

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

Fathi Mohammed Abu Nasser¹

¹ King Faisal University, Saudi Arabia

Correspondence: Fathi Mohammed Abu Nasser, King Faisal University, Al-ahsa 31982, Saudi Arabia.

Received: August 20, 2019

Accepted: October 9, 2019

Online Published: November 29, 2019

doi:10.5539/ies.v12n12p101

URL: <https://doi.org/10.5539/ies.v12n12p101>

Abstract

Participative leadership is one of the most important human trends of school leadership and institutions of education. The study aimed to identify the degree of application of participative leadership by school leaders at Ihsa governorate, Saudi Arabia, and its correlation to teacher's professional development in the light of some variables. The study sample comprised (241) education leaders from both sexes throughout the school year 2018/2019. To collect data, an important three-part instrument developed incorporating participative leadership and its correlation to teacher's professional development. Cronbach coefficient of instrument validation was (0.97). In analyzing data, arithmetic means, standard deviations, one way ANOVA, and correlation coefficient were calculated. Results of the study showed that the degree of application of the total process was high. They also showed that there was a relation with statistical significance at the level (0.01) between participative leadership with its dimension and professional development. The results also showed that there were no differences with statistical significance in answers of sample members which might be attributed to study variables at the level ($\alpha=0.01$). The study recommended intensifying training courses for school leaders with regard to participative leadership, in addition to, supporting and widening teachers' participation in school leadership.

Keywords: school leadership, school leaders, professional development

1. Introduction

Schools are the cornerstones in educational systems because of the basic and vital role they play in preparing generations in the fields of activities and educational processes upon whose shoulders implementation of education policies and society developing programs lie. School success, as an educational institution, requires an active leader (principal) to achieve its goals. Throughout his leadership, the leader plays a significant role in employee's acquisition of experiences and profession. The Ministry of Education showed its interest in school leadership emphasizing its role. It first started with changing titles of he/she principal school leaders according to circular no.37504, dated 18/7/1436 A.H (Al-Muteiri, 2015).

School leadership is one of the most important factors of education development because it significantly influences employees and orchestrates their ideology and behavior in order to achieve the goals the school aspires to. The school leader is held responsible for leading employees and maintaining school entity as a basic social and educational unit. In the past, the one-school leader was dominant as he was the sole person who had a control over everything according to traditional belief. As the development of knowledge accelerated, the concern leaned more toward participative leadership adopting more democratic methods (Harris, 2013). The concept of participation accepted at a large scale and used by academicians and practitioners (Bolden, 2011). Thus, leadership method has become a blend of qualities, skills, and behaviors used by leaders in interacting with their employees (Sebastian & Moon, 2018).

Participative leadership is one of the methods used in schools; it is a pattern of democracy, which focuses on participation in school decision making. Researchers point out that participative leadership implies success achievement difficult to obtain through school traditional bureaucratic hierarchical structure (Somech, 2010). It also presents several ways for school development and many benefits for teachers (Dufour & Marzano, 2011), though some other studies indicated that this leadership might lead to more pressure on teachers (Bolden, 2011)

Thus, school leadership has to interact with employees to achieve goals of the school and those of the employees among which are professional development and upgrading the teacher's competence by providing him with the skills and experiences needed to develop his performance through several activities and programs. Jozef (2017) points out that professional development is a comprehensive process that includes cognitive, preparation, legal, training, and legislative systems whose aim is to increase teacher's work and to develop their job performance.

This study comes due to the lack of studies that addressed the issue of linking Professional development to leadership style at the level of Al - Ahsa Governorate and Saudi Arabia, which enriches the theoretical literature in this area and reflected on the educational field. Most of the previous studies (Al-Anzi, 2018; Al-Muhrej, 2018; al-harhi, 2018) did not address the subject in various aspects as in this study.

1.1 Problem of the Study

1.1.1 Problem and Questions of the Study:

The study attempts to answer the following major question:

What is the degree of application of participative leadership of school leaders and its correlation with teachers' professional development? Specifically, the study tried to answer the following questions:

First Question: what is the degree of application of participative leadership sample of school leaders at Al-ahsa Governorate, Saudi Arabia?

Second Question: Are there differences with statistical significance in applying participative leadership, according to sample members, that might be attributed to gender, level, and experience in school leadership?

Third question: Is there a correlation with statistical significance between sample members of school participative leaders and teachers' professional development at Al-ahsa governorate in Saudi Arabia?

1.1.2 Objectives of the Study:

The study aims to achieve the following:

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

1.1.3 Significance of the Study:

Significance of this study lies in the following fields:

Theoretical significance:

- The significance stems from the study's endeavor to develop an intellectual and theoretical framework regarding the application of participative leadership by school leaders at Al-ahsa governorate and its relevance to professional development of teachers through: a theoretical framework, past studies, and field work.
- It is expected that this study will be an incentive for future studies specifically through projecting suggestions to activate participative leadership in school leaders or through linking it to a strategic vision on teachers' professional development.

Empirical Significance:

- It is expected that findings of this study will benefit authorities in charge of education in the Ministry of Education at Al-ahsa governorate through identifying the level of applying participative leadership by school leaders. They will also get to know its impact on the educational process where it was applied, in addition, they will also be able to know to what extent school leaders succeeded in achieving the objectives related to teachers' development.
- It is also expected that the findings of this study will help public school leaders at Al-ahsa governorate to develop their leadership behavior through creating a distinguished environment in their schools which will be positively reflected on teachers' professional development.

1.1.4 Limitations of the Study

Subject limitation: it is limited to the topic of the degree of application of participative leadership practice in schools at Al-ahsa governorate and its correlation to teachers' professional development.

- Time limitation: Second Semester 2018/2019
- Place limitation: limited to public male and female schools at Al-ahsa governorate.
- Human limitation: Male and female public school leaders at Al-ahsa governorate.

1.1.5 Terms of the Study

The terms include:

Participative leadership:

- It is defined as the level, which is most, linked to the educational process. The leadership here is in direct contact with members of the leadership represented in:
- (Influencing teachers, students, parents, and local community in order to achieve goals of the school) (Somech, 2010). Procedurally, answering all questions of the study tool was considered an indication of participative leadership. It is the same for axes of the tool, which considers all answers to items of the axis an indication of the degree of participative leadership pertaining that axis.

Professional Development:

- It is defined as the process, which the teacher intentionally does to educate himself academically, behaviorally and ethically to eventually be able to learn efficiently (Abu Shaeri & Ghubari, 2011, 275). Procedurally, it defined as upgrading efficiency of teachers in order to get experiences needed to develop his performance to the better through programs, activities, and other means.

1.2 Literature Review

1.2.1 Participative Leadership

This type of leadership implies that some school employees and local community members participate in school management and in taking decision relevant to the school by delegating some of employees' authorities to the leader, and by investing the creative potentials (Hmood & Al-Sheikh, 2009). The leadership also includes consultation, and employees participation in problem study and in making decisions.

Ahmed (2003) sees that participative leadership means keeping away from absolute centralization. It trains employees to shoulder responsibility, and helps them move on the way of administrative and professional development. In this type of management, other members specifically employees, take part in discussions and in decision making regarding the company or teamwork.

1.2.2 Terms and Effects of Application

Several terms are required in order to apply participative leadership in school. Al-Saud (2013) lists the following: Securing a high level of reciprocal trust between employees of the educational institution, securing a high level of understanding for this type of leadership, leaders capability to motivate employees in addition to awareness of the need for participation in decision making, and finally the leader's capability to delegate responsibility to his employees in ratio to their abilities (Lahlub, 2015). Inanition (House, 1996) sees that the leader's behavior in precipitative leadership has four major effects: To secure achieving goals of the organization, to increase secondary participation, commitment, and more pressure on subordinates. What encourages leadership sharing in school is decreasing teachers' isolation and the increase of commitment to the public interest (pounder, 1999). The influence of the informal leader and the feedback from professional discussion play a significant role in encouraging common goals and practices in school (Spillane, 2003).

Nevertheless, whenever directors share responsibility with staff members, they should abide by what the teachers started and keep away from dominating major decisions. Lyons and Algozzine (2006), Firestone and Martinez (2007) see that the school leader efforts increase and become more complicated because of central management procedures.

1.2.3 The Effect of Using Participative Leadership in Schools

Participation of the leader and his subordinates in decision making secures cooperation and application without any obstacles. This leads to work dedication which eventually helps to realize the aspired goals without much effort. The leader's delegation of authorities to his subordinates saves time and effort in achieving the required and in taking decisions, which in turn increases trust and positive interaction between them. As for human relations, they play a big role in the educational process with regard to cooperation and creating a positive environment to achieve the best. It is an administrative behavior based on reciprocal veneration and respect, securing necessary services, exerting utmost effort and motivation to incite employees to realize the required objectives with great

competence. With regard to communications and information building, it is choosing the best methods to convey information, feelings, and opinions to others and to be affected by their opinions to convince them of our needs (Ahmed, 2003; Suleiman, 2017). Technological and scientific progress created tremendous changes in the role played by contemporary schools. Thus, concentration on intellectual skills, correlating learning to the real situation in which the student lives, motivating them to be creative through their potentials, encourage students to participate in knowledge building through dialogue. In order to achieve that, students had to cope with these duties and changes. Here, participative management can achieve the tasks through the available communicative channels with the local community (Dahlan, 2006).

From what preceded, and due to the important role of participative leadership institutions, it is necessary to base that on ideas by which required goals and sound decisions pertaining school development can be taken. Such decisions are: to respect employees opinions, encourage them to be creative, allow them to participate in all issues, encourage intercommunication, build positive relations and to give them the opportunity to develop professionally through courses and workshops.

1.2.4 Teachers' Professional Development

Professional development is defined as the process through which the teacher intentionally develops himself in the fields of academia, behavior, and work ethics by which he eventually becomes influential (Abu Shaeri & Ghabari, 2011, p. 275). The concept itself implies the significance of teacher's self-teaching which is an essential condition to achieve an additional development in the profession. The process of change and development through professional development could be more influential if it was teachers' initiative. The organization of Economic and Cooperative Development (OECD) defines teachers' professional developmental programs to be "activities that develop the individual's skills and experience and other qualities for which he is distinguished as a teacher". They develop teachers' capabilities to achieve the goals of educational systems (Lemke, 2010).

Caena (2011) identified the types of collaborative participation in which activities of profession development can be an inseparable part of the job. These are: analysis of school culture, colleagues' remarks, minor studies on a classwork written for learners, and analysis of teachers' data. The foremost methods of profession development can be summarized in the following: traditional ones represented by training, workshops, seminars, guidance, case study, field visits, procedural search, and self-learning. Modern methods are represented through: research lesson, curricula, implementation, units of curricula and profession network replacement. The profession can also be classified into: methods of profession development based on traditional learning and profession developmental methods based on hypothetical learning characterized by being synchronized or non-synchronized as represented in: societies of hypothetical practice, hypothetical learning, learning media, incorporated learning, in addition to web interactive tools (Jozef, 2017).

School leadership plays a significant role in the professional development of teachers and in developing their capabilities through encouragement, motivation and support. Many studies were conducted on participative leadership in schools and educational institutions of which this research highlight the foremost among them.

In their study entitled "The effects of participative leaderships practices" given to leaders on their vision of school atmosphere, Bellibas and Liu (2018) wanted to determine whether there was a correlation between school leaders and their practices regarding reciprocal respect and school delinquency. The study was conducted on a major set of data of international survey of teaching and learning in the year 2013 run by the Organization of Economic and Cooperative Development. Several linear regression forms, with and without fake variables were assessed. The results showed that school leaders appreciate the reciprocal respect among school employees regarding the leaders' practices, the distributed and the educational. Those methods didn't lead to school delinquency or violence. It was clear that school size, social and economic status were the most important factors in predicting school safety (Talis, 2013).

Also, Al-Anzi (2018) study entitled: "The degree of application of leadership participative in intermediate schools at Al-Jahra governorate and its relation to the professional development of teachers" was done to determine the degree of practice by school leaders of intermediate schools at Jahra/Kuwait perform, with regard to participative leadership and its correlation to professional development of significant Arabic Studies. The study checked the opinion of (420) male and female teachers. The results showed that the practice of participative leadership was high. There were differences between males and females regarding the relation between the school leader and students in favor of males. The results also showed that there was a positive correlation with statistical function between leaderships' practices and professional development of teachers.

The Study of Al-Ruweith's aimed to determine the degree of practice chairpersons of academic departments in Saudi universities do regarding participative leadership. It also aimed to unravel the differences in answers among

members of the sample regarding participative leadership and obstacles of practice. The study comprised (1199) staff members from numerous Saudi universities including Tyba, King Saud University, and Tabouk. The study revealed that, in general, the degree of practicing participative leadership was high in the universities the study covered; there were no differences among sample members regarding the total score pertaining college variable (Al-Ruweith, 2018).

Al-Muhrej Study entitled: “The actual application of participative leadership by school leaders in the Al-Hureiq and Hutat Bani Tamim governorates “aimed to provide supportive suggestions regarding the application; the study comprised (57) education supervisors representing its population. The findings concluded that the application of school leaders for participative leadership was average, as there were many obstacles in the way of application (Al-Muhrej, 2018).

Jozef (2017) study entitled: “Contradictions in leadership distributed practice in two primary public schools, one in New South Wales/Australia, and another one in Slovakia. The study aimed to unravel these concepts and attitudes in these two schools where the qualitative search method based on semi-organized meetings with employees was adopted. Findings of the study revealed that the participants often present contradictory opinions toward utilizing distributed leadership for practice. It also revealed how the larger social and political backgrounds help formulate visions and attitudes toward distributed leadership.

Tarkan (2016) study aimed to unravel the application of participative leadership in primary schools at river Hudson’s area in the state of New York. To verify how different the application between public and private schools was, he used the descriptive method. The study sample comprised (481) teachers distributed at (10) schools. The study concluded that there were no differences in the application of participative leadership between these two types of school. Irrespective of goals and environments of previous studies, they all refer to the importance of participative leadership in schools and its correlation to the variables of education and teaching process in these schools.

2. Method

2.1 Study Procedures

The researcher adopted the descriptive method (survey), for being the best scientific method propitious for the nature of the study, to identify the degree of application of participative leadership by school leaders at Al-ahsa governorate.

2.2 Population and Sample of the Study

The population of the study comprises (241) male and female school leaders at Al-ahsa during the school year A.D 2018/2019 (1439 – 1440 A.H). The population randomly chose in compliance with Morgan and Krejcie’s sample schedule. Few major variables, which have functional indications of the findings of the study, were identified in order to describe members of the samples. The variables include (sex, experience, qualification, and education level).

Table 1. Shows distribution of members of the sample according to study variables

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

The table shows that the distribution of variables of the primary stage and that of sex are almost balanced, but there is a big difference in levels of distribution of group experience; those with less than five years of experience constituted the largest in the sample.

2.3 Study Instrument

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

2.3.1 Structure of Study Instrument

After reviewing education literatures and relevant past studies like those of Al-Anzi (2018), Al-Muhrej (2018), Bellibas and Liu (2018), and Tarkan, (2016) in the light of study questions and objectives, the questionnaire was designed. It consists of three parts: the first introduces study objectives, type of data, and the information the researcher wants to collect from the study sample. The second part consists of (28) statements of the study distributed at two dimensions: (leaders relation with teachers, 12), and (students relation with local community, 16). The third part contains statements relevant to (Professional development of male and female teachers, 12). The Leikart scale for rating answers of the study sample members was as follows: Very high (5) points, high (4) points, average (3) points, low (2) points, and very low (1) point. To determine the length of Leikart scale, the range was calculated by subtracting the maximum from the minimum ($4 = 5 - 1$) then dividing it on the maximum value of the scale ($4/5 = 0.80$) afterwards, this value is added to the minimal on the scale (1) to determine the maximum for this group. Thus, the length of scale to judge the study instrument is presented in Table 2.

Table 2. Judgement scale of the study instrument

No.	Group	Group Limitation	
		From	To
1	Very high	4.21	5.00
2	High	3.41	4.20
3	Average	2.61	3.40
4	Low	1.81	2.60
5	Very low	1.00	1.80

Range length was used to objectively judge answer averages of members of the study sample after being statistically dealt with.

2.3.2 Validity of the Study Instrument

Validity of the instrument was verified through:

- External validity of the study (judges validation):

It was initially given to a number of specialized judges in the field of the study. The number of judges was chosen from staff members specialized in measurement and evaluation, and from school administration supervisors. The judges were requested to evaluate the questionnaire quality to measure what was it set for, and its suitability for study objectives through determining clarity of statements, relevance to the topic, significance and language correction and to do whatever deemed necessary with regard to modification, deletions, or additions. The remarks were taken into consideration and necessary modification was done on (85) on which the judges agreed.

- Validity of Instrument Internal Uniformity:

To verify the validity of the questionnaire internal uniformity, Pearson's correlation coefficient was calculated in order to determine the degree of correlation each statement of the questionnaire has with regard to the axis to which it belongs. Correlation coefficients ranged between (0.899) and (0.655) and all are functional at the significant level (0.01) or less, an indication that internal uniformity between statements of the axis was suitable to measure what they were set for.

2.3.3 Reliability of the Study

Reliability of the study was verified by using Cronbach's alpha coefficient (α). Table (3) elucidates values of Cronbach's reliability coefficients for each of the questionnaire axes:

Table 3. Kronbach coefficient to measure validity of study's instrument

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

Table 3 shows that general reliability coefficient is high (0.9704) which indicates that the questionnaire enjoys a high degree of reliability on which one can depend in study field. It is also considered a significant indication that statements of the questionnaire axes give stable results when reapplied to members of the study sample. Therefore, one can feel safe when analyzing questionnaire data.

2.3.4 Methods of Statistical Analysis

SPSS used to analyze data where frequencies, percentages, percentage arithmetic mean, standard deviation, and Pearson's correlation coefficient used to determine the correlation between study variables.

3. Results and Discussion

Results pertaining the first question: What is the degree of applying participative leadership by the sample of school leaders at Al-ahsa governorate in Saudi Arabia? To determine the application, arithmetic mean of these dimensions was calculated. Table 4 illustrates results of this axis.

Table 4. Answers of sample members on the first axis

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

The results in Table 4 show that members of the study sample agree that application of participative leadership at Al-ahsa was high with (3.80) average. The results also revealed that signs of application represented in the dimension of leader's relation with teachers (3.88) average, followed by leader's relation with students and local community (3.75) average. The results, in addition, show that school leaders tend to hire participative leaders in the dimensions related to teachers in their schools more than in other dimensions. This might be because this dimension includes common issues between teachers and leaders especially with regard to teachers' personal issues that directly affect their daily professional life.

- The First Dimension: Relation of school leader with teachers: to identify the degree of application of participative leadership with regard to the dimension of leader-teachers relation, frequencies, percentages, arithmetic means, standard deviations and ranks of answers of sample members were all calculated. The results presented in appendix (1). It is clear that members of the sample agree that application of participative leadership was high with a mean of (3.88), a standard deviation (0.935) and a percentage value (77.6%), a high average reflecting a high degree for study instrument.

Results in appendix (1) also reveal that members of the study sample highly agree on twelve applications of participative leadership from the sample of school leaders at Al-ahsa regarding leader's relation with teachers as represented in statements no. (1,2,3,4,5,6,7,8,9,10,11,12), arranged in a descending order as agreed upon by sample members who rated statement number twelve high.

Leader and teachers participate in making emergency programs for cases of absence and delay ranked first as members of the sample rated it high with a mean of (4.13) and a standard deviation (1.076) and a value percentage (82.6%). This result shows how the leader cares for decreasing the influence of absence on work; thus we find him participate in emergency plans for cases of absence and delay. Statement number (10) reads: "the leader commits himself to be objective and neutral when addressing second class teachers regarding sample members agreement. It rated high with a mean of (4.02), (1.199) standard deviation and percentage value (80.4%). This reflects high

professionalism of school leaders, or it might be referred back to high qualifications of such leaders, despite the little experience for most of them. It is noted that many tasks of high participation between the leader and teachers were putting solutions for students' problems, achieving educational tasks, respecting teachers' opinions and suggestions, enhancing their feeling of responsibility, ending up with participation in taking decisions. Such results agree with those of (Bellibas and Liu, 2018) which indicated that school leaders view practices of distributed and educational leadership with reciprocal respect.

The results of this study also agree with that of Al-Ruweithi (2018) in which the practice of participative leadership rated high, but disagrees with that of Al-Muhrij (2018) in which participative leadership rated average.

- As for the second dimension, the leader's relation with students and local community, the results as presented in appendix (2) show that sample members agree that the application was high with a mean of (3.75), a standard deviation (1.092), and a percentage value (75.0%), an indication that the study tool rated high. The results also show that members of the sample highly agree on fifteen statements of the leadership's application on the relation with the local community. These are (2,7,14,16,5,13,6,8,11,10,4,12,15,9,1) which were discendently arranged as members agreed on being high. Statement (2), the leader deals with students in a friendly manner "rated first with a mean of (4.12 out of 5), a standard deviation (1.112), and a percentage value (82.4%). This result tells that the leader cares to get students' trust to consolidate their motivation for learning. Statement number (7). "The leader assigns time to meet with students to listen to their problems." This rated high with a mean (3.95), a standard deviation (1.208), and a percentage value (79.0%).

The results showed, as sample members see, that the leader cared for meeting with students, securing spiritual and material motives, which will encourage teaching process and positively affect the student's behavior.

The results also showed that leaders cared much about creating a good image of their schools in the community, by sharing in personal occasions.

The results as presented in table (2) clearly show that sample members agree on one of the leadership's applications concerning relation with students and local community as stated in statement (3) "the leader reinforces positive behavior of students." This got a mean of (3.18), a deviation standard (1.416), and a percentage value (63.6%). This statement didn't rate high, may be because either the leaders didn't give their full time to students, or because education supervisors and management assistants were authorized to do the job.

- Results pertaining the second question: "Are there differences with statistical significance in the degree of application of participative leadership, from the perspective of sample members, attributed to the variables of: (gender, level, and experience in school leadership)?"

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

Table 5. Anova analysis for variables: gender, educational level, and leadership experience at the degree of application of participative leadership.

Variable		Square Total	Freedom degree	Square mean	(F) Value	Significance level
Gender	Between groups	13.289	44	.302	1.429	.053
	Within groups	41.433	196	.211		
	Total	54.722	240			
Educational level	Between groups	24.912	44	.566	.812	.791
	Within groups	136.681	196	.697		
	Total	161.593	240			
Experience in school leadership	Between groups	10.066	44	.229	1.087	.343
	Within groups	41.254	196	.210		
	Total	51.320	240			

Table 5 shows that there were no differences with statistical significance in the degree of application of participative leadership attributed to the variable of gender, educational level (primary, intermediate or secondary), or experience (less than 5 years, from 5 – 10, or more than 10), according to sample members. This might be referred back to nature of participative leadership, novice application in Saudi schools, and leadership experience. With regard to study instrument, all members agree, regardless of gender, educational level, or experience, that it might be due to the identical conditions that all public schools at Al-ahsa governorate have and to the same

experience they all have in the field of school leadership.

Results of this study, related to gender, differ from the studies of Sebastian and Moon (2018), and Al-Anzi, (2018) which revealed differences in some fields of participative leadership.

- Results pertaining the third question: Is there a relationship with statistical significance between participative leadership for a sample of school leaders at the governorate of Al-ahsa and the development of teachers' profession?"

To determine whether there was a relation or not, Pearson's correlation coefficient was calculated. The results presented in the following table.

Table 6. Pearson's coefficient results to determine the correlation participative leadership and teacher's professional development

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

** = A relation with statistical function at 0.01 level.

The results presented in Table 6 reveal that there is a relation with statistical significance at the level (0.01) between participative leadership with its dimensions (leader's relation with teachers, his relation with students, local community) and teachers' professional development. The more the leadership practiced by school leaders, the better the professional development will be. This result accounts for the better situation teachers at Al-ahsa have, due to the practice of precipitative leadership. This agrees with Al-Anzi's study (2018) which assured that there is a strong correlation between the leadership and teachers. Precipitative leadership helps in raising teachers' competence, thus acquiring more experience and better performance. School leadership also plays an important role in teachers' professional development and in developing their capabilities via encouragement, motivation, and support.

4. Recommendations

From the perspective of male and female teachers,

- The results showed that precipitative leadership has been highly practiced by school leaders at Al-ahsa. Therefore, the study recommends reinforcing this trend of leadership through official support by the ministry of education and reinforcement of qualitative training for school leaders.
- It is necessary to secure a spiritual and financial system, which encourages school leaders to practice participative leadership to enhance teachers' professional development.
- It is also necessary to secure systems and instructions to motivate school leaders to widen teachers' participation in school leadership.
- The researcher recommends conducting further studies to unravel the correlation between degree of participative leadership of school leaders and the development of their creative behavior.

References

- Abu Shaeri, K., & Ghabbari, T. (2011). *Basic concepts in education, psychology, and sociology*. Amman: Library of Arab Society for publishing and distribution.
- Ahmed, I. (2003). *School administration in the third Centennial*. Alexandria: Modern Maaref library.
- Al-Anizi, T. (2018). *The degree of applying participative leadership by principles of intermediate schools and its relation to teachers' professional development* (Unpublished M.A thesis). Faculty of educational Sciences, Al-Al-Beit University, Mafraq, Jordan.
- Al-Harathi, E. (2018). *Participative leadership and its Correlation with organization homeage for teachers of secondary level in Riyadh city* (Unpublished M.A thesis). Islamic University of Imam Mohammed Ibn Saud.

- Al-Muhraj, A. (2018). Reality of school leaders application of participative leadership in Hutet Bani Tamim & Al-Hureiq governorates. *Ein Shams University, Journal of faculty of Education*, 7(19), 677-717.
- Al-Muteiri, B. (2015). *The degree of practicing participative leadership by principals of secondary schools and its correlation with teachers' organizational homeage* (Unpublished M.A thesis). Umm Al-Qura University.
- Al-Ruweithi, H. (2018). The degree of participative leadership and its relation to organizer' atmosphere in academic departments of Saudi Universities. *Sohaj University journal, College of education*, 55, 217-253.
- Al-Saud, R. (2013). *Educational leadership (concepts and horizons)*. Amman, Jordan: Dar Safa for publishing and distribution.
- Bellibas, M., & Liu, Y. (2018). The effects of Principals' Perceived Instructional and distributed leadership practices on their perceptions of school climate. *International Journal of Leadership in Education*, 21(2), 226-244. <https://doi.org/10.1080/13603124.2016.1147608>
- Bolden, R. (2011). Distributed Leadership: The model of choice in the 21st century. *Educational Management Administration & Leadership*, 41(5), 543-544. <https://doi.org/10.1177/1741143213489497>
- Caena, F. (2011). *Literature review: Quality in teachers' continuing professional development*. The European Union. Retrieved from <https://goo.gl/2eNfaS>
- Dahlan, H. (2006). Participative planning for school management (concept, justifications, benefits, and obstacles). *Rua Journal of Education, Palestine: Sultan Center for research and education development*, 21.
- Dufour, R., & Marzano, R. (2011). *Leaders of learning: how district, school, and classroom leaders improve student achievement*. Solution tree Press, Bloomington, IL.
- Firestone, W. A., & Martinez, M. C. (2007). Districts, teacher leaders, and distributed leadership: changing instructional practice. *Leadership and policy in schools*, 6(1), 3-35. <https://doi.org/10.1080/15700760601091234>
- Harris, A. (2013). Distributed leadership friend or foe? *Educational Management Administration Leadership*, 41(5), 545-554. <https://doi.org/10.1177/1741143213497635>
- Hmood, K., & Al-Sheikh, R. (2009). *Quality management in distinguished organizations*. Amman: Dar Safa for publishing and distribution.
- House, R. (1996). Path-goal theory of leadership: Lessons, legacy, and a reformulated theory. *Leadership Quarterly*, 7, 323-352. [https://doi.org/10.1016/S1048-9843\(96\)90024-7](https://doi.org/10.1016/S1048-9843(96)90024-7)
- Jozef, M. (2017). Contradictions in practicing distributed leadership in public primary schools in New South Wales (Australia) and Slovakia. *School Leadership & Management*, 37(3), 234-253. <https://doi.org/10.1080/13632434.2017.1293632>
- Lahlub, N. (2015). *Skills of modern educational leadership*. Amman, Jordan: Dar Al-khalij for publishing and distributing.
- Lemke, C. (2010). Professional development: ensuring a return on your investment. Commissioned by Intel, Inc. Retrieved from <https://goo.gl/tWcsQs>.
- Lyons, J. E., & Algozzine, B. (2006). Perceptions of the impact of accountability on the role of principals. *Education Policy Analysis Archives*, 14(16), 1-16. <https://doi.org/10.14507/epaa.v14n16.2006>
- Pounder, D. (1999). Teacher teams: exploring job characteristics and work-related outcomes of work group enhancement. *Educational Administration Quarterly*, 35(3), 317-348. <https://doi.org/10.1177/0013161X99353002>
- Sebastian, J., & Moon, J.-M. (2018). Gender differences in participatory leadership: An examination of principals' time spent working with others. *International Journal of Education Policy and Leadership*, 12(8). <https://doi.org/10.22230/ijep.2017v12n8a792>
- Somech, A. (2010). Participative decision-making in schools: a mediating-moderating analytical framework for understanding school and teacher outcomes. *Educational Administration Quarterly*, 46(2), 174-209. <https://doi.org/10.1177/1094670510361745>
- Spillane, J. (2003). Educational leadership. *Educational Evaluation and Policy Analysis*, 25(4), 343-346. <https://doi.org/10.3102/01623737025004343>
- Suleiman, A. (2017). *A proposed vision to develop skills of participative leadership for secondary school leaders*

at Gaza governorates (Unpublished M.A thesis). Islamic University, Gaza.

Tarkan, T. (2016). *A Comparative analysis of participatory leadership practice of elementary school principals between Public and Non- Public Schools*. A Doctoral Research Project, Esteves School of Education, The Sage Colleges, Hudson River region, New York.

Appendix A

Table A1. Answers of sample members regarding the degree of application of participative leadership by a sample of school leaders at Al-ahsa concerning the dimension of leader's relation to teachers (These are arranged in a descending order according to means of agreement)

Statement No.	Statements	Arithmetic Mean	Standard Deviation	Percentage Value	Degree of Agreement	Rank
12	The leader shares with teachers in marking emergency programs for absence and delay cases	4.13	1.076	82.6%	High	1
10	The leader complies with being objective and neutral when giving remarks to teachers	4.02	1.199	80.4%	High	2
11	The leader shares with teachers in making plans to solve students' problems	4.01	1.039	80.2%	High	3
4	The leader participates in achieving educational goals	4.00	1.181	80.0%	High	4
7	The leader respects teachers' educational opinions and suggestions	3.98	1.169	79.6%	High	5
8	The leader reinforces feeling of responsibility in teachers	3.96	1.168	79.2%	High	6
9	The leader involves teachers in important decisions relevant to school	3.95	1.166	79.0%	High	7
2	The leader creates a strong relation with teachers	3.74	1.177	74.8%	High	8
5	The leader encourages teachers' self-control	3.73	1.416	74.6%	High	9
6	The leader allows teachers to speak out their opinions in meetings	3.71	1.307	74.2%	High	10
3	The leader takes teachers' suggestions into consideration to improve educational process.	3.69	1.234	73.8%	High	11
1	The leader allows teachers to share in drafting educational objectives of any stage	3.62	1.229	72.4%	High	12
General Mean		3.88	0.935	77.6%	High	-

Appendix B

Table B1. Answers of sample members regarding degree of application of participative leadership for a sample of school leaders at Al-ahsa governorate regarding the dimension of leader's relation with students and local community (These are arranged in a descending order according to means of agreement)

No.	Statement	Arithmetic Mean	Standard Deviation	Percentage Value	Degree of Agreement	rank
2	The leader deals with students in a friendly manner	4.12	1.112	82.4%	High	1
7	The leader assigns time to solve problems of students	3.95	1.208	79.0%	High	2
14	The leader should be a good image for the society	3.86	1.282	77.2%	High	3
16	The leader loves to have the school represented in outside meetings	3.84	1.219	76.8%	High	4
5	The leader secures material and moral incentives for students	3.82	1.294	76.4%	High	5
13	The leader creates a friendly relation with students' parents	3.78	1.338	75.6%	High	6
6	The leader helps to solve students' behavioral problems	3.77	1.321	75.4%	High	7
8	The leader participates in making remedial plans for delay cases	3.76	1.259	75.2%	High	8
11	The leader participates in religious and national festivals	3.76	1.304	75.2%	High	9
10	The leader shares in parent's personal issues	3.75	1.405	75.0%	High	10
4	The leader helps students to realize their identities	3.74	1.292	74.8%	High	11
12	The leader meets with parents on regular basis	3.73	1.316	74.6%	High	12
15	The leader invests school properties to serve community	3.72	1.388	74.4%	High	13
9	The leader cooperates with parents in solving students' behavioral problems	3.67	1.365	73.4%	High	14
1	The leader develops Students' knowledge	3.51	1.520	70.2%	High	15
3	The leader reinforces students' positive behavior	3.18	1.416	63.6%	High	16
General mean		3.75	1.092	75.0%	High	-

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).