



The Role Of Middle School Leaders In Al-Ahsa Governorate In The Professional Development Of Teachers (Field Study)

Muhammad Saleh Al-Zamil , Educational Supervisor in Al-Ahsa Governorate, and A Postgraduate Researcher at the College of Education, Department of Educational Administration.

Ahmed Ben Sulaiman Bani Murtada , Department of educational administration, College of Education, Imam Abdulrahman Bin Faisal University, Saudi Arabia.

Abstract:

This study aimed to reveal the role of school leaders in the professional development of teachers in middle school in Al-Ahsa Governorate and to find if there is a statistically significant differences due to the impact of variables (years of experience, academic qualification, number of training programs in the dimension of leadership) on the role of the school leader in the professional development of teachers at the middle school teachers. To achieve the objectives of the study, the researcher used the descriptive survey method, also the questionnaire as a study tool. The study population consisted of all middle school teachers in the Education Department in Al-Ahsa Governorate, whose number was 1902 teachers, while the study sample consisted of 324 teachers. The study revealed that the study sample agree to a high degree about the role of school leaders in the professional development of teachers in the middle stage in the education department in Al-Ahsa governorate with regard to the three dimensions (school planning, leadership skills, human relations) as well as the presence of statistically significant differences at $\alpha \leq 0.01$ in the attitudes of the study sample about (school planning, leadership skills, human relations, the role of school leaders in the professional development of teachers) according to the difference in the number of years of experience variable, in favor of those with experience of 10 years or more, and there are also statistically significant differences at level of statistical significance $\alpha \leq 0.01$ in the attitudes of the study sample on (school planning, leadership skills, human relations, the role of school leaders in the professional development of teachers) regarding to the variable number of training programs in the dimension of leadership, in favor of those who have 3 courses or more.

Keywords: School Leaders; Professional Development; Human Relationships; Leadership Skills and School Planning.

1. Introduction

In this era where the science movement accelerated, knowledge accumulated, and technology became dominant, the professional development of the educational institution's personnel is very important. In order to achieve the major goals of the educational institutions, especially as it requires a competent teacher who is able to face the challenges brought about by the changes of the modern life and be in line with his developments and demands.

The professional development mission is to support teachers so that they can improve their performance, skills, and values, and develop their capabilities so that they can help all learners to reach higher levels of learning and growth, it also provides them with opportunities through which they can transform theories into actual practices within the classroom, which is a continuous process of self-disclosure, reflection, and identification of strengths and weaknesses, thus enhance the good ones, treat the defect, and to enrich thought, and increase knowledge (Al-Naqah and Abu Ward, 2009).

Here, Qadami (2015) pointed to the importance of establishing a culture of professional development for teachers and building standards for evaluating educational performance in accordance with approved mechanisms, also establishing national strategies to develop the capabilities of workers in the education, chief among them teachers, through activating the role of school leadership in promoting professional development methods for teachers. As well as taking into account the achievement of the goals of professional development programs represented in developing the administrative and personal capabilities of teachers to contribute to developing the leadership capabilities of the school, in addition to developing the professional and academic culture of all school employees by training them on the requirements of modern systems concerned with educational reform and developing a sense of responsibility, then building and encouraging cooperative teamwork (Dahawi, 2009).

The increasing importance of the school principal as a major factor in educational achievement has led to the emergence of a study movement and major training programs in many countries, including the creation of leadership networking (such as the Study Network in Educational Administration), as well as a master's degree in administration, organization and educational leadership in public and private universities.

This has required the growing interest in leadership development programs for leaders and a deeper understanding of this field (Caceres, 2018, p. 4). Therefore, studies in (Day, Gu & Sammons, 2016), (Al-Ghamdi 2018), (Hernández-Castilla & Murillo, 2017) and (Sun, Penner & Loeb, 2017) on school improvement projects indicated that one of the key success factors is the sustainable professional development of educational leadership in the areas of team leadership, planning, securing resources, management effectiveness, and problem solving. In addition to the personal aspects, such as commitment, sensitivity, and the ability to unite people around the school, all of them are of prime importance in the professional competence of leaders (Al-Subaie, 2020).

In the same context, Sykes (2002), Al-Hakami (2004) and Al-Saadi (2003) emphasized that teacher education, development and continued growth should be a focus of interest for education officials as they strive to improve the conditions of education in

their societies, and that professional development programs for teachers are considered a means to achieve development, growth and effectiveness in school performance, by helping teachers to develop their teaching performance, on the other hand, professional development seeks to develop their educational competence, which includes two aspects: the cognitive aspect and the behavioral aspect; In addition, they are activities and study events in which the teacher participates in order to develop his capabilities, raise his efficiency, and solve his educational and administrative problems.

From this standpoint, the subject of professional development for educational leaders in general and school in particular has received great attention by specialists, researchers and those in charge of developing education systems in all countries, as a result of the fundamental role that school leadership plays in achieving the quality of the educational system, of which school leadership is the most important component. Where the effectiveness of the educational system depends on its association with achieving its educational goals, in terms of the role that school leaders play considering the influence and the ability to invest the available resources.

- **The Role of School Leadership in Professional Development**

The professional development of teachers is the most important pillars of the educational process, as it includes educating teachers and training them on modern administrative methods for the classroom, learning and teaching processes, and paying attention to educational technologies that seek to adapt the teacher and students to the educational environment in the school, so the school leadership plays an important role in the professional development of teachers through many tasks and roles represented in creating and managing change, creating the appropriate environment for school personnel, optimizing the use of available resources, improving the future visions of the school and increasing its capacity for creativity, as well as keeping pace with change and the ability to use new technology to provide data and information that helps to prioritize work and spread the acquired knowledge and take Rational decisions.

McCauley et al.,(2010), Naheli (2010) and Abu Shendi (2011) point to improving teachers'attitudes towards teaching and educational experiences and encouraging them to enroll in training programs that meet their needs and contribute to the development of the educational process, in addition to the interest in developing plans which guarantees the use and employment of modern technology and its integration in a the educational process and its encouragement for self-learning, positive participation and the development of social skills such as leadership, communication and cooperative work. Also, among its roles as mentioned by Qahwan (2012), Al-Baqawi (2014) and Baghdadi (2012), the use of administrative and organizational aspects as a tool that contributes to enhancing the development process such as choosing the right time and evaluating the previous practices, identifying the training needs of teachers and arranging them according to their priorities, finally working on exchanging experiences between teachers inside and outside the school, and making use of all human and material resources available in community institutions.

- **Global experiences and expertise in the field of professional development of school leaders**

After viewing some global experiences in the field of professional development of educational leaders, it is noticed the emergence of an effective role for educational institutions in this direction by presenting many initiatives and specialized programs, the following is a presentation of the most prominent experiences of developed countries in this field:

1. The experience of Malaysia in the professional development of teachers

Here, Al-Mufarrehet al., (2007) stated that teachers are retrained after spending five years in the teaching profession to meet the new and modern requirements of teaching methods, new knowledge and in-service teaching techniques, in addition to funding study and studies from the Ministry of Education with substantial financial support from companies and factories, as well as interest in creativity in teaching mathematics and science within units in the field of technology.

2. The experience of USA in the professional development of teachers.

Abdel-Fattah (2006) stated that professional development programs for teachers in USA are receiving great attention from the Ministry of Education and Higher Education, perhaps work-oriented training is one of the most prominent innovative trends in the professional development of teachers. Among the applications of this trend is teacher training programs on academic and professional competencies, as teacher colleges offer training programs that last between six and eight weeks, the teacher has the freedom to choose the type of training he desires, but before the teacher receives training, he must feel that he is a partner in organizing the training which helps teachers to get into training programs.

3. England's experience in the professional development of teachers.

Daniels (2019) mentioned that teachers in England participate in several training courses to improve their professional level; To achieve this, three standards have been set in the professional development programs for teachers in England, and these standards are:

- A. Professional practice and values which include (treating students with respect, promoting positive values, communicating effectively with parents, adhering to the ethics of the teaching profession).
- B. Knowledge and Understanding: This criterion relate to newly qualified teachers, as it measures the extent of reliability in their teaching the subjects they specialize in, such as using information and communication technology effectively.
- C. Teaching: It is everything related to professional mastery, planning, evaluation and classroom management.

4. The experience of Indonesia in the professional development of teachers

Al-Mufarrehet al (2007) reported that the Ministry of Education and Culture in Indonesia had implemented in-service teacher training programs to raise their performance level. The Ministry also provided programs in the school administration for teachers and school administrators. To raise the teacher's professional competence, the Indonesian teacher enrolls in training courses that are classified into four types: (basic for beginners, short courses aimed at improving practical performance, general courses that focus on cultural developments that can be relied upon in developing the educational process, what is new in teaching methods, and developing the skills and knowledge of the teacher in a way that will benefit students, and qualifying courses to obtain promotions).

Through the previous review of some global experiences in the field of professional development for educational leaders, we notice that there are many school leadership development programs in developed countries in educational institutions.

At the level of Arab countries, despite the great interest that many developed countries pay to developing school educational leadership in particular, the attention directed towards developing school leaderships is still below the desired level, as the UNESCO report (UNESCO.2016) indicated that most Education systems in Arab countries, school leadership is a pre-retirement reward for teachers, as there are no policies that require school leaders to have leadership qualifications. The report also emphasizes the importance of improving leadership training and designing programs to align with national policies related to education, employment, and professional development, so that training is provided before and after hiring.

The same is the case in the Kingdom of Saudi Arabia, where Al-Subaie (2020) believes that the role of colleges of education in Saudi universities in developing the performance of educational leaders still needs more clarification, in addition to the absence of strategic visions and plans that define the roles of colleges of education and their responsibilities towards community service and institutions.

- **Study Problem**

Educational institutions have become aware of the importance of professional development as a means to improve their performance, and differentiate their staff, but the inappropriate activation of their fields and methods by some of these institutions has led to the failure to benefit from them effectively, the existing view among some that quantity is a source of distinction among others who worked to ignore quality, which created the absence of effective planning for professional development programs, the weakness of their programs, and their lack of usefulness.

From here, we find that many studies have emphasized the importance of professional development for teachers and the role that school leadership plays in that. & Brown Militello (2016) and Hilton et al (2015) Al-Badri (2014) and Ringler, et. al. (2013) which indicated that the school leader plays an important role in raising the proficiency of professional teachers, specifically those scientific, social and administrative competencies, and the use of teaching methods and modern scientific means.

he role that a school leader can play in the professional development of teachers perhaps the most important roles are as Mughira (2017) pointed out in his study which are communication, human relations, follow-up, training and the cognitive domain.

It is noticeable that the Ministry of education is interested in the training programs provided to teachers in terms of the quality of these programs that touch their training needs within the framework of the educational development projects that the Kingdom of Saudi Arabia is witnessing in light of the available resources, which are targeted programs and are developed according to clear training plans to cover the various professional and training needs of the teacher, However, the expected and tangible results of the positive impacts of school leaders and teachers are still below the desired level. Therefore, this may require us as researchers to direct this study to know the role of leaders in the professional development of teachers.

- **Study Questions**

1. What is the role of school leaders in the professional development of middle school teachers in the Education Department in Al-Ahsa Governorate?
2. Are there statistically significant differences at the level of ($\alpha \leq 0.05$) between teachers' responses to the role of school leaders in the professional development of teachers in the middle stage due to variables (number of years of experience, academic qualification, number of training programs in the field of leadership)?

- **Study Objectives**

This study seeks to achieve the following set of objectives:

1. Reveal the role of school leaders in the professional development of teachers in middle school in Al-Ahsa Governorate.
2. Identify whether there are statistically significant differences due to the impact of variables (years of experience, academic qualification, number of training programs in the field of leadership) on the role of the school leader in the professional development of teachers at the middle stage.

- **Study Significance**

The importance of this study stems from the importance of the role that the leader plays within the educational institution in the issue of professional development for school leaders, as the level of development of education systems relates to the level of its school leadership, and it is hoped that the results of the study will contribute to strengthening the practical roles of school leadership in achieving effective and efficient professional development by identifying the components of professional development for teachers, which could help to overcome the difficulties facing the professional development of school leaders.

- **Study scope**

The objective limit:The study was limited to studying the role of school leaders in the professional development of teachers in the middle stage in the education administration in Al-Ahsa Governorate. The researcher dealt with the following professional development dimensions: (school planning, leadership skills, and human relations).

Time limit:The study was conducted in the first semester of the academic year 2019\2020.

Spatial limits: The study was conducted and applied in boys' schools in the Education Department in Al-Ahsa Governorate.

Human limits: The study was conducted on a sample of middle school teachers in the Hofuf Education Office in Al-Ahsa Governorate, Kingdom of Saudi Arabia.

- **Study Terms**

Professional development: Professional development can be defined in this study: as the starting point and main pillar for school leaders and teachers in the Hofuf District Education Office in Al-Ahsa in the Kingdom of Saudi Arabia, which is based on providing many programs and events that aim to develop and improve school professional and administrative competencies in the fields of (school planning, skills Leadership, and human relations).

2. Literature Review

Aqilan study (2019) which aimed to reveal the degree of professional development of educational leaders in Jordan and its relationship to job performance in Jerash governorate, the researcher used the descriptive approach to achieve the goal of the study, the researcher designed a questionnaire as a study tool which was distributed to a random sample of 171 educational leaders in Jerash governorate, the results showed that the degree of professional development of educational leaders is high with a mean of 3.83, the areas are ranked in descending order according to the level of the dimensions: the dimension of professional development programs' plans, the content of professional development programs, then the dimension of methods of development programs Professionalism, all of which were highly rated.

A study (Nooruddin, S. &Bhamani, S. 2018) that was conducted in Pakistan with the aim of exploring the importance of school leaders' participation in continuous professional development by using the case study method. An elite school was selected as a sample for the case and then two school leaders (school principal and organizer) were selected as the target sample for the study. Data were collected using the in-depth interview strategy and the researchers used the observation method. The analysis of the data revealed that school leaders follow their professional development in a very systematic and directed towards the administrative process. Based on the results of the study, this study identified the basic characteristics of effective professional development. With proactive strategies for policymakers, school leadership, school administrators, and educators in how to engage in ongoing professional development endeavors.

The study of Mughira (2017) entitled: "The extent of school principals' practice in the general education stage of their role in developing teachers professionally". This study

aimed to reveal the extent of school principals' practice in the general education of their role in developing teachers professionally in the governorates of Hotat Bani Tamim and al-Hariq from the point of view of the principals of these schools, it also sought to identify the extent of the different point of view of the principals of these schools towards practicing their role in the professional development of teachers according to the variables of the study (experience in education - experience in school administration - educational stage). The researcher used the descriptive analytical method and the questionnaire as a tool for the study, the sample of the study consisted of 38 principals. The study found a set of results, the most important of which are that the school principal exercises his role in developing the teacher professionally in the four areas, this indicates the interest and pursuit of school principals towards the professional development of teachers, the study confirmed that there are no statistically significant differences in the extent of school principals' practice in Professional development of teachers in all areas of study.

The study of Al-Toukhi, Al-Harbi and Awad Allah (2016), which aimed to identify the reality of the professional development of educational leaders in the Kingdom of Saudi Arabia and its relationship to their level of job satisfaction, the descriptive analytical approach was used through a questionnaire that was applied to the study sample consisting of 60 individuals from directors of education offices and their assistants, general directors, directors of departments and some school directors in the Qassim region, the results of the study revealed that one of the most important training needs for educational leaders is to develop plans to achieve quality in educational management in line with the scientific orientations in administrative work, and that the most professional development methods for educational leaders are enrollment in distance education programs and attendance at training courses held by educational departments, as the results of the study showed that the level of job satisfaction of educational leaders was average, and that there was a positive correlation between the professional development of educational leaders in the Qassim region and their level of job satisfaction.

Brown and Militello (2016) study entitled "Principal's perceptions of effective professional development in schools" aimed to find out the pivotal role that principals play in the professional development of teachers, to understand the basic perceptions of concepts around the effective elements in professional development and the role they play in facilitating the professional development of teachers, and identifying their impact on students' learning. The researchers used the descriptive analytical approach, the questionnaire and the interview as my study tool, where the sample of the study consisted of 34 principals. The study found a set of results, the most important of which are: There are cognitive differences in the elements of professional development among school principals, but nevertheless the principals expressed their desire to play an active role in the professional development of teachers, and it appeared that the principals are the most influential on teachers and their practices.

Hilton et. al. (2015) study entitled: "School Leaders as Participants in Teachers' Professional Development: The Impact on Teachers' and School Leaders' Professional Development" aimed to investigate professional development For teachers and school leaders within two years, and the influence of school leaders in promoting the professional development of teachers. The researchers used the

Educational Design Study (EDR) methodology, where the study sample consisted of 70 teachers from 18 schools in Australia. The researchers used a professional development program as part of the study, in which the two-year study sample participated in, as well as surveys, interviews and panel discussions to verify the professional development of teachers and school leaders. The study found a set of results, the most important of which are: The participation of school leaders in professional development programs for teachers has a positive impact on teachers' ability to develop new knowledge and practices and think about them. It also revealed a positive impact on the professional development of school leaders.

The study of Al-Badri (2014) entitled: "The effectiveness of professional development programs directed at post-basic education teachers in Oman." aimed to identify the effectiveness of professional development programs directed at post-basic education teachers from the teachers' point of view, and whether there were statistically significant differences in the effectiveness of professional development programs and the obstacles to their achievement due to variables (gender, years of experience, and educational governate). The researcher used the descriptive approach to collect data and information about the study and the questionnaire as a tool to measure its variables on 3371 teachers of post-basic education schools in Oman. The study found many results, the most important of which is the degree of effectiveness of professional development programs directed at post-basic education teachers at the Ministry of Education in the Sultanate of Oman was weak from the teachers' viewpoint.

The study of Ringleret al., (2013) Entitled: "The Role of School Leaders in Teacher Leadership Development" aimed to identify the evaluation of professional development of teachers, and to know the reactions of teachers on professional development, and the extent of the participation of school leaders in professional development. The researchers used the methodology of participatory practical evaluation in their studies, and interview and discussion groups, the observation represented the tools of the study. The study sample consisted of two principals and 14 teachers. The study reached a set of results, the most important of which are: The Levels of professional development consisted of participants' reactions, participant learning, organization support, change, participants' use of new knowledge and skills, and student learning outcomes. Teachers emphasized that supporting principals in the professional development process is essential, the interventions of school leaders have been valuable in the professional development process.

Also, the study of Othman et al., (2012) entitled: "The Role of Government Secondary School Principals in the Professional Development of Teachers in the Northern West Bank." aimed to identify the role of government secondary school principals in the professional development of teachers in the northern West Bank. The researchers used the descriptive and analytical approach and the questionnaire as a study tool to collect information. The sample consisted of 92 principals of secondary government schools in the northern West Bank, who were randomly selected. The study found a set of results, the most important of which are that the role of high school principals in the professional development of teachers was high in all dimensions of study (curricula and methods of teaching, management of the educational process, human relations and communication,

self-duties towards the teacher professionally, and supervision), as well as demonstrated the existence of differences attributed to the variable of academic qualification in favor of postgraduate studies over the diploma in all dimensions, and in favor of graduate studies over the bachelor's in the dimensions of curricula, teaching methods and supervision.

Where the study of Wan& Lam (2010) study entitled: "Factors affecting teachers' participation in continuing professional development (CPD) from the point of view of primary school teachers in Hong Kong " aimed to explore teachers' perceptions about the factors that affect their participation in continuous professional development activities and programs, where the study sample consisted of teachers of two primary schools chosen from two different environments, with 35 teachers from the first school, and 43 teachers from the second school, the study adopted eight basic factors for teachers to determine which are more influential from their point of view. For their participation in continuous professional development, which is the school factor, personal factors, financial factor, time factor, trainer factor, family factor, relations with others factor, government factor. The study reached many results, the most important of which are: The school factor plays an important role in Professional development programs for teachers.

It is evident from the above that studies that dealt with the subject of professional development for school leaderships in the Kingdom of Saudi Arabia focus on the role of education departments and leadership supervisors in the dimension of professional development for school leaders, which highlights the dearth of studies that dealt with their role in the professional development of teachers, which confirms the importance of the current study that was directed towards identifying the role of school leaders in the professional development of middle school teachers.

3. Study Methodology

A descriptive survey approach was used for its suitability to achieve the objectives of the study.

- **Study Population**

The current study population consisted of all middle school teachers in the Education Department in Al-Ahsa Governorate, who are 1902 teachers during the first semester of the academic year 2019\2020.

- **Study Sample**

The study sample consisted of 360 teachers working in middle schools in the Hofuf Education Office of the Al-Ahsa Education Department in the Kingdom of Saudi Arabia. The study tool was applied to all of them, among them 324 teachers responded to the questionnaire and they represented the study sample.

- **Study Tool**

The questionnaire as a study tool was designed to collect data and information necessary to achieve the study objectives, as follows

- Determining the general purpose of the tool and the objectives of the questionnaire: the general goal was to reveal the existence of a statistically significant differences due to the impact of variables (years of experience, academic qualification, number of training programs in the field of leadership) on the role of the school leader in the professional development of teachers at the middle schools.
- Reviewing study tools, academic theses, and previous studies such as the Aqilan(2019), Mughira (2017), Al-Toukhi and Harbi (2016), Brown 2016, and Othman (2012) study (which aimed to reveal the role of school leaders in the professional development of teachers in local, Arab and global educational environments).
- Determining the axes and dimensions of the study tool: the questionnaire consisted of the axis: the role of school leaders in professional development of teachers which consisted of three dimensions (school planning, leadership skills, and human relations), according to a five point grading scale.

• Validity and Reliability of The Study Tool

To verify the validity of the study tool, they were presented in its initial form to 8 specialists in educational administration and leadership, and in light of their opinions, the researcher made the necessary adjustments. To verify the consistency of the study tool, the reliability coefficient was calculated using the Cronbach's alpha coefficient.

Table (1):Cronbach's alpha coefficients of consistency of the survey directed at school leaders in professional development about the degree of their estimation of school leaders' practice of their roles in teacher professional development.

Questionnaire'	Dimension	Number of item	Axis consist
	School plannin	11	0.9368
	Leadership skill	9	0.9222
	Human relationsl	9	0.9101
Overall consistency		39	0.9413

It is evident from the previous table that the overall consistency coefficient 0.9413 which is high, this indicates that the questionnaire has a high degree of consistency that can be relied upon in the field application of the study.

4. Study Results

The answer to the first question: What is the role of school leaders in the professional development of teachers in the middle stage in the education department in Al-Ahsa Governorate?

To determine the role of school leaders in the professional development of teachers in the middle stage in the education department in Al-Ahsa governorate, the arithmetic

mean of these dimensions was calculated to determine the role of school leaders in the professional development of teachers in the middle stage in the education department in Al-Ahsa Governorate, Table (2) shows the general results of this the axis.

Table(2): Responses of the study sample on the first axis: the role of school leaders in the professional development of teachers in the middle stage in the Education Department in Al-Ahsa Governorate.

#	Dimension	Arithmeticmean	SD	Rank
1	School planning	3.64	0.811	2
2	Leadership skills	3.58	0.821	3
3	Human relationships	3.65	0.772	1
	The role of school leaders in the professional development of teachers	3.62	0.744	-

It is evident from the above table that the members of the study sample agree with the role of school leaders in the professional development of teachers in the middle stage in the education department in Al-Ahsa Governorate with a mean of 3.62 and a standard deviation of 0.744, also, it became clear from the results that the most prominent role of school leaders in professional development For teachers in the middle stage in the Education Department in Al-Ahsa Governorate is represented the human relations dimension by a mean of 3.65 and a standard deviation of 0.772, followed by the school planning dimension with a mean 3.64 and a standard deviation of 0.811, then the leadership skills dimension with a mean of 3.58 and a standard deviation of 0.821.

This may be attributed to the awareness of school leaders of their role in raising the proficiency of teachers professionally through interest in meeting the needs and requirements of teachers as well as helping them solve the problems they face in the educational field. The study agrees with the results of Othman's study (2012) and Mughira study (2017).

The answer to the second question: Are there statistically significant differences between teachers' responses to the role of school leaders in the professional development of teachers in the middle stage due to variables (number of years of experience, academic qualification, number of training programs in the field of leadership)?

1. The first variable: academic qualification: To find out whether there are statistically significant differences in the responses of the members of the study sample according to the difference in the scientific qualification variable, the researcher used the Independent Sample T-test to explain the significance of the differences between the responses of the members of the study sample.

Table No. (3) the results of the independent sample T-test for the differences between the study sample responses according to the difference in the scientific qualification variable.

Dimension	Qualification	#	Mean	SD	T Value	Significance	Comment
School planning	Bachelor's degree	25	3.66	0.821	1.010	0.313	Not significant
	Postgraduate	67	3.55	0.773			
Leadership skills	Bachelor's degree	25	3.60	0.817	0.848	0.397	Not significant
	Postgraduate	67	3.51	0.839			
Human relationships	Bachelor's degree	25	3.67	0.744	1.103	0.273	Not significant
	Postgraduate	67	3.55	0.871			
The role of school leaders in the professional development of teachers	Bachelor's degree	25	3.65	0.742	1.098	0.273	Not significant
	Postgraduate	67	3.54	0.750			

It is evident from the results of the above table that there are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the attitudes of the study sample members about (school planning, leadership skills, human relations, the role of school leaders in the professional development of teachers) according to the difference in the educational qualification variable and the result agreed with Mughira study (2017 and differed with Othman's study (2012).

2. The second variable: the number of years of experience:

To find out whether there are statistically significant differences in the responses of the study sample according to the difference in the number of years of experience variable, the researcher used "One Way ANOVA". To explain the significance of the differences in the responses of the individuals of the study sample according to the variation in the number of years of experience variable, and the results came as shown in the following table.

Table (4): The results of “One Way ANOVA” for the differences in the responses of the study sample individuals according to the variance of the number of years of experience variable.

Dimension	Source of variation	Sum of squares	Degree of freedom	Mean of squares	F value	Significance	Comment
School planning	Between groups	11.843	2	5.922	9.471	**0.000	Significant
	Within groups	200.694	321	0.625			
	Total	212.537	323	-			
Leadership skills	Between groups	26.474	2	13.237	22.225	**0.000	Significant
	Within groups	191.183	321	0.596			
	Total	217.656	323	-			
Human relationships	Between groups	27.012	2	13.506	26.169	**0.000	Significant
	Within groups	165.667	321	0.516			
	Total	192.679	323	-			
The role of school leaders in the professional development of school leaders	Between groups	20.104	2	10.052	20.334	**0.000	Significant
	Within groups	158.684	321	0.494			
	Total	178.788	323	-			

** significant at $\alpha \leq 0.01$

It is evident from the results of the above table that there are statistically significant differences at the $\alpha \leq 0.01$ in the attitudes of the individuals of the study sample about (school planning, leadership skills, human relations, the role of school leaders in the professional development of teachers) according to the variable of years of experience.

To determine the validity of the differences between the categories of the number of years of experience, a Scheffe's test was used, the results of which were as follows.

Table (5): the results of the Scheffe's test to verify the differences between the categories of the number of years of experience.

Dimension	Years of experience	#	Arithmetic mean	Less than 5 years	From 5 years - less than 10 years	10 years or more
School planning	Less than 5 years	42	3.58	-		**
	From 5 years - less than 10 years	78	3.32		-	**
	10 years or more	204	3.78			-
Leadership skills	Less than 5 years	42	3.28	-		**
	From 5 years - less than 10 years	78	3.17		-	**
	10 years or more	204	3.80			-
Human relationships	Less than 5 years	42	3.45	-		**
	From 5 years - less than 10 years	78	3.19		-	**
	10 years or more	204	3.86			-
The role of school leaders in the professional development of school leaders	Less than 5 years	42	3.45	-		**
	From 5 years - less than 10 years	78	3.24		-	**
	10 years or more	204	3.81			-

** significant at $\alpha \leq 0.01$

It is evident from the above results that there are statistically significant differences at $\alpha \leq 0.01$ between the members of the study sample whose years of experience are 10 years or more and the members of the study sample whose years of experience are less than 10 years about (school planning, leadership skills, human relations, The role of school leaders in the professional development of teachers), in favor of the study sample whose experience is 10 years or more.

3. The third variable: the number of training programs in the field of leadership:

In order to identify whether there are statistically significant differences in the responses of the study sample according to the difference in the number of training programs in the field of leadership, the researcher used "One Way ANOVA". To identify the significance of the differences in the responses of the individuals of the study sample according to the differences in the variable of the number of training programs in the field of leadership, and the results were as shown in the following table.

Table (6): the results of the “One Way ANOVA” for the differences in the responses of the study sample according to the variation in the number of training programs in the field of leadership.

Dimension	Source of variation	Sum of squares	Degree of freedom	Mean of squares	F value	Significance	Comment
School planning	Between groups	8.729	2	4.364	6.874	**0.001	Significant
	Within groups	203.809	321	0.635			
	Total	212.537	323	-			
Leadership skills	Between groups	12.507	2	6.253	9.785	**0.000	Significant
	Within groups	205.150	321	0.639			
	Total	217.656	323	-			
Human relationships	Between groups	11.489	2	5.744	10.177	**0.000	Significant
	Within groups	181.190	321	0.564			
	Total	192.679	323	-			
The role of school leaders in the professional development of school leaders	Between groups	10.453	2	5.227	9.967	**0.000	Significant
	Within groups	168.335	321	0.524			
	Total	178.788	323	-			

** significant at $\alpha \leq 0.01$

Through the results of the above table, it is evident that there are statistically significant differences at $\alpha \leq 0.01$ in the attitudes of the members of the study sample about (school planning, leadership skills, human relations, the role of school leaders in the professional development of teachers) according to the variable of number of training programs in the field of leadership.

In order to determine the benefit of the differences between the categories of the number of training programs in the field of leadership, the Scheffe's test was used, the results of which were as follows:

Table (7): shows the results of the Scheffe's test to verify the differences between the categories of the number of training programs in the field of leadership.

Dimension	Number of leadership training programs	#	Arithmetic mean	No training programs	Less than 3 training programs	3 training programs or more
School planning	No training programs	64	3.61	-		
	Less than 3 training programs	100	3.42		-	**
	3 training programs or more	160	3.79			-
Leadership skills	No training programs	64	3.49	-		
	Less than 3 training programs	100	3.33		-	**
	3 training programs or more	160	3.77			-
Human relationships	No training programs	64	3.70	-		
	Less than 3 training programs	100	3.37		-	**
	3 training programs or more	160	3.80			-
The role of school leaders in the professional development of school leaders	No training programs	64	3.60	-		
	Less than 3 training programs	100	3.38		-	**
	3 training programs or more	160	3.79			-

** significant at $\alpha \leq 0.01$

It is evident from the results of the above table that there are statistically significant differences at $\alpha \leq 0.01$ between the members of the study sample who have received less than 3 training courses and the members of the study sample who have received 3 courses or more on (school planning, leadership skills, human relations, the role of leaders Schools in the Professional Development of Teachers), in favor of the members of the study sample who obtained 3 courses or more, the result was consistent with the study of Al-Toukhi and Harbi (2016), while it differed with the study of Al-Badri (2014).

5. Study Recommendations

In light of the results reached, the researcher recommends the following:

- Establishing specialized training centers for school leaders in professional development in the Education Department in Al-Ahsa Governorate, one of its priorities is to propose some professional programs according to their needs in the field of developing professional competencies for school leaders.
- Supporting education processes, improving the learning environment, and raising the level of partnership and communication with the school and local community to contribute to achieving sustainable development goals.
- Encouraging teachers to launch various initiatives related to the development of the teaching profession, thus enhancing the participation of leaders with teachers in preparing and implementing these initiatives.
- Conducting studies dealing with global standards for professional development and the extent of their application in educational institutions in the Kingdom of Saudi Arabia.

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