



Identifying The Participatory Leadership Practices Of Primary School Leaders In The City Of Jubail And Ways To Develop It

Bushra H. Zaila, College of Education, Imam Abdulrahman Bin Faisal University, P.O. Box 1982, Dammam, Saudi Arabia bushra_hz@outlook.com

Maha B. Bin Bakr Associate Professor, Educational Leadership & Policy Studies, College of Education, Imam Abdulrahman Bin Faisal University, P.O. Box 1982, Dammam, Saudi Arabia mbakr@iau.edu.sa

Abstract: The current study aimed at identifying the participatory leadership practice degree among female primary school leaders in Jubail and discovering the suggested ways to develop it from the teacher's perspective. Also, it aimed at detecting the statistically significant differences at the significance level ($\alpha \leq 0.05$) in the degree of participatory leadership practice of primary school leaders in Jubail, attributable to the variables of years of experience and scientific qualification. The study population encompassed (711) female teachers of the government sector's primary school in Jubail, while a study sample consisted of (91) female teachers, the questionnaire was distributed to them, (75) were retrieved from them. This number represents the sample of the study that has undergone statistical analysis. The descriptive method was used in order to achieve the study's objectives. The main findings of the study showed that the degree of the teachers' responses to all dimensions of participatory leadership was very high, with an overall average of (4.50). The dimensions of the study were in the following order: First of all, outreach and communication dimension with an average of (4.61), followed by delegation of authority dimension with an average of (4.51), and finally participation in decision-taking dimension with an average of (4.37). Furthermore, the results demonstrated that there were no statistically significant differences in the degree of participatory leadership practice of female primary school leaders in Jubail, attributable to variables in years of experience and scientific qualification. Jubail primary school teachers' approval of the suggested ways that contribute to the development of participatory leadership was very high, averaging (4.56). The study concluded a number of recommendations, including the following: Disseminating the culture of participatory leadership among school leaders and providing them with a sound scientific approach to be followed by the Ministry of Education and educational

management offices. It is hoped that the Ministry of Education will alleviate the stalemate of regulations and laws in schools.

Keywords: Participatory leadership, Delegation of authority, Outreach and communication, Participation in decision-taking, School leaders.

Introduction

In most countries, school leadership has a critical and significant role as it manages one of the most significant institutions in the world, namely the school, which is essential to comprehensive development. The school next to the family is one of the most significant institutions that supports the upbringing of students and helps them to direct their energies and develop their skills to rise a conscious generation that drives development. The rapid transformations that we are witnessing in this time in various institutions have posed great challenges to the leaders of the 21st century. So, it has become their responsibility to successfully address those challenges in complex competitive environments, to benefit from them as much as possible, and to direct them for the benefit of individuals and groups.

Having competent leaders who deal with these challenges has become essential for organizations to guide employees towards hard work and achievement (Al-Ajmi, 2020). The success of organizations in achieving their objectives and mission is related to the manner and method in which the leader manages this organization, the leadership and personal qualities and skills s/he possesses, which s/he must employ in creating an environment that helps raise productivity and contributes to achieving the desired objectives of the organization (Al-Ajmi, 2020). Therefore, it is imperative to have a modern, conscious, wise and effective school leadership to achieve the desired objectives (Al-Dajani, 2019). Contemporary school leadership requires leadership patterns that are capable of looking forward to the future, and capable of dealing with any variables very consciously as it is considered an important and effective element in the success of the school. Effective leadership has a great impact on the behavior of teachers and students towards discipline, commitment, belonging to the school in which they work and work to achieve its desired goals. Based on the tenets of leadership, it should be based on the spirit of innovation, change, influence and participation, as dictated by economic, social and political circumstances and variables (Al-Dajani, 2019).

The success of the major organizations of all kinds and activities is undoubtedly not only the product of the leaders' efforts, but the subordinates have an essential role to play in this success. As the subordinate needs the support and guidance of his/her boss, s/he can support his/her boss by providing new ideas or important information about various organizational issues, which helps to take the necessary

measures to address them (Kasasbeh and Al-Faouri, 2010) Consequently, a number of modern leadership patterns have emerged, according to researchers' perspectives and leadership theories, such as inspirational, interactive, reciprocal, transformative and participatory pattern (Darwish, 2019).

Participatory leadership is one of the modern topics in educational management science that has started to increase in interest at the present time. In this pattern, subordinates participate in choosing high-value goals and the leader more cooperative, interactive and influential within the educational institution, which has a positive impact on his/her employees. This contributes to raising their level of performance, stimulating their enthusiasm, making every effort to achieve the desired goals, and increasing their satisfaction with the working environment (Abu Madigm, 2021). The participatory leadership is based on the relationship between the school principal and teachers by participating in the leadership processes of decision-taking, administrative communication, performance evaluation and motivation to achieve the desired educational goals (Al-Dajani, 2019).

Through it, subordinates are consulted and involved, not only in studying problems, but also in taking decisions. To put it another way, it applies decentralization not centralization in decision-making. Further, it relies on training subordinates to take responsibility, taking their hand in the path of administrative growth (Al-Mukhlafi, 2021).

Participatory leadership is based on several dimensions that constitute the most important practices for applying this type of leadership in school administration, the most important of which are participation in decision-taking, activation of human relations, and delegation of authority (Al-Jahmi, 2020). Delegation of authority means the transfer of authority to perform certain acts and tasks from supervisors and leaders to assistants and subordinates, and the necessary decisions to correct such performance (Radwan, 2013). Al-Rajhi's study (2021) showed that delegation of authority makes it possible to facilitate decision-taking at its most appropriate level, while Al-Shammari's study (2021) recommended greater delegation of powers to school staff within their mandated tasks. Pedagogical studies also recommended the participation of school principals with their teachers in decision-taking, in matters related to schoolwork that increases their morale and job satisfaction, reflecting positively on teachers' performance and improving the educational process (Al-Ghamdi, 2020); (Al-Dekeh, 2021).

Given the importance of participatory leadership in the development of educational work, the current research aims at identifying the degree of participatory leadership practice of primary school leaders in Jubail and ways to develop it from the teachers' point of view.

Statement of the Problem

Under increasingly complex circumstances, school leaders need to involve staff in their views and suggestions for everything that is advantageous to the school and themselves. Additionally, they must participate in all stages of the decision-making process; teachers are now more aware and informed about the most recent developments. To achieve the intended educational objectives, the participatory leadership is based on the participation of the school principal for teachers in all leadership processes (Al-Dajani, 2019). This is confirmed by several studies, such as Al-Barqi (2021), Al-Ajmi (2020) and Tayfour (2020), which recommended the importance of school leaders adopting the direction of participatory leadership as it plays a positive role in achieving the school objectives. Abu Nasser's study (2020) found a positive relationship between participatory leadership and Professional growth of employees, while the results of Al-Ajmi study (2020) showed a significant relationship between participatory leadership and the level of achievement motivation among teachers. Darwish's study (2019) showed a relationship between leaders' practice of participatory leadership and the effectiveness of decision-taking of all types. Al-Khasawneh study (2019) also showed that there is a correlation between between the practice of public education school leaders for participatory leadership and the level of administrative creativity of teachers.

Despite the follow-up of studies that showed the importance and benefits of practicing participatory leadership, deficiencies in the practice of participatory leadership were observed among school leaders in several studies, such as Al-Shammari (2020), Darwish (2019), Al-Omari (2019), Al-Mahraj (2018) and Abu Madigm (2021). The results were intermediate in the practice of participatory leadership among school principals. The current research was therefore designed to determine the degree of participatory leadership of female primary school leaders in Jubail and how to develop it. The problem of the study seeks to answer the following questions:

1. What is the degree of participatory-leadership practices of female leaders at the primary-schools in the city of Jubail from the participants' perspectives?
2. Is there a statistically significant difference at the indicative level ($\alpha \leq 0.05$) in the degree of participatory-leadership practices of primary-school leaders based on the variables (years of experience, educational qualification)?
3. What are the suggested ways to develop participatory-leadership practices among primary-school leaders in Jubail from the participants' point of view?

Significance of the Study

First: Theoretical Importance

1. This research has gained its importance from the field it deals with. It pursuing a contemporary direction of leadership, namely participatory leadership.
2. It is envisaged that the research will help diagnose the current reality of participatory leadership practice in primary schools in Jubail.
3. The research is expected to detect ways of developing participatory leadership practices in primary schools in Jubail.

Second: Applied Importance

1. It is hoped that the findings of the current study will be useful to administrative leaders and decision makers in the Ministry of Education and the Education Department in Jubail in order to evaluate the degree of participatory leadership practice of primary school leaders in Jubail city, and to take everything that will contribute to raising the level of participatory leadership practice because of its many benefits and effects, such as contributing to building junior leadership and increasing responsibility.
2. It is hoped that the results of this study will help researchers to conduct subsequent studies.
3. It is hoped that the results of this study will benefit school principals in developing their leadership skills.

Limitations of the Study

1. **Objective Limit:** The study was restricted to exploring the participatory leadership practice degree of female primary school leaders in Jubail and ways of developing it.
2. **Human Limit:** The research was limited to primary school teachers in Jubail.
3. **Spatial Limit:** The research was limited to primary schools in Jubail.
4. **Time Limit:** The study is applied in the academic year 2021.

Literature Review

Participatory Leadership Concept

One of the directions of contemporary educational leadership is participatory leadership which encourages employees to feel confident in themselves (self-confidence); it leads them also to take on responsibility and achieve the objectives of the group (Al-Shammari, 2020). Participatory leadership refers to one of the forms of

democratic leadership; it is a leadership that practices the cooperative form by a group of employees, so that none of them is a regular leader, or even permanently irregular leader. In other words, participatory leadership is a cooperative and joint work, referring not only to the leader's cooperative method of leading a group; rather, it is a cooperative method in which the group is keen to distribute responsibilities to maintain interaction (Salim and Shaqran, 2021). Furthermore, participatory leadership allows employees to participate in making and taking decisions related to work. The leader adopts decentralization not centralization, the delegation of some of his/her powers to employees, in proportion to the responsibilities given. Participatory leadership adopts an effective communications system, and it is keen to motivate employees and invest their creative and innovative abilities. It is worth mentioning that it relies on training subordinates to take responsibility and takes them in the path of administrative growth (Al-Mukhlafi, 2021); (Lahloub and Al-Sarayrah, 2012).

Among the most important objectives of participatory leadership, agreed upon by many previous literatures are Al-Buqmi (2018); Al-Barqi (2021); Harb (2019); Salim and Al-Shaqran (2021); Al-Shammari (2021); Al-Usaimi and Al-Qurashi (2021); Al-Omari (2019); Al-Hindi (2019):

- Developing administrative leaders in the lower grades and creating an environment that keeps pace with the developments of the leadership world.
- Instilling the spirit of familiarity, brotherhood and cooperation among employees, raising their morale, which helps improve human relations within the institution, providing a more effective solution to the organizational conflict, and reducing the number of grievances or complaints.
- Rationalizing the decision-making process and improving its quality by allowing employees to express their views, contributing and discussing their suggestions. Thus, participatory leadership becomes more acceptable.
- Obtaining highly efficient productivity of employees.

Some of the benefits of implementing participatory leadership can be derived through the analysis of some previous studies and literature, Al-Hajeej (2019); Darwish (2019); Al-Shammari (2020); Tayfour (2020); Mayouf (2020); Al-Hindi (2019). They can be summarized in the following points:

- It helps to clarify the vision. Participatory leadership provides an open environment for dialogue between the leader and his/her subordinates, which in turn leads to a clear understanding of policies, objectives, programs and decisions.

- It is an incentive for employees to participate in the development of the organization as it helps to overcome employees' resistance to any change in their working conditions.
- Satisfying the moral needs of employees, which contributes to reducing tardiness, turnover and absenteeism.
- It increases the responsibility of employees, which helps reduce the burden on the leader and develop the junior (lower) leaders in the organization.

The Dimensions of Participatory Leadership

It was found that previous literature and studies differ in their determination of the dimensions of participatory leadership. Some studies have determined them in three dimensions, such as Al-Hajeej study (2019); Al-Shammari (2020); Al-Ajmi (2021); while some have identified them in four dimensions, such as Tayfour (2020); Al-Juhani (2020); Al-Shammari and Luqan (2018). However, it has been noted through the analysis of theoretical literature and previous studies that the content is close, whether it is based on three or four dimensions. Some of them studied outreach and communication separately in two dimensions: Human Relations, Communication and Information Building, such as Al-Shammari study (2021) and Al-Juhani study (2020). After that, the dimensions became four, as follows: Participation in Decision-Making Dimension; Delegation of Authority Dimension; Human Relations Dimension; Communication and Information Building Dimension. These dimensions are explained in detail below:

A. Participation in Decision-Making

The concept of decision-making has been of exceptional importance in various fields and administrative activities, as it mainly contributes to enabling the institution to continue to conduct its activities with high administrative efficiency (Al-Shammari, 2018). Decision is the core of the administrative process. Hence, the decision-making, taking, and implementing process is ongoing processes related to all management functions (Al-Shammari, 2021). The decision-making process is no longer individual for the manager; rather, it has become common for the manager to turn to specialists to ask them for advice and exchange views with them before issuing his/her decisions (Al-Ghamdi, 2020).

Decision taking has been defined as an intellectual and substantive work that seeks to choose the most appropriate alternative among multiple alternatives available to decision taker, by differentiating between them using criteria that serve that, consistent with the internal and external circumstances facing decision taker (Al-Usaimi, 2021), while participation in decision-taking was defined as: The process of participating the leader with his/her subordinates is based on

presenting problems, exchanging views and dialogue to choose a suitable alternative to achieve the desired goal (Al-Jahmi, 2020). Al-Rajhi (2021) noted that participation in the decision-taking process makes the decision taken more stable and acceptable to employees, so they implement it with great enthusiasm and sincere desire. It also achieves mutual trust between the leader and his/her subordinates, helps raise the morale of employees, and satisfies the need for respect and assertiveness.

B. Delegation of Authority

Delegation is essential in the institution's management. Due to the increased burdens on the leader and the difficulties resulting from the combination of administrative and technical tasks; therefore, it has become necessary to pay attention to the technical role of the leader by reducing the administrative burden through her/his delegation of authority (Harb, 2019). As no one can fulfill a complex set of obligations within a specific organized structure of responsibilities for the management of the institution (Al-Hajeej, 2019). Therefore, the leader can delegate the tasks, whether to an individual or to a group of employees (Osako, 2018) to exercise them without reference to him/her, while remaining his/her responsibility these competencies, Al-Juhani (2020).

Harb (2019), Al-Juhani (2020), Al-Shammari (2021) and Tayfour (2020) agreed on several benefits of delegating authority, such as saving the necessary time for the leader to perform strategic tasks related to planning and decision-making, building a positive relationship between the leader and his/her subordinates, enhancing the confidence of subordinates in themselves in expressing their views, submitting proposals, investing their skills and abilities, and motivating subordinates to provide initiatives and acquire skills to develop self-abilities.

The study of Al-Shammari (2021), Radwan (2013) and Osako (2018) indicated that in order for the delegation process to succeed, the authorized person must be able to obtain the necessary resources and cooperation to successfully complete the assigned task. It is also necessary to clarify the work that will be delegated and the requirements for its performance, to determine the functional skills and abilities required to carry out such work, to study and to analyze the expectations and prospects of the results of the delegation and any defect or failure that may result in the performances of the work to be delegated and assign others to perform it, and to follow up and measure the performance of individuals to whom business authority and functions have been delegated. School leaders should accept the mistakes of the delegated individuals. They should inform them of their mistakes and how to avoid them. It is worth mentioning that the leader is the first and last responsible for the tasks, works, and powers he has delegated to subordinates.

C. Human Relations

Human relations are the core of administrative work. They are part of the Department of People and Groups' Affairs. Whenever a leader cares about human relations, the employees will respond and implement his/her decisions. Hence, we can easily understand that the main goal of human relations in management is about reconciling between the satisfaction of the human demands of employees and the achievement of institution's objectives (Al-Muntashari, 2018, Al-Usaimi, and Al-Qurashi, 2021).

Al-Khawaldeh (2021) defined it as the process of integrating individuals into work situations that prompts them to work together as a cooperative productive group, while ensuring psychological, social and economic satisfaction. Its objective is to make individuals productive and cooperative through common tendencies and to obtain satisfaction by developing and consolidating their relationships with each other. The study of Al-Khawaldeh (2021), Al-Shammari (2018), Tayfour (2020), Abdul Mohsen (2021), Al-Usaimi, and Al-Qurashi (2021) also agreed on the need to pay attention to human relations in the work environment because they reduce negative behaviors, such as courtesies that cause negligence of work, alleviate excessive work mechanism and routines (routine methods) that make work heavy and boring, ensure mutual respect, offer ways of cooperation between management and employees, build bridges of trust with subordinates, help individuals integrate with society, laws and regulations, and other positive effects that affect the individual motivations of employees in an atmosphere of mutual understanding and trust, and increase their job satisfaction and their affiliation with the organization in which they work.

D. Communication and Information Building

Communication is a fundamental and vital process in any institution to achieve its desired objectives. Because it is a continuous process that does not stop at a stage, it is the basis for the success of planning and organizing functions. It supports the process of making successful, effective and rational decisions, especially those related to coordination, follow-up, oversight and evaluation (Al Qahtani, 2021).

Isaac (2021) defined it as the process used by the organization, managers or employees to provide information to other parties. Abu Al-Yazid (2021) defined it as the process of transferring and exchanging ideas and information between the employees of the institution with each other, as well as between its administrations and departments in different directions, which take place across the various administrative levels within the institution's organizational structure. Therefore, it is worth mentioning that effective communication, such as directing employees to what to do and how to do it, no more, no less, and obtaining data and information about work and employees. In addition to ensuring interaction and mutual exchange of the

various activities of the institution with clarification of policies, instructions, and decisions within the institution (Jannad, 2020).

Requirements for the Successful Implementation of Participatory Leadership

In the light of reviewing a number of literature and pedagogical studies, Hajeej (2019); Harb (2019); Darwish (2019); Al-Shammari (2020); Tayfour (2020); Abu Nasser (2020); Mayouf (2020), the requirements for successful participatory leadership can be drawn in the following points:

- Leaders and employees are aware of the concept of participatory leadership and its importance so that the effects of its implementation and the benefits for themselves and for the organization as a whole become clear.
- Relying on encouragement and persuasion with employees, staying away from punishment and intimidation while providing a guarantee and safety factor. In other words, the employees feel guaranteed against the arbitrariness of the administration. They have the right to participate without being afraid of the mistakes that affect them, or affect their future career.
- Availability of a high degree of mutual trust between employees themselves, on the one hand, and between the employees and the management, on the other hand, so that a climate is created to make it valid and appropriate for openness and understanding.
- Providing employees with basic and necessary data and information, so that individuals can study and analyze them and identify alternatives, based on them, in order to make valuable decisions about them, in addition to helping them understand and recognize all the positive aspects of participation.
- The institution should have educational independence, especially in the field of delegation of authorities and powers and equal authority with responsibility. The participatory leader delegates certain duties and tasks to employees, in accordance with their preparations, abilities and experience.

Participatory Leadership Implementation Obstacles

Despite the advantages and significance of participatory leadership, which encourage leaders to apply it, it may run into difficulties that prevent the success of its implementation. These obstacles, which were agreed upon by Al-Hajeej (2019), Darwish (2019), Al-Hindi (2019), Al-Mukhlafi (2021) and Mayouf (2020), can be drawn as follows:

A. Institutional Obstacles: As the regulations and policies of the institution that stem from its prevailing culture of a system of values and norms that reflect themselves on the institutional environment in general. If these values make employees mere subordinate or considered the employee who asks and criticizes a lot as: “Troublemaker”, this will lead to the frustration of the participatory pattern. In addition, the size of the institution has a negative role. That is, it becomes more difficult for employees to participate if the institution is larger in size. Also, the centralization of the institution that obliges employees to follow the rules and regulations by the higher authorities makes them feel frustrated while working as they have no opportunity to express their opinions or show their skills.

B. Personal Obstacles: Whether leaders or employees, their lack of understanding of participatory leadership practices and their lack of awareness of its importance. Some leaders have a natural tendency to retain authority and responsibility in schools, while some of them who are afraid of delegating the powers and responsibilities to employees. In addition to the lack of high competencies among staff; they are not qualified and are not able assume responsibility. Some employees believe that giving them new responsibilities, even if they are granted some powers, is an additional burden because they believe that their role in school is merely to perform the tasks assigned to them.

Since participatory leadership has a positive impact on individuals and their participation in all steps of work, starting with participation in decision-making and ending with evaluation, as well as the training of workers to take decisions and implement them. Therefore, efforts must be made to eliminate the obstacles that prevent them from succeeding in participatory leadership.

Methodology

A. Population and Study Sample

According to official statistics issued by the General Directorate of Education in the Eastern province 2021, the study population encompassed of all full-time female teachers (n=711) at primary schools in public education, affiliated to the governmental sector in Jubail. The study involved a random sample approach, with a sample size of (n = 91) according to Morgan 's schedule. A survey research design was used to collect the data. Voluntary participation, data confidentiality, data security was all guaranteed.

The questionnaire was distributed via e-mail and (75) usable responses was retrieved representing (82.4%) response rate. Their data were distributed in two

demographic factors (educational qualification and years of experience). Those with bachelor's degree accounted for the highest percentage (76%), while those who held the master's degree or PHD got (24%). With respect to the variable years of experience, members of the sample with 10 years of experience and more got (61.3%), followed by 5 to 10 years of experience (34%) and finally less than 5 years of experience (4%).

B. The Tool of the Study

A questionnaire was developed by reference to a number of studies as follows: Study of Al-Barqi (2021); Al-Jahmi (2020); Al-Khasawneh (2019); Al-Shammari and Luqan (2018); Al-Ajmi (2020); and Al-Mayouf (2020). The questionnaire was designed according to the following steps:

1. Preliminary preparation of the study tool paragraphs by reviewing research and theoretical and field studies on participatory leadership in primary schools, after that they were validated by specialists in the field.
2. The tool of the study consisted of 3 parts:

Part 1: It contains the demographic characteristics of the study sample members, including: Scientific qualification and years of experience.

Part 2: It is to identify the degree of participatory leadership practice among primary school leaders in Jubail. It includes 20 phrases spread over 3 dimensions, as follows:

The First Dimension: It consists of (5) phrases from paragraph (1-5). It aims at identifying the degree of practice of female primary school leaders in Jubail for the participation of female teachers in decision-making.

The Second Dimension: It consists of (8) phrases from paragraph (6-13). It aims at identifying the degree to which primary school leaders delegate tasks and powers to female teachers.

The Third Dimension: It consists of (7) phrases from paragraph (14-20). It aims at identifying the degree of outreach and communication between primary school leaders in Jubail and female teachers.

Part 3: It aims at revealing the ways that contribute to the development of participatory leadership of primary school leaders in Jubail from the point of view of primary school teachers. It consists of (10) phrases from paragraph (1-10).

The respondents were requested to show the degree to which they agree/disagree using a five point, Likert-type scale (very high, high, Neutral, low, very

low), with the items regarding the level of participatory-leadership practices among the school leaders. Through the use of descriptive statistics, the extent of the approval/response scores of the five-point scale has been classified based on the following formula: $\text{Range} = \text{greatest value in the arithmetic average} - \text{lowest value in arithmetic average} / \text{number of scale responses} = (5-1) / 5 = 0.80$.

Validity and reliability

The instrument was tested for its validity and authorized by a group of experienced professors in the field. Cronbach's alpha is used to examine the internal consistency of the instrument, and was used as a good indicator of reliability for the sections of the instrument. The Pearson Correlation is another acceptable indicator of the validity of the questionnaire. All correlation coefficients of the phrases (items), consisting of the dimension of the participatory command section, were positively associated at a level of statistical significance (0.01). Thus, it is clear that there is a high degree of internal consistency of the axes and dimensions of the study. The stability coefficient (Cronbach's alpha) was used to test the stability of the axes. It was found that the values of the Cronbach's alpha coefficient of the study variables were high, ranging from the stability coefficient to ($\alpha = 0.97$) and a stability coefficient ($\alpha = 0.86$). The total stability of the instrument was ($\alpha = 0.94$). It is clear that this scale has psychometric properties because its results are veracious and reliable.

Data analysis

The researchers used the SPSS Statistical package to analyze the data gathered from the participants, mean scores and standard deviations were computed for responses to each item on the instrument. To test for significant differences among variables, Mann-Whitney test was conducted for the two-category variable (academic qualification), and Kruskal-Wallis test was conducted for the variables of more than two categories (years of experience).

For interpretation purposes, the rating was segmented into five categories: very high were those whose rating among the items pertaining to a certain category of involvement averaged at least 4.50. Averages of (3.50–4.49) indicate teachers who high level of agreement, and averages of (2.50–3.49) indicate teachers who are neutral; averages of (1.50–2.49) indicate teachers who disagree, and averages less than 1.50 indicate teachers who strongly disagree.

Results

Q1: What is the degree of participatory-leadership practices of female leaders at the primary-schools in the city of Jubail from the participants' perspectives?

In response to the above question, descriptive statistics for the participatory leadership axis and its three dimensions were calculated by calculating the average, standard deviation, and degree of response, as shown in Table (1).

Table (1): Descriptive statistics to the degree of participatory-leadership practices among female leaders of primary schools in Jubail (N= 75).

Dimension	Average	standard deviation	degree of response
Outreach and communication	4.61	0.62	very high
Delegation of authority	4.51	0.58	very high
Participation in decision-taking	4.37	0.80	very high
Participatory leadership as total	4.50	0.61	Very high

Table (1) shows the total average of the participatory leadership scale, with an average of (4.50) and a standard deviation of (0.61) where the average score was between the range (4.21-5) and the response degree was very large in the five-scale (1-5). The average responses of female teachers on all dimensions were very high, in the following order: First, outreach and communication dimension, with an average of (4.61), followed by the delegation of authority dimension, with an average of (4.51), and finally participation in decision-taking dimension, with an average of (4.37).

A. Participation in Decision-Making Dimension

Descriptive statistics for the dimension of participation in decision-making were calculated by calculating the average, standard deviation, response degree and grades, as shown in Table No. (2).

Table (2) shows that practices related to the decision-making dimension came with an average of (4.37), a standard deviation of (0.80), and a response degree (very large). We also note that all phrases received a very high response degree.

Table (2): Descriptive statistics to respondents' view on the "decision-making" practices of primary school leaders (N =75).

Item	Average	Standard deviation	Degree of response
The school leadership encourages teachers to express their opinions and suggestions that contribute to the development of work	4.60	0.72	very high
School leadership benefits from teachers' experiences in decision-making	4.43	0.87	very high
The school leadership takes decisions in partnership with the teachers	4.33	0.92	very high
The school leadership provides the opportunity for teachers to participate in the development of the school's strategic plans	4.25	0.96	very high
School leadership involves teachers in making important school decisions	4.23	1.03	very high
Overall average	4.37	0.80	very high

B. Delegation of Authority Dimension

Descriptive statistics for the delegation of authority dimension were calculated by calculating the average, standard deviation, response degree and grades, as shown in Table No. (3).

Table (3) shows that practices related to the authority dimension came with an average of (4.51), a standard deviation of (0.58), and a response degree (very large). We also note that all phrases received a very high response degree, with the exception of the phrase "The school leadership delegates some of its routine tasks to female teachers" which got a big response degree.

Table (3): Descriptive statistics to respondents' view on the "delegation of authority" practices of primary school leaders (N = 75).

Items	Average	Standard deviation	Degree of response
School leadership enhances teachers' sense of responsibility	4.83	0.53	very high
The school leadership instills self-censorship in the hearts of the teachers	4.73	0.60	very high
The school leadership is keen on training and developing the professional skills and capabilities of teachers	4.65	0.78	very high
The school leadership provides the teachers with the information necessary to accomplish their assigned tasks	4.56	0.72	very high
The school leadership grants teachers sufficient powers to accomplish their tasks	4.52	0.88	very high
The school leadership benefits from the teachers' experiences in delegating to them various tasks	4.44	0.92	very high
The school leadership distributes administrative tasks according to the abilities and tendencies of the teachers	4.39	1.04	very high
The school leadership delegates some of its routine tasks to teachers	3.99	1.43	very high
Overall average	4.51	0.58	very high

C. Communication Dimension

Descriptive statistics of the outreach and communication dimension were calculated by calculating the average, standard deviation, response degree and grades, as shown in Table No. (4).

Table (4): Descriptive statistics to respondents' view on the "communication" practices of primary school leaders (N = 75).

Items	Average	Standard deviation	Degree of response
The school leadership depends on the open-door policy in its communication with the teachers	4.75	0.66	very high
School leadership enhances teachers' confidence in their abilities	4.69	0.64	very high
The school leadership raises the morale of the teachers and appreciates their achievements	4.65	0.65	very high
The school leadership encourages teachers to work together	4.65	0.71	very high
The school leadership participates the teachers in their social events	4.64	0.75	very high
The school leadership supports teachers in their emergency conditions	4.57	0.79	very high
The school leadership accepts criticism and considers it an opportunity for development	4.32	1.24	very high
Overall average	4.61	0.62	very high

We note from Table (4) that the practices related to the "communication dimension" got the highest average of (4.61), a standard deviation of (0.62), and a response degree of (very large). We also note that all phrases received a very large response degree.

Q2: Is there a statistically significant difference at the indicative level ($\alpha \leq 0.05$) in the degree of participatory-leadership practices of primary-school leaders based on the variables (years of experience, educational qualification)?

Table (5) results indicate that there are no significant differences in participatory-leadership practices based on the educational qualification dimension. The level of significance (0.05) for all dimensions.

Table (5): Mann Whitney test to reveal the significant differences in participatory-leadership’s dimensions according to the “educational qualification” of the participants.

Dimensions	Groups	Number	Average of the ranks	Sum of the ranks	U value	Z value	Level of significance
Participation in decision making	BA	57	36.38	2073.50	420.50	-1.21	0.23
	Master's degree and above	18	43.14	776.50			
Delegation of authority	BA	57	36.49	2080.00	427.00	-1.11	0.27
	Master's degree and above	18	42.78	770.00			
Communication	BA	57	36.89	2102.50	449.50	-0.87	0.39
	Master's degree and above	18	41.53	747.50			
Overall Participatory leadership	BA	57	36.01	2052.50	399.50	-1.43	0.15
	Master's degree and above	18	44.31	797.50			
statically significant at 0.01**							
statically significant at 0.05*							

It may be concluded, that most respondents witnessed similar levels of participatory-leadership practices among their supervisors regardless of their own educational qualification.

The results of Table (6) indicate that there are no significance differences in participatory leadership degrees and dimensions, depending on the different years of experience, where the value of the Chi-Square significance is greater than the level of 0.05. It may be concluded, that most respondents witnessed similar levels of participatory-leadership practices among their supervisors regardless of their own years of experience.

Table (6): Kruskal-Wallis test to reveal the significant differences in participatory-leadership’s dimensions according to the “years of experience” of participants.

Dimensions	Groups	Number	Average of the ranks	Chi square	Level of significance
Participation in decision making	Less than 5 years	3	42.67	0.26	0.88
	From 5 years to 10 years	26	36.79		
	10 years and more	46	38.38		
Delegation of authority	Less than 5 years	3	34.33	0.54	0.77
	From 5 years to 10 years	26	35.98		
	10 years and more	46	39.38		
Communication	Less than 5 years	3	24.50	1.68	0.43
	From 5 years to 10 years	26	37.12		
	10 years and more	46	39.38		
Overall participatory leadership	Less than 5 years	3	33.00	0.56	0.76
	From 5 years to 10 years	26	36.12		
	10 years and more	46	39.39		
statically significant at 0.01** statically significant at 0.05*					

Q3: What are the suggested ways to develop participatory-leadership practices among primary-school leaders in Jubail from the participants’ point of view?

In response to the above question, descriptive statistics were calculated for the axis of the suggested ways that contribute to the development of participatory-leadership practices from the point of view of the participants, by calculating the average, standard deviation, and response degree, as shown in Table (7).

Table 7: Descriptive statistics of the responses to the proposed ways that contribute to the development of participatory-leadership.

Statement	Average	Standard deviation	Degree of response
Encouraging teamwork and committees	4.80	0.57	very high
Creating an incentive system to raise school leaders to implement participatory leadership	4.63	0.67	very high
Providing the funding needed for successful implementation of participatory leadership in schools	4.61	0.73	very high
Creating training programs that keep pace with contemporary administrative challenges	4.61	0.71	very high
Encouraging initiatives of innovative ideas, and challenging the status quo	4.60	0.77	very high
Following a sound scientific approach in the application of participatory leadership	4.55	0.79	very high
Providing professional development programs for teachers in leadership and communication training...	4.49	0.86	very high
Getting rid of stagnant regulations and laws in schools	4.45	0.99	very high
Participation of teachers in the performance evaluation process	4.25	1.09	very high
Overall average to suggested ways to develop participatory leadership	4.56	0.63	Very high

Table (7) shows the overall average for the scale of the ways that contribute to the development of participatory leadership, reaching (4.56), with a standard deviation of (0.63). The average of all suggestions was in the range of (4.21-5.00) and all phrases received a very high degree of response. The phrase “Encouraging teamwork and committees” received the highest average of (4.80), a standard deviation of (0.57), while the phrase “Participation of teachers in performance evaluation processes” received the lowest average of (4.25), with a standard deviation of (1.09). It may be concluded that most participants highly agree with the proposed ways to increase the level of participatory-practices among school leaders.

Discussion & conclusion

The study reports an empirical investigation of participatory leadership among school principals in Saudi Arabia. It aims at identifying the degree of its practices among female primary school leaders in the city of Jubail and ways to develop it from the perspective of female teachers. Participatory leadership has been proven to have a significant positive effect on the overall teaching performance and could be an important indicator of organizational efficiency and effectiveness (Darwish, 2019). The degree of teachers' responses to all dimensions of participatory leadership was very high, with a total average of (4.50), in the following order: First, communication dimension, followed by delegation of authority dimension, and finally participation in decision-making dimension.

This result may reflect the high awareness levels among school principals of the positive effects of applying participatory-leadership practices on different aspects of the educational process, and its important impact on creating a positive environment of cooperative work in a way that contributes to the development and quality of work, thus, achievement of the organizational goals. In general, this result is consistent with many previous studies, including Al-Shammari and Luqan (2018), Al-Dajani (2019), Al-Dekeh (2021), and Al-Hindi (2019), which findings showed that school leaders are aware of the importance of the teachers' participation in decision-making process, and emphasized the importance of the delegation of power and authority in order to prepare a new line of qualified leaders for future posts. Darwish (2019) also showed a correlation between leaders' participatory-leadership practices and the effectiveness of the decisions made in their schools. Furthermore, Al-Khasawneh's (2019) showed a correlation of participatory-leadership practices and the level of administrative creativity among its participants; and Abu Nasser's (2020) found a positive relationship between participatory-leadership and professional growth of the participants.

On the other hand, results of this study indicate there were no significant differences in the degrees and dimensions of participatory leadership practiced depending on the participants' own educational qualifications and the number of years of work experience. This result may indicate that primary school leaders in Jubail treat most teachers fairly and encourage their participation in the decision-making related to work and seek their opinions without exception. Also, the study findings show that the school leaders are keen on training and developing teachers' competencies and skills needed to fulfill their required duties effectively. These results agreed with Al-Barqi (2021) and Al-Kharousiya (2021) findings which highlighted the importance of some characteristics such as openness, flexibility, and fairness of school leaders, to further support participatory-leadership practices.

As for the responses of the study sample to the scale of ways that contribute to the development of participatory leadership, they were very high and the arithmetic average was (4.56), where all phrases received a very high response degree. The phrase “Encouraging teamwork and committees” received the highest average of (4.80), while the phrase “Participation of the school leadership with female teachers in performance evaluation processes” received the lowest average of (4.25). These results may confirm to the upper leadership of Jubail’s school system, that the success of these schools is due to a collaborative effort between its principals and teachers, and that school-teachers, in particular, are considered valuable in providing new ideas and different information on various educational issues. The upper leadership may take into consideration the needs and expectation of all school principals to help improve their participatory-leadership practices, especially in areas addressing their training & development, and setting policies that encourage and support participatory leadership in Saudi schools.

This study is significant as it develops understanding and awareness of the nature of participatory leadership among school principals, and provides new investigation and data about the level of its practice in primary-schools in Saudi Arabia. In light of the findings, some recommendations could be presented as follows:

- Firstly, implementing a program for professional performance appraisal that encourages involvement and interaction. It offers a number of incentives for active positive participation in accomplishing educational objectives.
- Additionally, providing all the necessary techniques and material possibilities that will contribute to the activation of participatory leadership methods by the Ministry of Education.
- Further, organizing more training workshops and courses that emphasize the importance of practicing the participatory leadership by primary school leaders in Jubail. Moreover, conducting training programs that keep pace, in their content, with contemporary administrative challenges.
- Disseminating the culture of participatory leadership among school leaders and providing them with a sound scientific approach to be followed by the Ministry of Education and educational supervision offices.

Recommendations

The researchers consider that one of the major determinants of the current study is the small size of the sample (n=91); and the disproportionate size of the categories, the response of female teachers with “10 years' experience or more” represented 61%, where “5-10 years” were only 34%, and less than “5 years only 4%”, while

teachers with “bachelor’s degree” accounted for (76%), while those who held the “master’s degree or higher “accounted for (24%).

Furthermore, since the results of the study were based only on data from schools in the city of Jubail, the results represented only the principals Jubail school system and could not be generalized to all school principals in Saudi Arabia. Therefore, the researchers recommend conducting the following future studies:

- Investigating the degree of participatory leadership with a further expansion of the sample size and using a different methodology, such as observation and personal interviews.
- Conducting a similar study to the current study on other cities in Saudi Arabia and then compare it with the results of the current study.
- Study the relationship between the degree of participatory leadership practice among school leaders and other crucial dependent variables for the leadership effectiveness, including the level of organizational trust, administrative creativity, work pressure, job satisfaction and job commitment.

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