

## The Application Degree of Participative School leaderships at Al-Ihsa Governorate and Its Correlation with Teachers' Professional Development

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# The Application Degree of Participative School leaderships at Al-Ihsa Governorate and Its Correlation with Teachers' Professional Development

# Problem of the study:

The study attempts to answer the following major question:  
What is the degree of application of participative leadership of school leaders and its correlation with teachers' professional development?

# Questions of the study:

- **First Question:** what is the degree of application of participative leadership sample of school leaders at Ihsa Governorate, Saudi Arabia?
- **Second Question:** Are there differences with statistical significance in applying participative leadership, according to sample members, that might be attributed to gender, level, and experience in school leadership?
- **Third question:** Is there a correlation with statistical significance between sample members of school participative leaders and teachers' professional development at Ihsa governorate in Saudi Arabia?

# Objectives of the Study:

**The study aims to achieve the following:**

- 1- Determine the degree of applying participative leadership by school leaders at Ihsa governorate to teachers in fields of: (leader's relation with teachers, relations with students and local community).
- 2- Unravel the relation between the application of participative leadership and teachers' professional development.
- 3- Produce suggestions to develop teachers' jobs through restricting type of school leaders.

# Empirical Significance:

- It is expected that findings of this study will benefit authorities in charge of education in the Ministry of Education at Ihsa governorate through identifying the level of applying participative leadership by school leaders.
- It is also expected that the findings of this study will help public school leaders at Ihsa governorate to develop their leadership behavior through creating a distinguished environment in their schools which will be positively reflected on teachers' professional development.



# Population and Sample

The population of the study comprises (241) male and female school leaders at Ihsa during the school year A.D 2018/2019. The population was randomly chosen. Few major variables which have functional indications of the findings of the study were identified in order to describe members of the samples. The variables include: (sex, experience, qualification, and education level).

## distribution of members of the sample according to study variables

Variable	Levels	Number		Percentage	
		Sub-total	Total	Sub-total %	Total %
Education level	Secondary	53	241	22.0	100
	Intermediate	48		19.9	
	Primary	140		58.1	
Sex	Male	84		34.9	
	Female	157		65.1	
Experience in school leadership	Less than 5 years	214		88.8	
	From 5-10 years	17	7.1		
	More than 10 years	10	4.1		

# Study Instrument:

A questionnaire was used to collect data for it fits study objectives, methodology, population, and question answering.

## Kronbach coefficient to measure validity of study's instrument

Questionnaire axes	Dimension	Number of Statements	Axis reliability
Participative leadership of school leaders at Ihsa region	<b>Leader's relation with Male / female teachers</b>	12	0.8712
	<b>Leader's relation with Students and local Community</b>	16	0.9326
	<b>Profession development of male / female teachers</b>	12	0.9329
General reliability		40	0.9704

# Study Results

**First question:**

What is the degree of applying participative leadership by the sample of school leaders at Ihsa governorate in Saudi Arabia?

The results show that members of the study sample agree that application of participative leadership at Ihsa was high with (3.80) average.

No.	Dimension	Number of Statements	Arithmetic Mean	Standard Deviation	Rank
1	Leaders' relation with teachers	12	3.88	0.935	1
2	Leaders' relation with students and local community	16	3.75	1.092	2
Degree of total application of participative leadership		28	3.80	0.981	-

## second question

“Are there differences with statistical significance in the degree of application of participative leadership, from the perspective of sample members, attributed to the variables of: (gender, level, and experience in school leadership?)”

Anova Analysis for variables of: gender, educational level, and experience in the application of participative leadership was done

Results shows that there were no differences with statistical significance in the degree of application of participative leadership attributed to the variable of gender, educational level (primary, intermediate or secondary), or experience (less than 5 years, from 5 – 10, or more than 10), according to sample members

This might be referred back to nature of participative leadership, novice application in Saudi schools, and leadership experience



## Third question

- Is there a relationship with statistical significance between participative leadership for a sample of school leaders at the governorate of Ihsa and the development of teachers' profession?

**Pearson's coefficient** results to determine the correlation participative leadership and teacher's professional development

Dimension		Development of teachers' profession
Leaders relation with teachers	Correlation coefficient	0.805
	Statistical significance	0.000**
Leaders relation with students and local community	Correlation coefficient	0.984
	Statistical significance	0.000**
Participative Leadership	Correlation coefficient	0.956
	Statistical significance	0.000**

The results presented in table (6) reveal that there is a relation with statistical significance at the level (0.01) between participative leadership with its dimensions (leader's relation with teachers, his relation with students, local community) and teachers' professional development.

The more the leadership is practiced by school leaders, the better the professional development will be

# Study Recommendations

- The results showed that precipitative leadership has been highly practiced by school leaders at Ihsa. Therefore, the study recommends reinforcing this trend of leadership through official support by the ministry of education and reinforcement of qualitative training for school leaders.
- It is necessary to secure a spiritual and financial system which encourages school leaders to practice participative leadership to enhance teachers' professional development.

## Abstract

Participative leadership is one of the most important human trends of school leadership and institutions of education. The study aimed to identify the degree of application of participative leadership by school leaders at Ihsa governorate, Saudi Arabia, and its correlation to teacher's professional development in the light of some variables. The study sample comprised (241) education leaders from both sexes throughout the school year 2018 / 2019.

To collect data, an important three-part instrument was developed incorporating participative leadership and its correlation to teachers professional development. Cronbach coefficient of instrument validation was (0.97). In analyzing data, arithmetic means, standard deviations, one-way Anova, and correlation coefficient were calculated.

Results of the study showed that the degree of application of the total process was high. They also showed that there was a relation with statistical significance at the level (0.01) between participative leadership with its dimension and professional development. The results also showed that there were no differences with statistical significance in answers of sample members which might be attributed to study variables at the level ( $0.01 = \alpha$ ). The study recommended intensifying training courses for school leaders with regard to participative leadership, in addition to, supporting and widening teachers participation in school leadership

Key words: School leadership, School leaders, Professional development

