Leadership Styles of Public Schools Principals in the City of Hail
in the Kingdom of Saudi Arabia

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Abstract: This study aimed to: Identify the leadership style prevailing among public school principals in Hail from the teachers 'point of view, and to reveal the statistical significance of the differences in the estimates of the study sample individuals of the leadership style prevailing among school principals, which may due to variables of (educational stage, number of years of experience, and specialization). The researcher used the descriptive method, and prepared a questionnaire consisting of (24) statements distributed to (3) dimensions, which are: Democratic style, authoritarian style and chaotic style. The current study population included all the teachers of public education schools in Hail, who numbered (9390) teachers. The questionnaire was applied to a random sample of (296) teachers. The study found a set of results, the most important of which are: The prevailing leadership style among school principals is the democratic style, followed by the authoritarian style, and then the chaotic style. Where the democratic style obtained a mean (4.18) and a high degree of approval from the study sample, while the domineering style obtained a mean (1.83) and a low degree of approval from the study sample, and the chaotic style obtained an average (1.73) and a low degree of approval. Very members of the study sample. The results also showed that there are statistically significant differences in the degree of the study sample's estimates of the leadership style prevailing among school principals due to the variable of years of experience, while there are no statistically significant differences in the degree of the study sample's estimates of the leadership style prevailing among school principals due to the variables of the educational stage or specialization. In light of these results, the researcher recommended organizing training courses for school principals to enlighten them about the modern trends in educational leadership, and urged school principals to follow the democratic style of administration.

Keywords: Leadership Styles, Public Schools Principals, the City of Hail.

أنماط القيادة لدى مدراء مدارس التعليم العام في مدينة حائل في المملكة العربية السعودية

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إدارة التعليم بحائل || وزارة التعليم || المملكة العربية السعودية

المستخلص: هدفت هذه الدراسة إلى التعرف على النمط القيادي السائد لدى مديري مدارس التعليم العام بمدينة حائل من وجهة نظر المعلمين، والكشف عن الدلالة الإحصائية للفروق في تقديرات أفراد عينة الدراسة للنمط القيادي السائد لدى مديري المدارس والتي قد تعزى لمتغيرات (المرحلة التعليمية، وعدد سنوات الخبرة، والتخصص). واستخدم الباحث المنهج الوصفي، وقام بإعداد استبانة تكونت من (24) عبارة موزعة على (3) أبعاد، وهي: النمط الديموقراطي، والنمط الفوضوي والنمط التسلطي. وتضمن مجتمع الدراسة الحالية جميع معلمي مدارس التعليم العام بمدينة حائل وعددهم (9390) معلماً، وتم تطبيق الاستبانة على عينة عشوائية بلغت (296) معلماً. وتوصلت الدراسة إلى مجموعة من النتائج أهمها: أن النمط القيادي السائد لدى مديري المدارس هو النمط الديموقراطي، ويليه النمط التسلطي، ثم النمط الفوضوي؛ حيث حصل النمط الديموقراطي على متوسط حسابي (4.18) ودرجة موافقة عالية من أفراد عينة

الدراسة، في حين حصل النمط التسلطي على متوسط حسابي (1.83) ودرجة موافقة منخفضة من أفراد عينة الدراسة، كما حصل النمط الفوضوي على متوسط حسابي (1.73) ودرجة موافقة منخفضة جداً من أفراد عينة الدراسة. كما أظهرت النتائج وجود فروق دالة إحصائياً لدرجة تقديرات أفراد عينة الدراسة للنمط القيادي السائد لدى مديري المدارس تعزى لمتغير عدد سنوات الخبرة، في حين لا توجد فروق دالة إحصائياً لدرجة تقديرات أفراد عينة الدراسة للنمط القيادي السائد لدى مديري المدارس تعزى لمتغيري المرحلة التعليمية، أو التخصص. وفي ضوء هذه النتائج أوصى الباحث بتنظيم دورات تدريبية لمدراء المدارس لتبصيرهم بالاتجاهات الحديثة في القيادة التربوية، وحث مدراء المدارس على اتباع النمط الديموقراطي في الإدارة.

الكلمات المفتاحية: أنماط القيادة، مدراء مدارس التعليم العام، مدينة حائل.

Introduction.

The success of educational institutions in achieving their goals depends on the effectiveness of the leadership role in them. An effective leader is the one who can deal with all school employees in an effective manner, and provides a positive environment that encourages work, and coordinates the efforts of employees of all levels in order to achieve the goals and objectives of the school, and then can To say that the school principal, by virtue of his work, is a leader entrusted with very important tasks, and the school's success in achieving these goals is linked to the leadership style that he follows, and his ability to provide positive human relationships within the school that contribute to improving the work environment.

Leadership includes the process of influencing others to reach a common understanding and agreement about the actions to be performed, and how to accomplish them effectively, through the coordination of individual and collective efforts, to achieve common goals. (Yuki, 2002, 7)

Therefore, educational institutions of all stages need conscious, responsible and capable leaderships to achieve the goals of these institutions. Also, choosing the appropriate leadership style for each institution needs to study the conditions of educational institutions in which leadership is practiced. (Consignment, 2020, 75)

The leadership aims to woo the members of the group to cooperate in achieving the common goals that they agree on, and they interact together to achieve them in comfortable working conditions that encourage an increase in work and its high quality, and therefore leadership is considered a means of development and progress towards achieving the lofty goals. There shall be a favorable atmosphere for the growth of their abilities. (Ayrout, 2018, 566)

The results of several studies (such as: Al-Ajarma, 2012, Al-Roqi, 2013, Al-Salami, 2016, and Ayrout, 2018) have shown the existence of multiple leadership styles among school principals. These include authoritarian leadership, democratic leadership, rational leadership, lax leadership, and chaotic leadership.

In light of the foregoing, the current study attempts to determine the prevailing leadership style among the principals of public education schools in Hail from the teachers' point of view.

The Study Problem:

The leadership styles followed by school principals have a great impact on the progress of the educational process in the school, positive or negative, and also affect the performance of teachers. Among these patterns are what encourage the spread of the spirit of cooperation and encourage the assumption of responsibility and creativity at work, and some of them lead to results Negative, such as low morale and dissatisfaction with work for teachers.

The problem of the current study stemmed from the researcher's field experience by virtue of his work in the field of education, and through his field visits to a number of schools in various educational levels in Hail, and his discussions with teachers there, as the researcher noticed a difference in their views on the leadership styles of the principals of the schools in which they work. The researcher also noticed, through his review of previous studies that dealt with the leadership styles of school principals, the variation of these studies in their results. This prompted the researcher to conduct the current study, the problem of which can be summarized in trying to answer the following main question: What are the leadership styles of public education school principals in the city of Hail in the Kingdom of Saudi Arabia?

The Objectives of the Study:

The current study seeks to achieve the following objectives:

1. Identifying the leadership style prevailing among the principals of public education schools in Hail from the teachers' point of view.

2. Disclosure of the statistical significance of the differences in the estimates of the study sample individuals of the leadership style prevailing among school principals, which may be attributed to variables (educational stage, number of years of experience, and specialization).

The Study Questions:

The current study attempts to answer the following questions:

1. What is the prevailing leadership style among the principals of public education schools in Hail from the teachers' point of view?

2. Are there statistically significant differences in the estimates of the study sample individuals of the leadership style prevailing among school principals due to variables (educational stage, number of years of experience, and specialization)?

The Importance of Study:

The importance of this study is determined as follows:

1. The results of this study are expected to contribute to providing school principals in Hail city with feedback on the process of self-evaluation of their administrative behavior in their dealings with teachers, so that positive leadership styles can be strengthened and negative patterns addressed.

2. It is hoped that the decision-makers in educational administration will benefit from the results of this study in enhancing their perceptions when selecting school principals or evaluating their performance regarding aspects of leadership behavior for school principals.

3. It is hoped that the results of this study will benefit those responsible for planning and implementing training programs for school principals in preparing training programs for school principals in order to train them to practice positive leadership styles.

The limits of the Study:

- Objective limits: The current study was limited to the leadership styles of public education school principals in the city of Hail in the Kingdom of Saudi Arabia.

- Time limits: the academic year 1440-1441 AH.

- Human limits: teachers of public education schools in Hail city.

- Spatial limits: public education schools in the city of Hail.

Terminology of the Study:

The study dealt with the following terms:

1. Leadership: the art of influencing people, and directing them in a specific way, in order to gain their obedience, respect, loyalty and cooperation in order to reach a specific goal.

2. Leadership style: a set of behaviors and methods used by the school principal in dealing with its employees, including teachers and administrators, in order to influence them and urge them to achieve the school's work goals. It is measured by the overall score obtained by the study sample on the tool used in the current study to measure the leadership style prevailing among school principals.

Leadership theories

Early last century in the United States, Lewin, Lippitt and White (1939) studied group behaviour with groups of boys aged 10 years. Focussing on teacher influences on the boys, Lewin et al. set up three groups, one with an authoritarian style leader/teacher, the second democratic, and the third group were left without adult supervision (laissez-faire). Burnes (2007, 214) explained that in the Harwood studies from 1939 to 1947, Lewin et al. developed theories of group behaviour and then tested them empirically. In so doing, group behaviour, leadership styles and organisational development attracted researchers and evolved into distinct disciplines.

Authoritarian leadership, according to Burnes (2007, 215) is highly bureaucratic. The organisation determines policy and then dictates practices and tasks that are expected to be followed to reach set targets and meet the organisation's overarching goals. In this study's environment, the Ministry of Education encompasses an authoritarian leadership in its policies, practices, resources, teacher standards

and training, curricula, and the students' progress through school and beyond. In a school environment, Burnes stated that, as leader, the principal stands apart from the teachers' work. The autocratic principal is judgemental and subjective, praising and criticising teachers at will.

In a different organisation, a democratic leadership style is inclusive, with policy mutually agreed (Burnes, 2007,219). New tasks and practices are trialled, adjusted and mutually supported, with the leader contributing knowledge and technical advice. In this group, task allocations are collectively decided; praise and criticism by the leader are objective and factual. For the third style, laissez-faire work environments are self-regulating and the leader does not participate. The group decides its own goals and courses of action, and members select their tasks, calling on the leader as they wish for decisions or resources, and with little feedback of their progress.

Leadership theories proliferated mid-century. Hollander and Julian (1969, 388) reviewed the field at the time, finding that leadership studies had branched into

- influential leadership of a group

- equality leadership where the leader shares equality of influence with others

- transactional, where the leader forms an agreement with followers for pay or recognition

- studies exploring leadership tasks or functions

- leader effectiveness (Hollander & Julian, 1969, 390).

Hollander and Julian determined that the literature was fragmented and identified several areas that required further research investigation.

By the 1990s, leadership interest had moved from theory to mainstream applications (Bass, 1985, 1990). In the earlier book, Bass (1985) described the emergence of transformational leadership, separate from transactional (paid) leadership, where a charismatic leader inspired followers to achieve more and in so doing, energised the organisation. In the 1990 review of the literature, Bass explained that from the disciplines of cognitive science, organisational science and political science, leadership theory had moved into empirical studies of health, communications, education, security (law enforcement) and the business press.

Inspirational leadership theories attracted criticism. Yukl (1999, 287) argued that whilst transformational and charismatic leadership theories were attractive, they lacked conceptual strength and ability to explain effective leadership. Unlike traditional theories of leadership which described rational processes, transformational theory relied on emotions and values. Inspirational leadership emphasised 'the importance of symbolic behaviour and the role of the leader in making events meaningful for followers' (Yukl, 1999, 286). Yukl described Bass' (1985, 1990) transformational leadership as the leader's behaviour directed to elicit trust, loyalty, respect and admiration. These feelings motivated followers to achieve more than they intended, and to subdue their own self-interest for the higher goals of the organisation. Transactional leadership does not reach these outcomes, as the subordinate complies just to

achieve the agreed goal. Yukl further argued that traditional theories of leadership included supporting and developing subordinates as motivation for higher individual achievement. In supporting a team member, the leader is helpful, considerate, friendly, and appreciative of individuals. Developing a member's potential includes offering mentoring and coaching. These core attributes of a leader, supporting and developing, are not evident in transformational leadership, nor is intellectual stimulation, where the follower is expected to question traditional practices and to find innovative ways for problem-solving. In fact, Yukl's observations on supporting and developing staff fit well into the Ministry of Education's goals of decentralisation of responsibilities to regions and individual schools. In this conservative country, every Saudi occupies a position and status in his or her family and the tribe, that is, in society. Transformative leadership may be divisive rather than collegiate in this environment.

In contemporary education, leadership theories have again diversified from the Bass (1985) trilogy of transformative, transactional and laissez-faire. Northouse (2013) describes several types of leadership, discussed below.

Trait versus process leadership The trait approach concentrated on the personal attributes of the leader, irrespective of the other members of the team. The trait theme basically referred to recruiting staff using a personality assessment based on a designated leadership profile. The assumption is that selecting people with certain traits will enhance organisational effectiveness. There is a considerable body of research to support the trait approach; however, the list of traits that leadership requires is open to debate. Process leadership describes a situation where the leader provides an environment that lets the team proceed (Northouse, 2013).

Skills approach to leadership Northouse (2013) explained that the skills approach also focuses on the leader; in this case it concerns developing skills and knowledge for effective leadership, although traits are part of this mix (table 1):

Table (1) Skills approach to leadership

Individual attributes	Competencies	Leadership outcomes
General cognitive ability	Problem-solving skills	Effective problem-solving
Focussed cognitive ability	Social judgement skills	Effective problem-solving
Motivation	Knowledge	Performance
Personality		Performance

(Source: adapted from Northouse, 2013, p. 44)

Whilst Northouse (2013) centred skilled leadership on the individual, Drennan and Richey (2012) maintained that without followers, leaders are just that, individuals. They cannot lead unless they have the cognitive ability to lead, general team abilities, and they are motivated to lead. Then the skills of social judgement and problem-solving can be learned, and this knowledge leads to performance (Drennan & Richey, 2012)

Style approach Again, the style approach focuses on the leader. Instead of trait and skills approaches, style is a function of the leader's behaviour, that is, why and how he or she performs (Northouse, 2013). Whilst Northouse distinguished the style approach as either task-based or relational, Pacleb and Bocarnea (2016) depict 'style' as either transactional or transformative. Thus these terms are not universally recognised in the literature.

Contingency theory and the situational approach Leadership can be contingent on follower maturity, both psychological and in terms of job experience (McCleskey, 2014). The situational leader responds to the needs and maturity of the team members. To achieve team objectives in day-to-day management, a leader may need a task or transactional approach for a recruit to the team, and a democratic approach with a long-term professional. In the workplace, stress situations arise where a team is under pressure to achieve, thus the leader adopts an autocratic approach until task completion (McCleskey, 2014).

Path-goal theory Northouse (2013) also suggested that leadership behaviour should be attuned to the follower's needs and the nature of the task. A directive or participative leader provides both guidance and support for staff when the task is ambiguous or complex. Supportive behaviour only is used when the task is mundane or repetitive. Lastly, an achievement-oriented approach of high expectations of the team (transformational style) is necessary when the task is challenging and complex (Northouse, 2013).

Leader-member exchange theory Leader-member exchange guides relationships between supervisors and subordinates (Ford, Wilkerson, Seers, & Moormann, 2014). This is a theory for inter- and intra-team coordination that formed in the 20th century in response to the need for flattened hierarchies in organisations. Leader-member exchange seeks dynamic relationships by the leader to team members as tasks and priorities change to achieve and maintain coordination. As leader responsibilities devolve to team member skills and knowledge in this organic workplace, individual members become more influential. Ford et al. tested hypotheses regarding leader-member exchange theory and team-member exchange theory, finding both were significant predictors for coordination. This theory may have implications for the school principals in the proposed study.

Servant leadership This type of leadership assumes that the leader is the servant or steward of the organisation's vision, and the responsibility falls on this type of leader to define and elaborate on the team's goals and tasks to fulfil that vision. The leader ensures the team is well-resourced, skilled, and capable of achieving these goals (Northouse, 2013). A literature review by Parris and Peachey (2013) concluded that servant leadership is a relatively new field, applicable to ethics research, and that it is a viable theory in the field of management.

Authentic leadership Again authentic leadership is a relatively new area of research. Authentic or genuine leadership guides followers during times of crisis or towards organisational goals. It was earlier

considered as part of transformational leadership but was not fully articulated. It still lacks definition (Northouse, 2013). According to Leroy, Anseel, Gardner, and Sels (2015, p. 1677), 'authentic leadership occurs when individuals enact their true selves in their role as a leader'. Leroy et al. also determined that the dynamics between authentic leadership and authentic followership were positively related to the followers' basic needs satisfaction, and that this was again positively related to the team performance. Thus authentic leaders and followers may instil trust and this has a positive effect on team performance. This theory may prove also prove useful for a Saudi principal-teacher study.

Six references relating to Arab and Islamic leadership

The first reference concerned school leader styles in Islamic Pakistan. Shah (2010) argued that educators from diverse ethnic and ideological backgrounds perceive educational leadership quite differently. In conducting 11 in-depth interviews with principals of girls' schools. Shah explored several questions: whether the women rely exclusively on their own ethnocentric sources for educational theory and practice; do they assume that global standards are applicable to their environment; whether gender is still an issue in education; and are they innovative in their leadership styles.

Shah's (2010) findings were that the Muslim women were grounded by their faith and that they performed their principal duties as Muslims. This meant that they were bound by their beliefs in their response to the challenges of their positions. Whilst these beliefs supported their self-worth within society, Shah stated that their attitude risked indecision and inertia in the face of change, and there was a need for renegotiation and flexibility in their leadership styles to achieve the best outcomes for their students.

Gender separation could be regarded as opening space for Pakistani women leadership in the Muslim country. Shah's (2010) finding was that the women did not consider their positions in society had sufficient authority to innovate. Further, their lack of mobility in public and subservience to men prevailed against their professional development, such as attendances at mixed-gender conferences. Shah did not mention technology, or the availability of online training and development; apparently this was not available to the women at the time.

As an example of Shah's participants' restrictions, they had powers as 'drawing/dispersing officers'; that is, school principals could carry out financial transactions. However, Islamic men only can undertake transactions, and 'it is inappropriate for women to visit banks or other male offices (PF5)' (Shah, 2010, p.1).

Whilst this reference was dated 2010 and in a non-Arabic country, Shah's (2010) Muslim participants were unable to fully carry out their leadership responsibilities, as they were undermined by social pressures in basic practices like banking and accessing public spaces. It is highly relevant to the Saudi school principals' environment, if they are women.

The second reference was also dated (2007) and situated in an Arab country, United Arab Emirates, at the beginning of their modernisation program. Macpherson, Kachelhoffer, and El Nemr (2007) established that the Emirati Ministry of Education's policies were subject to different emirates' education councils' administration. At the time, Abu Dhabi University was developing a new Master's degree in educational leadership to enable the various emirates' school systems to attain international standards of performance for their students. A contemporary report highlighted issues of the traditional system, such as unfocussed curricula, didactic teaching practices, and unqualified teachers, a school year approximately half of standard classroom attendances, and that schools were poorly resourced. Macpherson et al. were highly critical of the key standards for school leadership, and the piecemeal approach of the time to reform.

This reference is useful for the Saudi principals' study proposal, as it highlights the influential wasta, where relationships rather than competencies dictate obligations and patronage in recruitment and promotion as well as social and commercial transactions. Macpherson et al. (2007) used keyboard skills as an example, where many school principals were unable to use a computer, or gain a competency certificate as part of the change process. Thus Macpherson et al.'s 'early adopters', younger qualified job applicants were unable to access higher positions which were jobs for life; occupants could not be fired as they were entitled to the positions they held. The Ministry of Education's answer was to employ a bridging program adopted from the University of Calgary, where younger candidate principals more attuned to technological and educational reform could 'understudy' the principals, gradually introducing them to the student-centric learning system, where educators support students in reaching set goals and assessing learners under a range of criteria.

Wasta remains more influential in Saudi Arabia than the Emirates, due to a more conservative form of Islam, Wahhabism, and proportionally far less expatriate educators than the smaller country. Yet the Saudi education system, as emphasised by the proposed study, remains at a lower standard in international assessments than the majority of the Gulf countries.

The third reference is later, and still in the Emirates. It concerns the effect of leadership style on the principal's effectiveness and on school performance in Dubai. Ibrahim and Al-Taneiji (2012) also investigated demographic attributes of the principals in relation to style. Data were collected from teachers at 34 government schools on their principals' styles, and school performance data retrieved from the Dubai Schools Inspectorate. These leadership styles followed the Lewin et al. trilogy of transformational, transactional and laissez-faire (Burnes, 1967). In fact, Ibrahim and Al-Taneiji (2012) found that teachers rated their supervisors in that order; however, there was no correlation between leadership style and school performance. Interestingly, style and effectiveness differed with gender and school level, but not with years of experience. Ibrahim and Al-Taneiji reported that the findings that leadership style did not correlate with school performance were well supported in the literature. They

postulated that school leaders should be instructional leaders rather than transformational leaders. Principals should work closely with educators as it is they who interact with the children to achieve the learning outcomes and improve school performance. Further, researchers should study specific leadership attitudes and practices that can improve teacher satisfaction and commitment to student achievement and school performance. This article is of interest to the current study, given that it appears to be the leader-member exchange model.

The fourth article is Emirati as well. Litz and Scott (2016) engaged with the Emirati educational changes for school leaders, studying their adoption of transformational style to successfully implement reform. The purpose of their investigation was to identify differences with reform in the Emirates to global standards. Litz and Scott found in this case that the teachers and individual principals differed in their assessments of leadership style. When Hofstede's (2016) cultural model was applied, a variation showed between Emirati principals and teachers who were proportionally expatriate and those who were Islamic. Lita and Scott proposed adaptation to the standardised leadership models to account for Islamic preferences. Again, this adaptation of styles may be applied to the Saudi context, although Saudi Arabia has a higher proportion of nationals in its education system.

The fifth article has marginal reference for this study. Alhazami (2010) studied job satisfaction among Saudi principals of girls' schools, finding that attitudes at the time were negative across a range of criteria: resources, educational administration, nature of the work, and relationships with students, parents, and staff. The secondary school principals identified satisfaction variables as achievement, helping students, and salary; however, these were outweighed by negative responses on supervision and inconsistent decisions, professional development opportunities and school environment conditions. At that time, many Saudi schools were rented during a substantial and ongoing rebuilding program and were inappropriate for their purpose.

The last article concerns professional standards for Saudi principals. Alzaidi (2015) returned to Macpherson et al.'s (2007) issue with standardisation of principals' achievements for assessment across a number of activities and domains across the school. In Alzaidi's view, principals should be well qualified, proactive and supportive of educator staff to achieve standardised outcomes for comparison. However, there were few areas where standardisation of outcomes for schools could be found. Alzaidi recommended that an institution should be established that could set professional standards for principals and design and structure standards through a collegiate process across the country. This institute could be modelled on the Emirati approach.

Method and study procedures.

1. The Study Method:

The descriptive method was used because it fits with the nature of the current study and the achievement of its objectives.

2. Population and Sample of the Study:

The current study population includes all the teachers of public education schools in Hail city, their number is (9390) teachers. A sample consisting of (310) teachers from public education schools in Hail city was selected using the random stratified sample method, so that it represents the three educational stages (primary - intermediate - secondary), and the study tool was distributed to them, and (296) questionnaires valid for analysis were retrieved. Statistician. Thus, the final sample of the study consisted of (296) teachers representing various educational levels.

The following table shows the distribution of the study sample according to the variables of the educational stage and the number of years of experience and specialization:

Table (2) Distribution of the study sample according to the variables of the educational stage, the number of years of experience and specialization

Variable	Classes of Variable	Number	Percentage
Educational stage	Primary stage	110	37.16 %
	Intermediate stage	113	38.18 %
	Secondary stage	73	24.66 %
	Sum	296	100%
Years of Experience	Less than 10 years	129	43.58 %
	10 years or more	167	56.42 %
	Sum	296	100%
Specializations	Scientific specializations	119	40.20 %
	Literary specializations	177	59.80 %
	Sum	296	100%

(Prepared by the researcher based on the results of the statistical program spss)

It is clear from Table (2) that:

- With regard to the educational stage: the study sample included (110) teachers from elementary schools at a rate of (37.16%) of the total study sample, and (113) teachers from intermediate schools at a percentage (38.18%) of the total study sample, and (73) teachers from secondary schools with a percentage (24.66%) of the total study sample.

- With regard to the number of years of experience: the study sample included (129) teachers whose years of experience were less than (10) years, with a percentage (43.58%) of the total study sample, and (167) teachers whose years of experience were (10) years or more at a rate of (56.42%) of Total study sample.

- With regard to the specialization: the study sample included (119) teachers from the scientific specialties, at a rate of (40.20%) of the total study sample, and (177) teachers from the literary specialties, at a rate (59.80%) of the total study sample.

3. **Study Instrument:**

The questionnaire was used as a tool to collect data in the current study, due to its relevance to the subject of the study and to achieve its objectives and answer its questions. The questionnaire was built in light of the following steps:

- Determining the aim of the questionnaire: to identify the leadership styles of the principals of public education schools in the city of Hail.

- Determining the dimensions of the questionnaire: The questionnaire included three dimensions, which are: (the democratic pattern, the authoritarian style, and the chaotic pattern).

- Formulation of the statements of the questionnaire: After determining the dimensions of the questionnaire, the phrases specific to each dimension were formulated, in light of the theoretical literature of the subject of the current study, and in light of the previous studies related to the subject of the study, and in light of reviewing some of the questionnaires that were used in these previous studies, and using them in Formulation of the questionnaire phrases used in the current research. The questionnaire included in its final form (24) phrases.

- Formulating the questionnaire instructions: The questionnaire instructions were formulated in order to define the study sample of the purpose of this questionnaire, its components, and the method of responding to it, with an assurance that their responses to the questionnaire will be used for the purpose of scientific research only.

- Ranking response alternatives and setting a criterion for the degree of approval of the questionnaire statements: Likert's five-stage method was used, whereby the teacher answers each statement by determining the degree of her agreement with the principal of the school in which he works with the practices included in these phrases by choosing one of the alternatives (very low - Low - Medium - High - Very High). These alternatives were given weights (1-2-3-4-5), respectively. In order to determine the degree of approval of the study sample members on each of the questionnaire statements and each of its dimensions, the score range for each statement was calculated, where the response range = (highest score - lowest score) / number of categories = (1-5) / 5 = (0.80), It is the length of the category, and therefore if the mean of the statement

ranges between (1) to less than (1.80) then the degree of approval of this statement by the study sample is very low, and if the mean ranges between (1.80) to less than (2.60) then The degree of approval is low, and if the average ranges between (2.60) to less than (3.40) then the degree of approval is medium, and if the average ranges between (3.40) to less than (4.20) then the degree of approval is high, and if the average ranges between (4.20) to (5) the degree of approval is very high.

- Verifying the validity and reliability of the questionnaire: The validity and reliability of the questionnaire was verified by using the following methods:

Validity of the questionnaire:

The validity of the questionnaire was verified in two ways, namely:

- Apparent validity: To verify the apparent validity of the study tool, it was presented in its initial form to (5) arbitrators who are specialists in educational administration, and they were asked to study the questionnaire and express their opinions regarding: Formulation of response alternatives. The statements that received an approval rating of 80% or more from the opinions of the arbitrators were retained, and some expressions of the questionnaire were amended in light of the comments or amendments made by the arbitrators.

- Internal Consistency Validity: The validity of the internal consistency of the questionnaire was verified by applying it to an exploratory sample consisting of (30) teachers from outside the basic study sample. The values of the correlation coefficients between the degree of each statement, the degree of the dimension to which it belongs and the total degree of the questionnaire were calculated, and the values of the correlation coefficients between the degree of Each dimension of the resolution and the total degree of the resolution. The values of the correlation coefficients ranged between (0.59) to (0.88), and all of them are statistically significant values at the level of (0.01), which indicates the characterization of the resolution with an appropriate degree of internal consistency.

Stability of the questionnaire:

The researcher applied the questionnaire to the members of the exploratory sample of (30) teachers, and the value of the Cronbach alpha coefficient was calculated for the whole questionnaire and for each of its dimensions, which ranged from (0.90) to (0.93), all of which are high reliability coefficients. This indicates that the resolution has an appropriate degree of stability and suitability for application.

4. **Statistical methods used in data processing:**

The data were processed using the Statistical Package for Social Sciences (SPSS) program, and the following statistical methods were used:

- Percentages, means, and standard deviations.
- Pearson's linear correlation coefficient.
- Cronbach's Alpha Factor.
- One-way analysis of variance.
- T-test for independent groups.

Results.

1. Results of the first question:

The first question states: "What is the prevailing leadership style among the principals of public education schools in Hail from the teachers' point of view?" This question was answered by calculating the means and standard deviations of the responses of the study sample individuals on the terms and dimensions of the questionnaire used to collect data in this study. The results are as shown in the following tables:

Table (3) The means and standard deviations of the questionnaire dimensions

N	Dimensions	Mean	Standard Deviation	Degree of approval	Order
1	Democratic style	4.18	0.39	High	1
2	Authoritarian style	1.83	0.35	Low	2
3	Chaotic style	1.73	0.31	very low	3

(Prepared by the researcher based on the results of the statistical program spss)

It can be seen from Table (3) that the democratic style came in the first order with a mean of (4.18) and a standard deviation (0.39) and with a high degree of agreement of the study sample, and it is followed in the second order by the authoritarian style with a mean (1.83) and a standard deviation (0.35) and with a low degree of agreement of the study sample, and finally, the chaotic style came with a mean (1.73), a standard deviation (0.31), and a very low degree of agreement of the study sample.

As for the means and standard deviations for each of the statments of the three dimensions of the questionnaire, they were as follows:

Results related to the democratic style:

The following table shows the means, standard deviations, the degree of agreement, and the ranking for each of the democratic style statements:

Table (4) The means and standard deviations of the democratic style statements

N	Statements	Mean	Standard Deviations	Degree of approval	Order
1	participating Teachers in making decisions related to school affairs	4.73	0.57	Very high	1
5	Delegating some powers to instructors	4.59	0.81	Very high	2
3	Encouraging teachers to work together	4.42	0.69	Very high	3
6	Taking into account teachers' preferences and interests when assigning tasks	4.33	0.90	Very high	4
4	Providing the opportunity for teachers to do their work in the way they see fit	4.29	0.98	Very high	5
2	Emphasizing that the school's success in achieving its goals is the responsibility of all its employees	4.16	0.96	High	6
7	participating Teachers in drawing school educational policy	3.74	0.77	High	7
8	Providing the opportunity for teachers to express their views freely	3.15	0.99	Medium	8
	Overall mean of the democratic style	4.18	0.39	High	

(Prepared by the researcher based on the results of the statistical program spss)

It is evident from table (4) that the general mean for the democratic style reached (4.18) with a standard deviation (0.39), and the degree of approval of the study sample of teachers on this style was high. It is also evident from table (3) that the means of the statements of this style ranged between (3.15 - 4.73) with a degree of agreement that ranged from medium to very high. It is also evident from table (4) that the distribution of statements for this dimension according to the degree of approval for them came as follows:

There are (5) statements obtained a very high degree of approval, namely: Statement No. (1) which states "participating Teachers in making decisions related to school affairs" with a mean (4.73) and a standard deviation (0.57), then statement No. (5) which states "Delegating some powers to instructors" with a mean (4.59) and a standard deviation (0.81), then statement No. (3) which states "Encouraging teachers to work together" with a mean (4.42) and a standard deviation (0.69), then statement No. (6) Which states "Taking into account teachers' preferences and interests when assigning tasks" with a mean (4.33) and a standard deviation (0.90), then statement No. (4) which states "Providing the opportunity for teachers to do their work in the way they see fit" with a mean (4.29) and a standard deviation (0.98). While two statements obtained a high degree of approval, namely: statement No. (2), which states "Emphasizing that the school's success in achieving its goals is the responsibility of all its employees" with a mean (4.16) and a standard deviation (0.96), then statement No. (7) Which states "participating Teachers in drawing school educational policy" a mean (3.74) and a standard deviation (0.77). Also, one statement obtained a moderate degree of approval, which is: Statement No. (8), which states "Providing

the opportunity for teachers to express their views freely" with a mean (3.15) and a standard deviation (0.99).

Results related to the authoritarian style:

The following table shows the means, standard deviations, the degree of agreement, and the ranking for each of the authoritarian style statements:

Table (5) The means and standard deviations of the authoritarian style statements

N	Statements	Mean	Standard Deviations	Degree of approval	Order
11	Not accepting objective criticism from teachers	2.48	1.20	Low	1
14	Requiring teachers to implement his instructions strictly	2.23	0.73	Low	2
16	Underestimating the value of the teachers' proposals	2.05	0.91	Low	3
13	View exchanging discussion during meetings as a waste of time	1.87	0.88	Low	4
9	Issuing decisions individually without consulting teachers' opinions or advice	1.67	0.72	Very Low	5
12	applying regulations and laws strictly on school personnel	1.50	0.71	Very Low	6
10	Following strict oversight in monitoring the performance of teachers	1.48	0.61	Very Low	7
15	Concentration of all powers in his hand	1.39	0.74	Very Low	8
	Overall mean of the authoritarian style	1.83	0.35	Low	

(Prepared by the researcher based on the results of the statistical program spss)

It is evident from table (5) that the general mean for the authoritarian style reached (1.83) with a standard deviation (0.35), and the degree of agreement of the study sample of teachers with this style was low. It is also evident from table (5) that the means of the statements of this style ranged between (1.39 - 2.48), with a degree of agreement, ranging from very low to low. It is also evident from table (5) that the distribution of statements for this dimension according to the degree of approval for them came as follows:

There are (4) statements obtained a low degree of approval, namely: statement No. (11) which states "Not accepting objective criticism from teachers" with a mean (2.48) and a standard deviation (1.20), then statement No. (14) which states "Requiring teachers to implement his instructions strictly" with a mean (2.23) and a standard deviation (0.73), then statement No. (16) which states "Underestimating the value of the teachers' proposals" with a mean (2.05) and a standard deviation

(0.91), then statement No. (13) Which states, "View exchanging discussion during meetings as a waste of time" with a mean (1.87) and a standard deviation (0.88). While (4) statements obtained a very low degree of approval, namely: Statement No. (9) which states "Issuing decisions individually without consulting teachers' opinions or advice" with a mean (1.67) and a standard deviation (0.72), then statement No. (12) which states "applying regulations and laws strictly on school personnel" with a mean (1.50) and a standard deviation (0.71), then statement No. (10) which states "Following strict oversight in monitoring the performance of teachers" with a mean (1.48) and a standard deviation (0.61), then the statement No. (15) which states "Concentration of all powers in his hand" with a mean (1.39) and a standard deviation (0.74).

Results related to the Chaotic style:

The following table shows the means, standard deviations, the degree of agreement, and the ranking for each of the chaotic style statements:

Table (6) The means and standard deviations of the chaotic style statements

N	Statements	Mean	Standard Deviations	Degree of approval	Order
22	Lack of order in managing meetings with teachers	1.92	0.97	Low	1
20	Randomization in determining school work goals	1.90	0.81	Low	2
23	Ensuring the satisfaction of teachers at the expense of the quality of work in the school	1.86	0.72	Low	3
18	Negativity and indifference in facing problems within the school	1.81	0.58	Low	4
21	Distribute tasks randomly without regard to competence or experience	1.78	0.94	Very Low	5
19	Tolerance with workers who fall short in performing their work duties	1.74	0.72	Very Low	6
24	Issuing general and unclear instructions for teachers	1.46	0.73	Very Low	7
17	Reluctance to make timely business decisions	1.34	0.59	Very Low	8
	Overall mean of the chaotic style	1.73	0.31	Very Low	

(Prepared by the researcher based on the results of the statistical program spss)

It is evident from table (6) that the general mean for the chaotic style reached (1.73) with a standard deviation (0.31), and the degree of agreement of the study sample of teachers with this style was Very low. It is also evident from table (6) that the means of the statements of this style ranged between (1.34 - 1.92), with a degree of agreement, ranging from very low to low. It is also evident from table (6)

that the distribution of statements for this dimension according to the degree of approval for them came as follows:

There are (4) statements obtained a low degree of approval, namely: statement No. (22) which states "Lack of order in managing meetings with teachers" with a mean (1.92) and a standard deviation (0.97), then statement No. (20) which states "Randomization in determining school work goals" with a mean (1.90) and a standard deviation (0.81), then the statement No. (23) which states "Ensuring the satisfaction of teachers at the expense of the quality of work in the school" with a mean (1.86) and a standard deviation (0.72), Then the statement No. (18), which states "Negativity and indifference in facing problems within the school " with a mean (1.81) and a standard deviation (0.58). While (4) statements obtained a very low degree of approval, namely: statement No. (21) which states "Distribute tasks randomly without regard to competence or experience" with a mean (1.78) and a standard deviation (0.94), then statement No. (19) which states "Tolerance with workers who fall short in performing their work duties" with a mean (1.74) and a standard deviation (0.72), then statement No. (24) which states"Issuing general and unclear instructions for teachers" with a mean (1.46) and a standard deviation (0.73), then statement No. (17), which states "Reluctance to make timely business decisions" with a mean (1.34) and a standard deviation (0.59).

The researcher attributes this result to the existence of specific criteria in the light of which effective elements are chosen to take over the positions of school administration, and school principals 'keenness to benefit from modern scientific theories in educational leadership. Teachers to make the effort and provide the best possible performance to take advantage of their experience and skills in the advancement of the school. In addition to the presence of a high degree of interest among educational leaders in education departments in organizing many training programs for school principals in various administrative fields, which has an impact on the orientation of a large proportion of school principals towards the democratic pattern that focuses on caring for teachers and making the most of their abilities and skills. And their experiences in improving the level of school work.

The researcher also attributes this result to the belief of most school principals that the democratic pattern is the appropriate pattern to achieve the school's goals. The school's success depends on the participation of all its employees, and their eagerness to carry out their jobs and innovation and creativity in the way to implement the tasks required of them, and in order to achieve this, all school personnel must be aware That the school principal is one of them, has what they have and what they owe, and that he is keen to stimulate their motivation and motivate them to do the work, and that he is keen on the common good of the group, and puts the public interest above any consideration, and that he is keen to achieve social justice among all teachers, and in order to achieve All of this must be the dominant pattern for the school principal is the democratic pattern.

Results of the second question:

The second question states: "Are there statistically significant differences in the study sample's estimates of the leadership style prevailing among school principals due to variables (educational stage, number of years of experience, and specialization)?" This question was answered by using the one-way analysis of variance test to detect On the significance of the differences between the mean scores of the study sample on the dimensions of the questionnaire, which may be attributed to the variable of the educational stage, and the "T" test was used to reveal the significance of the differences between the mean scores of the study sample on the dimensions of the questionnaire, which may be attributed to the variables of the number of years of experience and specialization. The results were as follows:

The differences in leadership style according to the educational stage variable:

Table (7) The results of the one-way analysis of variance test to detect differences in leadership style according to the educational stage variable

Leadership Styles	Variance Source	Squares Sum	Freedom Degrees	Squares Average	F value	Significance
Democratic style	Between groups	0.48	2	0.24	1.61	0.21 (Not Significant)
	Within groups	43.86	293	0.15		
	Total Variance	44.34	295			
Authoritarian style	Between groups	0.46	2	0.23	1.85	0.16 (Not Significant)
	Within groups	36.44	293	0.12		
	Total Variance	36.90	295			
Chaotic style	Between groups	0.15	2	0.08	0.82	0.44 (Not Significant)
	Within groups	27.62	293	0.09		
	Total Variance	27.77	295			

(Prepared by the researcher based on the results of the statistical program spss)

It is clear from Table (7) that:

- With regard to the democratic style: the value of the F ratio was (1.61), which is a not significant value, indicating that there are no statistically significant differences in this style due to the educational stage.

- With regard to the authoritarian style: the value of the F ratio was (1.85), which is a not significant value, indicating that there are no statistically significant differences in this style due to the educational stage.

- With regard to the chaotic style: the value of the F ratio was (0.82), which is a not significant value, indicating that there are no statistically significant differences in this style due to the educational stage.

The differences in leadership style according to years of experience:

Table (8) The results T-test to detect differences in leadership style according to years of experience variable

Leadership Styles	years of experience	N	Mean	Standard Deviation	Freedom Degrees	T	Significance
Democratic style	Less than 10 years	129	3.89	0.36	294		0.01 (Significant)
	10 years or more	167	4.39	0.23		14.56	
Authoritarian style	Less than 10 years	129	1.84	0.28	294	0.22	0.83 (Not Significant)
	10 years or more	167	1.83	0.40			
Chaotic style	Less than 10 years	129	1.76	0.30	294	1.80	0.07 (Not Significant)
	10 years or more	167	1.70	0.31			

(Prepared by the researcher based on the results of the statistical program spss)

It is clear from Table (8) that:

- With regard to the democratic style: the value of the T value was (14.56), which is a significant value at (0.01), indicating that there are statistically significant differences in this style due to years of experience in favor of teachers with experience of 10 years or more because they got the largest mean.

- With regard to the authoritarian style: the value of the T value was (0.22), which is a not significant value, indicating that there are no statistically significant differences in this style due to years of experience.

- With regard to the chaotic style: the value of the T value was (1.80), which is a not significant value, indicating that there are no statistically significant differences in this style due to years of experience.

The differences in leadership style according to the Specialization variable:

Table (9) The results T-test to detect differences in leadership style according to Specialization variable

Leadership Styles	Specialization	N	Mean	Standard Deviation	Freedom Degrees	T	Significance
Democratic style	Scientific	119	4.19	0.38	294	0.38	0.70 (Not Significant)
	Literary	177	4.17	0.39			
Authoritarian style	Scientific	119	1.83	0.28	294	0.22	0.83 (Not Significant)
	Literary	177	1.84	0.39			
Chaotic style	Scientific	119	1.74	0.27	294	0.52	0.61 (Not Significant)
	Literary	177	1.72	0.33			

(Prepared by the researcher based on the results of the statistical program spss)

It is clear from Table (9) that:

- With regard to the democratic style: the value of the T value was (0.38), which is a not significant value, indicating that there are no statistically significant differences in this style due to specialization.

- With regard to the authoritarian style: the value of the T value was (0.22), which is a not significant value, indicating that there are no statistically significant differences in this style due to specialization.

- With regard to the chaotic style: the value of the T value was (0.52), which is a not significant value, indicating that there are no statistically significant differences in this style due to specialization.

The results of the second question in its entirety indicate the existence of statistically significant differences in the democratic pattern attributable to the variable of years of experience in favor of teachers with greater experience, while no statistically significant differences in this pattern appeared due to the variables of educational stage and specialization, and no statistically significant differences appeared. In the authoritarian and anarchic patterns, they are attributed to the variables of the educational stage or the number of years of experience or specialization.

The researcher attributes the existence of statistically significant differences in the democratic pattern due to the variable number of years of experience in favor of teachers with greater experience to the fact that the experience contributes to refining the experiences and experiences of the teacher, so that he becomes more able to distinguish the different practices of each style of leadership, and to determine what is in the interest of work. These practices, just as teachers with more experience are - by virtue of their experience - more aware of the nature of the roles and tasks that the school principal performs, more aware of the importance of achieving school goals, and more cooperation with the school administration in achieving these goals, and then teachers with greater experience become more The ability of teachers with less experience to know the nature and type of leadership style practiced by the school principal, and teachers with more experience have the opportunity to assume leadership roles in the school and participate in decision-making.

Study recommendations.

In light of the results reached in the current study, the following recommendations were formulated:

1. Organizing training courses for school principals to enlighten them of recent trends in educational leadership.

2. Programs for preparing school principals include topics related to leadership styles and the advantages and disadvantages of each style.

3. Urging school principals to follow the democratic pattern in management, and providing teachers with the opportunity to actively participate in achieving their goals.

4. Providing school principals with more opportunities for teachers to participate in making decisions within the school, especially those decisions directly related to their work.

5. School principals assign teachers to activities commensurate with their preferences and abilities, giving them the opportunity to realize themselves, and invest their abilities and skills in the interest of work.

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