relative weight, ranking For field paragraphs "psychomotor field"

Ranking	Degree of appreciation	Relative % weight	Standard deviation	Average	Paragraph	M
9	Large	71.22	.899	3.561	Students are urged to actively participate in supportive campaigns	1
3	Large	76.34	.848	3.817	Students are encouraged to actively participate in the activities of the school's environmental and health committee.	2
15	Medium	67.12	1.089	3.356	Organizes scientific trips for students to environmental exhibitions.	3
7	Large	72.64	.891	3.632	Organizes student visits to environmental institutions in the community such as municipalities and the coastal water company.	4
14	Large	68.06	1.066	3.403	Teachers are encouraged to participate in practical research activities on school days that address environmental issues.	5
8	Large	72.04	1.012	3.602	Organizes projects aimed at creating a healthy, clean and attractive school environment.	6
2	Large	77.68	.872	3.884	Students are urged to volunteer to clean the school and its surroundings.	7
1	Large	79.12	.788	3.956	He follows the work of the health committee with interest regarding the cleanliness of the school and students.	8
4	Large	73.80	.900	3.690	Monitors the behavior of students with interest in dealing with water sources in the school	9
5	Large	73.34	1.001	3.667	Students are encouraged to tree the school garden.	10
12	Large	68.58	1.079	3.429	He holds scientific exhibitions to recycle environmental waste and employ it purposefully.	11
10	Large	70.98	.942	3.549	Encourages the preparation of research and reports on the dangers of environmental pollution to human health.	12
11	Large	70.42	.967	3.521	Encourages teachers to form a Friends of the environment team to protect the environment	13
13	Large	68.56	.966	3.428	Carries out periodic competitions for the best expressive drawings on the preservation of the environment and its resources	14
6	Large	72.66	.883	3.633	Monitors the behavior of students with interest in dealing with water sources in the school.	15

It can be seen from the previous table that the ratings of the "psychomotor field" ranged between (67.12%- 79.12%) and a degree of approval between medium and large, **this was the highest of the two paragraphs in the field of "psychomotor field:**

*Paragraph (8), which stated: "the work of the health committee is being followed up with interest regarding the aspect of school and student hygiene," ranked first with a relative weight of (79.12%) significantly. This result is due to the fact that the activities carried out by the health committee are one of the most important activities that maintain the general appearance of the school(cleanliness of classrooms - facilities - school uniforms for students and personal hygiene for them), in addition to the existence of a monthly assessment system for school cleanliness from the school health supervisor, which requires attention to the cleanliness of the school.

*Paragraph (7), which states: "urges students to volunteer to clean the school and its external surroundings," ranked second with a relative weight of (77.68%) significantly. This result is due to the students' conviction to practice voluntary behavior regarding their school and its external surroundings, because the school's surroundings are part of the student housing area and they feel belonging to it, and this is one of the values of the Palestinian society. Hence, the importance of the findings of a study (Jamal al-Din, 2014) encouraging the establishment of partnerships with local community institutions to upgrade students' professional skills in the field of green economy.

The Lowest Paragraphs were in the Field of "Psychomotor Sphere"

*Paragraph (3), which stated: "organizes scientific trips for students for environmental exhibitions", ranked fifteenth and last with a relative weight of (67.12%) with an average degree, this result is due to the above-mentioned that the organization of scientific trips requires the availability of the appropriate budget and the conditions and laws of school trips in the Department of Education, which requires safe places for students' health. The previous result, as indicated by a study (Tawil, 2013), may be due to the lack of social integration within the relational interactive processes that occur inside the classroom at first and outside it among the school environmental clubs at second degree.

*Paragraph (5), which states: "teachers are encouraged to participate in practical research activities on school days that deal with environmental issues", ranked fourteenth and penultimate with a relative weight of (68.06%) with a high approval rating of almost average, this result is due to the high academic and administrative burden on teachers, and perhaps that a large number of teachers lack practical experience in preparing research papers to participate in school days. This finding was in agreement with a study (Njeru Alex,2010) which found that there was insufficient time for in-service teacher training on environmental issues.

Results on the Second Question and their Interpretation

*The second question of the study states: are there any significant differences at the level of significance ($\alpha \leq 0.05$) between the average estimates of the sample members of the role of UNRWA school principals in the Gaza governorates in promoting the culture of the green economy due to two variables: (gender, the stage at which the teacher studies)?

To Answer this Question, the Researcher did the Following:

1-Variable Sex

*The researcher compared the average estimates of the male sample members (N=298) and the average estimates of the female sample members (N=393) of the role of UNRWA school principals in the Gaza governorates in promoting the culture of the green economy studied using the "T" test. test" for the differences between the averages of two independent samples, the following table shows this:

Table4. Test "T" for the differences between the respondents' estimates of the role of UNRWA school principals in Gaza governorates in promoting the culture of the green economy according to the gender variable

Significance level	The value of T	Standard deviation	Average	Number	Gender	Field
A function at .01	5.972	.538	3.838	298	male	The first field: the cognitive field
		.608	3.572	393	female	
A function at .01	3.061	.627	3.770	298	male	The second field: the emotional field
		.601	3.626	393	female	
A function at .01	4.350	.664	3.733	298	male	The third field: the psychomotor field
		.643	3.514	393	female	
A function at .01	4.779	.564	3.780	298	male	Overall resolution
		.583	3.569	393	female	

*The tabular value of t is at a degree of freedom (689) and a significance level of 0.05 = (1.960), and a = (2.576) significance level of 0.01

The previous table shows that the calculated value of T is greater than the tabular value of T in all areas of the resolution and in its overall degree, which means that there are significant differences at

the level of significance ($\alpha \leq 0.05$) between the average estimates of the sample members of the role of UNRWA school principals in the Gaza governorates in promoting the culture of the green economy due to the gender variable, and the differences were in favor of male teachers, this result is due to the fact that male teachers have a larger and wider network of relationships with local communities and institutions than female teachers, and the majority of male teachers work in schools prep males are more responsive and motivated to participate in hygiene campaigns in and around the perimeter The school consists of female students. This result differed with the findings of a study (Karwani, 2013) that there is an influence of the gender variable on the response of teachers about the role of schools in environmental education and the dissemination of environmental awareness among students of schools in Salfit governorate in favor of teachers, due to the difference in the geographical area and the nature of the entity responsible for schools in the two studies. It also differed with a study (al-ghaybar, 2018), which found that there are no differences in the significant role of the educational institution in the development of the concept of Environmental Education attributed to the gender variable, due to the difference in the geographical area, the sample of the study.

2-The Variable of the Stage Taught by the Teacher

The researcher compared the average estimates of the study sample members studying at the primary stage (n=178) and the average estimates of the study sample members studying at the preparatory stage (n=513) of the role of UNRWA school principals in the Gaza governorates in promoting the culture of the green economy studied using the "T" test. test" for the differences between the averages of two independent samples, the following table shows this:

Table5. "T" test for the differences between the respondents ' estimates of the role of UNRWA school principals in the Gaza governorates in promoting the culture of the green economy, depending on the variable of the stage you are studying

Significance level	The value of T	Standard deviation	Average	Number	The stage they study	Field
Non-statistically significant	1.608	.566	3.748	178	Primary	The first field: the cognitive field
		.601	3.665	513	Preparatory	
Non-statistically significant	1.791	.616	3.759	178	Primary	The second field: the emotional field
		.615	3.663	513	Preparatory	
Non-statistically significant	1.917	.669	3.691	178	Primary	The third field: the psychomotor field
		.660	3.580	513	Preparatory	
Non-statistically significant	1.902	1.710	3.732	178	Primary	Overall resolution
		1.709	10.665	513	Preparatory	

The tabular value of t is at a degree of freedom (689) and a significance level of 0.05 = (1.960), and* =(2.576) a significance level of 0.01

It is clear from the previous table that the calculated value of T is lower than the tabular value of T in all areas of the resolution and in its overall degree, which means that there are no significant differences at the level of significance ($\alpha \leq 0.05$) between the average estimates of the sample members of the role of UNRWA school principals in the Gaza governorates in promoting the culture of green economy due to the variable of the stage they study, this result is due to the keenness of UNRWA school principals at all educational stages to promote the culture of green economy, because of its advantages over the trends of the school community of teachers students and interactive relationships between them, in a way that enhances the trends of participation, taking responsibility and avoiding working for the benefit of Individuals, starting from the public interest and community benefit, and belonging to the homeland by taking into account its affairs and components. This result was in agreement with the findings of a study (qarwani, 2013) that there is no effect of the variable

(school stage) on the role of schools in environmental education and the dissemination of environmental awareness among students of schools in Salfit governorate. She also agreed with a study (al-guiber, 2018), which concluded that there are no differences in the significant role of the educational institution in the development of the concept of environmental education due to the variable of the educational stage.

Results Regarding the Third Question:

Which states "how to develop the role of school principals in promoting a culture of green economy"?

To answer this question, the study tool "questionnaire" included an open question at the end of the tool about the proposals and opinions of the study sample on ways and mechanisms to develop the role of school principals in promoting the culture of the green economy.

The proposals of the study sample were summarized in ways to develop the role of school principals in promoting the culture of the green economy in the following points:

First: by strengthening the capacities of UNRWA school principals in employing modern technology to spread the culture of green economy among students, through:

1-raising the competencies of teachers in the use of modern technology in spreading the culture of the green economy.

2-Creating a website for the activities of the environmental and health committee.

3-employing educational videos to raise awareness about the green economy.

Second: improving the practices of UNRWA school principals in enabling school committees to carry out research activities to spread the culture of the green economy, through:

1-educating teachers and students about the importance of the green economy.

2-training teachers and students to prepare research papers and working papers related to environmental topics.

3-participation of environmental institutions and local community institutions activities on the green economy.

Third: increasing the capabilities of UNRWA school principals in spreading environmental awareness among students about the effects of environmental pollution on the planet through:

1-raising students' awareness of the importance of preserving the environment.

2-increasing students' awareness of the environmental dangers facing the Gaza Strip.

3-enhancing the aesthetic aspects of students towards their environment.

Fourth: developing the capacities of UNRWA school principals in implementing targeted and effective projects in recycling environmental waste through:

1-enabling students to recycle environmental waste.

2-coordination with universities and environmental institutions in recycling environmental waste.

Fifth: strengthening the role of UNRWA school principals in activating the role of the school library in spreading awareness of the green economy through:

1-enrich the school library with books and environmental magazines.

2-employing the school library to raise students' awareness of green economy topics.

Sixth: increasing the ability of UNRWA school principals to raise the level of cleanliness of students and school facilities through:

1-improving the level of hygiene (personal of students-school facilities - the external environment of the school).

17. SUMMARY OF THE STUDY RESULTS AND RECOMMENDATIONS

Based on the analysis and discussion of the data extracted from the responses of the study sample, it was concluded that the following:

First: the Results of the Study:

The presentation and analysis of data and related information showed the following results:

Results Regarding the Answer to the First Question

1-the total degree of practice of the directors of UNRWA schools in the Gaza governorates for their role in promoting the culture of the green economy from the point of view of teachers of Science and social subjects; received a relative weight (73.21%), that is, a great degree of approval, and the ranking of the areas of resolution according to their relative weights was as follows: [the emotional field came in first place with a relative weight (73.76%) and a great degree of approval, followed by the cognitive field in second place with a relative weight (73.74%) and a great degree of approval, and finally the psychomotor field came in second place with a relative weight (73.74%) and a great degree of approval, and finally the psychomotor field came in second place with a relative weight (73.74%) and a great degree of approval in third place, with a relative weight (72.17%) and a high degree of approval] .

Results Regarding the Answer to the Second Question:

1-there are significant differences at the level of significance ($\alpha \leq 0.05$) between the average estimates of the sample members of the role of UNRWA school principals in the Gaza governorates in promoting the culture of the green economy attributed to the sex variable, and the differences were in favor of male teachers.

2-there are no significant differences at the level of significance ($\alpha \leq 0.05$) between the average estimates of the sample members of the role of UNRWA school principals in the Gaza governorates in promoting the culture of the green economy due to the variable stage they study.

Study Recommendations

Based on the findings of the study, and taking advantage of the researchers ' review of the recommendations of previous relevant studies, we recommend the following:

1-The educational and school administration held study days dealing with environmental issues through the participation of both teachers and students in practical research activities.

2-Allocate an open day during which teachers and students review the risks of environmental pollution.

3-The school administration forms school committees to prepare research or studies on the green economy.

4-Establishing a network of relations with knowledge centers to provide the school library with books, periodicals, and publications that care about the environment.

5-Include the school radio program with paragraphs warning about the effects of global warming, environmental pollution on human health, and attention to the cleanliness of water and sea beaches.

6-Allocate a part of the assessment grades, in order to raise the motivation of students to spread the culture of green economy.

7-Providing scientific laboratories with modern technological means, to contribute to informing students about what is happening in the world of developments and environmental risks.

8-The school administration organizes scientific trips to agricultural lands and environmental exhibitions in order to enhance the aesthetic taste of the Palestinian Environment and build positive attitudes towards the environment.

9-Holding periodic competitions for the best expressive drawings about the preservation of the environment and its resources.

REFERENCES

FIRST: ARABIC REFERENCES

- Agha, Ehsan Khalil. (2000). Scientific research is its elements, methodology and tools. Gaza: commercial al-amal press.
- United Nations Environment Programme (2009). United Nations Environment Assembly of the United Nations Programme, Mediterranean action plan. Athens, 13)
- United Nations Environment Programme (2016). United Nations Environment bulletin West Asia, policy questions and international environmental governance: sustainable development and poverty eradication. Nairobi, 7)
- United Nations Environment Programme (2014). United Nations Environment Assembly of the United Nations Programme, public policy issues. Nairobi, 27-58)
- United Nations Environment Programme (UNEP) (2011). Towards a green economy: pathways to sustainable development and poverty eradication-a reference for policymakers. France: 100watt.
- Porno, Amani (2016). The role of Palestinian universities in the Gaza governorates in meeting the requirements of their sustainable development and ways to activate it (Islamic University – case study), (unpublished master's thesis). Islamic University, Gaza.
- Jamal al-Din, Nagwa et al. (2014). The green economy. The concept and requirements in education. Journal of Educational Sciences, 1 (3),.439
- Beloved, constant and fan, birkno (2014). The role of the green economy in creating green jobs and contributing to poverty reduction. The complex of interventions of the international forum on poverty reduction policies in the Arab countries in the light of globalization, 2.
- Khanfar, aidh (2014). Environmental economy - green economy "Kuwait". Assiut Journal of Environmental Studies., (39)
- Spring, Green and lamp, fire (2019). The choice of the green economy between the chances of success and indicators of failure in the Arab region. Journal of Human Sciences., (51)
- Shneikher, Abdul Wahab (2016). Green investment as a mechanism to move towards a sustainable economy in Algeria, Journal of studies of the University of Ammar theligiaghawat Algeria, (45).102-118.
- Aliyan, Hossam (2017). Green economy and sustainable development in Palestine - proposed strategies. (Unpublished master's thesis). Al-Azhar University, Gaza.
- Al-ghaiber, Huda bint Mohammed (2018). The role of the educational institution in developing the concept of environmental education among students of grades 5-10 for basic education in the Sultanate of Oman. Scientific journal of the Faculty of Education, Assiut University, 34. (4)
- Alfursan, Mohammad Nawaf et al. (2018). The role of school principals in spreading environmental awareness among students of government secondary schools in Kasbah Irbid. Journal of the Islamic University for educational and psychological studies. (4) 2
- Elfeki, Mohamed Abdel Kader (2014). The green economy. Journal of the Regional Environment Day, 13.
- Karwani, Khalid (2013). The role of schools in environmental education and spreading environmental awareness among school students in Salfit governorate from the point of view of its teachers. Journal of al-Quds Open University for educational and psychological research and studies. 1(4). 2
- Navadi, Mohammed (2017). The green economy as one of the mechanisms of sustainable development and attracting foreign investment (a field study applied to the Egyptian environment). Scientific journal of the sector of Faculties of Commerce, (17),.468-469
- Badariah, Tunku and others (2013). " Exploring Malaysian University Students Awareness of Green Computing. International Journal on Education, 1 (2), 2.

The Function of School Principals in the Southern Governorates of Palestine in Promoting the Culture of the Green Economy and Ways to Develop it

- Chrysanthi, K., Aravella, Z. & Robert, B. (2013). Leading sustainable schools: exploring the role of primary school principals. *Environmental Education Journal*,19(3),303-323.
- Eco - union and et al(2016), Towards a green Economy in the Mediterranean, Assessment of National Green Economy and Sustainable Development Strategies in Mediterranean Countries.
- Guo, X and Mariin, ova D (2011). Environmental awareness in China: Facilitating the greening of the economy. in F. Chan, D
- Marinova, and R.S Anderssen (ed), MODSIM2011: 19th International Congress on Modelling and Simulation, 1673-1679
- Kemahetaro,tou (2015). Cross-national Influence of term sustainable development upon the field of environmental education Comparison between the United States and Japan. Doctor Thesis, State university, New York
- Pidlisnyuk, V (2010). Education In Sustainable Development: the role of universities, Economic and Environmental Studying. 10(1). Poland <http://alameed.iq/view.php?id=30> Dean's educational group 24/3/2019recollection date May, 2019. <http://alray.ps/ar/post>. Rai News return date: 16/1/2020.

AUTHOR'S BIOGRAPHY



Dr. Naji R sucker, Associate Professor of Educational Administration at Al-Aqsa University and Chairman of the Graduate Studies Committee in the Department of Educational Administration between 2019-2021, Chairman of the Academic Council of the Joint Doctoral Program in Educational Administration with the Islamic University 2021-2022 and Dean of Quality Assurance at Al-Aqsa University 2004-2008

Suzan A bader, School principle at UNRWA since 2016-2015, worked as a science teacher in UNRWA schools since 2008-2009, PhD student in educational administration philosophy at the Islamic University, got a master's degree in educational administration from AL Aqsa University in 2020.

Citation: *Dr. Naji R sucker & Suzan Ahmed Bader. "The Function of School Principals in the Southern Governorates of Palestine in Promoting the Culture of the Green Economy and Ways to Develop it" International Journal of History and Cultural Studies (IJHCS). vol 8, no. 2, 2022, pp. 11-29. DOI: DOI: <https://doi.org/10.20431/2454-7654.0802002>.*

Copyright: © 2022 Authors. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.