



Servant Leadership And Its Relationship To Improving The Performance Of Public School Leaders In Dammam And Al-Khobar

Ahmed Ben Sulaiman Bani Murtada¹ and Amal Abdullah Saleh Alsuwaih²

¹Department of educational administration, College of Education, Imam Abdulrahman Bin Faisal University, Saudi Arabia.

²Supervisor, branch of the Ministry of Human Resources and Social Development in the Eastern Province.

Abstract: This study aimed to know the degree to which school leaders practice the dimensions of servant leadership. In addition, to identify the level of job performance of school leaders in the cities of Dammam and Al-Khobar. In addition to revealing the nature of the correlation between the degree to which school leaders can apply dimensions of servant leadership and the degree of performance improvement. The descriptive correlative approach was used, and a questionnaire was developed that included two main factors: The servant leadership, with its five dimensions: (Altruism, emotional healing, wisdom, persuasive mapping, and organizational sponsorship), Job performance. The study sample consisted of (613) female teachers. The study reached several results, most notably that the degree of servant leadership practiced by school leaders in the cities of Dammam and Al-Khobar came to a degree (significant) and an arithmetic mean (4.09) out of (5). In addition, that the level of job performance improvement for school leaders in the cities of Dammam and Al-Khobar came to a (very large) degree, with a mean of (4.28) out of (5), It also revealed a strong positive correlation (0.94) between the practice of servant leadership and the improvement of job performance among school leaders in Dammam and Al-Khobar. The study recommended providing support and assistance to school leaders and enhancing their efforts to practice servant leadership in its various dimensions. Encouraging and continually motivating female school leaders in Dammam and Khobar to achieve a very large level of servant leadership. In addition to including servant leadership and its dimensions within the criteria for evaluating the job performance of school leaders in general education stages.

Keywords: Servant Leadership and Job Performance.

Introduction

The world is witnessing a series of changes and developments in all fields. The development of learning processes and the advancement of educational systems is the central goal of all developed countries. Where pre-university education is seen as the successful tool and the right way to achieve this goal, which works on establishing and building human cadres, providing them with practical performance skills, advanced professional competencies, and competitive qualifications worldwide, and this is the message of education that many rely on. In achieving these desired outcomes, which led to the existence of new, advanced administrative systems capable of keeping pace with change, which would make the institution modern and sophisticated.

The contemplator on the state of educational institutions today notes a number of increasing and complex challenges and pressures resulting from rapid global changes, which are: cognitive and technological development, different work ethic and social responsibility system, environmental disruption, the emergence of economies, knowledge organizations and technical developments, and then the need to develop capabilities of educational institutions; Their success or failure in meeting the diverse needs and requirements of individuals and societies depends to a large extent on how those institutions are managed (Hareem, 2016).

For this reason, recent studies have worked to find modern management approaches, theories, and methods to overcome traditional leadership problems in institutions. One of the most important modern theories to overcome leadership problems is a theory: servant leadership; It is a distinct theory to overcome many of the problems facing leadership in the modern era, and its distinction increases because the leader is looking for aspects that enable him to extend a helping hand to those under his hands of workers and help to accomplish tasks, and to employ all that he has learned at work; Which affects the completion of tasks, and the prosperity of institutions; Therefore, this theory is considered to have practical implications that support everyone who wants to serve the workers and lead them as groups and institutions to development and progress. They are originally moral principles; (Abu Abed, 2006).

The servant leadership theory is one of the modern theories that have emerged in recent years, and many institutions have adopted it, especially educational institutions. It has imposed itself and its effectiveness as one of the important means in facing the great challenges facing the administrative system. Such as technological progress and the diversity of communication, because the idea on which the servant leadership is based is to increase the willingness of workers to serve others and take care of their needs inside and outside the institution, and put those needs in the first place, in an ethical and human framework; Through it, workers achieve a balance between production and needs, and they feel satisfied

and effective, which increases their loyalty to the institution, and improves their job performance.

This was emphasized by Spears and Burkhardt; He argued that servant leadership has roots stretching back thousands of years, and was derived from religious, human and moral teachings, and was emulated by many clerics, honest leaders, and others who set the most wonderful examples and models in serving people, sacrificing everything they have to serve workers and provide them with benefit. as Gandhi, Martin Luther King, Jr., Mother Teresa, and George Washington (Daubert, 2007).

Servant leadership theory emerged in organizational environments as a theory with foundations and philosophy in the seventies of the twentieth century, and this emergence was linked to the efforts of the famous American researcher Robert Greenlea and his three founding articles; The importance of these articles is due to the fact that they were historically considered the first starting point in the path of emergence and development of the servant leadership philosophy.

This is what made servant leadership one of the best leadership styles, because it occupies the forefront among ethical theories, and made the needs of workers a priority, and made the role of the leader governed by their service. It also works to prepare workers to be a leader in the future. He listens to them, sympathizes with them, and participates in making decisions. As for other traditional leadership styles, the leader is authoritarian, taking decisions only. Although this style was useful at one time, it is no longer useful at the present time. The concepts of leadership have changed, and shifted from domination to communicating with others, and understanding the human behavior of employees; In order to direct the service of the objectives of the institution.

The establishment of servant leadership goes back to the American Robert Greenleaf in the early seventies, 1977; Where he called for paying attention to workers, taking care of them, meeting their needs, and providing them with service and good moral behavior. Being a top priority for organizations; The supreme goal of the leader of any institution is the welfare of the institution and the service of employees by following a leadership style that cares for them and works to build strong and secure relationships between them within the institution (Dierendonck & Patterson, 2010).

Lee, Lyubovnikova & Titan&knight, (2020) divided it into three levels; The first level: which is the individual level; This level is concerned with the speed and accuracy of performing tasks, practicing the behavior of organizational citizenship, creativity and innovation, and giving workers the opportunity to express their opinions and ideas, and the second level: the team level. In a scientific manner and considering it an opportunity to improve and develop the work method, and the third level: the level of the institution, which is to improve and develop performance, reach it to quality, and meet the needs and expectations of workers.

We conclude from these levels that servant leadership has become one of the basic necessities in educational institutions, and the need for it emerges. In the contemporary era of the challenges and difficulties educational institutions face in light of the developments and changes in the current era as a result of rapid changes and continuous growth; Therefore, servant leadership encouraged workers to find balance and stability in their lives. Which is reflected on their performance at work, and servant leadership encourages leaders to invest all situational opportunities to put confidence in the workers, and enable them to achieve the goals of work and perform the required tasks (Heler & Martin, 2018).

Hence, servant leadership has gained great interest by scholars and practitioners in the past two decades. for its effectiveness in schools, and its enhancement of the positive school climate, which works on the cooperation of leaders and teachers to provide an effective learning environment that promotes the comprehensive growth of students (Black, 2010). The servant leader sees himself equal with the workers without discrimination, through his leadership position; It provides them with the means of support to achieve success and goals. Hence, servant leadership is one of the methods that provide a positive atmosphere within educational institutions. This greatly contributes to improving employee satisfaction (Ibrahim and Al-Marzouki, 2021).

The servant leadership also focuses on the development of workers, developing their performance continuously, and treating them with humanity and moral dignity, and not only as professionals or machines that achieve the goals of the institution. Through the distance from the power hierarchy and unlimited horizontal communication (Giambatista, Mckeage&Brees, 2020).

Servant Leadership in Educational Institutions

The success or failure of institutions - in their various fields, including educational ones - depends on the element of leadership. The success of school leadership is one of the most important foundations for the success of the educational process. Because of its multiple responsibilities, roles and tasks; Such as: managing human resources, material resources, educating students, supervising curricula and textbooks, and interacting with the community, and these roles can only be played through distinct leadership styles. In educational institutions: In view of the importance of servant leadership, the requirements to achieve it have varied. Al-Asiri (2019) referred to a number of requirements that help develop them within educational institutions, the most important of which are: looking ahead, enjoying a forward-looking vision and the ability to invest and direct the performance of school staff towards achieving the community's aspirations from the school and improving career work. Building cooperative human relations between the leader, school staff, students and parents; Because of this of a prominent role in achieving an attractive and productive work environment for its employees. And the communication skill that is reflected in the

leader's interaction with school staff, students, and the local community, all of which improves the quality of life and work in education.

During the previous years, scholars have been interested in job performance, and it has become one of the important topics in management science, and its importance lies in the fact that it represents the final product of all activities and operations within the institutions for all its employees and at various levels. It also has a role in the stability, survival and continuity of the institution. Which results in a distinct and effective job performance for employees; Therefore, the effectiveness of institutions is linked to the efficiency of the human element in them (Nasrallah, 2020).

Job performance is linked to efficiency because it depends on a set of administrative behaviors that express the employee's performance of his work, and includes the quality of performance and good implementation, and the technical expertise required in the job, as well as communication and interaction with the rest of the organization's members, and adherence to the administrative regulations that regulate his work, and seeking to respond to them with care. (Al-Sarayra, 2011). Performance does not mean that employees work and accomplish tasks only, but work with the greatest efficiency in investing the resources of the institution, and here comes the responsibility of the leader to carry out his tasks at the highest level of proficiency and high performance, and through it achieve the goals of the institution by investing its resources in an effective and more efficient manner (Al-Mahasnah, 2013).

The importance of job performance lies in the fact that it plays a pivotal role in improving the educational process. A number of Arab and foreign studies have taken care of it, by studying the relationship between servant leadership among educational leaders and its relationship to job performance, and raising work levels in all fields, especially in the educational field based on competence and role models. Servant leadership indirectly contributes to improving performance levels in institutions, by meeting the material and moral needs of workers, and creating a work environment more conducive to working without pressure; This leads to the commitment of employees and increases their loyalty, and to work voluntarily to create a work environment capable of encouraging and achieving a high level of performance (Setyaningrum et al., 2017). Therefore, this study chose to shed light on the relationship between servant leadership and improving the performance of public school leaders in the cities of Dammam and Al-Khobar.

the study Problem:

The Ministry of Education in the Kingdom of Saudi Arabia has given a lot of attention and care to educational institutions. As it is the first tributary to all institutions, Also, it is the most important tool in building nations and civilizations, and through which change and development take place, which is what any country aspires to achieve, therefore the largest share of research, study and development was for educational leadership.

However, the reality indicates otherwise. Bani Murtada (2019) stated that despite the keenness of the Saudi leadership to develop education at its various levels, there are shortcomings in the development programs of the school administration, including the school leadership program, and these programs still do not meet the aspirations of those in charge of those educational school administrations.

The results of the study of Al-Shehri and Al-Makhlafi (2019) concluded that the leadership styles of the leaders of the eastern region are not suitable enough to deal with low and medium levels of maturity, and that the effectiveness of the leadership styles applied by school leaders in the eastern region is not at the required level. This was confirmed by some studies that dealt with servant leadership, including the study of Al-Nayef (2020); Its results concluded that there is no specific vision for secondary school leaders in Saudi Arabia, and that there is a shortcoming in the qualification of school leaders, in addition to the bureaucracy of school management, the lack of a mechanism for measuring performance, and the weak human relations of school leaders.

The study of Salah al-Din (2016) and the study of the Alaslai (2018) indicated that there is a weakness in the servant leadership in Arab schools, especially in the appreciation of some school leaders for their outstanding performance, negligence with some teachers who are incompetent and underperforming, the bias of some leaders to some teachers. This affects teachers' job satisfaction and their job performance. Some recent studies, such as Abdel Sattar (2020) and Bin Talib (2018), have called for educational institutions to practice servant leadership as an administrative pattern in schools so that they can continue and stay under Dynamic environments and the practice of servant leadership in educational institutions not only enable them to continue, but also enable them to compete, provide what is new in addition to growth and prosperity.

In a related context, a number of studies, such as: Abu Al-Ghanam (2019), and Ibrahim Al-Shoumy (2018), emphasized the importance of developing leadership training programs; So that their training focuses on servant leadership skills; To develop and achieve leadership within educational institutions, as the Zaatari study (2020) recommended including the dimensions of servant leadership within the criteria for evaluating the job performance of school leaders, and on the other hand, Ibrahim and Al Marzouqi (2021) study recommended activating the job duties related to servant leadership for school employees, parents and society.

From the above it can be said: We need to apply this style of leadership; To put the service of the school's employees in the first place, and to promote belonging to the group, and to strive to improve job performance; To achieve the desired goals in a manner consistent with the vision and values of educational institutions, and then the need for this study appears to reveal the nature of the correlation between the degree of possibility of school leaders applying the dimensions of servant leadership, and the degree of performance improvement in the cities of Dammam and Khobar.

Study Questions

The study sought to answer the following questions:

1. What is the degree to which school leaders practice the dimensions of servant leadership from the point of view of female teachers in public education schools in the cities of Dammam and Al-Khobar?
2. What is the job performance level of school leaders from the point of view of female teachers in public schools of education in the cities of Dammam and Al-Khobar?
3. Is there a statistically significant relationship at the significance level ($\alpha \leq 0.05$) between the degree of practicing servant leadership dimensions and the level of job performance improvement for school leaders from the point of view of female teachers in public education schools in Dammam and Khobar?

Objectives of the Study

The current study seeks to achieve the following objectives:

- Identifying the degree to which school leaders practice the dimensions of servant leadership from the point of view of female teachers in public education schools in the cities of Dammam and Al-Khobar.
- Identifying the job performance level of school leaders from the point of view of female teachers in public schools of education in the cities of Dammam and Al-Khobar.
- Revealing the nature of the correlation between the degree to which school leaders can apply the dimensions of servant leadership and the degree of performance improvement from the point of view of female teachers in public schools of education in the cities of Dammam and Al-Khobar.

Study Significance

The importance of this study stems from the importance of the role that the leader plays within the educational institution in the matter of the relationship between the practice of servant leadership and the level of job performance, as the school leader is interested in improving the educational process and working to develop it, and it is hoped that the results of the study will contribute to strengthening the practical roles of school leadership in Developing performance for employees, which may help to overcome the difficulties facing the educational process of school leaders.

Study Delimitations

The current study was limited to the following:

Objective limits: The current study was limited to identifying the degree of servant leadership practice and its relationship to improving the job performance of school leaders from the point of view of female teachers in public education schools in the cities of Dammam and Khobar, according to the Barbuto & Wheeler (2006) model, through the five dimensions: (Altruism, emotional healing, wisdom, persuasive mapping, and organizational sponsorship).

Spatial limits: This study was conducted in public education schools (primary stage - intermediate stage - secondary stage) affiliated to the Department of Education in the Eastern Province in the cities of Dammam and Al-Khobar.

Human limits: This study was limited to female teachers of public education schools in the Eastern Province in the cities of Dammam and Al-Khobar, with a sample of (613) female teachers.

Temporal limits: This study was applied in the first semester of the academic year (1442 AH) corresponding to (2021 AD).

Study Definitions

1. servant leadership: the researchers define procedurally as: the leadership style in which school leaders exceed their personal desires and interests, and focus most of their attention on developing the performance of school staff and serving them to achieve educational goals, where leaders follow the dimensions: altruism, emotional healing, wisdom, persuasive mapping, and organizational sponsorship, which can be identified through the responses of the sample members to the questionnaire items prepared in this study.
2. Job performance: the researchers defines it procedurally: school leaders carry out the tasks and duties assigned to them efficiently and effectively, according to the responsibilities that were granted to them under the regulations of the Ministry of Human Resources and Social Development in the Kingdom of Saudi Arabia.

In the Zaatari study (2020) entitled: "Servant leadership of government primary school principals in Hebron governorate and its relationship to teachers' organizational citizenship behavior from the teachers' point of view." The study aimed to identify the servant leadership of the principals of government primary schools in the Hebron Governorate, and its relationship to the behavior of organizational citizenship for teachers, from the teachers' point of view, and to show the degree of association of servant leadership with the behavior of organizational citizenship, according to the variables of the directorate, gender, educational qualification, and years of experience. The study used the correlative descriptive method and the questionnaire as two tools for collecting field data. The study was applied to a sample of (366) male and female teachers who were chosen by the stratified

random method. The study reached a number of results; Most notably: the degree of servant leadership practice and the degree of organizational citizenship behavior practice are both high, and indicated that there is a positive, statistically significant direct relationship between servant leadership and organizational citizenship behavior among male and female teachers according to the study variables, and the results showed that there are statistically significant differences in the overall degree of servant leadership practice , attributed to the directorate variable in favor of the North and South Hebron directorate.

Al-Saleh's study (2020) entitled: "The servant leadership of school principals as perceived by teachers in public education schools in the State of Kuwait and its relationship to their job satisfaction." This study aimed to identify the practice of servant leadership by school principals in the State of Kuwait and its dimensions, to provide suggestions for its development, and to reveal the existence of a correlation between the dimensions of servant leadership and teacher job satisfaction. (794) male and female teachers were chosen randomly. The study reached several results; Most notably: that the degree of school principals' application of servant leadership from the teachers' point of view came to a medium degree in general according to the dimensions of servant leadership, and it also indicated that there is a positive, medium statistically significant relationship between the dimensions of the practice of servant leadership for school principals and job satisfaction for teachers.

Abdel-Sattar's study (2020) entitled: "Servant leadership is an approach to improving the quality of work life for workers in public schools in Fayoum Governorate." This study aimed to identify the reality of the practice of servant leadership for principals and its relationship to the level of quality of life for workers in public schools in Fayoum Governorate, Egypt. The study used the descriptive approach and the questionnaire as tools for collecting field data, and the study was applied to a sample of (600) administrators and teachers who were chosen by the stratified random method. The study reached a number of results, most notably: that the degree of school principals' application of servant leadership from the workers' point of view came to a medium degree, and it also indicated that there is a positive correlation between school principals' application of servant leadership and the quality of career life of workers.

The study in Hartnah (2020) entitled: "The role of school leadership and work environment in managing the job performance of school teachers in the city of Tegal, Indonesia". The study aimed to reveal the role of school leadership, work environment and motivation in managing the job performance of schoolteachers in the city of Tegal, Indonesia, from the teachers' point of view. To achieve this, the study used the quantitative approach and the questionnaire as tools for collecting field data. The study was applied to a sample of (300) male and female teachers who were chosen randomly. The study reached several results; Most notably: the school principal's leadership degree, work environment, and motivation were good, according to the study sample's assessment.

Al-Zahrani's study (2019) entitled: "Organizational values of Al-Hajra Governorate school leaders and their relationship to the level of their job performance from the teachers' point of view." The study aimed to reveal the organizational values of Al-Hajra Governorate school leaders and their relationship to the level of their job performance from the teachers' point of view. The study was applied to a sample of (320) teachers in government schools in Al-Hajra Governorate, which was selected by the Complete Census method. The study reached a number of results; The most important of them: that the level of organizational values among the leaders of Al-Hajra Governorate schools was achieved to a large degree, and the results showed a direct correlation between the level of organizational values and job performance.

Abu Shareekh's study (2019) entitled: "The servant leadership pattern of government school principals in the capital (Amman) and its relationship to their job performance from the viewpoint of assistant principals." The study aimed to investigate the relationship between the practice of servant leadership among public school principals in Amman and their job performance from the point of view of the principals. The study was applied to a sample of (513) assistant directors, who were chosen by the stratified random method. The study reached several results; Most notably: that the degree of servant leadership practice and the degree of job performance practice among school principals is large. It also indicated that there are statistically significant differences in the degree of servant leadership that are attributed to the gender variable in favor of females and to the variable years of service in favor of assistants with more than 10 years of service.

Abu Al-Ghanam's study (2019) entitled: "Service leadership practiced by government secondary school principals in Madaba Governorate and its relationship to the prevailing organizational climate in their schools from the point of view of teachers and assistant principals. The study aimed to identify the degree of servant leadership practice among government secondary school principals in Madaba governorate and its relationship to the prevailing organizational climate in their schools from the point of view of teachers and assistant principals. The study was applied to a sample of (265) teachers and assistant principals, selected by relative random method, and the study reached a number of results, most notably: the degree to which school principals practice servant leadership and the degree of organizational climate is medium, as well as the existence of a positive correlation between the degree of school principals' practice of servant leadership and the degree of the prevailing organizational climate in their schools, and a positive, statistically significant relationship was found between all areas of the organizational climate, except for the dimension (divergence) and all areas of servant leadership.

Fleming study (2019) entitled: "The relationship between servant leadership and job satisfaction among school principals". The study aimed to identify the extent to which servant leadership behaviors are associated with job satisfaction among public school principals in the state of Dakota in the United States of America. The study led to a number

of results; Most notably: the presence of a statistically significant relationship between the behavior of the servant leadership of the administrative supervisor and the job satisfaction of the manager, and there is also a statistically significant relationship between the characteristics of servant leadership and job satisfaction of the manager.

Alaslaa study (2018) entitled: "The degree to which secondary school principals practice servant leadership and its relationship to the level of effectiveness of job performance among teachers in Zarqa Governorate." The study aimed to investigate the degree to which secondary school principals practice servant leadership and its relationship to the level of effective job performance among teachers, and to find out whether there are statistically significant differences between the responses of the sample members due to the variables of gender, academic qualification, years of scientific experience, and age, and to achieve this follow the descriptive approach. Correlational and the questionnaire as tools for collecting field data. The study was applied to a sample of (539) male and female teachers, who were chosen by random method. The study reached a number of results; The most important of them: that the degree to which secondary principals practice the dimensions of servant leadership and the level of effectiveness of job performance among teachers is highly achieved, and there is a statistical function according to the gender variable in the administrative field in favor of males, and in favor of females in the social field. The results showed a low positive correlation between the degree of practice of secondary school principals of servant leadership and the level of effectiveness of job performance among teachers.

Ibn Talib's study (2018) entitled: "The degree of servant leadership's contribution to achieving organizational confidence for secondary school leaders in Hotat Tamim and Al-Hareq governorates from the teachers' point of view." The study aimed to identify the degree of servant leadership's contribution to achieving the organizational confidence of secondary school leaders in the governorates of Hotat Bani Tamim and Al-Hareq from the teachers' point of view, through the dimensions of servant leadership (empowerment, altruism, and humility). Where it was applied to the study population, which covered (8) secondary schools, and 115 teachers. The study reached several results; The most important is that the contribution of empowerment and altruism to achieving organizational trust is both achieved to a large degree, in addition to the contribution of humility to achieving organizational trust and achieving it to a very large degree.

Georgolopoulo et al., 2018 study: "Servant leadership as a predictor of teacher job satisfaction." The study aimed to determine the degree of application of the principles of servant leadership, as well as the degree of job satisfaction as seen by teachers and the relationship between them. To achieve this, the study used the questionnaire as a tool for collecting field data. The study was applied to a sample of (141) teachers from 20 primary schools in Greece. The study reached that there is a positive trend towards teachers' awareness of the characteristics of servant leadership, and that teachers have a great job

satisfaction with their work, the results showed a positive relationship between job satisfaction and the principles of servant leadership.

Gul & Turkman (2017) study entitled: "The impact of servant leadership behaviors among secondary school principals on teachers' organizational commitment." The study aimed to know the effect of servant leadership behaviors for secondary school principals on teachers' organizational commitment, the questionnaire was used as a tool for collecting field data. The study was applied to a sample of (438) secondary school teachers in the Sino region in Turkey. The study concluded that there is a positive relationship between the application of the principles of servant leadership and the organizational commitment of teachers. It also showed that servant leadership leads to the formation of an attractive and comfortable work environment for all employees.

Mahembe & Engelbrecht (2014) study entitled: "The relationship between servant leadership, organizational citizenship behavior and the effectiveness of work teams in South Africa." The study aimed to analyze the relationship between servant leadership and organizational citizenship behavior and the effectiveness of work teams in the school system in South Africa, a theoretical model was developed to show the correlation between these variables in the school system. To achieve this, the study used the quantitative approach, and the questionnaire as a tool for collecting data, the study was applied to a sample of (288) teachers from (38) schools in the north of Cape Town in South Africa. The study indicated that there is a strong relationship between servant leadership and the effectiveness of work teams, and a strong correlation between servant leadership behavior and organizational citizenship behavior, and there is a positive correlation between servant leadership and organizational citizenship behavior and work teams' effectiveness.

It is evident from the above that the studies that dealt with the subject of servant leadership in the Kingdom of Saudi Arabia focus on the role of the leader towards the school and the strengthening of his powers to be able to practice his role in the required manner, as well as to provide better services to teachers and enable them to raise the level of their performance and achieve the required educational goals, which confirms the importance of the current study that directed Towards knowing the nature of the relationship between the level of servant leadership and its relationship to improving the performance of government school leaders in Dammam and Al-Khobar.

Methodology

The study adopted the descriptive correlative approach. This is considering the nature of the study and the objectives it seeks to achieve.

Study Population: The study population is defined as: a known gathering of things and people, and it is the comprehensive group from which samples are being selected (Al-Najjar, 2015), the study population consisted of all female public education teachers in Dammam

and Al-Khobar, who numbered 8422 female teachers, according to statistics Department of Education in Dammam and Khobar for the year (1442 AH) corresponding to (2021 AD).

Study Sample: A stratified random sample of general education teachers was selected in Dammam and Al-Khobar according to educational levels, with a specific percentage of the research population according to the specified parameters considering the study's total population size at a confidence level (0.95), and an allowable uncertainty (0.05), and it was used Stephen Thompson's equation to determine the sample size. The results of the equation revealed that the sample size representing the community is no less than (367) individuals, and accordingly the study obtained (613) responses, all of which are valid for analysis.

Study Tool: A questionnaire was developed to collect information and data, and the questionnaire went through the following practical steps:

- Determining the general purpose of the tool and the objectives of the questionnaire: where the general objective is to reveal the degree to which the leaders of public schools in the cities of Al-Khobar and Dammam practice the dimensions of leadership and its relationship to improving their job performance.
- Reviewing research tools, theses, and previous studies, such as the studies Abdul Sattar (2020), Zaatari (2020) and Fleming (2019), which aimed to reveal the relationship between servant leadership and improving the job performance of female teachers.
- Determining the measurement areas and dimensions of the study tool: The questionnaire is divided into two axes: (servant leadership and job performance), and each axis consisted of several dimensions, and each dimension included number of items; Where (37) items were formulated in their initial form, distributed on the axes and dimensions of the questionnaire.

Validity of The Tool:

The validity of the study instrument was confirmed by the following:

First, the face validity:

To verify the validity of the study tool, they were presented in its initial form to 12 specialists in educational administration and leadership, and considering their opinions, the researcher made the necessary modifications.

Second: the internal consistency of the tool:

After making sure of the face validity of the study tool, the questionnaire was applied to the exploratory sample, which amounted to (34) teachers, and this sample was not included within the study population, then the internal consistency was calculated by calculating the

correlation coefficient (Pearson), to identify the degree of correlation of each axis of the study. Questionnaire axes with the total score of the questionnaire, the degree of correlation between the degree of the dimensions of the first axis with the total score of the axis, and the degree of correlation of each item with the total score of the dimension to which it belongs, which are shown in the following tables.

First: The validity of the questionnaire's axes:

Table (1) Pearson correlation coefficients for each axis with the total degree of the study tool.

		number of items	Correlation coefficient
	Servant leadership	22	**0.99
	Job performance	13	**0.97

**The correlation coefficient is statistically significant at the 0.01. level

It is clear from Table No. (1) that the Pearson correlation coefficients between the degree of each axis and the total score of the questionnaire are statistically significant, which proves the validity of the questionnaire axes.

The validity of the dimensions of the first axis

Table (2): Internal consistency validity for the dimensions of the first axis.

#	Dimensions of the first axis	umber of items	orrelation coefficient
1	Altruism	4	**0.96
2	Emotional Healing	5	**0.97
3	Wisdom	4	**0.97
4	Persuasive Mapping	4	**0.96
5	rganizational Sponsorship	5	**0.92

**The correlation coefficient is statistically significant at the 0.01. level

It is clear from Table No. (2) that Pearson's correlation coefficients between the degree of each dimension and the total score of the first axis are statistically significant, which proves the validity of the dimensions of the first axis of the questionnaire.

Table (3) The internal consistency validity of the items of the second axis, job performance.

#	Items of job performance axis	Correlation coefficient
1	The school leader can make decisions.	0.89 **
2	The school leader follows up the school's operational plans with the concerned authorities in the Education Department.	0.69 **

#	Items of job performance axis	Correlation coefficient
3	The school leader participates in building the capabilities of its staff through appropriate training programs.	0.91 **
4	The school leader has the ability to develop working methods.	0.93 **
5	The school leader has the skill to follow up and direct school tasks.	0.93 **
6	The school leader employs all the equipment available in the school environment.	0.86 **
7	The school leader maintains working hours.	0.77 **
8	The school leader presents suggestions that contribute to the development of schoolwork.	0.86 **
9	The school leader possesses knowledge of the educational foundations in preparing and applying lessons.	0.85 **
10	The school leader discusses and presents ideas and communicates them in an organized and clear manner to all relevant parties.	0.81 **
11	The school leader is a good role model for the school's staff to follow.	0.87 **
12	The school leader prepares reports of job performance evaluation for school staff in accordance with the approved instructions.	0.74 **
13	The school leader enhances the school's social role through communication with parents.	0.79 **

(**) Statistically significant at the significance level (0.01)

It is clear from Table No. (3) that all Pearson's correlation coefficients between the degree of each item and the total degree of the axis to which it belongs are statistically significant at the level of significance of 0.01, which proves the validity of the items of the second axis job performance.

Reliability of The Study Instrument

The reliability of the study tool was confirmed by using the Alpha-Cronbach equation, and the following table shows the values of the reliability coefficients for the questionnaire as a whole and for each of its axes and for each of the dimensions as follows:

Table (4) Reliability values of the study tool, its axes and dimensions.

#	Axes and dimensions	Number of items	Reliability coefficient
1	Altruism	4	0.94
2	Emotional Healing	5	0.93
3	Wisdom	4	0.94
4	Persuasive Mapping	4	0.94
5	Organizational Sponsorship	5	0.94
	First axis: servant leadership	22	0.99
	Second axis: job performance	13	0.96
	Total reliability	35	0.99

It is clear from Table No. (4) that the reliability values of Cronbach's alpha for the total degree of the questionnaire, its axes and dimensions are high, which makes the questionnaire reliable and valid for application to the study sample. Where the overall reliability of the questionnaire was 0.99, which is a high value for stability. The stability values of the questionnaire's axes and dimensions ranged between (0.93 - 0.99), which are high reliability values. Where Murad and Suleiman (2002) indicate that the reliability coefficient is statistically acceptable if its value is higher than 0.70.

Results

The first question: What is the degree to which school leaders practice the dimensions of servant leadership from the point of view of female teachers in public education schools in the cities of Dammam and Khobar?

To answer the first question, the arithmetic mean and standard deviation of the responses of the study sample about the degree and dimensions of the servant leadership axis were used. The dimensions and items were arranged according to the arithmetic mean. This is evident in the following tables:

First: Presenting the results of the total score for the servant leadership axis and its dimensions:

Table (5) arithmetic means and standard deviations of the opinions of the study sample about servant leadership.

#	Servant leadership dimensions	arithmetic means	SD	Degree of agreement	Rank
1	Altruism	4.01	1.03	Large	5
2	Emotional Healing	4.08	1.02	Large	3
3	Wisdom	4.11	0.99	Large	2

4	Persuasive Mapping	4.19	0.97	Large	1
5	Organizational Sponsorship	4.07	0.95	Large	4
Total mean		4.09	0.94	Large	

It is clear from Table No. (5) the arithmetic mean and standard deviation of the degree of agreement of the study sample's opinions about the practice of servant leadership by school leaders and its dimensions; Where the overall mean reached (4.09) and a large degree, which proves that the practice of school leaders for servant leadership is high. It is clear that the fourth dimension, persuasive mapping, ranked first with a mean of 4.19 and a significant degree; This may be attributed to the great efforts made by school leaders in drawing up educational and administrative plans and policies for the school in a clear and orderly manner, and supervising their implementation according to a specific time frame and organized steps, away from confusion and randomness, which helps them accomplish their tasks to achieve goals, and the third dimension comes wisdom In the second rank, with a mean of (4.11) and a large degree, which may be attributed to the great awareness that school leaders possess in dealing with all school staff and behaving wisely towards the various positions they practice when carrying out their work and administrative tasks. The second dimension of emotional healing ranked third with a mean of (4.08) and large degree, and this may be attributed to the great attention paid by school leaders to all school staff by providing support and emotional support to them and encouraging and motivating them to do more to improve their performance. The fifth dimension of organizational sponsorship ranked fourth with a mean of (4.07) and a large degree, this may be attributed to the positive feeling among school leaders of the importance of the role they have towards those who the school's support, by providing them with continuous care, support, and guidance. It may also be due to the school leaders' keenness to activate the school's role in the local community through positive participation in all community activities and events. The first dimension of altruism comes in the fifth and last rank and a large degree with a mean of (4.01); It may be attributed to the attention shown by school leaders to school staff by meeting their demands and needs, but this degree was not at the required level that shows the reality of altruism in servant leadership.

This result is consistent with the results of the studies of Zaatari (2020); Abu Shareekh (2020); Alaslal (2018) and Al-Tamam (2016), which concluded that the degree to which school leaders practice the dimensions of servant leadership was significant. While this result differs with the results of the study of Abdul Sattar (2020); Al-Saleh (2020) and Abu Al-Ghanam (2019), which showed that the degree to which school leaders practice the dimensions of servant leadership was moderate, and it may be attributed to the school leaders' lack of awareness of the concept of servant leadership.

The second question: What is the job performance level of school leaders from the point of view of female teachers in public schools of education in the cities of Dammam and Al-Khobar?

To answer the second question, the arithmetic mean and standard deviation of the responses of the study sample about the level of job performance were used, and the items were arranged according to the arithmetic mean and judged the degree of approval in the light of the test, and this is evident in the following table:

Table (6) Means and Standard Deviations of the Items of the Second Axis Job Performance.

	Items	Mean	SD	Degree of agreement	Rank
1	The school leader has the ability to make decisions.	4.19	1.03	Large	10
2	The school leader follows up the school's operational plans with the concerned authorities in the Education Department.	4.39	0.82	Very large	2
3	The school leader participates in building the capabilities of its female staff through appropriate training programs.	4.24	0.97	Very large	8
4	The school leader has the ability to develop working methods.	4.14	1.04	Large	12
5	The school leader has the skill to follow up and direct school tasks.	4.27	0.97	Very large	6
6	The school leader employs all the equipment available in the school environment.	4.13	1.05	Large	13
7	The school leader maintains working hours.	4.49	0.78	Very large	1
8	The school leader presents suggestions that contribute to the development of school work.	4.27	0.93	Very large	7
9	The school leader possesses knowledge of the educational foundations in preparing and applying lessons.	4.23	0.93	Very large	9
10	The school leader discusses and presents ideas and communicates them in an organized and clear manner to all relevant parties.	4.20	1.00	Large	11
11	The school leader is a good role model for the school's staff to follow.	4.31	1.00	Very large	5

	Items	Mean	SD	Degree of agreement	Rank
12	The school leader prepares reports of job performance evaluation for school staff in accordance with the approved instructions.	4.37	0.92	Very large	4
13	The school leader enhances the school's social role through communication with parents.	4.37	0.90	Very large	3
	Total	4.28	0.84	Very large	

It is noted from Table No. (6) that the arithmetic mean of the job performance level for school leaders reached (4.28) and to a very large degree, and it is also clear that the arithmetic means of the degree of approval of the study sample about the items of the job performance axis ranged between (4.13 - 4.49), and the degree of approval varied for items of the job performance is between very large and large; This indicates an improvement in the level of job performance, and it is noted that the seventh item, which states: "The school leader maintains working hours" ranked first with an average of (4.49) and to a very large degree, and this may be due to school leaders possessing time management skills in addition to their great keenness to use the time to carry out the administrative and educational tasks and tasks specified in the agenda and daily tasks. The second item, which states: "The school leader follows up on the school's operational plans with the concerned authorities in the education administration" ranked second with an average of (4.39) and a very large degree; This may be attributed to carrying out her duties as a school leader in communicating with the responsible authorities in the larger education administrations to provide the various material, technical and human needs necessary for the conduct of the educational and administrative process in the school.

This result is consistent with the results of Nasrallah's study (2020), which found that the level of job performance of school leaders is very large. In the penultimate rank comes the fourth item, which states: "The school leader has the ability to develop work methods." Where it averaged (4.14) to a large degree, and this may be due to the importance of developing work methods to keep pace with the new methods of modern management practice, but this item obtained a degree of approval below the required level, and this may be due to the focus of school leaders on traditional administrative methods to carry out administrative and educational tasks, and in the last place comes the sixth item, which states: "The school leader employs all the equipment available in the school environment"; Where it averaged (4.13) and to a large degree, and this may be due to the keenness of the school leader to invest all the capabilities and equipment available in the educational and administrative process, but this item did not get a very large degree, and got the last rank due to the large number of tasks and administrative work entrusted to school leader. This

result is consistent with the results of the studies of both Nasrallah (2020) and Al-Otaibi (2018); Which found that the level of job performance of school leaders to a large degree. This result differs with the results of studies of Almosaed (2020) and Talib (2019), which showed that the degree of job performance among school leaders is medium.

The third question: Is there a statistically significant relationship at the significance level ($\alpha \leq 0.05$) between the degree of servant leadership and improving the job performance of school leaders from the point of view of female teachers in public education schools in Dammam and Khobar?

To answer this question, the Pearson correlation coefficient was used to find the relationship between the degrees of responses of the study sample members to the degree of practicing servant leadership and improving job performance, which is shown in the following table (7).

Table (7) Pearson correlation coefficient of the relationship between servant leadership and job performance improvement.

Axes		Job performance
Servant leadership	Correlation coefficient	**0.94
	Level of significance	0.000

** The correlation coefficient is significant at the 0.01. level

It is clear from Table No. (7) the value of the correlation coefficient between the degree of servant leadership practice and job performance improvement; Where it was found that the value of the correlation coefficient between the total degree of servant leadership and the total degree of job performance was 0.94, which is a statistically significant value at a significance level of 0.01; Which proves the existence of a strong positive correlation between the practice of servant leadership and the improvement of job performance, and this may be due to the school leaders' practice of servant leadership to a large extent, which was positively reflected on the improvement of the level of school leaders in their job performance to a very large degree, through the development of their administrative and educational work methods in a way better.

This result is consistent with the results of the studies of Abdel Sattar (2020); Al-Saleh (2020) and Alaslaa (2018); All of which concluded that there is a positive, statistically significant relationship between the dimensions of servant leadership and the level of job performance, due to the fact that servant leadership meets the material and moral needs of workers, and creates a work environment more suitable for work without pressure, which leads to the commitment of workers and increase their job performance.

Conclusion

The current study examined the relationship between servant leadership and performance improvement for female teachers. The results provided an important basis for understanding subordinates' attitudes towards leadership behavior towards them in the educational environment. It is noted that from the available relevant literature and studies, and the results of the current research reveal a strong positive correlation between the practice of servant leadership and the improvement of job performance, thus can affect positively towards improving the ability of female teachers from their job performance, which is reflected on the outcomes of the educational process within educational institutions. The servant leadership style can create a culture in the organization that can enhance the quality of life for teachers, which may enhance their commitment to the educational services provided by them in those educational institutions.

Study Recommendations

In light of the study results, the study recommends a number of recommendations, the most important of which are:

- Providing support and assistance to school leaders, and enhancing their efforts to enhance the practice of servant leadership in its various dimensions.
- Providing continuous encouragement and motivation to school leaders in the cities of Dammam and Khobar to achieve a very large level of servant leadership practice.
- The necessity of implementing training programs for school leaders in the cities of Dammam and Al-Khobar to develop their skills and knowledge about servant leadership methods.
- Holding seminars and lectures for school leaders of secondary education on servant leadership and its importance in raising the level of job performance among school staff.

References

Ibrahim, Hossam El Din, and Marzouki, Ahmed. (2021). A proposed model for servant leadership in schools in the Sultanate of Oman in the light of some contemporary models. *The Arab Journal of Specific Education, The Arab Foundation for Education, Science and Arts*, 16, 143 - 180.

Ibn Talib, Badr. (2018). The degree of contribution of servant leadership to achieving organizational confidence for secondary school leaders in the governorates of Hotat Bani Tamim and Al-Hareq from the teachers' point of view. *Journal of the Faculty of Education, Assiut University, Faculty of Education*, 34(4), 505-529.

- Abu Al-Ghanam, Ola. (2019). Servant leadership practiced by public secondary school principals in Madaba governorate and its relationship to the prevailing organizational climate in their schools from the point of view of teachers and assistant principals (unpublished master's thesis). Middle East University, Amman, Jordan.
- Abu Shareekh, Asmahan. (2019). The pattern of servant leadership among public school principals in the capital (Amman) and its relationship to their job performance from the point of view of assistant principals (unpublished master's thesis). Middle East University, Amman, Jordan.
- Abu Abed, Mahmoud. (2006). Modern trends in educational leadership. Irbid, Jordan: Dar Al-Amal for Publishing and Distribution.
- Alaslaa, Wafa. (2018). The degree to which secondary school principals practice servant leadership and its relationship to the level of effective job performance of teachers in Zarqa Governorate (unpublished master's thesis). The Hashemite University, Jordan.
- Bani Murtada, Ahmed. (2019). The possibility of applying school self-management and its obstacles as seen by the principals of secondary schools in the Damman educational region: a field study. *Studies in Educational Sciences*, University of Jordan, 46 (1), 83-10.
- Al-Khalili, Khalil. (2012). Fundamentals of educational scientific research. Dubai, United Arab Emirates: Dar Al Qalam for Publishing and Distribution.
- Zaatari, Dina. (2020). Servant leadership of principals of government primary schools in Hebron governorate and its relationship to teachers' organizational citizenship behavior from the teachers' point of view in their schools (unpublished master's thesis). Hebron University, Palestine.
- Al-Zahrani, Jamaan. (2019). The organizational values of Al-Hajra Governorate school leaders and their relationship to the level of their job performance from the teachers' point of view. *Journal of the Faculty of Education: Assiut University*, Faculty of Education, 35 (10), 399 - 429.
- Al-Shehri, Khaled, and Al-Makhafi, Muhammad. (2019). Leadership styles of secondary school principals in the eastern region and their effectiveness according to the theory of Hirschi and Blanchard. *Journal of Educational and Psychological Sciences*. University of Bahrain, Scientific Publication Center 20(2), 167-204.
- Al-saleh, Amal. (2020). Servant leadership of school principals as perceived by teachers in public education schools in the State of Kuwait and its relationship to their job satisfaction. *Journal of the Faculty of Education, Alexandria University*, Faculty of Education 30, (4), 65-89.

- Al-Sarayra, Khaled. (2011). Job performance of faculty members in public Jordanian universities: from the point of view of department heads. *Damascus University Journal of Educational and Psychological Sciences: Damascus University*, 27 (1,2), 601-652.
- Salah El-Din, Nasreen. (2016). Servant leadership for school principals and teacher job satisfaction in Egypt: a suggested constructivist model. *Journal of the College of Education in Educational Sciences: Ain Shams University, College of Education*, 40 (1), 65-166.
- Abdul Sattar, Mahrous (2020). Servant leadership is an approach to improving the quality of work life for workers in public schools in Fayoum Governorate. *Educational and social studies, Helwan University, Faculty of Education*, 26 (2), 125-209.
- Al-Asiri, Hassan. (2019). The role of servant leadership as an entrance to the quality of career of public education teachers in the Kingdom of Saudi Arabia. *Specialized International Educational Journal, Simat House for Studies and Research*, 8(4), 137-150.
- Mahasna, Ibrahim. (2013). Management and evaluation of job performance between theory and practice. Amman, Jordan: Dar Jarir Publishing and Distribution.
- Nayef, Saud. (2020). The mechanisms of applying servant leadership in Saudi schools in light of the experience of the United States of America. *Educational magazine. Sohag University, Faculty of Education*, 78, 459-490.
- Al-Najjar, Nabil. (2015). Analytical statistics with applications using SPSS software. Amman, Jordan: Al-Hamid Publishing House.
- Nasrallah, Suha. (2020). Perceived self-efficacy among government school principals in Gaza governorates and its relationship to the level of job performance of their teachers (Master's thesis). Al-Aqsa University, Gaza, Palestine.
- Barbuto, J.E & Wheeler, D.W. (2006). Scale development and construct clarification of servant leadership. *Group & Organization Management*, 31(12),300-326.
- Black Glenda Lee. (2010). Correlational Analysis of Servant Leadership and school Climate. *Catholic Education: A Journal of Inquiry an Practice*. 13(4) 437-466.
- Daubert, S. (2007). Exploring the relationship of motivation environmental attitudes to servant leadership (Unpublished doctoral dissertation). University of Nebraska, Lincoln.
- Dierendonck, D., and Patterson, K. (2010). " Servant leadership: Developments in theory and research". Houndmills, Basingstoke, Hampshire ; New York: palgrave Macmillan.
- Fleming B. (2019). The Relationship between Superintendent Servant Leadership Behavior And Prinipal Job Satisfaction in Iowa, (Doctoral dissertation, University of sout Dakota).

- Giambatista, R.; McKeage R.; Brees, J. (2020). Cultures of Servant Leadership and Their Impact, *The Journal of Values-Based Leadership*, 13(1), 1-16
- Hartnah.S, Suharso,P. Umam,R. Syazali,M. Lestari.B, & Jermsittiparsert,K. (2020). Teacher's performance management; The role of principal's leadership, work environment and motivation in Tegal. Indonesia, *Management Science Letters*.10(1) 235-246
- Heler, S., & Martin J. (2018). Servant Leadership Theory: Opportunities for Additional Theoretical Integration *Journal of Managerial Issues*, 1(1), 230-243.
- Lee1, A., Lyubovnikona, J., Titan. A W., Knight, C. (2020). Servant leadership A meta-analytic examination of incremental contribution moderation, and mediation, *Journal of Occupational and Organizational Psychology*
- Mahembe, Bright & Engelbrecht, Amos. (2014). The relationship between servant leadership, organizational citizenship behavior and team effectiveness.SA *Journal of Industrial Psychology*. Vol (40(No, (1), PP 1-10.
- Setyaningrum R & Surachman M. (2017). Organizational commitments are mediation of relationships between servant leadership and employy performance". *Journal of Applied Management* 15(4) 693-701.
- Spears, L.C. (2005). The Understanding and Practice of Servant Leadership. *The Journal of Virtues & Leadership*, Vol. (17) No. (1), PP 29-45.
- Taylor, T. A. (2002). Examination of leadership practices for principals identified as servant leaders. Doctoral Dissertation, University Missouri- Columbia.
- Turkmen, F & Gul, I. (2017). The Effects of Secondary School Administrators' Servant Leadership Behaviors on Teachers' Organizational Commitment", *Journal of Education and Training Studies* Vol. 5, No. 12, PP.110-119.
- Georgolopoulo, V., Papalo, E., & Loukoro, K. (2018). Sarvant Leadership as a Predictive Factor of Teacher' Job Satisfaction. *European journal of Education*, 1(2), 15-28.
- Vasileios Georgolopoulo Evangelia Papalo Konstantina Loukoro. (2018). Sarvant Leadership as a Predictive Factor of Teacher' Job Satisfaction. *European journal of Education* Volume 1.