



**بدائل مقترحة لتطوير الدور القيادي لمديري المدارس الثانوية العامة
بالمملكة العربية السعودية في ضوء اتجاهات القيادة التربوية الحديثة**

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**Proposed Alternatives for the development of the Leadership
Role among the public secondary school principals in the K.S.A
In The Light of Modern Educational Leadership Trends**

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Today's World is Undergoing massive, rapid, and numerous changes that have touch on all aspects of social, political, and cultural life. This in turn has brought about radical changes in life patterns and human behavior.

Amid such turmoil's, new systems of greater durability, have emerged with the capability to adapt to the pressing changes. Calls for the education reforms and the introduction of content-related renewals, to keep up with the fast-paced developments all over the world, have been ungoing whether on the educational administration level, or within the school itself. The school principal, playing a key role in the educational process, is of course tasked with a decisive burden, being in charge of the various aspects taking place in and out of the school. Given the administrative processes entailed with the school principal hood such as decision making, communication, motivation, performance evaluation, it is evident that the instigator of such activities is the school principal who is at the top of the administrative hierarchy. Within such context, the management literature seems to continually stress the leadership role played by the principal and some of these activities taken on by school leaders include the following :

The Situational leadership: which occurred as a natural reaction to reform some sides of negligence in the charismatic leadership that depend greatly upon the personality of the leader and his ability to affect others, through which the leader's success depend on the nature of the surrounding situation of the leadership process through the interaction among the situation changes and the surrounding circumstances, so the leading behavior in this context depends on the mixture and interaction between the personal merits of the leaders and the surrounding situation and circumstances.

Participative leadership – after the situational leadership – aims to share all the staff in the administrative responsibilities, and in making and taking decisions which make a cooperative culture of the educational leadership. Also, this direction authorizes some of the administrative responsibilities so as to improve the staff at this school and support them, and it also assures the effective sharing and the good connecting between the manager or the headmaster and his staff.

Also the transformational leadership occurred and it depends on both the situational and the sharing leadership. It means arousing the deepest feeling of the group individuals taking care of the relationship between them, giving them trust and reinforcing their feeling of responsibility aiming at the future development for the education organization.

Although the Ministry of (Saudi Arabia) exerts enormous efforts to develop the leading role for the general secondary school headmasters, but the truth that there are some disadvantages and negligence related to participation in making decisions on the level of the school, the administrative communication, the headmaster's disability to recognize the motivation process which helps the school members to overcome the difficulties and problem of work, imagining the school headmaster knowledge of the scientific bases in assessing the staff performance in the

school and this prevents achieving the requirements of the effective leading role of the general secondary school headmaster.

Hence, the problem of this thesis determines in the main following question :

How Can the leading role of the general secondary school headmasters in Saudi Arabia be developed in the light of the directions of the modern Educational leadership.

This Question branches out into the following Sub question:

- 1- What are the modern Educational Leadership Trends and its reflections on the leading nature of the headmasters of the Secondary school?
- 2- What is the nature of the leading role of the general secondary School headmasters in Saudi Arabia?
- 3- What are the advantages and disadvantages in that nature? In comparison to criterion conditions of the system?
- 4- What are the proposal alternatives for developing the leading role of the general secondary school headmasters in Saudi Arabia in the light of the directions of the modern educational leadership?
- 5- What is the suitable proposal system for developing the leading role of the general secondary school headmasters in Saudi Arabia ? To what extent can it be applied in the Saudi Society?

The elements of the Leading Role system in this thesis have restricted to:

- 1- Participation in Making decisions.
- 2- The administration Communication.
- 3- Motivation.
- 4- Assessment of performance.
- 5- And that because they are one of the main processes in the School management, besides its connection and interference, As for concerning with the trends of the modern educational leadership have restricted to :

- The Situational Leadership.
- The Sharing Leadership.
- The Transformational Leadership.

Because it is one of the new trends of the modern educational Leadership.

This thesis is restricted to headmasters of the general secondary schools at Saudi Arabia since they considered the direct managers of the schools, upon them the responsibility of carrying out the educational politics is authorized, and also the general supervision in the general secondary school.

The main goal of the thesis is reaching to a suggestive system for developing the leadership role of the general secondary schools' headmasters at Saudi Arabia, in the light of the new trends of the modern educational leadership to share in achieving the leading role requirements of the general secondary schools' headmasters. So, the researcher has used a system analysis method with its procedure to achieve the thesis goals. As for the thesis, it includes seven chapters as follows :

Chapter one : The general framework of the thesis which includes; an introduction, the thesis' problem the thesis' goal' the previous studies, the thesis, terminologies, and the thesis's procedure and points.

Chapter Two : Trends of the Modern Educational Leadership at the General Secondary School. (Theoretical framework); This Chapter deals with the educational leadership conception at the general secondary school, and its relation with the administration, its nature, the merits or advantages that mark the educational leader and helps him to perform his role at the general secondary school, and the selection's requirements of the effective educational leader and the importance of his training. Then the chapter presents the modern trends of the educational leadership such as: The situational leadership, the sharing leadership, and the transformational leadership and its reflections on the leading role of the secondary school headmaster in decision making, the administrative communication, motivation, and performance evaluation. The chapter ends with a number of criteria to judge the leading role effectiveness of the general secondary school headmaster.

Chapter Three : The Leading Role of The General Secondary School Headmaster at Saudi Arabia (Theoretical study): This Chapter deals with describing and analyzing the present situation of the leading role of the general secondary schools' headmasters in the light of describing and analyzing the educational policy at Saudi Arabia, and the general secondary school goals, and the school headmaster as an educational leader concerning to his roles, responsibilities, his selection, the granted validates allowed to him, his training, the administrative process he practices, and the present actual situation of the factual leading role of the secondary school headmaster.

Chapter Four : The factual leading role of the secondary School headmaster at Saudi Arabia : (Field Study); In this Chapter the factual leading role of the general secondary schools headmasters was discussed in a field way through performing a field study aims at discovering the advantage and disadvantage sides of the leading role of the general secondary schools' headmaster.

The field study depended on three basic items:

- (I) Interview with a sample of (82) educational leader (Middle and high).
- (II) The Questionnaire directed to a sample of (510) headmasters from the general secondary schools' headmasters in numbers of the educational administrations in areas and governorates at the Saudi Arabia and,
- (III) Questionnaire directed to a sample of (120) teachers of the secondary stages teachers to discover the advantage and disadvantage sides in the present practices of the leading role of the general secondary schools headmasters.

Chapter Five : The present system assessment of the leading role of the general secondary schools headmasters at Saudi Arabia; This Chapter

deals with evaluating the present situations of the leading role of the general secondary schools' headmasters through showing the most important sides of advantages and disadvantages which shown by the field and theoretical studies in the light of the theoretical frame of the thesis. This led to a sharp restriction – in the leading role of the general secondary schools' headmasters – which reflects negatively on achieving the leading role requirements at the general secondary school.

Chapter Six : Proposed alternatives for developing the leading role of the general secondary schools' headmasters at Saudi Arabia. This chapter has dealt with determining the proposed alternatives for developing the leading role of the general secondary schools' headmasters, and the comparison between these alternatives and equalizing them, and the executive procedure demanded for applying he proposed alternatives. This chapter has also dealt with applying a proposed system that is considered the suitable alternative to be applied at the Saudi Arabia for developing the leading role of the general secondary schools' headmasters. This chapter shows the Justifications of choosing this proposed system, its nature, its detailed treatment, and the execution requirements, the disadvantages and the overcome methods for that at Saudi Arabia.

Abstract

By looking at the school management and at what it includes from administrative process – such as decision making, administrative communication, motivation and work evaluation – it will be noted that the beginner for these processes and its manager is the headmaster, as for his being the top of the administrative pyramid by considering him the leader of the staff at the school, and a manager who does numbers of functions and activities which reflect his leading role, and make him a basic side at the school.

Through this context, the administration written refer to the developing of the new leading trends and its views in explaining the leading missions and its reflection upon the leading role of the school headmaster through the administrative processes such as :

Situational leadership: which depend on the charismatic leadership that depend greatly upon the personality of the leader and his ability to affect others, through which the leader's success depend on the nature of the surrounding situation of the leadership process.

The sharing leadership – after the situational leadership – aims to share all the staff in the administrative responsibilities, and in making and taking decisions which make a cooperative culture of the educational leadership. After that transformational leadership appeared which depends on both the situational and the sharing leadership. Although the Ministry of Education in Saudi Arabia exerts enormous efforts to develop the leading role for the general secondary school headmasters, but the truth that there are some disadvantages and negligence in headmaster's role.

Hence, the problem of thesis determines in the main following question:

How can the leading role of the general secondary school headmasters in Saudi Arabia be developed in the light of the directions of the modern educational leadership?

The elements of leadership role system in this thesis restricted to:

- 1- Participation in Making decisions.
- 2- The administration Communication.
- 3- Motivation.
- 4- Performance assessment.

For concerning with the trends of the modern educational leadership have restricted to:

- The Situational Leadership.
- The Sharing Leadership.
- The Transformational Leadership.

The thesis has also restricted on the managers of general secondary schools in the K.S.A and used system analysis approach, the thesis includes seven chapters as follows:

Chapter one: The general framework of the thesis.

Chapter Two: Trends of the Modern Educational Leadership at the General Secondary School in dealing with its concept and relation with management. (Theoretical framework).

Chapter Three: The Leading Role of The General Secondary School Headmaster at Saudi Arabia (Theoretical study).

Chapter Four: The factual leading role of the secondary School headmaster at Saudi Arabia (Field Study).

Chapter Five: The present system assessment of the leading role of the general secondary schools headmasters at Saudi Arabia.

Chapter Six: Proposed alternatives for developing the leading role of the general secondary schools' headmasters at Saudi Arabia.