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ABO-LABAN, MANSOUR AHMED
A STUDY OF TEACHERS PERCEPTIONS OF THE
PRINCIPAL'S PERFORMANCE IN SELECTED HIGH
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THE UNIVERSITY OF OKLAHOMA, PH.D., 1978

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GRADUATE COLLEGE

A STUDY OF TEACHERS PERCEPTIONS OF THE PRINCIPAL'S
PERFORMANCE IN SELECTED HIGH SCHOOLS IN
MECCA AND RIYADH, SAUDI ARABIA

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY

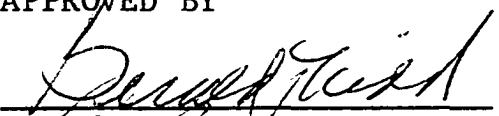
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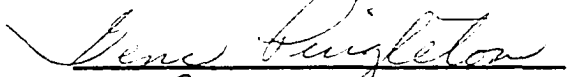
Norman, Oklahoma

1978

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APPROVED BY






DISSERTATION COMMITTEE

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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
LIST OF TABLES	vi
 Chapter	
I. INTRODUCTION	1
Background and Need	1
Statement of the Problem	6
Hypotheses Tested	7
Scope of the Study	9
Methodology	10
Definitions and Use of Terms	12
Organization of the Study	13
II. REVIEW OF RELATED LITERATURE	15
Educational Administration in Saudi Arabia	17
A Brief History of Administration Theories	25
Duties and Responsibilities of the High School Principal in Saudi Arabia	33
III. METHODOLOGY	44
Pre-Survey Procedures	45
Data Collection Procedures	49
Data Analysis Procedures	51
IV. PRESENTATION AND ANALYSIS OF DATA	54
Statistical Facts	55
Characteristics of Respondents	58
Treatment of Data	63

TABLE OF CONTENTS (Continued)

Chapter	Page
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . . .	77
Summary	77
Findings	80
Conclusions	84
Recommendations	86
BIBLIOGRAPHY	92
APPENDIX	
A. The Questionnaire for High School Teachers to Describe Their Principal	100
B. The Questionnaire for High Schools Principals in Saudi Arabia, Mecca and Riyadh	108
C. The Questionnaire for High School Teachers to Describe Their Principal (In Arabic) .	117
D. The Questionnaire for High School Principals in Saudi Arabia, Mecca and Riyadh (In Arabic)	125

LIST OF TABLES

Table	Page
1. Mecca High Schools for Boys	57
2. Riyadh High Schools for Boys	57
3. Sub-Characteristics of Respondent Administrators Group I Mecca High Schools	60
4. Sub-Characteristics of Respondent Teachers Group I Mecca High Schools	61
5. Sub-Characteristics of Respondent Administrators Group II Riyadh High Schools	64
6. Sub-Characteristics of Respondent Teachers Group II Riyadh High Schools	65
7. Mecca High Schools - A Summary of the Statistical Analysis of Data	68
8. Riyadh High Schools - A Summary of the Statistical Analysis of Data	70
9. A Summary of the Statistical Analysis: A Com- parison Between Mecca High School Administrators and Their Teachers Relative to Personal Behavior and Personal Attitudes	72
10. A Summary of the Statistical Analysis: A Com- parison Between Riyadh High School Administrators and Their Teachers Relative to Personal Behavior and Personal Attitudes	73

LIST OF TABLES (Continued)

Table	Page
11. A Summary of the Statistical Analysis: A Comparison Between Mecca High School Administrators and Riyadh High School Administrators Relative to Personal Behavior and Personal Attitudes	75
12. A Summary of the Statistical Analysis: A Comparison Between Mecca High School Teachers and Riyadh High School Teachers Relative to Personal Behavior and Personal Attitudes . . .	76

A STUDY OF TEACHERS PERCEPTIONS OF THE PRINCIPAL'S
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CHAPTER I

INTRODUCTION

Background and Need

The high school principalship assumes many important responsibilities toward young people in developing countries such as Saudi Arabia. This position has to be well managed by an effective educational leader in order to maximize its own functions and capabilities.

What is the role of the educational leader in today's high school?

The educational leader must direct his efforts toward the important process of exercising leadership. Organizing and directing groups toward mutually acceptable goals is the basic role of the principal. The principal is required to have specific skills in order to exercise leadership.

These skills enable him to organize groups for the management of conflict, decentralize the educational establishment and provide for maximum student involvement in the educative process. Leadership skills may be grouped roughly into the following three categories first used by Katz to describe managerial skills:

1. Technical skills which involve specialized knowledge, analytical ability within the specialty and facility in the use of tools and techniques of the specific discipline which in this case is administration.

2. Human skills which include those necessary to work effectively as a group member, which according to Katz, are contrasted with technical skill or working with people versus working with things.

3. Conceptual skills which involve the ability to see the enterprise as a whole. These skills include recognizing how various functions of the organization depend on one another and how changes in any one part affect all the others.¹

¹ Robert L. Katz, "Skills of an Effective Administrator," Harvard Business Review, January-February 1955, pp. 34-35.

The School-Development Study at Ohio State University has attempted to state a comprehensive definition for areas of desirable behavior of educational leadership. These areas are:

1. Setting Goals--The principal must participate in the setting of educational goals. The achievement of goals is dependent upon the understanding and acceptance of common goals by those who are expected to achieve them.

2. Making Policy--All who are affected by policy should share in making it.

3. Determining Roles--Personnel in school systems should have clear assignments. It is the principal's responsibility, then, to clarify and determine roles for and with the staff members with whom he works.

4. Coordinating Administrative Functions and Structure--The principal must operate in such a way that all the educational activities are coordinated and properly fitted together.

5. Appraising Effectiveness--The principal must provide leadership in a continuous and searching appraisal of the educational program.

6. Working with Community Leadership to Promote Improvements in Education--The principal must cooperate with

community leaders and agencies to improve educational programs.

7. Using the Educational Resources of the Community--
The school leader must constantly evaluate the community resources in order to provide students with life-like educational activities.

8. Involving People--"When people share--people care" is an important maxim in educational leadership. Support of the educational program is closely related to the extent of one's participation in it. Therefore, it will be the principal's responsibility to involve staff and community members in educational planning, development and appraisal.

9. Communicating--This is a highly important area of administrative behavior. It is the ebb and flow of feelings and ideas among people. It is the desire to make one's feelings and ideas understandable to others. It should be developed in preparation programs through a variety of learning experiences.²

In summary, the educational leader carries a heavy

² John A. Ramseyer, Lewis E. Harris, Millard Z. Pond and Howard Wakefield, "Factors Affecting Educational Administration," CPEA Series (Columbus Ohio: Ohio State University Press, 1955), pp. 18-56.

burden of educational responsibilities. The significance of these responsibilities necessitates the principal's being well prepared for the leadership position. Education makes the person, and persons make the nation. Therefore, the kind of education that is being offered to the youth of Saudi Arabia today suggests the kind of environment they will have tomorrow. What the leaders of Saudi Arabia think, what they aspire to, especially as expressed in the laws and regulations governing education, throws a searching light upon the kind of future that they may expect. These laws and regulations show a profound concern with both the quantity and quality of education.

The high schools of two cities in Saudi Arabia have large numbers of students. These students must be well educated and trained to become effective citizens. The school has to give them the golden opportunity to learn about themselves and society. Then the principal holds the first and most important responsibility of creating this type of educational environment for the students to acquire skills and gain knowledge. He has to be the facilitator of the teaching-learning process within his school. This role has to be performed by a well qualified principal in order to reach the goals and aspirations that have been determined. Then, this study was needed in order to describe each high school

principal at Mecca and Riyadh City in terms of his capabilities and skills for managing his school as well as reaching the educational goals which have been stated by the Ministry of Education. Another need for this study was to clarify duties and responsibilities of the high school principal to the public and to the principals themselves in Saudi Arabia. This is attributed to the lack of sufficient information relative to the principalship position there.

Statement of the Problem

The problem of this investigation was to determine the significant differences, if any, in the principal's perception of himself and the teachers' perception of their principal. The study emphasized two characteristics--personal behavior and attitudes of each high school principal.

Different comparisons were made between each principal's responses of his personal behavior and the response of teachers who were working with him.

Other comparisons were made between each principal's responses of his personal attitudes and the response of his teachers of their perception of his personal attitudes.

Further comparisons were made of the following:

1. Comparisons of high school principals (as a group) at Mecca versus their teachers,
2. Comparisons of high school principals (as a group) at Riyadh versus their teachers,
3. Comparisons of high school principals of Mecca versus the high school principals of Riyadh, and
4. Comparisons of high school teachers at Mecca versus the high school teachers at Riyadh.

Hypotheses Tested

HO_1 : There is no statistically significant difference between the perceptions of each high school principal at Mecca and the perception of his teachers on his personal behavior.

HO_2 : There is no statistically significant difference between the perception of each high school principal at Mecca and the perception of his teachers on his personal attitudes.

HO_3 : There is no statistically significant difference between the perception of each high school principal at Riyadh and the perception of his teachers on his personal behavior.

HO_4 : There is no statistically significant difference

between the perception of each high school principal at Riyadh and the perception of his teachers on his personal attitudes.

HO₅: There is no statistically significant difference between the perception of all high school principals at Mecca and the perception of all of their teachers on principals' personal behavior.

HO₆: There is no statistically significant difference between the perception of all high school principals at Mecca and the perception of all of their teachers on principals' personal attitudes.

HO₇: There is no statistically significant difference between the perception of all high school principals at Riyadh and the perception of all of their teachers on principals' personal behavior.

HO₈: There is no statistically significant difference between the perception of all high school principals at Riyadh and the perception of all of their teachers on principals' personal attitudes.

HO₉: There is no statistically significant difference between the perception of all high school principals at Mecca and the perception of all high school principals at Riyadh on personal behavior.

HO₁₀: There is no statistically significant difference between the perception of all high school principals at Mecca and the perception of all high school principals at Riyadh on personal attitudes.

HO₁₁: There is no significant difference between the perceptions of teachers at Mecca and the perceptions of teachers of Riyadh in regard to the personal behavior of their respective principals.

HO₁₂: There is no significant difference between the perceptions of teachers at Mecca and the perceptions of teachers of Riyadh in regard to the personal attitudes of their respective principals.

Scope of the Study

The population investigated in this study was limited to principals and teachers of senior high schools for boys in the two selected cities of Mecca and Riyadh, Saudi Arabia.

Mecca had four senior high schools for boys. These schools were managed by four principals with a total of one hundred two teachers. Their enrollment was four thousand three hundred and forty-nine students.

Riyadh had nine senior high schools for boys. These schools were managed by nine principals with a total of two

hundred and seventy-nine teachers. The schools had a total student population of eight thousand nine hundred five students.

This study excluded senior high schools for girls.

Methodology

The data for this study were collected through questionnaires which were administered by the writer to the thirteen high school principals and their teachers in the cities of Mecca and Riyadh.

The questionnaire technique has become popular particularly in the area of social science research. C. Good pointed out:

By the turn of the past century many psychologists were convinced that experimental and laboratory methods did not answer many of the questions about childhood and youth. G. Stanley Hall and his students especially promoted wide use of the questionnaire, which more recently has appeared in the form of the history blank, clinical syllabus, and personality inventory or questionnaire. ³

Based on a review of the literature and on the concepts of leadership, a two part questionnaire was developed. Responses to Part I of the instrument provided factual data

³ Carter V. Good, Introduction to Educational Research: Methodology of Design in the Behavioral and Social Sciences, 2nd Ed. (New York: Appleton-Century-Crofts, 1963), p. 270.

about the personal behavior of each high school principal. Response to Part II of the instrument provided factual data about the personal attitudes of each high school principal.

Each high school principal and his teachers received the same questionnaire. Each principal responded to questions about his personal behavior and attitudes. Each teacher responded to questions about his principal's personal behavior and attitudes.

Each item on the scale required a "Yes" or "No" answer. Since only two alternatives, "Yes" or "No" were offered as responses on part one and part two, the difference in responses between the high school principal and his teachers was measured by the frequencies and percentages of positive responses to the items on the scale. This analytical technique has been considered suitable for use with categorical or nominal data.⁴

The significance of the difference between two percentages was measured by this formula:⁵

$$SE_D \% = \sqrt{PQ \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}$$

⁴ Fred N. Kerlinger, Foundations of Behavioral Research, 2nd Ed. (New York: Holt, Rinehart & Winston, Inc., 1973), p.160.

⁵ Henry E. Garrett, Elementary Statistics (New York: McKay, David, Co., Inc., 1962), p. 135.

in which

P = mean of the percentages in the two groups.

$Q = (1 - P)$

N_1 = number of cases in Group 1

N_2 = number of cases in Group 2

$$P = \frac{N_1 P_1 + N_2 P_2}{N_1 + N_2}$$

D (the difference between the two per cents)

Definitions and Use of Terms

Mecca--Refers to the holy city of Saudi Arabia where Muslims go for pilgrimage.

Riyadh--Refers to the capital of Saudi Arabia where the central government is located.

Senior High School for Boys--Refers to a separate public school containing grades ten through twelve.

High School Principal--Refers to the administrator who is appointed by the Ministry of Education and held responsible for the school.

Ministry of Education--Refers to the central organization which has the authority and the responsibility for providing a nationwide education program for boys. This organization is located in the capital of Saudi Arabia.

Saudi Teachers--Refers to the teachers from Saudi Arabia itself and does not include other nationalities.

Non-Saudi Teachers--Refers to the teachers from neighboring Arab countries but does not include teachers of other nations.

Personal Behavior--Refers to the personal acts and response of the high school principal to administrative affairs of his school.

Attitudes--Refers to the learned predisposition by the high school principal to react in a consistent, emotionally toned way toward a particular person, idea, or thing. It refers to what he likes to do and what he advocates.

Organization of the Study

This study consists of five chapters.

Chapter I forms the introduction to the study. It presents the background and need for the study, problem statement, the hypotheses and the scope of the study.

Chapter II consists of the review of related literature.

Chapter III provides a description of the methodology and design of the study.

Chapter IV consists of a presentation of the findings of this investigation.

Chapter V contains a summary of the study, the conclusions based on the data collected, implications for further research and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

The high school principalship represents a specialized type of educational administration. It is, perhaps, one of the most important administrative positions in the public school system. It is at the principal's level that administrative services actually go into action to facilitate the work of the teacher with the children. Educating children is essentially a social process, intimately connected with the stream of life around it, with the currents and crosscurrents of events, with the heritage of the past and the hopes of the future.

The starting point of education in the Arab world took place in 1920.¹ Great progress has been achieved in the last quarter of a century such as (1) a quantitative expansion of the educational system, (2) a rise in the standards, (3) an

¹Roderic D. Matthews and Matta Akrami, Education in Arab Countries of the Near East (Washington, D.C.: American Council on Education, 1950), pp. 521-78.

establishment and advancement of higher education, and (4) some measure of qualitative change in the curriculum. The positive advance in the field of education of girls cannot be ignored as a fact which holds great promise for the future. Furthermore, people of the Arab world have raised their demands for educational programs particularly for their children. There has been also great improvement in textbooks, in equipment and in school buildings.

Before World War I Arabian governments were not fully aware of their responsibilities in the educational field. Today, most of these governments are actively engaged in supporting educational programs and increasing educational facilities. Through this involvement, they hopefully will be able to satisfy and to reach their ultimate educational goals. Each Arabian government has established its own philosophy of education and built its distinct educational system. Each educational system contains various departments, districts, and ministries. Most of the educational systems in the Arab states are completely centralized.² Policies, curriculums, textbooks, plans for expansion, examinations and certificates are all handed down from the central offices in the capital of each country.

²
Ibid., p. 542.

Although most countries have regional offices, the major influence for shaping educational policies is embodied in the central administration.

One present problem in the Arab world is a lack of educationally trained personnel in the various departments and ministries of education. School administration is struggling to reach a stage of professionalism.

Matthews and Akrawi said "Educational administration is carried on in an amateurish fashion, which often is wasteful of time, effort, and funds."³

Educational Administration in Saudi Arabia

Saudi Arabia is one of the Arab countries which has a lack of professionally prepared administrators. It does not have sufficient numbers of schools and colleges over the country to train and prepare students for administering schools. All school principals are appointed by the central office of the Ministry of Education. Those appointments take place on the basis of personal characteristics and some sort of educational evaluation. Selection procedures for educational staff members are stated in the Educational Policy of the Saudi Arabian Kingdom thusly: "The educational staff is selected from among those who

³Ibid., p. 543.

have scientific, teaching, and technical qualifications and enjoy noble Islamic character."⁴

This is a general statement which does not serve the need for selecting effective staff members. What type of qualifications are sought in Saudi Arabia? What criteria do they use for evaluating those qualifications. Experience has been ignored in the field of selecting staff members. Is experience not important from their point of view?

M. Manuie pointed out clearly that "Many administrators are in jobs which are unrelated to their training. Most of the positions in the educational system are filled by people with limited backgrounds in education."⁵ He added also that "Many administrators have not taken any course in administration. Most of them are graduates of religious institutions with a limited view of education." Al-Salloom agreed with the statement above, when he said:

In general, the educational system in the country is run by people who lack special training in education. Their knowledge and training in up-to-date educational

⁴Ministry of Education, The Educational Policy in the Saudi Arabian Kingdom (Riyadh, Saudi Arabia: The Ministry of Education, 1970), p. 36.

⁵Mohammed Abdullah Manuie, "A Study of Teacher-Principal Perceptions of the Organizational Climate in Selected Schools in Riyadh, Saudi Arabia" (Doctoral dissertation, University of Oklahoma, 1976), p. 38.

theories and practices must be considered limited. Only a few school superintendents or members of their staffs have bachelor's degrees in education along with some training and reasonable experience in their fields. 6

In addition to the previous statements, a report by the Ford Foundation pointed out that:

The basic problem of the present administration in Saudi Arabia is the lack of training and qualified employees on all levels. This is a result of the lack of specialists in administration who can introduce modern administrative techniques and methods and give need training to the governmental employees. 7

Thus, Saudi Arabia is one of the Arab countries which has an inadequacy of professionally prepared employees in all phases of governmental institutions. The shortage of specialized and qualified personnel is a chief reason for malfunctioning in the existing organization. According to this point of view, A. Zaid stated that:

Arabia now is in the midst of an overall educational crisis. The country lacks clarity of vision, professionalism in administration, qualified planners, highly trained teachers, and a pragmatic political,

⁶ Hamed Ibrahim Al-Salloom, "A Study of the Relationship of School District Size and Administrative Practices of Schools in Saudi Arabia" (Doctoral dissertation, University of Oklahoma, 1974), p. 159.

⁷ Ford Foundation, The Aspects Which Affect the Administration Reorganization in Saudi Arabia (Riyadh: Ford Foundation Team, 1963), p. 2.

social and educational philosophy.⁸

In general, it seems obvious that Saudi Arabia must have a greater number of well prepared personnel, well trained administrators, and experienced employees in order to meet the needs and demands of today's living. A professionally trained staff would help avoid many of the existing mistakes and pitfalls. It would also help initiate sound and broad plans for the development of education in the future. An atmosphere of change is one of the leading characteristics of modern life in Saudi Arabia. The habits, customs, and attitudes of thousands of years are changing. The physical surroundings in the towns, as in the rural districts, are gradually but surely being changed by new forms of architectural designs, new methods of landscaping and new ways of transportation. Changes, also, can be seen in ideas, values, behavior, art and literature, as well as in the character and moral affairs of the people.

The great change in physical and moral characteristics of life in Saudi Arabia will increase the demands for more educated and experienced people in order to meet the imposed changes and development of their country. Therefore, duties

⁸ Abdullah M. Zaid, "A Pragmatic Critique of Contemporary Arabian Civilization" (Doctoral dissertation, University of Oklahoma, 1972), p. 136.

and responsibilities will be increased for each citizen in the country in order to effectively participate in the process of development.

It is assumed that the school administrator is the most effective agent for bringing about educational change. A strong personal direction on the part of the principal is required for change. If he is a key man in the educational change process in his school, he must be able to promote change effectively.

According to K. Tye, nine educational conditions must be adopted by the principal, if he wants to become an educational change agent.⁹ These conditions are:

1. self-understanding,
2. dealing effectively with the conflicting role expectations placed upon him by different groups,
3. awareness of the components of effective leadership,
4. understanding of the change process,
5. looking for ideas and information from outside rather than always from within his own school,
6. becoming efficient in group dynamics,

⁹ Kenneth A. Tye, "The Principal As A Change Agent," The National Elementary Principal 49 (February 1970), pp. 41-51.

7. adopting well defined goals,
8. having a good background in administrative theory,
9. awareness of research findings.

These conditions will facilitate the educational change process whether in a closed or an open climate. If the school principal gains self-understanding through an assessment of his own strengths and weaknesses, through a knowledge of how others see him, and through a knowledge of his own position to change, he will represent an appropriate integration between his own personality and the role he is required to play as a principal of change.

The principal can clearly provide leadership for his staff, if he is aware of the components of effective leadership. Lipham distinguishes between leadership and administration when he defines them as follows:

We may define leadership as the initiation of a new structure or procedure for accomplishing an organization's goals and objectives or for changing an organization's goals and objectives.

The administrator, on the other hand, may be identified as the individual who utilizes existing structures or procedures to achieve an organizational goal or objective. 10

The above distinction of the two concepts--leadership

¹⁰James M. Lipham, "Leadership and Administration," Behavioral Sciences and Educational Administration, in National Society for the Study of Education, Sixty-Third Yearbook, Part II (Chicago: University of Chicago Press, 1964), p. 122.

and administration--was clearly stated. The initiation of change was the most important aspect of the two different definitions.

The principal who views himself as a leader can and must work in harmony with teachers and others who are interested in rational change. Teachers want to receive unambiguous signals from their principal. They need a clear view of what the principal really values and what he expects of them. Furthermore, they feel that their teaching styles change in response to the administrative atmosphere. Particularly noticeable and important to them is their principal's consistency between what he says and what he does. Actually, his personal behavior and attitudes will mirror his stated policy. But all that he does--actions, questions, decisions--are clues to his own self-awareness which are directly responsible for teacher and pupil behavior.

Principals who are unclear about organizational goals often practice inflexible procedures. These inflexible procedures will move the school climate from openness to closeness. Then, the change process will be inhibited within the school.

According to Matthew Miles: "Goal ambiguity and procedural rigidity may well turn out to be closely connected."¹¹

¹¹ Matthew B. Miles, Innovation in Education (New York: Bureau of Publications, 1964), p. 15.

Halpin and Crofts stated that the term of organizational climate can be used to refer to the type of system that develops in an individual school. The open climate, according to Halpin, presents a situation in which the members of the organization enjoy extremely high esprit. They also enjoy friendly relations with each other. In this climate, a considerable job satisfaction is obtainable. All members are sufficiently motivated to overcome difficulties and frustrations.¹²

Halpin also defined the closed climate as a situation in which the group members obtain little satisfaction in respect to either task-achievement or social needs. In this climate, teachers do not work well together and become highly disengaged. Completing a variety of reports and attending to a host of housekeeping duties are the primary concerns for teachers in order to secure some sense of achievement. Esprit, in this climate, is at nadir, reflecting low job satisfaction in respect to both job satisfaction and social-needs satisfaction.¹³

¹² W. Halpin and D. B. Crofts, The Organizational Climate of Schools (Chicago: University of Chicago Press, 1963), pp. 40-62.

¹³ Ibid., pp. 145-92.

A Brief History of Administration Theories

According to the review of related literature in the field of administration, there are three major points of view:

- A. A managerial emphasis,
- B. A human relations emphasis,
- C. A social science emphasis.

A. A Managerial Emphasis

One view of administration--and perhaps the earliest systematic view was that administration had to maximize the output of workers in an organization by applying the principles of scientific management. The most noted representative of this view was Frederick W. Taylor who stated his thought of excellence in management in the following statement: "Knowing exactly what you want men to do, and then seeing that they do it in the best and cheapest way."¹⁴

Taylor's advocated type of management was described in his Principles of Scientific Management. The principles may be summarized in the following steps:

- 1. time - study principle,
- 2. piece - rate principle,

¹⁴ Jacob W. Getzels et al., Educational Administration As A Social Process: Theory, Research, Practice (New York: Harper & Row Publishing, Inc., 1968), pp. 23-102.

3. separation of planning from performance principle,
4. scientific methods of work principle,
5. managerial control principle,
6. functional management principle.

Taylor has demonstrated that many jobs could be done more efficiently by using his scientific principles, but he ignored the motivational, interpersonal, and emotional factors involved in mobilizing human effort for common purposes.¹⁵

In 1916, the Frenchman Henri Fayol published the influential treatise Administration Industriale and Generale to state his position on the systematic study of administration.

The main points of his system were the now famous elements of planning, organizing, commanding, coordinating, and controlling. These elements were derived mainly from his experience with industrial enterprises.¹⁶

Soon others such as Gulick and Bobbitt were applying similar formulations to the public realm. In 1913, Bobbitt wrote a lengthy paper for the National Society for the Study

¹⁵Frederick W. Taylor, Shop Management (New York: Harper & Row Publishing, Inc., 1911), p. 21.

¹⁶Henri Fayol, General and Industrial Management, trans. Constance Storrs (London: Sir Isaac Pitmen and Sons, 1949), pp. 21-57.

of Education. The title of that paper was "Some General Principles of Management Applied to the Problems of City-School Systems."

In his paper, Bobbitt said explicitly: "At a time when so much discussion is being given to the possibilities of 'scientific management' in the world of material production, it seems desirable that the principles of this more effective form of management may be examined in order to ascertain the possibility of applying them to the problems of educational management and supervision."¹⁷

B. A Human Relations Emphasis

Mary Parker Follett was one of the first exponents of the human relations point of view in administration. She contended that the central problem of an enterprise whether a business organization or a school system, is the building and maintaining of dynamic yet harmonious human relations. The systematic empirical data in support of this point of view were provided by Elton Mayo and his colleagues--notably F. J. Roethlisberger and William J. Dickson. From 1923 to 1932, they

17

F. Bobbitt, "The Supervision of City Schools," in Twelfth Yearbook of the National Society for the Study of Education, Part I (Chicago: University of Chicago Press, 1913), pp. 20-30.

performed the now famous series of experiments at the Hawthorne plant of the Western Electric Company.¹⁸

Getzels and others pointed out:

The human relations movement in administration was influenced, perhaps even more than by the Hawthorne studies, by an experiment not in the field of administration at all--an experiment with children. This was an inquiry into the psychological dynamics of democratic authoritarian, and laissez-faire leadership with 11-year-olds. The investigators were Kurt Lewin, Ronald Lippitt, and Ralph K. White, the year was 1938, and the setting was the Iowa Child Welfare Station at the University of Iowa.¹⁹

There have been an outpouring of treatises and books with a human relations point of view in the field of administration.

Yauch presented some general principles of school administration when he published the following:

1. The primary responsibility of a school principal is to facilitate the process of interactions of the faculty group so that they may result in maximum benefit to the teachers.

2. The primary concern of democracy is the development of human relations in administration. Therefore, a most important consideration is the principal's dealings with teachers

¹⁸Elton Mayo, The Human Problems of An Industrial Civilization (New York: Macmillan Publishing Co, 19),pp. 50-75.

¹⁹Getzels, et al., Educational Administration As A Social Process, p. 36.

individually and collectively.

3. Simple problems of human relations almost always have wider frames of reference.

4. The most advantageous position to offer leadership to the faculty is the principalship position.

5. All individuals affected by any decision should have a share in determining its character and form.

6. The faculty is a complex social group which requires expert handling to achieve its own best desires.

7. The single-school faculty is the most natural and efficient unit of democratic action.²⁰

C. A Social Science Point of View

In 1938, Chester Barnard first formulated the statement of a significantly different approach from the others in a series of lectures for the Lowell Institute in Boston. Later, he elaborated his approach in that remarkable treatise The Functions of the Executive. Barnard's central theme was the need for a systematic conceptual scheme of administrative behavior within a social science framework.²¹ He presented

²⁰Wilbur A. Yauch, Improving Human Relations in School Administration (New York: Harper & Row Publishing, 19), p. 40.

²¹Chester I. Barnard, The Functions of the Executive (Cambridge: Harvard University Press, 1964), pp. 241-89.

his point of view regarding organizations in the following statement:

Organization, simple or complex, is always an impersonal system of coordinated human efforts; always there is purpose as the coordinating and unifying principle; always there is the indispensable ability to communicate; always the necessity for personal willingness, and for effectiveness and efficiency in maintaining the integrity of purpose and the continuity of contributions. ²²

Barnard made a significant distinction between the concepts of effectiveness and efficiency regarding the functions of an organization. Effectiveness, according to him, means the accomplishment of the cooperative purpose, which is essentially nonpersonal in character. Efficiency means the satisfaction of individual motives, which is personal in character.

Although Barnard dealt mainly with the structure and function of the formal organization, he stated also that each formal organization contains informal organizations. The formal and the informal aspects of organization cannot exist without one another, and if one fails the other disintegrates. ²³

In 1945, Herbert A. Simon published his classic and influential treatise Administrative Behavior. Simon has

²²Ibid., p. 289.

²³Ibid., pp. 94-105.

attacked the accepted principles of administration by saying they were "little more than ambiguous and mutually contradictory proverbs."²⁴

He stated his position clearly on the development of science. He believed that before a science could develop principles it must possess concepts. Therefore, the first task of administrative theory has to be the development of a set of concepts that will permit the description of administrative situations. He pointed out that "... Administrative theory must be concerned with the limits of rationality, and the manner in which organization affects these limits for the person making a decision."²⁵

The primacy of theory in administrative behavior was the basic concern of Bakke, Argyris and their colleagues at Yale University.

The dynamic core of an organization, according to Bakke, was presented in the following items:

1. Workflow,
2. Authority process,
3. Reward and penalty process,

²⁴ Herbert A. Simon, Administrative Behavior (New York: Macmillan Publishing Co., 1945), pp. 231-43.

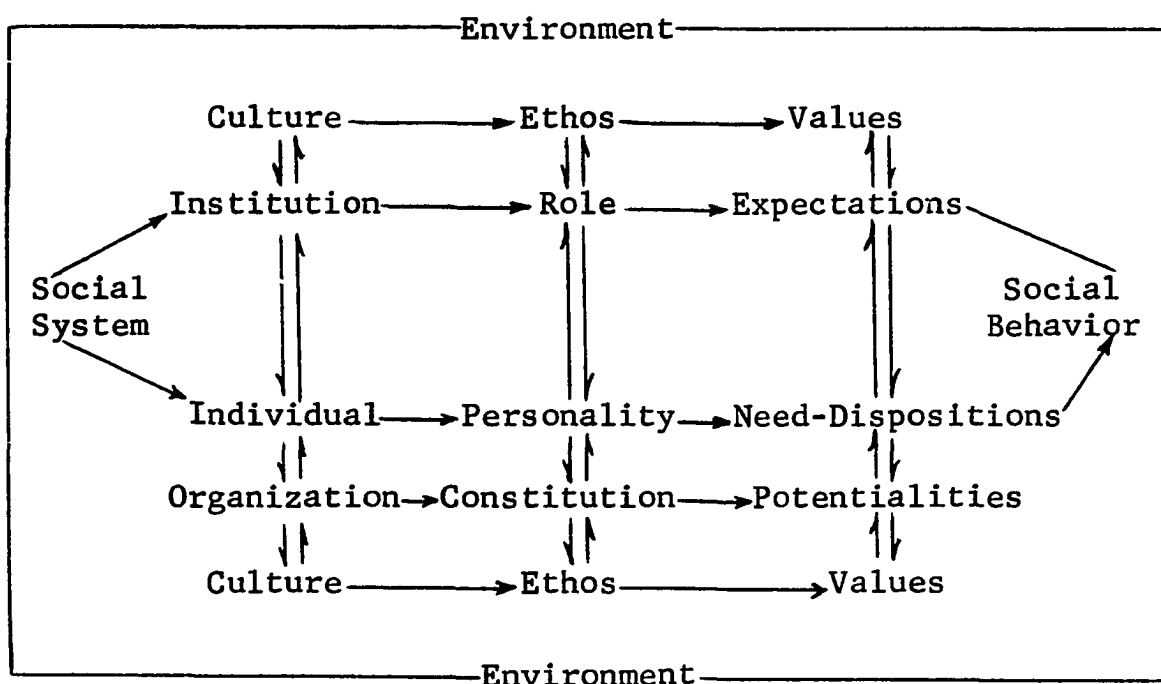
²⁵ Ibid., p. 241.

4. Perpetuation process,
5. Communication process,
6. Evaluation process,
7. Identification process.²⁶

The work of Argyis, Bakke, Bass, Homans, Katz, March, Gross, Halpin, Blau, Gouldner, Griffiths, Presthus, Selznik, Simon and Getzels, to mention only a few of those who have published books of theory during the past decade, illustrates the richness and variety of the effort in the field of administration.

Getzels and his colleagues have introduced their model of the major dimensions of behavior in a social system. It is believed by many that their model is the best on administrative theory because of its high applicability to a great number of administrative problems.

²⁶
Ibid.,



General Model of the Major Dimensions of Behavior in a Social System.²⁷

Duties and Responsibilities of the High School Principal in Saudi Arabia

In the Interior System of Elementary School, the Ministry of Education in Saudi Arabia has stated twenty-eight items designated as duties and responsibilities of the school principal. These items were developed for both the elementary and secondary principal:

²⁷ Getzels, et al., Educational Administration As A Social Process, p. 105.

1. The principal is the first one to be responsible for the school system and its activities. He provides all administrative work if he is alone, and he may have assistants in which case administrative work should be equally shared.
2. The school principal should be responsible for the accomplishment of all school subjects at the end of the school year. He should follow the direction of the Ministry in this regard, and he should:
 - a. distribute the hours and classrooms to teachers according to their abilities. It is desirable for the principal to consider the opinions of the teachers in this matter.
 - b. prepare the school schedules for the first day of school ...
3. The school principal should communicate to teachers all the information which he receives from the Ministry of Education through the superintendent office.
4. The school principal should hold staff meetings from time to time for the discussion of problems in the schools and about matters which may raise the level of education in the school.
5. The school principal should keep records of staff meetings and provide the educational district with copies of these records.
6. The school principal should visit teachers in the classrooms. He should see their notebook preparation every day. He should keep records about each teacher which may be needed when writing secret reports to the educational district.
7. The school principal should not advise or criticize teachers in front of the pupils.
8. The school principal should keep the record of presence and absence of school staff in his

office and he should tell the staff to sign every day in their record.

9. The school principal should come to school every day fifteen minutes before the staff of school.
10. The school principal should be concerned about the activities of the pupils, and should try to provide the necessary services for the school activities. ²⁸

These duties and responsibilities were stated in order to be fulfilled by any school principal in Saudi Arabia.

To what extent, can the principal assume each responsibility?

It seems obvious that the high school principal in Saudi Arabia is held responsible for the school in terms of its people, articles, and activities. He is supposed to perform all administrative work. All school subjects must be completed by the end of the school year. Communication of information is one of the essential tasks of the principal. It is the process by which directions, information, ideas, explanations, and questions are transmitted from person to person or from group to group. It is a process of interaction between or among individuals. When communication in an organization is completely adequate, the organizational purposes are

²⁸ The Ministry of Education, The Interior System of Elementary School, Arabic Text (Riyadh: The Ministry of Education, 1964).

likely to be commonly understood and the members will tend to act in a cooperative and coordinated manner toward the accomplishment of the purposes. An organization comes into being when it becomes desirable or necessary to relate and coordinate the individual roles of two or more persons in achieving a common goal. It is obvious, therefore, that without communication there can be no organization. Communication, then, is a means by which the organization is created and also a means by which its purposes are clarified and the individual and group efforts coordinated. The clarification of purposes and efforts of coordination will be the basis for a certain organizational climate. Halpin and Crofts discovered six different types of organizational climates in their study of elementary schools: the open climate, the autonomous climate, the controlled climate, the familiar climate, the paternal climate, and the closed climate.²⁹

In regard to the organizational climate research, M. Manuie investigated the perceptions of teachers and principals of Halpin's eight dimensions of the organizational climates at selected schools in Riyadh, Saudi Arabia. His research

²⁹ Halpin and Crofts, The Organizational Climate of Schools, p. 52.

was concerned with the following questions:

1. What is the status of schools in Riyadh, Saudi Arabia?
2. How do the teachers and the principals perceive the school climate?
3. Are there differences in perception of the organizational climate in boys' schools and girls' schools?
4. What are the factors which contribute to the "openness" or "closeness" of schools in Riyadh?
5. How can the teacher shortage be reduced and better communication established in schools of Saudi Arabia?³⁰

Based on his findings, Manuie concluded his study with the following points:

1. The relationship of principals and teachers can be described as reasonably satisfactory, but relatively formal in character.
2. The interaction among teachers in the schools located in low socioeconomic areas was limited when compared with the relationship among teachers in the schools located in higher socioeconomic areas.
3. The schools in the high socioeconomic areas and in nonrented buildings were characterized by a more flexible school environment than the schools

in low socioeconomic areas and the schools housed in rented buildings.

4. Saudi and non-Saudi teachers with different social backgrounds seemed to understand each other and communication between them was reasonably satisfactory.
5. Interaction and communication among teachers in the schools housed in nonrented buildings were more extensive and satisfactory than was the case among teachers in schools housed in rented buildings.
6. The atmosphere in the girls' schools can be described as more rigid in character than that of the boys' schools.
7. Weak leadership and poor morale characterized both the central educational system and the local schools.
8. The highly centralized system of education, with lack of qualified personnel, contributed to the lack of effectiveness and efficiency of the schools in Saudi Arabia. ³¹

Manuie's study of the organizational climates of certain selected schools in Saudi Arabia was the first systematic research that helped provide needed educational information. More research must be initiated on the assumption that Saudi Arabia must increase its number of qualified personnel as well as attain greater effectiveness and efficiency in its schools.

Another study was completed in the field of educational administration in Saudi Arabia. H. Al-Salloom investigated the

³¹Ibid., pp. 177-79.

relationship between the size of the existing school districts in Arabia and the administrative and supervisory services provided to the schools. From his findings, Al-Salloom stated that the smaller the school district in both area and the number of schools, teachers, and students, the more administrative power and authority, whereas the larger the school district in area, the less administrative power and authority. In regard to the professional qualifications of school district superintendents and supervisory officers, he pointed out that the smaller the school district, in both area, number of schools, teachers, and students, the more qualified the superintendents and supervisory officers; and the larger the school district in area and smaller in number of schools, teachers, and students, the less qualified the superintendents and supervisory officers.³²

Al-Salloom concluded his study by stating that:

It appears that the impact of the present school district superintendent's office in most school districts is limited. This inadequacy results from many factors, such as overcentralization, the need for more authority, and a shortage of qualified personnel to make the office more effective. Consequently, there are many problems which are beyond the ability of those offices to solve. In almost all of the school districts studied, despite their differences in size, location, and other aspects, the

³² Al-Salloom, "A Study of the Relationship of School District Size and Administrative Practices of Schools in Saudi Arabia," pp. 154-58.

responsible people were sincerely trying to accomplish the purposes of their institutions, but in many instances the problems were beyond their capacities and capabilities. 33

In general, most of the research in the field of education was directed toward administration in Saudi Arabia. Administrative jobs and positions were the most important aspects of development. Consequently, the Saudi Arabian government was trying to train as many people as quickly as possible in order to fill the necessary administrative positions, particularly, in public schools. The Ministry provided opportunities for its officials to learn more about administering schools by developing administrative training programs inside the country. Scholarships were granted to those who excelled academically in their college studies. Foreign experts were imported to train personnel who, in turn, could develop in-service programs for administrator and prospective administrators. The government realized that effective administration was the only means that could help in the process of development. Effective administration is badly needed in Saudi Arabia and in so many different fields. It is needed in the field of education, industry, and public services.

Schools have to be well managed, directed, and well organized in order to maximize its functions. Therefore, optimum results from schools would be obtained only if the person in charge were professionally competent. Schools of today are what they are due to decisions made in the past. Schools of the future will assume certain forms, provide certain programs, and follow certain procedures as a result of educational decisions which are made today.

Campbell described three major activities of the administrator: (1) the administrator helps the organization clarify and define its purposes, (2) the administrator coordinates the organization, and (3) the administrator must obtain the resources which will permit the organization to fulfill its objectives.³⁴

Gibb reported five general trends in the dramatically changing role of the high school principal:

1. The administrator is becoming less a controller and disciplinarian and more a team builder and cooperative problem solver. Administrators are learning that they can contribute to the educative process by helping to create cooperative team and problem-solving groups.

³⁴F. Roald Campbell and Russell T. Gregg, Administrative Behavior in Education (New York: Harper & Brothers, 1957), pp. 20-57.

2. The administrator is becoming less a motivator and persuader than a "gardener or climate builder." The administrative task is to help create the kind of climate in the school which allows people to grow.

3. The administrator is becoming less a fire-fighter and more a planner. He views education as a system and works with teachers and students in developing goals and procedures.

4. The principal is becoming less a conservator, resistor, and preserver of the culture.

5. The principal is becoming less a role and more a person. He becomes effective only as he becomes more personal, available, present, human, and emotional with other people.³⁵

In a developing country such as Saudi Arabia, a high school principal has to be a team builder, cooperative problem solver, and a planner. His first administrative task is to help create the kind of climate in the school which allows people to grow. The way in which the principal views his role will set the tone for the entire school. Although the Ministry of Education has stated clearly all duties and responsibilities of school principals in Saudi Arabia, persons who are filling

³⁵ Cecil A. Gibb, "Leadership" in Handbook of Social Psychology, ed. Gardener Lindzey (Cambridge, Mass.: Addison-Wesley Publishing Co., 1954), pp. 877-920.

the principalship positions in schools were in most cases unaware of those responsibilities. They were not professionally prepared for such positions. Further they did not know how to effect the role of school principal in order to meet the needs, demands, and expectations of staff members, faculty members, and students. One of the first requirements of the principal is that he must be able to work with people because his function is to administer the school in which teachers can teach and where learning can take place. His main opportunity to provide leadership is to set an educationally favorable tone for the school. As the leader of the school, he fulfills various roles of leadership--status leader, peer, and discussion leader.

Does the school principal in Saudi Arabia perceive his role as an educational leader? If so, does he behave in a way that is compatible with his administrative role? Is he aware of his school duties and responsibilities? Is he aware of his school's ultimate goals and accomplishments? Is he aware of his personal strengths and weaknesses? Is he aware of his talents and skills that help him manage the school properly? Is he aware of his abilities and capabilities of getting along with others in the schools? These questions as well as others were the basic motives for this research.

CHAPTER III

METHODOLOGY

The problem of this investigation was to determine the significant differences, in the principal's perception of himself and the teachers' perceptions of their principal. Two different characteristics were emphasized within this study. Those were the personal behavior and the attitudes of each high school principal in the cities of Mecca and Riyadh, Saudi Arabia.

Comparisons were made between each principal's responses of his personal behavior and the responses of teachers who were working with him.

Other comparisons were made between each principal's responses of his personal attitudes and the responses of his teachers as they perceived his personal attitudes.

Furthermore, comparisons were made of the following:

1. All of the high school principals at Mecca versus all of their teachers,
2. All of the principals at Riyadh versus all of

their teachers,

3. All of the high school principals at Mecca versus all of the high school principals at Riyadh, and

4. All of the high school teachers at Mecca versus all of the high school teachers at Riyadh.

Three major tasks were involved in this investigation. Those were (1) the pre-survey procedures; (2) the data collection procedures; and (3) the data analysis procedures. The following sections of this chapter describe each phase of the study in detail.

Pre-Survey Procedures

During this step, the design of the investigation was selected, the population was determined, and the data collection instrument was developed.

Due to the mail inadequacies in Saudi Arabia, handing all questionnaires in person was determined to be the most appropriate method of data collection.

Instrumentation

The most important task accomplished during the pre-survey stage of this investigation was the development of the two different types of questionnaires shown in Appendices A

and B. To obtain the data necessary for testing the stated hypotheses in Chapter I, the following two components were incorporated in the instrument: (1) Part I--personal behavior data; and (2) Part II--personal attitudes data.

Part I was designed to assess the extent to which each principal perceived his personal behavior in the context of the principalship position.

In addition, this part was designed to assess the extent to which each teacher perceived the personal behavior of his principal in regard to the principalship position.

Part II was designed to assess the extent to which each high school principal perceived his own personal attitudes in the context of the principalship position. Also, it was designed to assess the extent to which each teacher perceived the personal attitudes of his principal to the high school principalship position.

Following the review of the literature, the construction process of the instrument began by developing the two parts which included personal behavior and personal attitudes. A total of seventy-five statements were compiled.

With the assistance of his advisor, the researcher evaluated each statement in order to determine its relevance

to the present study. Where necessary, statements were reworded for clarity and those which were deemed less discriminating or less informing were deleted. That process of preliminary evaluation reduced the items from seventy-five to fifty-eight. Those items were then compiled into an instrument which was administered to twenty-one Saudi Arabian trainees of the administrative program at the University of Oklahoma. Those trainees were familiar with the rules and regulations of the Saudi Arabian educational system. That familiarity provided an understanding of the purpose of the study as well as facilitated its implementation.

The basic purpose for administering the instrument to Saudi trainees was to help establish content validity of the instrument. The trainees' scores were recorded and analyzed. That analysis contributed much to the process of excluding, changing, re-writing, and reorganizing some of the items of the instrument, thereby reducing the number to forty-six. The items were divided into two parts. Consequently, Part I had twenty-eight items relating to the personal behavior of the high school principal and Part II had eighteen items on the personal attitudes of the high school principal. The response for each item was confined to either a yes or

no. The instructions which were included with the final form of the questionnaire requested the participating high school principal to answer each statement on the basis of his personal feelings about his own principalship position. For teachers, the instructions requested that they answer each statement on the basis of their personal feelings about their high school principal. A value of one (1) was assigned to "Yes" responses and zero (0) to "No" responses.

Population

The population investigated consisted of all high school principals in two selected cities of Saudi Arabia, Mecca and Riyadh. These were senior high schools for boys which met the following criteria:

1. The school was currently supported and governed by the Ministry of Education, located in the capital of the Kingdom.

2. The school was administratively and physically separate from girls' high schools.

3. The school was administratively and physically separate from elementary and junior high schools.

All thirteen high schools which met the above criteria were selected to be included in the study.

Data Collection Procedures

The instrument for data collection was the Questionnaire of High School Principals which was given by the author in January, 1976, to each of the nine principals and their teachers at Riyadh. All school teachers, Saudi and non-Saudi, were included in this study. A personal letter from the researcher explaining the purpose of the study and a letter of endorsement signed by both the vice president of the King Abdulaziz University, and the deputy minister of the Ministry of Education in Saudi Arabia accompanied each questionnaire.

Within approximately three weeks after the distribution of questionnaires, the researcher collected the instruments. One hundred percent (100%) of the principals questionnaires were collected. Eighty-six percent (86%) of the teachers questionnaires were collected.

Two weeks later, the researcher made another visit to each high school in Riyadh to collect the remaining copies. Following the second visit, the return percentage had increased from eighty-six percent to ninety-two percent of the total number given to the teachers.

At the end of the second month in Riyadh, the

researcher flew to Mecca to assume the same responsibility of distributing the questionnaires to each school principal in Mecca and to his teachers. In March, 1977, the questionnaires were given to each of the four high school principals who were selected to participate in the study as well as to their teachers. (Both Saudi and non-Saudi teachers were included.)

The researcher devoted one day with each principal in order to orient him to the purpose of the investigation and to request his involvement. Then, each principal facilitated the process by encouraging the teachers' cooperation.

Within approximately three weeks following the distribution of the questionnaires, the process of collecting the instruments began.

The return of principals instruments accounted for one hundred percent (100%) of the total number given.

The return of teachers' instruments accounted for ninety-five percent (95%) of the total number given. This high percentage of return was such that no further visit was needed. The data collection process of the investigation was then terminated.

Data Analysis Procedures

Each item of the instrument of the investigation was first stated in English. Then, it was translated into Arabic so that it had to the greatest extent possible the same meaning as the original instrument. In the translation process, the researcher took into account the Saudi Arabian setting and the general frame of reference of the Saudi educational system.

The process of data analysis was begun immediately after the data had been collected from the participating principals and teachers at both cities. Then, the following steps were taken:

1. Computing the positive and negative responses for each instrument,
 2. dividing the instruments into two groups (Mecca and Riyadh).
 3. dividing each group (Mecca and Riyadh) into two sub-groups (The sub-groups contained high school principals and their teachers).
 4. making two lists of each item of the instrument.
- The first list showed the principal's responses for each item and the second showed the teachers' responses for each

corresponding item, and

5. classifying the last two lists into two sub-lists. The first referred to the personal behavior responses and the second referred to the personal attitude responses.

As mentioned earlier, the total number of items for the instrument was forty-six. Those items were divided into two groups: (1) The personal behavior group consisting of twenty-eight items, and (2) The personal attitudes group containing eighteen items.

After the data were assembled, the hypotheses stated in Chapter I were tested on the basis of the differences between two percentages.

Garrett stated that:

In a considerable number of experimental problems we are able to compute the percentages in two or more groups that exhibit a certain behavior, when it is not feasible to measure the behavior itself in terms of test scores. This is especially true in social behavior, which is often all-or-none or present or absent. For example, the incidence of smiling in infants at different age levels, of aggressiveness in preschool children, of snobbery in teen-agers--such behavior can be most readily recorded by counting the numbers in the various groups that reveal it. The significance of the difference between the percentages of two groups who exhibit a given behavior may be tested against the null hypothesis--the hypothesis that no real difference exists between the two groups. ¹

¹Henry E. Garrett, Elementary Statistics (New York: McKay, David, Co., Inc., 1962), p. 135.

Garrett gave his formula for the standard error of a percentage difference as:

$$SE_d = PQ \left(\frac{1}{N_1} + \frac{1}{N_2} \right)$$

Therefore the difference between any two percentages in this study was determined by applying a t-test at the .05 level of significance.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This study was designed to determine the significant differences, in the principal's perception of himself and the teachers' perceptions of their principal of boys' high schools in two selected cities of Saudi Arabia.

In order to conduct this investigation, the null hypotheses stated in Chapter I were formulated. It is the purpose of this chapter to provide an interpretation of the data collected.

The chapter has been organized into the following sections which correspond to the major areas of the investigation: (1) statistical facts and numbers about Mecca and Riyadh High Schools for boys in terms of their enrollment and in relation to Saudi and non-Saudi teachers; (2) characteristics of respondents at the two cities for both administrators and teachers; (3) treatment of the data in relation to the null hypotheses stated in Chapter I.

Statistical Facts

This study was designed to investigate the performance of high school administrators in two selected cities in Saudi Arabia. The cities were the most important ones in the country as Mecca is a holy place for all Muslim people and it was formerly the capital of the Kingdom of Saudi Arabia. Riyadh is now the present capital of Saudi Arabia which has all government ministeries and agencies as well as the King's palace. The importance of each of the two cities attracted more citizens to reside in them than in any other city in the country. Then the government has given more attention to them in order to provide all people with opportunities to work, learn, and enjoy their living. Specifically speaking, the Ministry of Education was the only government agency responsible for educating the citizens of Saudi Arabia. That Ministry has stated its educational goals as follows:

The purpose of education is to have the student understand Islam in a correct comprehensive manner, to plant and spread the Islamic creed, to furnish the student with the values, teachings and ideals of Islam, to equip him with the various skills and knowledge, to develop his conduct in constructive directions, to develop the society economically, socially and culturally, and to prepare the individual to become a useful member in the building of his community. ¹

¹The Ministry of Education, The Educational Policy in the Saudi Arabian Kingdom (Riyadh, Saudi Arabia, 1970), p. 10.

Hence, the main objective of the Ministry of Education is to obtain a useful member who can participate in the process of building his community effectively and in accord with the Islamic creed. Therefore, the Ministry believed that it is necessary to build schools in order to supply the individual with the necessary information, ideas, feelings, and various skills which enable him to be an active member of the society. Supplying the large cities of Saudi Arabia with schools and other educational institutions was determined to be the first priority and responsibility of the Ministry of Education. Due to the population the Ministry has built a large number of schools in large cities. Mecca and Riyadh were the largest cities which had the largest number of high schools whether for boys or girls. According to the above facts, this study was designed to investigate these cities. A summary of statistical facts is shown in Table 1 of the four high schools for boys at Mecca city. It was decided to conceal all school names and give each school an alphabetical letter for those of Mecca and a numerical value for those of Riyadh. Information of the nine high schools for boys at Riyadh is provided in Table 2 relative to student enrollment, Saudi teachers, and non-Saudi teachers.

TABLE 1
MECCA HIGH SCHOOLS FOR BOYS

School	Enrollment	Saudi Teachers	Non-Saudi Teachers	Total
A	1,750	12	40	52
B	1,078	14	29	43
C	512	14	8	22
D	322	3	11	14
TOTAL	3,662	43	88	131

TABLE 2
RIYADH HIGH SCHOOLS FOR BOYS

School	Enrollment	Saudi Teachers	Non-Saudi Teachers	Total
1	1,400	8	42	50
2	1,250	2	34	36
3	756	1	32	33
4	750	6	31	37
5	750	6	18	24
6	700	0	29	29
7	530	3	13	16
8	525	4	20	24
9	500	3	21	24
TOTAL	7,164	33	240	273

Characteristics of Respondents

The instrument of this investigation was designed to gather information relative to two characteristics-- personal behavior and personal attitudes of each high school administrator. The same items were included on the instrument for teachers although some minor changes were made with respect to pronouns. Certain other sub-characteristics were included in the instrument in order to obtain more information about each high school administrator and about his teachers. The sub-characteristics were:

(1) age; (2) years of work at schools; (3) years spent at present position as a high school principal or teacher; (4) highest degree earned; (5) present salary grade level; (6) years spent at salary grade level; and (7) place of work. It was felt that each one of the above items had its effects on the performance of the high school administrator. Accordingly, this chapter is introducing valuable information about Mecca high schools administrators and their teachers. The four administrators had an average age of 48 years. The average number of years spent in their administrative positions was ten while the average of total years in schools was eighteen. The Bachelor's was the highest academic degree

received by most of them and represented different majors such as Sharea (Islamic studies), Arabic language, and education. The average of their present salary levels was grade nine in which they stayed for an average of three years. As far as their place of work, half of Mecca high schools administrators was working in the town where they were born and the other half in the town where they were reared. A summary of personal characteristics is presented in Table 3 for the high school administrators of Mecca.

Similarly, Table 4 provides information of Mecca high school teachers on the basis of the seven sub-characteristics.

The nine administrators of Riyadh high schools had an average age of thirty-eight years. They averaged about thirteen years of total time spent in schools. In the position as high school administrator, they had an average of five years. The highest level of formal education for a majority of them was the Bachelor's degree although two had received two Bachelor's degrees. The most common majors among their studies were Sharea and Arabic languages. Other majors included History and Geography. Level nine was the average grade salary in which they stayed between two and three years. Finally, the majority of Riyadh high school administrators

TABLE 3
SUB-CHARACTERISTICS OF RESPONDENT ADMINISTRATORS
GROUP I MECCA HIGH SCHOOLS

Characteristics	Administrator (A)	Administrator (B)	Administrator (C)	Administrator (D)
1. Age	45-54	45-54	35-44	55 and over
2. Years of work at schools	over 20	over 20	9-15	over 20
3. Years spent at present position as a school administrator	over 15	7-10	1-3	over 15
4. Highest degree earned	B.A. Sharea (Islamic studies)	B.A. in Sharea and Arabic + post graduate work	B.A. in Sharea	H.S.D.
5. Present salary grade	10	9	8	10
6. Years spent at salary grade	1	3-4	5-6	2
7. Place of work	where he was raised	where he was born	where he was born	where he was raised

TABLE 4

SUB-CHARACTERISTICS OF RESPONDENT TEACHERS

GROUP I MECCA HIGH SCHOOLS

Characteristics	Number of Teachers			
	School A	School B	School C	School D
1. Age				
Less than 35	8	13	14	1
35-44	29	20	5	10
45-54	12	10	2	3
55 and over	2	0	1	0
2. Years of work at school				
Less than one year	0	1	3	0
1-3 years	2	4	4	0
4-8 years	5	5	4	2
9-15 years	22	18	8	5
16-20 years	11	5	1	2
more than 20	12	10	1	5
3. Years spent at present position				
Less than one year	0	2	4	0
1-3 years	4	9	7	0
4-6 years	3	4	3	2
7-10 years	11	9	2	4
11-15 years	14	9	3	3
More than 15 years	17	10	1	5
4. Highest degree received				
High school diploma	0			
Complementary center diploma	0			1
Teacher training institute diploma	0			1

TABLE 4 (Continued)

Characteristics	Number of Teachers			
	School A	School B	School C	School D
B.A. in Education	14	9	4	4
B.A. in other subject (specify)	17	22	17	
Graduate work Pre- Master's Degree	14	8	1	
Master's Degree	5	3		2
Ph.D.	0			
None				1
5. Present salary grade				
Grade 4	3	1		
Grade 5	3	3	1	1
Grade 6	4	1		1
Grade 7	11	18	11	2
Grade 8	8	5	4	5
Grade 9	1			
Grade 10				
Grade 11				
6. Years spent at salary grade				
Less than one year	1	4	4	
1-2 years	10	12		
3-4	19	9	9	2
5-6 years	2	5	2	4
7-10 years	4	1		1
More than 10 years			1	2
7. Place of working				
In the town where I was born	12	12	10	1
In the same district/ region but not in my home town				
In an area where I was not born but was raised	1		4	1
In an area other than where I was born and/or raised	40	30	5	11

were working in a town other than their original home town.

More information about each high school administrator at Riyadh city is presented in Table 5.

Similarly, information about Riyadh high school teachers in regard to the various sub-characteristics is presented in Table 6.

Treatment of Data

In Chapter I twelve hypotheses were stated. The first two hypotheses were tested to determine if there were significant statistical differences in perception of each high school administrator at Mecca district and that of his teachers with regard to his personal behavior and attitudes. The testing procedures were implemented at the .05 level of significance. Eight t-tests were obtained from testing, the null of hypotheses 1 and 2, but no significant differences were shown. A summary of findings is presented in Table 7 regarding personal attitudes and behavior as perceived by teachers and administrators in the high schools of Mecca.

TABLE 5

SUB-CHARACTERISTICS OF RESPONDENT ADMINISTRATORS

GROUP II RIYADH HIGH SCHOOLS

Characteristics	Administrators								
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Age	35-44	35-44	45-54	less than 35	35-44	35-44	35-44	35-44	less than 35
2. Years of work at schools	9-15	9-15	over 20	4-8	9-15	16-20	4-8	9-15	16-20
3. Years spent at present position as a school administrator	7-10	4-6	7-10	less than 1 year	4-6	7-10	1-3	1-3	1-3
4. Highest degree earned	B.A. 2 Sharea	B.A. 2 Arb. + Geog.	B.A. History	B.A. Arabic	B.A. Arabic	B.A. Sharea	2 B.A. Ed. + Arabic	B.A. Geog- raphy	B.A. Sharea
5. Present salary grade	9	8	15	7	9	10	8	8	8
6. Years spent at salary grade level	3-4	3-4	5-6	1-2	3-4	less than 1 year	1	1-2	2
7. Place of work	not in his home town	where he was born	not in his home town	where he was raised	not in his home town	not in his home town	not in his home town	where he was raised	not in his home town

TABLE 6
SUB-CHARACTERISTICS OF RESPONDENT TEACHERS
GROUP II, RIYADH HIGH SCHOOLS

Characteristics	Number of Teachers								
	Schools								
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Age									
Less than 35	9	14	8	16	8	7	9	12	9
35-44	29	12	14	17	9	13	6	8	11
45-54	11	9	11	4	5	9	1	4	4
55 and over	1	1			1		1		
2. Years of work at school									
Less than one year	1				1		1	1	1
1-3 years	2	1		3	1			2	3
4-8 years	2	8	5	7	6	3	3	4	4
9-15 years	18	13	8	17	8	10	10	8	8
16-20 years	15	5	7	6	6	9	1	4	1
More than 20	11	9	13	5	3	7	2	5	6
3. Years spent at present position as teacher									
Less than one year	2	3		2	1		1	3	3
1-3 years	4	3	1	4	3		2	5	3
4-6 years	3	2	4	8	3	4	2	1	4
7-10 years	8	11	4	5	7	4	6	4	3
11-15 years	10	8	6	8	5	8	2	7	7
More than 15 years	23	9	18	9	5	13	4	5	4

TABLE 6 (Continued)

Characteristics	Number of Teachers								
	Schools								
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4. Highest degree recieved									
High school diploma				4					
Complementary center diploma									1
Teacher training institute diploma	4			1			1	1	2
B.A. in education	17	8	4	7	4	7	6	7	1
B.A. in other subject	17	15	14		11	11	8	10	13
Graduate work-pre-Master's	9	8	9		7	8	4	5	5
Master's Degree	4	5	6		2	2		1	2
Ph.D.									
None									
5. Present salary grade									
Grade 4		2		3	1		2	2	1
Grade 5	2		1	2			3		
Grade 6	3	5	1	3	1	1		2	1
Grade 7	7	5	4	7	9	4	2	8	9
Grade 8	4		1	1	2		1		
Grade 9	1								
Grade 11									

TABLE 6 (Continued)

Characteristics	Number of Teachers								
	Schools								
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6. Years spent at salary grade									
Less than one year		1	2	2	3		1	2	2
1-2 years	7		4	9	4		5	6	7
3-4 years	14	10	7	7	7	1		6	3
5-6 years		4		2		1			
7-10	1	1		2					
More than 10 years	2	1					1		1
7. Place of work									
In the town where I was born				1					
In the same district/region but not in my home town	1			1	2				
In an area where I was not born but was raised	3	1	1		1			2	
In an area other than where I was born and/or raised	47	35	32	36	20	29	14	22	24

TABLE 7
MECCA HIGH SCHOOLS
A SUMMARY OF THE STATISTICAL ANALYSIS OF DATA

School	Teachers	Administrator	t	Significant	Not Significant
<u>School A</u>					
N	52	1	-	-	-
% Personal Behavior	66.6%	53.5%	.28		X
% Personal Attitudes	76.1%	77.7%	.038		X
<u>School B</u>					
N	43	1			
% Personal Behavior	60.5%	82%	.43		X
% Personal Attitudes	81.4%	88.8%	.189		X
<u>School C</u>					
N					
% Personal Behavior	59%	50%	.18		X
% Personal Attitudes	81.8%	94.4%	.32		X
<u>School D</u>					
N	14	1			
% Personal Behavior	92.8%	60.7%	.34		X
% Personal Attitudes	85.7%	94.4%	.25		X

Hypotheses 3 and 4 were tested to determine if there were differences of the perception of each high school administrator at Riyadh respective to the perceptions of his teachers on both personal behavior and attitudes. As shown in Table 8 no significant statistical differences were obtained.

For testing hypotheses (5 and 6) the researcher divided Mecca high school group into two sub-groups--one, referred to the school administrators and the other to their teachers. A summary of the statistical analysis is shown in Table 9.

As shown in Table 9, there were no significant differences between the variables tested. Thus, the null hypotheses must be accepted.

In the Riyadh high school group, hypotheses 7 and 8 were tested to determine if there were significant differences in perception of school administrators and their teachers relative to the school administrators personal behavior and attitudes. Two t-tests were obtained but they were not sufficiently significant to accept the null hypotheses. Results of hypotheses 7 and 8 are recorded in Table 10.

TABLE 8
RIYADH HIGH SCHOOLS
A SUMMARY OF THE STATISTICAL ANALYSIS OF DATA

School	Teachers	Administrator	t	Significant	Not Significant
<u>School 1</u>					
N	50	1			
% Personal Behavior	66%	64%	.04		X
% Personal Attitudes	86	83.3%	.07		X
<u>School 2</u>					
N	36	1			
% Personal Behavior	58.3%	46.4%	.24		X
% Personal Attitudes	83.3%	88.8%	.15		X
<u>School 3</u>					
N	33	1			
% Personal Behavior	68.1%	53.5%	.30		X
% Personal Attitudes	83.3%	83.3%	0		X
<u>School 4</u>					
N	37	1			
% Personal Behavior	62%	60.7%	.04		X
% Personal Attitudes	83.7%	94.4%	.29		X

TABLE 8 (Continued)

School	Teachers	Administrator	t	Significant	Not Significant
<u>School 5</u>					
N	28	1			
% Personal Behavior	62.5%	53.5%	.18		X
% Personal Attitudes	83.5	88.8%	.14		X
<u>School 6</u>					
N	29	1			
% Personal Behavior	65.5%	53.5%	.25		X
% Personal Attitudes	82.7%	88.8%	.16		X
<u>School 7</u>					
N	16	1			
% Personal Behavior	56.3%	46.4%	.19		X
% Personal Attitudes	81.2%	83.3%			X
<u>School 8</u>					
N	24	1			
% Personal Behavior	91.6%	64.3%	.29		X
% Personal Attitudes	83.3%	100%	.41		X
<u>School 9</u>					
N	24	1			
% Personal Behavior	62.5%	64.3%	.04		X
% Personal Attitudes	83.3%	77.7%	.15		X

TABLE 9

A SUMMARY OF THE STATISTICAL ANALYSIS

A Comparison Between Mecca High School Administrators and Their Teachers

Relative to Personal Behavior and Personal Attitudes

	Teachers	Administrator	t	Significant	Not Significant
N	132	4			
% Personal Behavior	69.7%	61.5%	.35		X
% Personal Attitudes	80.9%	88.8%	.39		X

.05

TABLE 10

A SUMMARY OF THE STATISTICAL ANALYSIS

A Comparison Between Riyadh High School Administrators and Their Teachers
Relative to Personal Behavior and Personal Attitudes

	Teachers	Administrator	t	Significant	Not Significant
N	279	9			
% Personal Behavior	65.8%	56.3%	.59		X
% Personal Attitudes	83.3%	87.6%	.34		

.05

Comparisons were made between Mecca high schools administrators and Riyadh administrators in order to test the hypotheses 9 and 10. Two t-tests were obtained but none of which was significant enough to accept the null hypotheses stated. That information can be obtained from Table 11.

To test the null hypotheses of numbers 11 and 12, comparisons were made between Mecca high school teachers and Riyadh high school teachers of their perceptions of their administrators' personal behavior and attitudes. Two t-tests also were computed at the .05 level of significance but none was statistically significant to accept the null hypotheses. Table 12 presents a summary of the statistical analysis of their responses.

TABLE 11

A SUMMARY OF THE STATISTICAL ANALYSIS

A Comparison Between Mecca High School Administrators and Rihadh High School

Administrators Relative to Personal Behavior and Personal Attitudes

City	N	% Personal Behavior	t	Significant	Not Significant
Mecca	4	61.5%	.18		X
Riyadh	9	56.3%			
% Personal Attitudes					
Mecca		88.8%	.06		X
Riyadh		87.6%			

TABLE 12

A SUMMARY OF THE STATISTICAL ANALYSIS

A Comparison Between Mecca High School Teachers and Riyadh High School
Teachers Relative to Personal Behavior and Personal Attitudes

City	N	% Personal Behavior	t	Significant	Not Significant
Mecca	132	69.7%	.95		X
Riyadh	279	65.8%			
% Personal Attitudes					
Mecca		80.9%	.72		X
Riyadh		83.3%			

.05

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem of this investigation was to determine the significant differences in the high school principal's perception of himself and the teachers' perceptions of their principal. Two different characteristics, personal behavior and personal attitudes, were the basic variables of this study.

The hypotheses provided the following comparisons:

1. The principal's responses of personal behavior items as well as the responses of his teachers of the same items.
2. The principal's responses of personal attitudes items and the responses of his teachers of the same items.
3. Responses of the four high schools principals at Mecca, and the responses of their correspondent teachers respective to personal behavior and attitudes of the principals.

4. Responses of the nine high school principals at Riyadh, and the responses of their teachers with reference to personal behavior and attitudes of the principals.

5. Responses of the four high school principals at Mecca, and the responses of the nine high school principals at Riyadh with regard to the principals' personal behavior and attitudes.

6. Responses of the high school teachers at Mecca, and the responses of the high school teachers at Riyadh with regard to their correspondent principals' personal behavior and attitudes.

The population of this investigation included senior high school principals and their teachers in two selected cities, Mecca and Riyadh, in Saudi Arabia. The high schools were for boys only which met the following criteria:

1. The school was currently supported and governed, at the time of the investigation, by the Ministry of Education located at the capital of the Kingdom, Riyadh.

2. The high school was administratively and physically separate from the girls high schools.

3. The high school was administratively and physically separate from elementary and junior high schools for boys.

All principals and teachers of the thirteen high schools for boys at both cities, Mecca and Riyadh, which met the above criteria were selected to participate in this study.

The data for this investigation were collected through the Questionnaire of the High School Principal, which was given by the researcher to each of the thirteen principals and their teachers. When the data collection process was terminated, thirteen principals, or one hundred percent of the principals had completed the questionnaire. Eighty-six percent of the teachers' questionnaires was completed.

The Questionnaire of the High School Principal was developed for this investigation to gather three types of data. Part I was designed to collect biographical data of each respondent. Part II was designed to collect data of each high school principal with regard to his personal behavior. Part III was designed to collect data of each high school principal relative to his personal attitudes.

A preliminary form of the Questionnaire of the High School Principal was then administered to twenty-one Saudi Arabia trainees of the administrative program at the University of Oklahoma. A statistical analysis of the resultant scores provided a basis for elimination of items and served to establish the content validity of the instrument.

The final form of the Questionnaire of the High School Principal contained a two-point scale on which the principal and teachers indicated the extent to which they agreed or disagreed with each of the statements. In other words, only two alternative responses for each item were provided on the instrument.

Findings

HO_1 : There is no statistically significant difference in perceptions of each high school principal at Mecca and of his teachers on his personal behavior.

Testing of the above hypothesis indicated that there was not a significant difference in the perceptions of each Mecca high school principal and of his teachers respective to the principal's personal behavior.

HO_2 : There is no statistically significant difference in the perceptions of each high school principal at Mecca and of his teachers on his personal attitudes.

Testing of this hypothesis indicated that there was no significant difference in the perceptions of each high school principal at Mecca and those of his teachers with regard to the principal's personal attitudes.

HO_3 : There is no statistically significant difference

in the perceptions of each high school principal at Riyadh and of his teachers on his personal behavior.

There was no significant difference in the perceptions of each high school principal at Riyadh and of his teachers on his personal behavior.

H_{0_4} : There is no statistically significant difference in the perceptions of each high school principal at Riyadh and of his teachers on the personal attitudes of the principal.

Testing of the above hypothesis indicated that there was not a significant difference in the perceptions of each high school principal at Riyadh and of his teachers on his personal attitudes.

H_{0_5} : There is no statistically significant difference in the perceptions of all high school principals at Mecca and of all of their teachers on the principals' personal behavior.

Testing of the previous hypothesis indicated that there was not a significant difference in the perceptions of all high school principals at Mecca and of their teachers on the principals' personal behavior.

H_{0_6} : There is no statistically significant difference in the perceptions of all high school principals at

Mecca and of their teachers on the principals' personal attitudes.

There was no statistically significant difference in the perceptions of the high school principals at Mecca and of their teachers relative to the principals' personal attitudes.

H_{07} : There is no statistically significant difference in the perceptions of all high school principals at Riyadh and of their teachers on the principals' personal behavior.

Testing of the above hypothesis indicated that there was not a significant difference in the perceptions of all high school principals and of their teachers respective to the principals' personal behavior.

H_{08} : There is no statistically significant difference in the perceptions of all high school principals at Riyadh and of their teachers on the principals' personal attitudes.

There was not a significant difference in the perceptions of all high school principals at Riyadh and of their teachers on the principals' personal attitudes.

H_{09} : There is no statistically significant difference in the perceptions of all high school principals at

Mecca and of all high school principals at Riyadh in regard to the personal behavior of each group.

Testing of the above hypothesis indicated that there was no significant difference in the perceptions of the high school principals at Mecca and of the high school principals at Riyadh with regard to the personal behavior of each group.

H_{010} : There is no statistically significant difference in the perceptions of all high school principals at Mecca and of all high school principals at Riyadh on the dimension of personal attitude.

Testing of this hypothesis indicated that there was not a significant difference in the perceptions of the high school principals at Mecca and of the high school principals at Riyadh with regard to their personal attitudes.

H_{011} : There is no significant difference between the perceptions of teachers at Mecca and the perceptions of teachers of Riyadh in regard to the personal behavior of their respective principals.

Testing of the above hypothesis indicated that there was no significant difference between the perceptions of teachers at Mecca and the perceptions of teachers of Riyadh in regard to the personal behavior of their respective

principals.

H_{012} : There is no significant difference between the perceptions of teachers at Mecca and the perceptions of teachers of Riyadh in regard to the personal attitudes of their respective principals.

Testing of the above hypothesis indicated that there was no significant difference between the perceptions of teachers at Mecca and the perceptions of teachers of Riyadh with regard to the personal attitudes of their respective principals.

Saudi and non-Saudi teachers in all high schools of both Mecca and Riyadh did not differ significantly in their perceptions of their principals' behavior and attitudes.

Conclusions

As there were no statistically significant differences associated with any of the hypotheses, the following conclusions have been made. The principals of both school systems, Mecca and Riyadh, have a fairly clear perception of the role of principal as it presently exists. Their teachers also perceived the principal's role in an almost precise manner. If one assumes objectivity of the respondents and if one assumes minimal bias in the data collected

several significant conclusions can be made. The literature emphasizes the need for the principal to be the instructional leader of the school. The principal must be the one individual who determines the instructional climate for an effective learning environment. Furthermore, the theoretical basis of school administration alluded to earlier in this paper, included, as a primary premise, the need to strive toward compatibility of attitudes and behavior among and between principals and teachers. When the findings of this investigation are reviewed in relation to theoretical considerations, the principals' attitudes and behavior as perceived by the entire staff would suggest an almost ideal climate in which effective instructional development can proceed. Curriculum study and change could lead toward needed goals with a minimum of dissatisfaction and concern. Innovation and program development should be the focal point around which all staff are eagerly involved. Efforts to capitalize on existing strengths with a strong desire to remedy weaknesses should be attainable goals of staff who, in theory, possess compatible attitudes and behavior needed for future program development. However, in view of the uniqueness of a country, such as Saudi Arabia, a caveat should be made. Historically, developing nations usually have fewer numbers of persons trained in theory and

practices of school administration. Their experiences may be limited to one community, to one educational setting, to those regulations set forth by one educational organization. This behavior could have been learned to the exclusion of other options and choices. To be different, or to have different viewpoints about a principal's role may become a reality only after additional experiences. The Ministry of Education, by necessity, has been compelled to develop rules and procedures for school personnel, which, because of a lack of experience, training and information have remained unquestioned. The respondents included in this investigation obviously supported the existing school situation, but what changes will occur in attitudes and behavior as more educational sophistication is attained will have to be ascertained at a future time.

Recommendations

On the basis of the findings of this study and on the basis of the previous concluding items, it becomes imperative for the Ministry of Education in Saudi Arabia to initiate the following actions in order to improve the status of schools and increase their effectiveness and efficiency:

1. The Ministry of Education along with the

universities in Saudi Arabia must work together to develop educational administration departments which assume the responsibility of professional preparation for school principals and assistant principals. Those departments have to be well planned and well organized in order to maximize their efforts in the preparation process. Subjects must be arranged on the basis of theory and practice of educational administration.

2. The Ministry of Education must encourage equal enrollments for the schools. Equal enrollment will enable each school principal to manage his school more effectively. Then, there perhaps will be less difference in the performance of school principals.

3. The Ministry of Education has to stabilize certain salary grades for the different principalship positions. For instance, it can state grade nine or ten for a high school principal and grade seven or eight for a junior high school principal and so forth. In other words, there must be no difference in salary grade of one high school principal and of another. Thus, all high school principals must have salaries based on a scale that will be equal and fair to all. By this, schools will be treated as equally as possible with no special consideration afforded any school.

4. The Ministry of Education has to be more objective in selecting school principals in order to obtain highly effective persons to fill the position. This objectivity must be a basic consideration of all applicants in order to employ the individual who possesses the highest qualifications, skills, talents, and experiences.

5. It is necessary for the Ministry of Education to establish a time limit for the principalship position in order to provide other educators opportunities to gain some experience in the field of school administration. Furthermore, it is possible for the Ministry to discover other talents and skills that can manage the schools more effectively and more efficiently. It seems, convincingly and proper, that a time limit of four years would be enough for any school administrator to make a good contribution to the school and its people. Then, he can step down to let other people be in his place.

6. Along with the former item, the Ministry of Education must develop certain instruments in order to evaluate school principals in regard to their effectiveness and efficiency. It is very important for the Ministry also to keep constant and close examination on the establishment of its ultimate educational goals for which schools are

erected and supported. Principal evaluation is a difficult assignment and it must be kept highly objective. Certain criteria for principal evaluation must be established by the Ministry of Education.

7. School teachers have to be involved in the process of principal evaluation because of their close educational relations with the school principal. Teacher evaluation of their school principal will supply both the Ministry of Education and the local superintendent's office with enough information to enable them to make a sound judgment about a school principal's effectiveness and efficiency.

8. Administrative meetings must be arranged for school principals on a monthly basis. In those meetings, school principals can discuss their administrative problems in the presence of their local district superintendent. New administrative ideas, new information, and new rules and regulations from the Ministry of Education must be introduced to principals in those meetings.

9. The Ministry of Education must encourage the concept of changing visitors from one school district to another. By doing this, each school will get the opportunity to share its experiences with others.

10. Finally, the Ministry of Education has to encourage educators to effect more research in the area of administration in order to enhance the quality and quantity of its schools throughout the country.

11. Although recommendations 2, 4, 6, 7 and 10 were discernible from the data collected, the other recommendations were included because of the frequent mention by participating subjects.

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APPENDIXES

APPENDIX A

THE QUESTIONNAIRE FOR HIGH SCHOOL TEACHERS TO DESCRIBE THEIR PRINCIPAL

THE QUESTIONNAIRE FOR
HIGH SCHOOL TEACHERS TO DESCRIBE THEIR PRINCIPAL

Please complete the following spaces.

a. Name of your school _____

b. Name of your district _____

Please check the approximate figure in answering the following questions.

1. What is your age?

- ☐ Less than 35
- ☐ 35-44
- ☐ 45-54
- ☐ 55 and over

2. How long have you served in education?

- ☐ Less than one year
- ☐ From 1-3 years
- ☐ From 4-8 years
- ☐ From 9-15 years
- ☐ From 16-20 years
- ☐ More than 20 years.

3. How long have you been in your present position as a teacher?

- ☐ Less than one year
- ☐ From 1-3 years
- ☐ From 4-6 years
- ☐ From 7-10 years
- ☐ From 11-15 years
- ☐ More than 15 years.

4. What is the highest degree you have received?

- ☐ Elementary school certificate

- ☐ Intermediate school diploma
- ☐ High school diploma
- ☐ Complementary center diploma
- ☐ Teacher training institute diploma
- ☐ B.A. in education
- ☐ B.A. in other subject
- ☐ Please specify _____
- ☐ Graduate work pre-master's degree
- ☐ Master's degree
- ☐ None.

5. What is your present grade in the salary system?

- ☐ Grade 3
- ☐ Grade 4
- ☐ Grade 5
- ☐ Grade 6
- ☐ Grade 7
- ☐ Grade 8
- ☐ Grade 9
- ☐ Grade 10
- ☐ Grade 11

6. How long have you been in your present salary grade?

- ☐ Less than one year
- ☐ From 1-2 years
- ☐ From 3-4 years
- ☐ From 5-6 years
- ☐ From 7-10 years
- ☐ More than 10 years.

7. Where are you working now?

- ☐ In the town where I was born.
- ☐ In the same district (or region) but not in my home town.
- ☐ In an area where I was not born but was raised
- ☐ In an area other than where I was born and/or raised.

Please use the word "yes" or "no" to the following statements which best describes your feeling about your school principal. Please place a check mark () to the right of the number in the space provided.

BEHAVIOR

1. The principal makes his principalship expectations understandable to his staff and faculty members.

Yes ()

No ()

2. The principal accepts advice and suggests improvements for the effectiveness of his administration.

Yes ()

No ()

3. The principal speaks as the representative of the group of his school.

Yes ()

No ()

4. The principal attempts to all of his team members equally.

Yes ()

No ()

5. The principal is capable of solving his school problems effectively.

Yes ()

No ()

6. The principal can carry the heavy burden of school responsibilities efficiently.

Yes ()

No ()

7. The principal has a strong personality.

Yes ()

No ()

8. The principal is tough with careless people.

Yes ()

No ()

9. The principal appreciates sincere and hard working people.
Yes () No ()
10. The principal accepts the good side of criticism.
Yes () No ()
11. The principal accepts the bad side of criticism.
Yes () No ()
12. The principal maintains all authority for himself.
Yes () No ()
13. The principal feels that his opinion is superior and best.
Yes () No ()
14. The principal believes that he is more educated than others in his school.
Yes () No ()
15. The principal believes that he has more educational experience than others.
Yes () No ()
16. The principal believes that he is more qualified for his principalship than others.
Yes () No ()
17. The principal believes that he is a highly intelligent man.
Yes () No ()
18. The principal is very proud of himself.
Yes () No ()

19. When there is a problem between a teacher and a student in his school, the principal supports the teacher.

Yes () No ()

20. When there is a problem between a teacher and an administrative clerk, the principal supports the latter.

Yes () No ()

21. When there is a problem between a teacher and an instructional supervisor, the principal supports the teacher.

Yes () No ()

22. When there is a problem between himself and somebody else in his school, the principal tries to avoid punishment and be kind.

Yes () No ()

23. The principal tries to have a good reputation at the superintendent's office.

Yes () No ()

24. The principal tries to have a good reputation at the Ministry of Education.

Yes () No ()

25. The principal arrives at school on time.

Yes () No ()

26. The principal remains at his office until the schedule time to leave.

Yes () No ()

27. The principal likes to help his staff members during emergency circumstances.

Yes () No ()

28. The principal encourages cooperative efforts between himself and his vice-principal.

Yes ()

No ()

ATTITUDES

1. The principal keeps his school procedures highly uniformed.

Yes ()

No ()

2. The principal likes to keep his group working together as a team.

Yes ()

No ()

3. The principal permits other persons in the school to take away his leadership in the group.

Yes ()

No ()

4. The principal fulfills his duties.

Yes ()

No ()

5. The principal expects all people in his school to work hard to fulfill their duties and responsibilities.

Yes ()

No ()

6. The principal likes to keep the work moving at a rapid pace in his school.

Yes ()

No ()

7. The principal tries to settle any conflict that might occur in the group.

Yes ()

No ()

8. The principal is careful when he makes a critical decision.

Yes ()

No ()

9. The principal searches for truth when a problem takes place in his school.
- Yes () No ()
10. The principal tries very hard to be objective when he makes a decision toward a complex problem.
- Yes () No ()
11. The principal tries to gain the love and respect of other people in his school.
- Yes () No ()
12. The principal generally respects all people.
- Yes () No ()
13. The principal always respects justice.
- Yes () No ()
14. The principal likes to hear complimentary words from other people in his school.
- Yes () No ()
15. The principal usually accepts criticism.
- Yes () No ()
16. The principal accepts intermediation.
- Yes () No ()
17. The principal encourages the adoption of school parties and athletic activities.
- Yes () No ()
18. The principal likes to develop a good educational relationship between the school and the home.
- Yes () No ()

APPENDIX B

THE QUESTIONNAIRE FOR
HIGH SCHOOL PRINCIPALS IN SAUDI ARABIA,
MECCA AND RIYADH

THE QUESTIONNAIRE FOR
HIGH SCHOOL PRINCIPALS IN SAUDI ARABIA,
MECCA AND RIYADH

Please complete the following spaces.

- a. Name of your school _____
- b. Name of your district _____

Please check the approximate figure in answering the following questions.

1. What is your age?

_____ Less than 35
_____ 35-44
_____ 45-54
_____ 55 and over

2. How long have you served in education?

_____ Less than one year
_____ From 1-3 years
_____ From 4-8 years
_____ From 9-15 years
_____ From 16-20 years
_____ More than 20 years.

3. How long have you been in your present position as a high school principal?

_____ Less than one year
_____ From 1-3 years
_____ From 4-6 years
_____ From 7-10 years
_____ From 11-15 years
_____ More than 15 years.

4. What is the highest degree you have recieved?

- ☐ Elementary school certificate
- ☐ Intermediate school diploma
- ☐ High school diploma
- ☐ Complementary center diploma
- ☐ Teacher training institute diploma
- ☐ B.A. in education
- ☐ B.A. in other major.
- ☐ Please specify _____
- ☐ Graduate work pre-master's degree
- ☐ Master's degree
- ☐ None.

5. What is your present grade in the salary system?

- ☐ Grade 3
- ☐ Grade 4
- ☐ Grade 5
- ☐ Grade 6
- ☐ Grade 7
- ☐ Grade 8
- ☐ Grade 9
- ☐ Grade 10
- ☐ Grade 11

6. How long have you been in your present salary grade?

- ☐ Less than one year
- ☐ From 1-2 years
- ☐ From 3-4 years
- ☐ From 5-6 years
- ☐ From 7-10 years
- ☐ More than 10 years

7. Where are you working now?

- ☐ In the town where I was born
- ☐ In the same district (or region) but not in my home-town.
- ☐ In an area where I was not born but was raised
- ☐ In an area other than where I was born and/or raised.

Please write the approximate figure in answering the following questions.

1. How many students are enrolled in your school?

2. What is the total number of your faculty members?

3. What is the total number of your staff members?

Please use the word "Yes" or "No" to the following statements which best describes your feeling about your principalship position. Please place a check mark () to the right of the number in the space provided.

BEHAVIOR

1. You make your principalship expectations understandable to your staff and faculty members.

Yes ()

No ()

2. You accept advice and suggestions for improving the effectiveness of your administration.

Yes ()

No ()

3. You speak as the representative of the group of your school.

Yes ()

No ()

4. You attempt to treat all of your team members equally.

Yes ()

No ()

5. You are capable of solving your school problems effectively.

Yes ()

No ()

6. You can carry on the heavy burden of school responsibilities efficiently.
Yes () No ()
7. You have a strong personality.
Yes () No ()
8. You are tough with careless people.
Yes () No ()
9. You appreciate the sincere and hard working people.
Yes () No ()
10. You accept the good side of criticism.
Yes () No ()
11. You accept the bad side of criticism.
Yes () No ()
12. You maintain all authority for yourself.
Yes () No ()
13. You feel that your opinion is superior and the best.
Yes () No ()
14. You believe that you are more educated than others in your school.
Yes () No ()
15. You believe that you have more educational experience than others in the school.
Yes () No ()

16. You believe that you are more qualified for your principalship than others.
Yes () No ()
17. You believe that you are a highly intelligent person.
Yes () No ()
18. You are very proud of your self.
Yes () No ()
19. When there is a problem between a teacher and a student in your school, you support the teacher.
Yes () No ()
20. When there is a problem between a teacher and an administrative clerk, you support the latter.
Yes () No ()
21. When there is a problem between a teacher and an instructional supervisor, you support the teacher.
Yes () No ()
22. When there a problem between yourself and somebody else in your school, you try to avoid punishment and be kind.
Yes () No ()
23. You try to have a good reputation at the superintendent's office.
Yes () No ()
24. You try to have a good reputation at the Ministry of Education.
Yes () No ()

25. You arrive at your school on time.

Yes ()

No ()

26. You do not leave your office before the schedule time.

Yes ()

No ()

27. You help your staff members during emergency circumstances.

Yes ()

No ()

28. You encourage cooperative efforts between you and your vice-principal.

Yes ()

No ()

ATTITUDES

1. You keep your school procedures highly uniformed.

Yes ()

No ()

2. You like to keep your group working together as a team.

Yes ()

No ()

3. You permit other persons in the school to take away your leadership in the group.

Yes ()

No ()

4. You stress being ahead of fulfilling your duties and responsibilities.

Yes ()

No ()

5. You like all people in your school to work hard to fulfill their duties and responsibilities.

Yes ()

No ()

6. You like to keep the work moving at a rapid pace in your school.

Yes ()

No ()

7. You try to settle any conflict that might occur with the group.
Yes () No ()
8. You are careful when you make a critical decision.
Yes () No ()
9. You search for truth when a problem takes place in your school.
Yes () No ()
10. You try very hard to be objective when you make a decision toward a complex problem.
Yes () No ()
11. You try to gain the love and respect of other people in your school.
Yes () No ()
12. You generally respect all people.
Yes () No ()
13. You always respect justice.
Yes () No ()
14. You like to hear complimentary words from other people in your school.
Yes () No ()
15. You usually accept criticism.
Yes () No ()
16. You accept intermediation.
Yes () No ()

17. You encourage the adoption of school parties and athletic activities.

Yes ()

No ()

18. You like to develop a good educational relationship between the school and the home.

Yes ()

No ()

APPENDIX C

THE QUESTIONNAIRE FOR
HIGH SCHOOL TEACHERS TO DESCRIBE THEIR PRINCIPAL
(In Arabic)

أخي المدرس :-

ان رسالة التعليم رسالة سامية • وأنت الآن على رأس هذه المهمة تحاول بكل جهودك ان تصل الى الجودة والفعالية فيما تدرسه لطلابك • لذلك فان اهتمامك سيكون على الكيف وليس الكم • بالاضافة الى جهودك العلمية والتعليمية في الوصول الى هدفك السامي لا بد لك من ادارة تربوية فعالة داخل المدرسة لتمهد لك السبيل لتحقيق الاهداف التعليمية المرسومة من قبل وزارة المعارف •

بهذا أخي المدرس • تجد بطيه استفتاء تربوي يمنحك الفرصة لان تبلور فكرتك عن ادارة المدرسة ممثلة في سلوك وتصرفات مديرك الحالي •

هذا الاستفتاء هو جزء مكمل للاجزاء المطلوبة لتكملة درجة الدكتوراه التي يعمل أخوك الآن على انجازها • لذا أرجو منك التكرم بتخصيص بعض الوقت للإجابة على الاسئلة المرفقة والتي أمل ان لا تأخذ منك الكثير • عليه أكون شاكرًا لك افضالك ومقدرا فيك الروح العلمية • وفقك الله لكل ما تصبوا اليه • ووفقنا جميعا لخدمة ديننا ومليكننا •

ملاحظة :-

=====

أرجو أن تكون اجابتك للاستفتاء على انفراد • علما بانه لن يكن هناك أحد يطلع على الاجابات سوى القائم بالدراسة وللغرض العلمي •

،،، شكر جزيلًا ،،،

منصور أحمد أبو لبن

استفتاء إداري تربوي لمدرسي المرحلة الثانوية

=====

الرجاء تدوين المعلومات اللازمة :ـ

- ١ـ اسم المدرسة التي تعمل بها ()
- ٢ـ اسم إدارة التعليم التابع لها ()
- ٣ـ الجنسية : سعودي () غير سعودي ()

أرجو وضع علامة صح ✓ أمام الفقرة الملائمة لك للإجابة عن الأسئلة التالية :ـ

١ـ ما هو سنك ؟

- أ () أقل من ٣٥ سنة ()
- ب () من ٣٥ — ٤٤ سنة ()
- ج () من ٤٥ — ٥٤ سنة ()
- د () أكثر من ٥٥ سنة ()

٢ـ كم عدد سنوات خدمتك في حقل التربية والتعليم ؟

- أ () أقل من عام واحد ()
- ب () من سنة إلى ٣ سنوات ()
- ج () من ٤ سنوات إلى ٨ سنوات ()
- د () من ٩ سنوات إلى ١٥ سنة ()
- هـ () من ١٦ سنة إلى ٢٠ سنة ()
- و () أكثر من ٢٠ سنة ()

٣ـ كم عدد سنوات خدمتك في الوظيفة الحالية كمدرس في المرحلة الثانوية ؟

- أ) أقل من سنة واحدة ()
 ب) من سنة الى ٣ سنوات ()
 ج) من ٤ سنوات الى ٦ سنوات ()
 د) من ٧ سنوات الى ١٠ سنوات ()
 هـ) من ١١ سنة الى ١٥ سنة ()
 و) أكثر من ١٥ سنة ()

٤- ما هي أعلى شهادة حصلت عليها في حياتك الدراسية ؟

- أ) الشهادة الابتدائية ()
 ب) شهادة الكفاءة المتوسطة ()
 ج) شهادة الثانوية العامة ()
 د) شهادة مركز الدراسات التكميلية ()
 هـ) شهادة معهد اعداد المعلمين ()
 و) بكالوريوس في التربية ()
 ز) بكالوريوس في تخصص آخر * أرجو تسميته ()
 ح) دراسة عليا بعد البكالوريوس ()
 ط) درجة الماجستير ()
 ي) بدون ()

٥- ما هي مرتبتك الحالية ؟

- أ) المرتبة الثالثة ()
 ب) المرتبة الرابعة ()
 ج) المرتبة الخامسة ()
 د) المرتبة السادسة ()
 هـ) المرتبة السابعة ()

- (و) المرتبة الثامنة ()
 (ز) المرتبة التاسعة ()
 (ح) المرتبة العاشرة ()
 (ط) المرتبة الحادية عشر ()

٦- كم عدد السنوات التي قضيتها في مرتبتك الحالية؟

- (أ) أقل من سنة واحدة ()
 (ب) من سنة الى ٣ سنوات ()
 (ج) من ٤ سنوات الى ٦ سنوات ()
 (د) من ٧ سنوات الى ١٠ سنوات ()
 (هـ) أكثر من ١١ سنة ()

٧- أين تعمل الآن؟

- (أ) في المدينة التي ولدت فيها ()
 (ب) تابع لادارة التعليم نفسها ولكن ليس في المدينة التي ولدت فيها ()
 (ج) في المدينة التي تربيت فيها ()
 (د) في مدينة لا ولدت ولا ربيت فيها ()

أخي المدرس :-

سوف تقرأ بعض العبارات الوصفية لمدير مدرستك الحالي • أمام كل عبارة فراغين •
 الفراغ الأول يمثل كلمة (نعم) والفراغ الثاني يمثل كلمة (لا) •
 لذا أرجو منك ان تضع علامة صح (✓) امام الكلمة التي تجدها ملائمة اكثر لشعورك وانطباعاتك
 عن مدير المدرسة •

- ١- يقوم مدير المدرسة بأشعار المدرس بما يتوقع منه من أداء للواجبات • نعم () لا ()
- ٢- يشجع المدير مروضيه على اتباع الاجراءات الرسمية في العمل • نعم () لا ()
- ٣- يحرص المدير ان يكون الافراد في المدرسة كأسرة واحدة ومتماسكة • نعم () لا ()
- ٤- يسمح المدير لبعض مروضيه في المدرسة بان يتكلم باسمه أو يستخدم سلطته في تصريف الأمور الادارية • نعم () لا ()
- ٥- يتقبل المدير الاقتراحات البناءة من الآخرين بخصوص ادارة المدرسة أو حل مشكلاتها • نعم () لا ()
- ٦- يتكلم باسم المجموعة في حالة وجود زائر للمدرسة • نعم () لا ()
- ٧- يعامل جميع الافراد في المدرسة معاملة متساوية دون تفریق • نعم () لا ()
- ٨- مواظب في عمله وفي أداء واجباته • نعم () لا ()
- ٩- يجب ان يكون الجميع مواظبين في اعمالهم • نعم () لا ()
- ١٠- يرغب في سرعة انجاز احتياجات المدرسة • نعم () لا ()
- ١١- يرغب في سرعة انجاز المعاملات الرسمية التي تتعلق بشئون المدرسة • نعم () لا ()
- ١٢- يتوسط في حل بعض المشكلات وتصفية الخلافات التي قد تحدث بين بعض الموظفين من اداريين ومدرسين • نعم () لا ()
- ١٣- يملك القدرة على حل المشكلات الصعبة التي تنشأ داخل المدرسة بطريقة فعالة • نعم () لا ()
- ١٤- يملك القدرة على تحمل مسئوليات جسيمة بخصوص المدرسة وما فيها • نعم () لا ()
- ١٥- قوى الشخصية وخاصة في أوقات حدوث المشكلات التربوية • نعم () لا ()
- ١٦- يتأنى في اتخاذ القرارات الحاسمة • نعم () لا ()
- ١٧- يجب ان يتحرى الحقائق في حالة حدوث مشكلة داخل المدرسة • نعم () لا ()
- ١٨- يحاول قدر الامكان ان يكون عادلا وموضوعيا عند اتخاذ لائى قرار أو حل • نعم () لا ()

- ١٩- يحاول ان يكسب حب الآخرين في المدرسة اذا لم تكن هناك مضرة على العمل
نعم () لا () •
- ٢٠- يحترم الصغير والكبير في المدرسة • نعم () لا () •
- ٢١- شديد مع المتهاون في عمله • نعم () لا () •
- ٢٢- يقدر المخلص والمجتهد في عمله • نعم () لا () •
- ٢٣- يمكن التفاهم معه • نعم () لا () •
- ٢٤- متواضع الشخصية • نعم () لا () •
- ٢٥- يهتم مدح وثناء الآخرين له • نعم () لا () •
- ٢٦- يهتم ان يسمع نقد الآخرين له • نعم () لا () •
- ٢٧- يحب ان يسمع من النقد النواحي الطيبة فقط • نعم () لا () •
- ٢٨- يحب ان يسمع من النقد النواحي السيئة فقط لتلافيها • نعم () لا () •
- ٢٩- يحب ان يكون متفرد بالسلطة ويرجع اليه في كل شيء • نعم () لا () •
- ٣٠- يعتقد ان رأيه هو الصواب في معظم الاحيان • نعم () لا () •
- ٣١- يعتقد انه أكثر ثقافة من الجميع • نعم () لا () •
- ٣٢- يعتقد انه أكثر خبرة من الجميع • نعم () لا () •
- ٣٣- يعتقد انه كفى لهذا المنصب واجد ربه من غيره • نعم () لا () •
- ٣٤- يعتقد انه ذكي • نعم () لا () •
- ٣٥- فخور بنفسه لدرجة الغرور • نعم () لا () •
- ٣٦- عند نشوب مشكلة بين مدرس وطالب يعتقد ان المدرس دائما على حق • نعم () لا () •
- ٣٧- عند نشوب مشكلة بين مدرس وموظف اداري • يعتقد ان الموظف دائما على حق • نعم () لا () •
- ٣٨- عند نشوب مشكلة بين مدرس ومفتش أو موجه تربوي يعتقد ان الموجه دائما على حق
نعم () لا () •
- ٣٩- عند نشوب أى مشكلة بينه وبين أى فرد من الافراد داخل المدرسة يفضل ان يكون
متسامحا اذا لم يكن هناك ضرر على سير العمل • نعم () لا () •
- ٤٠- يتقبل الوساطة • نعم () لا () •
- ٤١- يحرص حرصا شديدا على أن تكون سمعة مدرسته عند مدير التعليم سمعة حسنة
نعم () لا () •

- ٤٢- يحرص حرصا شديدا على أن تكون سمعة مدرسته عند وزارة المعارف سمعة حسنة
نعم () لا () •
- ٤٣- يحرص على الحضور للدوام في الوقت المناسب • نعم () لا () •
- ٤٤- يحرص على عدم الخروج قبل انتهاء الدوام • نعم () لا () •
- ٤٥- يقدر ظروف المدرس أو الموظف الاضطرارية • نعم () لا () •
- ٤٦- يهتم بأن تقيم المدرسة حفلات ونشاطات رياضية • نعم () لا () •
- ٤٧- يحرص على اقامة علاقة تربوية بين البيت والمدرسة • نعم () لا () •
- ٤٨- يحرص أن يكون هناك تعاونا بينه وبين وكيل المدرسة • نعم () لا () •

APPENDIX D

THE QUESTIONNAIRE FOR
HIGH SCHOOL PRINCIPALS IN SAUDI ARABIA,
MECCA AND RIYADH
(In Arabic)

... . نیتہ سے متعلق ہے ۔ • جہاں تک

• ۱۰ کیلومتر یا چار کیسٹریں درختوں پر مبنی ہو گا اور

• مسأله اول: آیا سلاویه ایرانی در ایران باستان وجود داشته است؟
• مسأله دوم: آیا سلاویه ایرانی در ایران باستان به عنوان یک قوم شناخته شده است؟
• مسأله سوم: آیا سلاویه ایرانی در ایران باستان به عنوان یک قوم شناخته شده است؟

॥ ॐ नमो भगवते वासुदेवाय ॥ ॐ नमो भगवते वासुदेवाय ॥ ॐ नमो भगवते वासुदेवाय ॥
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[illegible]

:- استیصال جی

لـ جـ مـ نـ هـ وـ زـ حـ طـ

استفتاء تربوي لمديرى المرحلة الثانوية

=====

الرجاء تدوين المعلومات اللازمة :-

- ١- أسم المدرسة التي تعمل بها ()
 ٢- أسم ادارة التعليم التابع لها ()
 أرجو وضع علامة صح ✓ أمام الفقرة الملائمة لك للإجابة عن الأسئلة التالية :-
 ١- ما هو سنك ؟

- أ) أقل من ٣٥ سنة ()
 ب) من ٣٥ - ٤٤ سنة ()
 ج) من ٤٥ - ٥٤ سنة ()
 د) أكثر من ٥٥ سنة ()

٢- كم عدد سنوات خدمتك في حقل التربية والتعليم ؟

- أ) أقل من سنة كاملة ()
 ب) من سنة الى ٣ سنوات ()
 ج) من ٤ سنوات الى ٨ سنوات ()
 د) من ٩ سنوات الى ١٥ سنة ()
 هـ) من ١٦ سنة الى ٢٠ سنة ()
 و) أكثر من ٢٠ سنة ()

٣- كم عدد سنوات خدمتك في الوظيفة الحالية كمدير لمدرسة ثانوية ؟

- أ) أقل من سنة كاملة ()
 ب) من سنة الى ٣ سنوات ()
 ج) من ٤ سنوات الى ٦ سنوات ()
 د) من ٧ سنوات الى ١٠ سنوات ()
 هـ) من ١١ سنة الى ١٥ سنة ()

() أكثر من ١٥ سنة (و)

٤- ما هي أعلى شهادة حصلت عليها في حياتك الدراسية؟

- (أ) الشهادة الابتدائية ()
 (ب) شهادة الكفاءة المتوسطة ()
 (ج) شهادة الثانوية العامة ()
 (د) شهادة مركز الدراسات التكميلية ()
 (هـ) شهادة معهد اعداد المعلمين ()
 (و) بكالوريوس في التربية وعلم النفس ()
 (ز) بكالوريوس في تخصص آخر • أرجو تسميته ()
 (ح) دراسة عليا بعد البكالوريوس ()
 (ط) درجة الماجستير ()
 (ي) بدون ()

٥- ما هي مرتبتك الحالية؟

- (أ) المرتبة الخامسة ()
 (ب) المرتبة السادسة ()
 (ج) المرتبة السابعة ()
 (د) المرتبة الثامنة ()
 (هـ) المرتبة التاسعة ()
 (و) المرتبة العاشرة ()
 (ز) المرتبة الحادية عشر ()

٦- كم عدد السنوات التي قضيتها في مرتبتك الحالية ؟

- (أ) أقل من سنة واحدة ()
 (ب) من سنة الى ٣ سنوات ()
 (ج) من ٤ سنوات الى ٦ سنوات ()
 (د) من ٧ سنوات الى ١٠ سنوات ()
 (هـ) أكثر من ١١ سنة ()

٧- أين تعمل الآن ؟

- (أ) في المدينة التي ولدت بها ()
 (ب) تابع لإدارة التعليم نفسها • ولكن ليس في المدينة التي ولدت فيها ()
 (ج) في المدينة التي تربيت فيها ()
 (د) في مدينة لا ولدت ولا ربيت فيها ()

أرجو كتابة الرقم التقريبي في الاجابة على الاسئلة التالية:-

- ١- كم عدد الطلاب في مدرستك ؟ الاجابة بالرقم ()
 ٢- كم عدد المدرسين جميعا بما فيهم المتعاقدين ؟ ()
 ٣- كم عدد الاداريين ؟ ()

أخي المدير:-
 =====

سوف تقرأ بعض العبارات الوصفية لك وفيما تختص بعملك كمدير لمدرسة
 ثانوية أمام كل عبارة تجد فراغين • الفراغ الاول يمثل كلة (نعم) والفراغ الثاني يمثل كلمة (لا)
 لذا أرجو منك أن تضع علامة صح (✓) أمام الكلمة التي تجدها أكثر ملائمة لشعورك وانطبعا تك
 عن عملك •

- ١- تقوم بأشعار المدرس بما يتوقع منه من أداء للواجبات • نعم () لا ()
- ٢- تشجع على اتباع الاجراءات الرسمية في العمل داخل المدرسة • نعم () لا ()
- ٣- تحرص على ان يكون الافراد في المدرسة كأُسرة واحدة ومتماسكة • نعم () لا ()
- ٤- تسمح لبعض الافراد في المدرسة بان يتكلم باسمك أو يستخدم سلطتك في تصريف الامور الادارية • نعم () لا () •
- ٥- تتقبل الاقتراحات البناءة من الآخرين بخصوص ادارة المدرسة أو حل مشكلاتهم _____
نعم () لا () •
- ٦- تتكلم باسم المجموعة في حالة وجود زائر للمدرسة • نعم () لا () •
- ٧- تعامل جميع الافراد في المدرسة معاملة متساوية ودون تفريق • نعم () لا () •
- ٨- مواظب في عملك وفي أداء واجباتك • نعم () لا () •
- ٩- تحب أن يكون الجميع مواظبين في اعمالهم • نعم () لا () •
- ١٠- ترغب في سرعة انجاز احتياجات المدرسة • نعم () لا ()
- ١١- ترغب في سرعة انجاز المعاملات الرسمية بشئون المدرسة • نعم () لا () •
- ١٢- تتوسط في حل بعض المشكلات وتصفية الخلافات التي قد تحدث بين بعض الموظفين من اداريين ومدرسين • نعم () لا () •
- ١٣- تملك القدرة على حل المشكلات الصعبة التي تنشأ داخل المدرسة بطريقة فعالة • نعم
() لا () •
- ١٤- تملك القدرة على تحمل مسئوليات جسيمة بخصوص المدرسة وما فيها • نعم () لا ()
- ١٥- قوى الشخصية وخاصة في أوقات حدوث المشكلات التربوية • نعم () لا () •
- ١٦- تتأنى في اتخاذ القرارات الحاسمة • نعم () لا () •
- ١٧- تحب ان تتحرى الحقائق في حالة حدوث مشكلة داخل المدرسة • نعم () لا ()
- ١٨- تحاول قدر الامكان ان تكون عادلا وموضوعيا عند اتخاذك لأي قرار أو حل نعم ()
لا () •
- ١٩- تحاول ان تكسب حب الآخرين في المدرسة اذا لم تكن هناك مضرة على العمل نعم ()
لا () •
- ٢٠- تحترم الصغير والكبير في المدرسة • نعم () لا ()

- ٢١- شديد مع المتهاون في عمله • نعم () لا ()
- ٢٢- تقدر المخلص والمجتهد في عمله • نعم () لا ()
- ٢٣- يمكن التفاهم معك • نعم () لا () •
- ٢٤- متواضع الشخصية • نعم () لا () •
- ٢٥- يهكم مدح وثناء الآخرين لك • نعم () لا () •
- ٢٦- يهكم أن تسمع نقد الآخرين لك • نعم () لا () •
- ٢٧- تحب أن تسمع من النقد النواحي الطيبة فقط • نعم () لا () •
- ٢٨- تحب أن تسمع من النقد النواحي السيئة فقط لتلافيها • نعم () لا () •
- ٢٩- تحب أن تكون منفرد بالسلطة ويرجع اليك في كل شيء • نعم () لا () •
- ٣٠- تعتقد أن رأيك هو الصواب في معظم الاحيان • نعم () لا () •
- ٣١- تعتقد انك أكثر ثقافة من الجميع • نعم () لا () •
- ٣٢- تعتقد أنك أكثر خبرة من الجميع • نعم () لا () •
- ٣٣- تعتقد أنك كفى لهذا المنصب وأجد ربه من غيرك • نعم () لا () •
- ٣٤- تعتقد أنك ذكي • نعم () لا () •
- ٣٥- فخور بنفسك لدرجة الشرور • نعم () لا () •
- ٣٦- عند نشوب مشكلة بين مدرس وطالب تعتقد ان المدرس دائما على حق نعم () لا ()
- ٣٧- عند نشوب مشكلة بين مدرس وموظف ادارى تعتقد ان الموظف دائما على حق • نعم () لا () •
- ٣٨- عند نشوب مشكلة بين مدرس ومفتش أو موجه تربوى • تعتقد ان الموجه دائما على حق نعم () لا () •
- ٣٩- عند نشوب أى مشكلة بينك وبين أى فرد من الأفراد داخل المدرسة تفضل ان تكون متسامحا اذا لم يكن هناك ضرر على سير العمل • نعم () لا () •
- ٤٠- تقبل الوساطة • نعم () لا () •
- ٤١- تحريص حرصا شديدا على أن تكون سمعة مدرستك فقط عند مدير التعليم سمعة حسنة نعم () لا () •
- ٤٢- تحريص حرصا شديدا على أن تكون سمعة مدرستك لدى وزارة المعارف سمعة حسنة • نعم () لا () •
- ٤٣- تحرص على الحضور للدوام في الوقت المناسب • نعم () لا () •

- ٤٤- تحرص على عدم الخروج قبل انتهاء الدوام • نعم () لا () •
- ٤٥- تقدر ظروف المدرس أو الموظف الاضطرابية • نعم () لا () •
- ٤٦- تهتم بان تقيم المدرسة حفلات ونشاطات رياضية • نعم () لا () •
- ٤٧- تحرص على اقامة علاقة تربوية بين البيت والمدرسة • نعم () لا () •
- ٤٨- تحرص على ان يكون هناك تعاوننا بينك وبين الوكيل • نعم () لا () •