



The Extent to Which High School Leaders Possess Planning Skills and Its Relationship to The Level of The Organizational Climate in the Eastern Province

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Abstract: This study aimed to identify the extent to which secondary school leaders have planning skills in the Eastern Region and to determine the level of organizational climate in these schools from the perspective of the teachers. In addition to verify the presence of statistically significant relationship at ($\alpha \leq 0.05$) between the extent to which secondary school leaders have planning skills and the level of organizational climate. To achieve these objectives, the correlative descriptive approach was used, and the study sample included 523 secondary school teachers in the Eastern Region, which represent 16.4% of the total population. The extent to which secondary school leaders have planning skills in the Eastern Region from the perspective of teachers was medium, with an arithmetic mean of 3.40 and 68% percentage. The level of the organizational climate in secondary schools in the Eastern Region from the perspective of teachers of the teachers was medium, with an average of 3.37 and a percentage of 67%. There was a positive correlation between the extent to which the high school leaders had planning skills and the level of organizational climate at the 0.01 significance level, where the Pearson correlation between them was 0.731.

Keywords: High School Leaders; Planning Skills and Organizational Climate

1. Introduction

The achievement of any institution of excellence is mostly related to the efficiency of its leaders, and the distinction of the administrative process that they carry out, including the human and material inputs it includes, this can only be done through the practice of planning, which has become a prominent position in the administrative work; Because it defines its path accurately, and employs the various available capabilities in achieving the goals it aspires to.

The administration plays an important role in institutional work, as it constitutes the strongest link in any organization because it performs a set of main administrative functions such as planning, organizing, directing, controlling, and making important decisions (Al-Talisi, 2014). School leadership is considered the cornerstone of the educational process, as it charts the way for workers in the educational field to reach a common goal and in a specific time (Atwi, 2014).

A good school leader is one of the most important basic elements in the educational process, which makes the school's progress and prosperity closely related to the skills, and to the extent of his mastery of his duties and his responsibility towards teacher guidance and professional development (CHENG, 1997: P467-727). Mustafa and Omar (2007) emphasized the importance of school leadership as an important component of the educational process because it stimulates and activates the material and human elements, and it penetrates all aspects of educational activity inside and outside the school to achieve all goals effectively and successfully.

Of course, the proper exploitation of these material and human resources depends on the efficiency and effectiveness of the school leader in carrying out the basic administrative functions and practices such as planning, organizing, directing, controlling, evaluating, and measuring performance (AbdulKhaleq and Ali, 2009).

Researchers always consider the planning process as the first administrative process and one of its main functions, as it represents a key to achieving the desired goals. Al Naji (2014) emphasized that planning is seen as a development tool as the primary activity that management takes to solve its various problems. Where the importance of planning at the ministerial level is clear. The Ministry of Education in the Kingdom of Saudi Arabia has been keen to develop and improve the performance of the educational system with all its components and elements by drawing educational plans based on an ambitious future vision to prepare the citizen in a manner consistent with the constants of our true religion and keeping pace with the rapid changes in our new world. (Al-Askar et al, 2010).

Al-Maaytah (2007) emphasized the importance of school planning as an important element in providing the time needed for school work, in addition to that it helps to make optimal use of the available material and human resources, and helps to integrate all activities in a way that makes them all achieve the goals of the school, in addition to the fact that planning cares relies on predicting the problems that students, faculty and all school staff may face, thus it helps to provide the appropriate climate for the success of work, increase productivity and raise efficiency.

Consequently, possession of planning skills is an important matter for every school leader, as it is concerned with leading the educational reform process, by studying the internal and external environment, identifying strengths and weaknesses, and how to exploit the opportunities available to take advantage of them in the face of weaknesses and threats that confront the work of the school, and all of this stems from a clear vision and message that the school adopts to work through until its educational goals are achieved (Al-Masry, 2011).

However, we find that planning affects the behavior of the organization, and its organizational climate. That is why planning was one of the important leadership tools and methods that create a wonderful organizational climate within the organization (Al-Tajm and Al-Sawat, 2003).

The organizational climate in any organization is determined by the behavior of the leadership, and therefore the prevailing behavior within the organization gives it an identity that distinguishes it from the rest of organizations (Ahmed, 2002).

Therefore, the study of the school organizational climate took its place in scientific and educational research; Because it is related to the effectiveness of the school and

academic achievement, the school climate represents the spirit and essence of the school that motivates the teacher, the leader and all school workers to work with enthusiasm, activity and vitality, and enhances the loyalty, appreciation and self-realization of all parties in the school (Freiberg, 1998, P23).

The classification developed by Halpin and Croft is one of the most famous classifications of organizational climate types, as they considered the organizational climate as a continuous gradation extending from the open organizational climate to the closed organizational climate, and it is represented in six types as mentioned by each of (Bani Ahmed, 2007); and Al-Otaibi, 2007):

1. **Open Climate:** This style is characterized by being an effective climate that tends to participate between the leadership and workers in the decision-making process and the achievement of the goals of the institution. Social needs of workers, in which workers feel job satisfaction, and satisfy their moral needs, and thus achieve a high level of achievement.
2. **Autonomous climate:** The main feature of this climate is the almost complete freedom that the manager gives to the workers when they complete their work, in which the leader exercises his authority flexibly, and the leadership effectiveness emerges from within the groups in which the leader works, and the workers feel a good level of job satisfaction and morale. But it is below the level of the open type.
3. **Controlled Climate:** This style is characterized by the interest in completing the work without focusing on satisfying the desires and needs of the workers.
4. **Familiar Climate:** This climate is characterized by intense intimacy among workers, as their efforts are directed towards satisfying their social needs without sufficient attention to achieving the goals of the organization and completing the work as a result of the manager's failure to exercise his role in directing the organization's activity, which leads to the emergence of multiple presidencies, and makes The achievement is weak, and the morale is moderate; Because it stems from the satisfaction of social needs only without the feeling of satisfaction with the completion of the work.
5. **The paternal climate:** This climate is characterized by the concentration of authority in the hands of the manager, and therefore it prevents the emergence of any individual initiatives among his employees and limits the delegation of powers to them; Therefore, adopting this method does not achieve adequate guidance for the workflow, does not satisfy their social needs, and a low degree of morale among workers prevails. Not achieving the required amount of satisfaction, whether in terms of completing work or satisfying social needs.
6. **Closed Climate:** This pattern is characterized by a high degree of idleness and indifference among workers, a low level of morale, as well as a low level of achievement. Which leads to a threat to the growth and development of the organization, as the manager in that style is unable to direct the activity of the employees towards the completion of work, and he does not want to pay attention to their social needs. Accordingly, several related studies have been

conducted, including the study (Al-Talisi, 2014), which was conducted in Libya, which concluded that the degree of public secondary school principals' exercise of the planning function from the point of view of the principals themselves in all fields of study came to a high degree.

As for the study (Allemon, 2014): which was conducted in Abu Dhabi, it found that the clarity of the general concept of strategic planning among the administrations of general education schools in Abu Dhabi educational region was high, while the study (Al-Qarni, 2012) conducted in Taif showed that the degree of support for Schools principals on the requirements of strategic planning in general education schools in Taif Governorate were very high with an average of 86.75%. Where the study (Al-Masry, 2011): which was conducted in Gaza, it concluded that the degree of strategic planning practice by secondary school principals reached (82.18%). As for the study (Abu Nasser, 2010), which was conducted in the Kingdom of Saudi Arabia, the results of the study showed that most secondary school principals have positive attitudes towards employing strategic planning in their administrative practices.

- 1- Nair study (2002): conducted in the United States of America, and among the results of the study was that the focus should be on training school principals to face challenges and discuss the results of strategic plans, the principals unanimously agreed on the importance of strategy and long-term plans in schools. While the study of Price (2002: about the reality of the implementation of the strategic plan for the US state of Illinois in three educational areas, and the results were that the degree of application of most of the objectives of the strategic plan to a small degree).
- 2- As for some studies on the organizational climate, the study (Al-Kilani and Maqableh, 2014) which was conducted in Amman showed that the role of private secondary school principals in Amman governorate in improving the organizational climate from the teachers' point of view was moderate. The study (Al-Maaytah, 2014): in Amman and Zarqa in the Hashemite Kingdom of Jordan, the study concluded that the most practices of the principals role in improving the organizational climate from the supervisors' point of view are in the following order: the principal's relationship with officials, then administrative work affairs and policy, then school construction and its equipment, then the positive relations within the school organization, followed by the students' affairs and their educational needs, then the school's relationship with the local community, and finally the teachers' affairs and their professional development.

The study of (Al-Daihani, 2013) Which was conducted in Kuwait concluded that the degree of organizational climate in secondary schools from the teachers' point of view was medium, and the dimensions of the study were all medium in general.

Given the importance of providing each of the necessary planning skills in the educational process of the school leader and achieving an appropriate level of organizational climate in public education schools; there is an urgent need to conduct a study that seeks to reveal the extent to which secondary school leaders possess planning

skills and its relationship to the level of the organizational climate in the eastern region. This stage is being studied because of its importance, considering that the leader responsible for it needs advanced skills in planning and in dealing with teachers and students, to reach a stimulating school environment in which intimacy, cooperation and mutual respect prevail.

- **Study Problem**

Many studies have indicated the weakness of school leaders about educational planning, in addition to their weak planning skills in general. Among these studies, Al-Ruwaili (2010), which confirmed that the degree to which school leaders possess educational planning skills was inadequate, as well as Al-Masry (2011), who showed that the studies conducted on school leaders and the development of their skills in the field of planning, it was clear that most of their skills varied between average, good and poor.

Other studies also indicated that school leaders are weak in the concepts of planning. The study of (Madbouly, 2001) confirmed that there is a shortcoming of school leaders in theoretical knowledge about planning concepts, approaches and models, in addition to their weak skill of assessing current situations and conceptual analysis skill, which reflected negatively on the formulation of their visions. This study also agrees with what Abu Hashem (2007) found that a low percentage of school leaders have a clear understanding of planning concepts.

Based on the researcher's work in the educational field in the Eastern Province, and his knowledge of many studies related to the nature of the study variables, he noticed that there are different levels of planning skills among school leaders, and he also noted the existence of a variety of organizational climates in the schools in which he worked, and since there are a scarcity of research and studies that measure the impact of the relationship between the two variables in general, which prompted the researcher to conduct this study with the aim of knowing the extent to which secondary school leaders possess planning skills, and thus the research problem can be formulated in the following main question: To what extent do secondary school leaders possess planning skills and its relationship to the level of Organizational climate in the eastern region?.

- **Study Questions**

The study questions focus on the following:

1. To what extent do secondary school leaders in the eastern region possess planning skills from the teachers' point of view?
2. What is the level of the organizational climate in secondary schools in the Eastern Province from the point of view of teachers?
3. Is there a statistically significant relationship at the significance level ($\alpha 0.05 \geq$) between the extent to which secondary school leaders possess planning skills and the level of organizational climate?

- **Study Objectives**

1. Reveal the extent to which secondary school leaders possess planning skills in the eastern region from the teachers' point of view.
2. Reveal the level of organizational climate in secondary schools in the Eastern Province from the point of view of teachers.
3. Reveal the correlation between the extent to which secondary school leaders possess planning skills and the level of organizational climate.

- **Study Significance**

The practical significance of this study can be highlighted in two points:

1. This study gives a clear indication of the educational reality in secondary schools in the eastern region by revealing the correlation between the level of school leaders' planning skills and the level of the school's organizational climate. To provide them with the necessary planning skills either before or during their appointment.
2. The results of this study may provide the school leaders with information about relationship between the planning skills they possess and the levels of the organizational climate in their schools, which helps them in developing themselves and reconsidering their administrative practices.

- **Study Scope**

- **Objective boundaries:** the study was limited to determining the extent to which secondary school leaders possess planning skills (the skill of preparation and analysis of the internal environment, the skill of analyzing the external environment, the skill of preparing and approving the school plan, the skill of implementing the school plan, the skill of following up and evaluating the school plan), and its relationship to the level of the organizational climate by (dimensions related to the behavior of educational leaders, and dimensions related to the behavior of teachers).
- **Human boundaries:** the study was limited to a number of public secondary school teachers for boys in the Eastern Province.
- **Institutional boundaries:** This study was applied to public secondary public schools (boys).
- **Place boundaries:** This study was applied to government secondary schools for boys in Al-Khobar, Dhahran Center, and Dammam in the Eastern Province of the Kingdom of Saudi Arabia.
- **Time boundaries:** This study was applied during the second semester of the academic year 2016/2017.

- **Terminology of Study**

The main terms and concepts related to this study were defined as follows:

- **Planning:** Al Naji (2014) defines planning as: "a smart process and a mental disposition to do things in an organized manner. p.168 While Al-Habis (2011) defines school planning as: "The procedures implemented by the school principal,

including developing a comprehensive and integrated plan for schoolwork and distributing it over specific periods, and including preparing the school plan, approving it, implementing it, following up and evaluating it”.

The researcher defines procedural planning as: a thoughtful rational activity aimed at revealing the current situation of the organization, identifying the desired achievements, as well as identifying the means and mechanisms used to achieve those achievements during a certain period.

- **Organizational Climate:** Al-Amyan (2013) defined it as: the overall social environment for the group of workers in the same organization, which affects the workers in the organization, which may lead to motivation or frustration. The researcher defined the procedural organizational climate as: the general impression formed by secondary school teachers in the Eastern Province about the nature of the school environment regarding the dimensions related to the behavior of the educational leader (Aloofness, production emphasis, role model, humanism), and the dimensions related to teachers’ behavior (disengagement, hinderance, intimacy, affiliation).

2. Study Methodology

The researcher identified the appropriate approach for the current study, which is the **descriptive correlative approach**. The **study population** consists of all **public secondary school teachers in the Eastern Province**, who are on-the-job in the second semester of the academic year 2018-2019, who are 3237 teachers according to the statistics of the Education Department in the Eastern Province in the year 2019.

Due to the large number of the **study population** because of the multiplicity of educational sectors operating under the umbrella of the Eastern Province Education Department, the researcher applied the study to 523 secondary school teachers in each of: (Al Khobar Governorate Education Sector, Dhahran Center Education Sector, Education Sector east of Dammam, education sector west of Dammam), which represents (16.4%) of the total study population. The following describes the characteristics of the study sample members according to the initial data:

Table (1): Frequencies and percentages of the distribution of the characteristics of the sample members according to the initial data.

Variables	Sub-variables	Frequency	Percentage
Specialization	Scientific	274	52.4 %
	Literature	209	40.0%
	Management	40	7.6%
Teaching years	Less than 5years	76	14.5%
	5 to less than 10 years	110	21.0%
	10 to less than 15 years	107	20.5%

Variables	Sub-variables	Frequency	Percentage
	15 years and more	230	44.0%
Total		523	100%

- **The Study Tool Design**

Two questionnaires were designed, a questionnaire on planning skills of secondary school leaders, and a questionnaire on the level of organizational climate. He applied those research tools by referring to the literature and previous studies related to the topic.

- **Verifying the validity of the study tool**

Verifying the validity of the study tool was verified by **Face validity**:

After constructing the questionnaire, it was presented in its initial form to 21 arbitrators from professors in the faculties of education in the field of educational administration in several Saudi and Egyptian universities, in order to arbitrate the two questionnaires, and to ensure the validity of the questionnaire. Their content in terms of the appropriateness of the phrases used and their suitability to measure what it claims to measure, and to ensure that the questions and items of the questionnaire are covers all the objectives of the study, as well as to ensure the integrity, clarity, and non-repetition of the items of the questionnaire.

- **Verify the reliability of the study tool**

To verify the reliability of the study tool (the questionnaire), it was applied in its final form to a random sample of 55 public secondary school teachers in the Eastern Province from outside the basic study sample, and then Cronbach's Alpha " α " coefficient was used, Table (2) shows the reliability coefficients for each questionnaire:

Table (2): Cronbach's alpha coefficients to measure the reliability of the study tool.

Questionnaire	No of items	Reliability coefficient
Questionnaire on planning skills of secondary school leaders	20	0.976
First: the skill of initialization and analysis of the internal environment	4	0.925
Second: The skill of analyzing the external environment	4	0.981
Third: The skill of preparing and approving the school plan	4	0.921
Fourth: The skill of implementing the school plan	4	0.910
Fifth: The skill of following up and evaluating the school plan	4	0.935
Organizational climate level questionnaire	24	0.691

Questionnaire	No of items	Reliability coefficient
First: Dimensions related to the behavior of the educational leader	12	0.911
The first dimension: aloofness	3	0.692
The second dimension: production emphasis	3	0.836
The third dimension: the role model	3	0.823
Fourth Dimension: Humanism	3	0.578
Second: Dimensions related to the behavior of teachers	12	0.691
The first dimension: disengagement	3	0.614
The second dimension: hindrance	3	0.662
The third dimension: intimacy	3	0.623
The fourth dimension: affiliation	3	0.731
overall reliability	44	0.964

Table (2) shows that the total reliability of the study tool amounted to 0.964, where the total reliability of the first questionnaire (the planning skills questionnaire for secondary school leaders) was 0.976.

- **Statistical Methods Used in Data Analysis**

The data collected was analyzed based on a set of statistical methods using the Statistical Package for Social Science (SPSS), the methods used were identified as follows:

1. Frequencies and percentages; To know the characteristics of the study sample.
2. The arithmetic mean: To find out the degree of response of the study sample to dimensions of the questionnaire, which contributes to determining the extent to which secondary school leaders possess planning skills, and to reveal the level of the organizational climate in secondary schools in the Eastern Province.
3. Standard Deviation: To identify the deviation of the responses of the study sample members for each item or dimension, as the standard deviation shows the dispersion in the responses of the sample members, the closer its value is to zero, the dispersion decreases.
4. Pearson Correlation; To calculate the internal consistency as a measure of the validity of the study tool, and to reveal the extent to which secondary school leaders possess planning skills and its relationship to the level of the organizational climate in the eastern region.
5. Cronbach's Alpha coefficient; To check the reliability of the study tool.

- **Tool Correction Criteria**

Tool correction criterion to determine the degree of response to the study tool, a five-point Likert scale (high / medium / low / very low) was used, and each category was given a relative weight; To be treated statistically as follows: Very high (5) degrees, high (4)

degrees, moderately (3) degrees, low (2) two marks, very low (1 degree), except for the negative items within the questionnaire of the level of the organizational climate, which is: statement (1) within the first dimension (aloofness) of the dimensions related to the behavior of the educational leader, and items (1.2. 3) within the first two dimensions (disengagement), and the second (disability) within the dimensions related to the behavior of teachers.

Each item is given an inverse relative weight in order to determine the length of the intervals of the 5-point scale (lower and upper limits) used in the study tool, the range (5-1 = 4) was calculated, then divided by the number of scale categories to get the corrected interval width, i.e. (4/5 = 0.80), after which it was added to the lowest value in the scale (or the beginning of the scale, which is one), in order to determine the upper limit of this category, and thus the intervals became as follows:

Table (3): The criteria for judging the arithmetic averages of the responses of the study sample.

Category	Arithmetic means intervals	Degree of response
First	1.00 to 1.80	Very Low
Second	1.81 to 2.60	Low
Third	2.61 to 3.40	Medium
Fourth	3.41 to 4.20	High
Fifth	4.21 to 5.00	Very High

3. Results and Discussion

- **The answer of the first question, its analysis and discussion**

The first question "**To what extent do secondary school leaders possess planning skills in the Eastern Province from the teachers' point of view?**"

To answer this question, the researcher analyzed the responses of the study sample to the second section of the questionnaire related to the extent to which secondary school leaders possess planning skills in the eastern region from the teachers' point of view, by calculating the arithmetic means and standard deviations for each of the five skills (the skill of preparation and analysis of the internal environment, the skill of analyzing the external environment, the skill of preparing and approving the school plan, the skill of implementing the school plan, the skill of following up and evaluating the school plan) separately, and then calculating it for the questionnaire as a whole, as shown in the following table.

Table (4): Arithmetic means, standard deviations, and percentages of the extent to which secondary school leaders possess planning skills in the eastern region from the teachers' point of view, ranked in descending order (n = 523).

skill	Arithmetic means	Standard deviations	Percentage	Degree of skill possession	rank
First: the skill of initialization and analysis of the internal environment	3.49	1.05	69.8%	High	1
Fourth: The skill of implementing the school plan	3.46	1.11	69.2%	High	2
Third: The skill of preparing and approving the school plan	3.46	1.16	69.2%	High	3
Fifth: The skill of following up and evaluating the school plan	3.38	1.11	67.7%	Medium	4
Second: The skill of analyzing the external environment	3.29	1.12	65.8%	Medium	5
General arithmetic mean	3.40	1.11	68%	Medium	

It is evident from Table (4) that the planning skills by secondary school leaders in the Eastern Province from the teachers' point of view was medium, where the general arithmetic mean of the degree of possession of this skill was 3.40, with a standard deviation of 1.11 and a percentage of 68%, the above arithmetic means indicates that it falls in the third category of the five scale categories.

These results indicate that the possession of planning skills by secondary school leaders in the eastern region from the teachers' point of view was to medium degree, with insufficient training efforts made by education offices in the eastern region regarding the professional development of planning skills for secondary school leaders, especially the skills of follow-up and evaluation of the school plan, and the analysis of the external environment, which explains the acquisition of the fifth and second skills with a degree of possession (medium) from the teachers' point of view.

This is confirmed by the study of Ragheb (2011) which pointed out that for school planning to be fully implemented, there must be some requirements, the most important is the presence of qualified and trained cadres in the school planning process with Extensive experience and expertise in the field of planning in general, and school planning.

These results are consistent with what was concluded by Al-Ruwaili study (2010), which showed that the degree of possession and practice of educational planning skills by school principals in the Al-Jouf educational region in the Kingdom of Saudi Arabia was medium.

While these results disagrees some of the results of other studies, such as the study of Al-Talisi (2014), which showed that the degree of public secondary school principals in Libya practicing the planning from the point of view of the principals was high, and the Al-Masry study (2011), which showed that the degree of strategic planning practice by secondary school principals in the governorates of Gaza has reached (82.18%), as well as the Al-Mutairi study (2008), which concluded that the reality of educational planning from

the point of view of the principals of general education schools in Tabuk educational region was high.

The above table also indicates the extent to which secondary school leaders possess planning skills in the eastern region from the teachers' point of view according to the following (descending) order: In the first place came (the skill of preparation and analysis of the internal environment), with an arithmetic mean of 3.49, and a standard deviation of 1.05, with a percentage of 69.8%, and with a high degree, followed by the second place (the skill of implementing the school plan), with an arithmetic mean of 3.46, a standard deviation of 1.11, and a percentage of 69.2%, and according to the degree of possession of high, followed by the third place (the skill of preparing and approving the school plan) with an arithmetic mean of 3.46, and with a standard deviation of 1.16, and at a percentage of 69.2%, and a degree of high Possession, and in the fourth place (skill of follow-up and evaluation of the school plan), with an arithmetic mean of 3.38, a standard deviation of 1.11, and a percentage of 67.6%, which corresponds to a medium degree of possession. While (the skill of analyzing the external environment) came in the last rank, with an arithmetic mean of 3.29, a standard deviation of 1.12, and a percentage of 65.8%, and with a medium degree of possession.

The high degree of possession of both the skill of preparation and analysis of the internal environment, the skill of implementing the school plan, and the skill of preparing and approving the school plan from the point of view of teachers may be attributed to the knowledge and awareness of the secondary school leaders in the eastern region of the nature of the internal environment of their schools and thus the ease of identifying the strengths, weaknesses, opportunities and threats that may face their educational institutions, in addition to their commitment to Supervisory performance system for school leadership, which among its criteria the building and preparing the school plan and implementing the school plan, as the preparation of leaders for their school plans is often done in the light of improving their previous year performance so that they work to address the shortcomings of the previous plan in order to obtain higher grades when assessed by education offices, which explains the higher degree of possession in those skills, while they may attribute their medium degree of possession to both the follow-up and evaluation skills of the plan school, and analysis of the external environment from the teachers' point of view, that these skills are considered administrative skills specialty that needs in-depth training on its performance, especially with regard to following up and evaluating the plan, analyzing the external factors affecting the school (economic, social, political, technical), and studying the culture of the local community and its impact on the school, in addition, it requires the participation of other elements in its performance, such as external groups with Relevance in the school planning process (parents, local community).

In this context, Ragheb (2011) stresses that the follow-up and evaluation phase of the plan is to verify the implementation of the plan, note any deviations in it, work to avoid them, and search for the causes of deviation by reviewing the plan itself, reviewing the implementation, and external circumstances, as well as evaluating them.

By comparing the achieved results with the goals set in the plan in advance, which requires the availability of good training, and the practice of these steps, which is not

sufficiently available to the leaders of secondary schools in the Eastern Province. These results agree - in part - with the results of the Al-Masry study (2011), which showed that the degree of strategic planning practice by secondary school principals in Gaza governorates in the field of analyzing the school's external environment came in the sixth and last rank.

- **The answer of the second question, its analysis and discussion**

The second question: “**What is the level of the organizational climate in secondary schools in the Eastern Province from the teachers’ point of view?**”

To answer this question, The responses of the study sample to the third section of the questionnaire related to the level of the organizational climate in secondary schools in the eastern region were analyzed from the teachers’ point of view, by calculating the arithmetic means and standard deviations of the dimensions of the organizational climate separately, represented in the dimensions related to the behavior of the educational leader (humanism, role model, production emphasis, aloofness), and dimensions related to teachers’ behavior (disengagement, hinderance, intimacy, affiliation), and then calculated for the questionnaire as a whole, as shown in the following table.

Table (5): Arithmetic means, standard deviations, and percentages of the level of organizational climate in secondary schools in the Eastern Province from the point of view of teachers (n = 523).

Main dimension	Sub-dimensions	Arithmetic mean	SD	Percentage	Level of climate	rank
Dimensions related to the behavior of the educational leader	The second dimension: production emphasis	3.85	1.05	77.0 %	High degree	1
	The third dimension: the role model	3.76	1.15	75.2 %	High degree	2
	Fourth Dimension: Humanism	3.47	1.17	69.4 %	High degree	3
	The first dimension: aloofness	3.43	1.10	68.6 %	High degree	4
General average for the dimensions		3.62	1.11	72.4 %	High degree	
Second: Dimensions related to the behavior of teachers	The third dimension: intimacy	3.65	0.98	73 %	High degree	1
	The fourth dimension: affiliation	3.29	1.17	65.8 %	Medium degree	2
	The second dimension: hindrance	2.80	1.50	56 %	Medium degree	3

Main dimension	Sub-dimensions	Arithmetic mean	SD	Percentage	Level of climate	rank
	The first dimension: disengagement	2.76	1.08	55.2 %	Medium degree	4
The general average for the dimensions related to the behavior of teachers		3.12	1.18	62.4 %	Medium degree	
Total degree of the organizational climate		3.37	1.14	67.4 %	Medium degree	

It is clear from Table (5) that the total level of organizational climate in secondary schools in the Eastern Province from the teachers' point of view was medium, where the general arithmetic mean was 3.37, and with a standard deviation of 1.14, which corresponds to a percentage of 67.4%; The value of the aforementioned arithmetic mean indicates that it falls into the third category of the five-point scale categories; That is, the level of the organizational climate in secondary schools in the eastern region from the teachers' point of view is within the medium level.

The researcher explains these results, which indicate that the level of the organizational climate in secondary schools in the eastern region from the teachers' point of view was medium that the organizational practices and procedures followed by secondary school leaders in the eastern region did not reach the stage of sufficient maturity, and that their concept of organizational climate did not reach desired limit. This may also be due to the poor performance of some secondary school leaders in the Eastern Province in planning for various affairs within their school, and the lack of the skills of analyzing the external environment and implementing the school plan in the right manner "which is what the results of this study stipulated" may have a role in the level of the organizational climate in Secondary schools in the eastern region are at a medium degree, as the external environment with its various economic, social, cultural and other factors has a clear impact on the positive organizational climate, as well as with regard to following up and evaluating any deviation that may occur in the school plan because that deviation would directly affect the behavior of teachers and thus It will reflect negatively on the general school climate, this explains why the dimensions related to teachers' behavior have a medium degree. Therefore, teachers need constant motivation and encouragement, create more competition among them, involve them in decision-making and clarify their responsibilities, with the constant support for improving the school climate in general.

These results are consistent with the results of some previous studies, including the study of Al-Daihani (2013), which showed that the degree of organizational climate in secondary schools in Kuwait from the teachers' point of view was generally medium. It also agrees with the results of Al-Momani's study (2003), which showed that the prevailing organizational climate in Jordanian secondary schools, from the point of view of both principals and teachers, is moderately positive. It also agrees with the results of Al-Jabri's

study (2008), which showed that most of the female faculty members at Umm Al-Qura University have moderately positive attitudes towards the dimensions of the organizational climate. It also appears from the previous table that the general average of the level of the organizational climate in the dimensions related to the behavior of the educational leader in secondary schools in the Eastern Province from the teachers' point of view was high, where the general arithmetic mean was 3.62, and with a standard deviation 1.11 corresponding to a percentage of 72.4%, and all sub-dimensions were high.

Where the second dimension (production emphasis) came in the first rank, with an arithmetic mean of 3.85, a standard deviation of 1.05, and a percentage of 77.0%, followed by the third dimension (the role model) in the second rank, with an arithmetic mean of 3.76, with a standard deviation of 1.15, and with a percentage of 75.2%, followed by the fourth dimension (humanism) in the third rank, with an arithmetic mean of 3.47, and a standard deviation of 1.17, with a percentage of 69.4%, while the first dimension (aloofness) came in the last place, with a mean of 3.43, a standard deviation of 1.10, and a percentage of 68.6%.

The researcher explains the first rank of the dimension of production emphasis that secondary school principals in the eastern region are keen to achieve a high degree of achievement, which contributes to improving the educational process.

These results agree - in part - with the results of both Al-Daihani study (2013) which showed that the focus on production ranked first within the dimensions of the organizational climate in secondary schools in Kuwait from the teachers' point of view, and Al-Salami study (2012), which concluded that the prevailing organizational climate in public intermediate schools in Jeddah from the point of view of its principals and teachers was high in the dimension of humanism.

It is also noted from Table (4-6) that the general average of the level of the organizational climate in the dimensions related to the behavior of teachers in secondary schools in the Eastern Province from the teachers' point of view came (with a medium degree), where the general arithmetic mean was 3.12, and with a standard deviation of 1.18, and a percentage of 62.4%, all sub-dimensions were medium, except for the third dimension (intimacy); Where this (intimacy) came in the first place, with an arithmetic mean of 3.65, a standard deviation of 0.98, a percentage of 73.0%, and a (high degree), followed by the fourth dimension (affiliation) in the second place, with an arithmetic mean of 3.29, a standard deviation of 1.17, and a percentage of 65.8%, followed by the second dimension (hinderance) in the third place, with a mean of 2.80, and a standard deviation of 1.50, and with a percentage (56%), while the first dimension (distance) came in last place, with an arithmetic mean (2.76), a standard deviation (1.08), and a percentage (55.2%). The researcher attributes the advent of the dimension (intimacy) to the first place within the dimensions related to the behavior of teachers, to the nature of social life in the Muslim community, which makes the work community one of the most appropriate areas for the formation of social relations of affection and familiarity, and this increases teachers' feeling of familiarity in the organizational climate in secondary schools in the Eastern region.

These results agree with the findings of the study of Sadiq and Al-Maadadi (2001) that the dominant feature of the school climate prevailing in general education schools for girls in Qatar is the high degree of intimacy among female teachers. While these results

differ - in part - with what was indicated by Al-Salami (2012) that the prevailing organizational climate in public intermediate schools in Jeddah from the point of view of its principals and teachers was high in the dimension of affiliation.

- **The answer to the third question, its analysis and discussion**

The third question stated: "Is there a statistically significant relationship at the level of significance ($0.05 \geq \alpha$) between the extent to which secondary school leaders possess planning skills and the level of organizational climate?"

To answer this question, Pearson Correlation coefficients were used; To reveal the extent of the statistically significant relationship at the level of significance ($\alpha \leq 0.05$) between the extent to which secondary school leaders possess planning skills and the level of organizational climate, the results came as illustrated by the following table.

Table (6): Pearson correlation coefficients of the relationship between the extent to which secondary school leaders possess planning skills and the level of organizational climate (n = 523).

Planning skill	Level of organizational climate										
	Dimensions related to the behavior of the educational leader					Dimensions related to the behavior of teachers					Dimensions as whole
	Alloofness	Production emphasis	The role model	Humanism	Dimensions as whole	Disengagement	Hindrance	intimacy	affiliation	Dimensions as whole	
The skill of initialization and analysis of the internal environment	*0.570*	*0.637*	0.610**	*0.539*	0.674**	0.674**	0.171**	0.416**	*0.590*	*0.507*	0.665**
The skill of analyzing the external environment	*0.521*	*0.649*	0.596**	*0.518*	0.654**	0.654**	0.126**	0.412**	*0.626*	*0.490*	0.644**
The skill of implementing the school plan	*0.594*	*0.684*	0.645**	*0.541*	0.706**	0.706**	0.156**	0.382**	0.590	*0.483*	0.676**
The skill of	*0.622	*0.696	0.673	*0.562	0.731	0.731	0.163	0.401	*0.622	*0.501	0.700

Planning skill	Level of organizational climate										
	Dimensions related to the behavior of the educational leader					Dimensions related to the behavior of teachers					Dimensions as whole
	Aloofness	Production emphasis	The role model	Humanism	Dimensions as whole	Disengagement	Hindrance	intimacy	affiliation	Dimensions as whole	
implementing the school plan	*	*	**	*	**	**	**	**	*	*	**
The skill of following up and evaluating the school plan	*0.622 *	*0.696 *	0.673 **	*0.562 *	0.731 **	0.731 **	0.163 **	0.401 **	*0.622 *	*0.501 *	0.700 **
Total degree	*0.627 *	*0.720 *	0.687 **	*0.586 *	0.750 **	0.750	0.170 **	0.441 **	0.669	*0.544 *	0.731 **

** significant at the level of 0.01

Table (6) shows that there is a positive correlation between the extent to which secondary school leaders possess planning skills (as a whole) and the level of organizational climate (as a whole) at a significance level of 0.01. where the Pearson correlation coefficient between them is 0.731; This indicates that the higher the degree to which secondary school leaders possess planning skills, the higher the level of organizational climate in secondary schools in the Eastern Province.

As it is clear from the previous table, there is a positive correlation between the extent to which secondary school leaders possess each of the five planning skills (the skill of preparation and analysis of the internal environment, the skill of analysis of the external environment, the skill of preparing and approving the school plan, the skill of implementing the school plan, the skill of following up and evaluating the school plan) , and the level of the (total) organizational climate at the level of significance 0.01. where the Pearson correlation coefficients between them were(0.665, 0.644, 0.676, 0.700, 0.700), respectively; Which indicates that the higher the degree to which secondary school leaders possess the planning skills (the skill of preparation and analysis of the internal environment, the skill of analyzing the external environment, the skill of preparing and approving the school plan, the skill of implementing the school plan, the skill of following up and evaluating the school plan), the higher the level of the organizational climate in secondary schools in the Eastern region.

It is also clear from the above table that there is a positive correlation between the total extent to which secondary school leaders possess the planning skills as a whole, and the total degree of the dimensions related to the behavior of the educational leader at the level of significance of 0.01 where the correlation coefficient was 0.750, as well as between

the total extent to which secondary school leaders possess the planning skills as a whole, and each of the sub-dimensions of the educational leader's behavior (aloofness, production emphasis, role model, humanism), at the level of significance 0.01. where the correlation coefficients amounted to 0.627, 0.720 0.687,0.586 respectively, which are high correlation coefficients that indicate a direct correlation between secondary school leaders' possession of planning skills, and the level of organizational climate in the dimensions related to the behavior of the educational leader, so that there is a reciprocal relationship between the level of the organizational climate in the dimensions related to their behavior as educational leaders, including (aloofness, production emphasis, role models, humanism).

It is also clear from the above table that there is a positive correlation between the total extent to which secondary school leaders possess planning skills as a whole, and the total degree of the dimensions related to teachers' behavior at a significance level of 0.01. where the correlation coefficient is 0.544, as well as between the extent of Secondary school leaders' possession of planning skills as a whole, and each of the sub-dimensions of teachers' behavior (disengagement, hinderance, intimacy, affiliation), at the level 0.01 significance, where the correlation coefficients amounted to 0.750, 0.170, 0.441. 0.669respectively. They are high correlation coefficients indicating that there is a direct relationship between secondary school leaders' possession of planning skills and the level of organizational climate in the dimensions related to teachers' behavior, so that there is a reciprocal relationship between them. Related to teachers' behavior, especially regarding the dimensions of disability and familiarity for their statistical significance.

The researcher explains these results that there is a statistically significant relationship at the significance level ($\alpha \leq 0.05$) between the extent to which secondary school leaders possess planning skills and the level of organizational climate in secondary schools in the Eastern Province, that school leaders possess basic skills within their administrative functions; Such as planning skills (the skill of preparation and analysis of the internal environment, or the skill of analyzing the external environment, or the skill of preparing and approving the school plan, or the skill of implementing the school plan, or the skill of following up and evaluating the school plan) that would reflect positively or negatively on the prevailing atmosphere within their schools.

The degree to which those leaders possess planning skills, especially when the goal of planning is to achieve adaptation to the changing environment, and to achieve harmony between the organizational goals of those schools, and the goals of their teachers, which is reflected in the behavior of the educational leader himself (aloofness, production emphasis, role models, Humanism), as well as teachers' behavior (distancing, disability, familiarity, affiliation). The previous results are consistent with what is stated in the educational literature, where Atwi (2014) stated that school planning helps to organize the available capabilities and provide the necessary organizational conditions and climate in order to achieve the desired goals. Al-Qaryouti (2012) also emphasized that the organizational climate reflects the interaction between the personal and organizational characteristics of leaders in the organization. Fleeh and Abdel-Majeed (2005) also indicated that there is a relationship between other organizational traits and behaviors and the climate that is produced in the organization, which has a significant impact on the behavior of employees. These results also agree - to some extent - with what Al-Jabri study concluded (2008) that

there is a positive relationship between the organizational climate and the administrative skills of the vice-deputies of academic departments at Umm Al-Qura University, and that the organizational climate with its various elements was affected by the level of administrative skills.

4. Conclusion

This study aimed to identify the extent to which secondary school leaders have planning skills in the Eastern Region and to determine the level of organizational climate in these schools from the perspective of the teachers. In addition to verify the presence of statistically significant relationship at ($\alpha \leq 0.05$) between the extent to which secondary school leaders have planning skills and the level of organizational climate. To achieve these objectives, the correlative descriptive approach was used, and the study sample included 523 secondary school teachers in the Eastern Region, which represent 16.4% of the total population. The extent to which secondary school leaders have planning skills in the Eastern Region from the perspective of teachers was medium, with an arithmetic mean of 3.40 and 68% percentage. The level of the organizational climate in secondary schools in the Eastern Region from the perspective of teachers of the teachers was medium, with an average of 3.37 and a percentage of 67%. There was a positive correlation between the extent to which the high school leaders had planning skills and the level of organizational climate at the 0.01 significance level, where the Pearson correlation between them was 0.731.

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