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## The Degree to Which School Principals Enforce the Skills Included in "School Leaders Empowerment Program" from the Perspective of Educational Supervisors and Teachers

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	<b>Abstract</b>
<p><b>Article History</b></p> <p><b>Article Submission</b> 01 November 2022</p> <p><b>Revised Submission</b> 12 December 2022</p> <p><b>Article Accepted</b> 11 16 February 2023</p>	<p>Developing school principals skills are important for the success of their administrative performance. Therefore, the study aims to identify the degree to which school leaders enforce the skills included in the School Leaders Empowerment Program and to detect inconsistencies among responses by the participants of the study. The descriptive survey method was used, and the research tool was a questionnaire. The study population consisted of all educational supervisors and teachers. there are statistically significant differences at a significance level less than or equal to (0.05) according to the job title variable in favor of teachers regarding the degree of school leaders who enforce the skills included in the "Empowering School Leaders Program" in the two dimensions and the tool as a whole. It also found statistically significant differences in favor of teachers regarding the degree of school leaders applying the skills included in the School Leaders Empowerment Program. The study concluded that: school principals enforce the skills included in the program to a high degree, the administrative dimension showed the highest degree of achievement, and the highest areas of the technical dimension in achievement is the field of improving students: medically, scientifically, and culturally, followed by the field of improving teaching skills, then the field of quality improvement.</p> <p><b>Keywords:</b> Training; School Principals; Professional Development; Qualification of Leaders; Continuing Education</p>

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## **Introduction**

The modern developments and the advancement of knowledge in all areas of human life, as well as the increase in scientific and technical progress, have led to the emergence of new and influential factors in a global economy. In the meantime, many countries are going through a comprehensive planning and building phase for many programs, primarily developing school principals, and working to qualify school leaders with outstanding qualifications by training to enable them to deal with the requirements and concepts of our current time.

This is consistent with trends that confirm that knowledge development factors have become an important factor in the economy and production of advanced economic systems and demonstrates that for any society to compete at the global level, it must have the ability to participate effectively in the development of knowledge (Al-Humaidan, 2019), which directed the educational plans to focus on qualifying teachers and educational leaders by intensifying their training programs (Al-Harbi, 2016).

Likewise, the authorities responsible for education did not lose sight to draw up development plans at an early time, part of which is directed at raising the capabilities and skills of school principals, and overcoming difficulties that prevent their goals to be achieved, as they are the procedural authority, so they are entrusted with the task of implementing plans and programs following the policies drawn up, and directed by educational regulations as well as the instructions issued by the Ministry of Education through its departments in line with the state's directives; Therefore, the school administration is considered one of the most important administrative units in the organizational structure. (Al-Aghbry, 2006).

Al-Rashidi (2021) indicated that many studies confirm the importance of designing training programs that contribute to the development of leadership skills for school principals at different educational stages. In this way, he confirms what has been generated from the results of Gümüş's study (Gümüş, 2019) that school principals in general need leadership development programs continue to achieve the desired results.

In light of this trend as well as the interest of educational institutions towards raising the effectiveness and performance of school principals and providing them with the administrative and supervisory skills necessary to carry out their tasks by developments and modern management concepts, and to keep pace with international educational institutions in terms of training and qualifying school principals and providing them with their appropriate training needs, and the keenness of the general education at the Royal Commission for Jubail Schools to develop the administrative and supervisory skills of school principals With the beginning of the academic year 2016-2017, a program (Empowering School Leaders) was prepared in the field of administrative and technical supervision. It began to be implemented in the second semester of the same year, and the program aimed to enable the school principal to carry out the duties entitled to educational supervisors as a preliminary step for dispensing their typical visits to schools.

The outcomes of many educational studies that were reviewed by the two researchers related to the development of administrative skills proved that school principals benefited from the training programs provided to them. Al-Abdali (2020) indicated the effectiveness of administrative training programs and their positive relationship to creative leadership among school leaders. Khalaf (2019) indicates that there is a positive correlation between the degree of influence of training programs and the degree of performance of school leaders. The study (Aycan & ALI & Derya, 2017) also indicated the need to continue training programs for school principals in developed and developing countries, as many educationally developed countries require that school principals must hold a master's degree before being assigned to lead, and the study also showed that America, Britain, France, Finland, and Portugal stipulate that school principals to continue attending training courses so that they can proceed to lead their schools and retain their administrative positions, as the importance of self-development for school principals is evident because it reflected on their administrative performance, as well as on their continuity in being assigned as school principals. Given the scarcity of educational administration studies that dealt with the study of the application of school leaders to the skills included in the School Leaders Empowerment Program applied in the Royal Commission in Jubail, and to identify its results

from the point of view of teachers and educational supervisors, and based on what the program officials explained to researchers about the need to study the extent to which school leaders apply the skills trained in the program.

Many studies have confirmed the role of training, its effectiveness, and its relationship to the development of the performance of leaders, which led to the importance of studying the degree of school leaders' application of the skills included in the School Leadership Empowerment Program, to ensure its effectiveness and its role in developing school principals (Al-Abdali, 2020; Al-Khalaf, 2019; Aycan & ALI & Derya, 2017). Accordingly, the current study attempts to investigate the opinions of educational supervisors and a sample of teachers about the degree of school leaders applying the skills included in the School Leadership Empowerment Program, due to the precedence of the study work on the subject, as no previous evaluation studies were conducted for the subject of the study.

Based on this study, the researchers hope to enrich the educational library by studying the intensive training program for the development of school leaders in the administrative and technical aspects, which may assist other education departments to enforce the same program on the leaders of their schools and provide new scientific additions that may enrich the relevant studies (by empowering school leaders) in the administrative and technical aspects. Moreover, the study has concluded with results and data that are useful for educational departments in the field of enforcing (the School Leaders Empowerment Program) taking into account its results and reducing deficiencies during the implementation of the program.

Empowering school leaders and its dimensions.

Al-Kubaisi (2004) defined "Empowerment" as increasing interest in workers by expanding their powers, enriching their knowledge, and expanding their opportunities for an initiative to make decisions and facing problems that impede their performance. The Researcher Foundation for Research Consulting in Cairo (2018) indicated that one of the entrances to administrative empowerment is through training managers, providing them with the necessary tools, skills, and information related to their assigned work, then giving them the freedom to interact with others and take the appropriate decision without the need for prior approval from their Supreme Management. Kammash (2021) indicated that the multiplicity of definitions for "Administrative Empowerment" is due to the multiplicity of viewpoints of researchers in the field of management, as some considered it as a means of management, while others considered it a method to encourage individuals to take responsibility, and thus perform their work in a creative and new way. Through the above mentioned definitions, the features of empowerment can be crystallized as follows:

- Giving Directors the power to decision-making in the field of their careers.
- Considering laws as a flexible means to achieve goals rather than ends.
- Freeing the manager from restrictions and encouraging him to take initiative and creativity.
- Holding the manager accountable for productivity and not the way the work was done, by focusing on goals.

School Leaders Empowerment Program Dimensions

The program relied on the administrative dimension as well as the technical dimension in its construction, and they will be clarified as follows:

•The administrative dimension: One of the most important objectives of the program is to qualify school principals to master the six administrative skills: (Forming Working Groups, Managing Crises, Following up Productivity, Managing Meetings, Delegating Powers, and Making Appropriate Decisions). When the school principal masters these skills, he will be entrusted to the administrative field, and hence the aspired administrative goals will be achieved.

•The technical dimension: It consists of several areas that aim to qualify the school principal in a way that enables him to possess the technical skills targeted by the program, which are within the limits of three main areas from which sub-skills emerge, namely: (the field of improving teaching skills, the field of quality improvement, and the field of improving students' safety: medically, scientifically, and culturally). As mastering these skills by the school principal in these

areas makes him able to dispense with the typical visit by the educational supervisor, and thus the focus of the educational supervisor will be limited to newly appointed teachers and those whose evaluation is low in technical skills. After reviewing the School Leadership Empowerment Program Manual at the Royal Commission in Jubail, it becomes clear that it is an extended training program that supports school leaders in the technical and administrative fields, thus contributing to the localization of training and achieving the principle of Learning School (Department of General Education of the Royal Commission in Jubail, 2018), and aims to empower the school principal as an intern technical supervisor, who supports the improvement of teaching practices, school programs, and academic achievement. The program is implemented according to the following:

Training once every Monday of each week, and the implementation of some programs in two to three consecutive training days according to the field, and benefiting from the training bags of the Institute of Public Administration, and the other training programs were assigned to the educational supervisors in the Department of Educational Affairs. The methods of training varied (Workshops Seminars, Presentations, Bulletins, Applications, Projects, and Practical Training). The training program in the technical field was implemented during the second semester of the academic year 2017/2018, while the administrative training program was implemented during the first semester of the next academic year 2018/2019.

Hence, this study seeks to answer the following questions:

(1) To which degree the school leaders at General Education Schools enforce the skills included in School Leadership Empowerment Program from the perspective of educational supervisors and teachers?

(2) Are there any statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the responses of the respondents among educational supervisors and teachers towards the degree to which school leaders enforce the skills included in the school leadership empowerment program due to the two variables (job title, years of experience)?

## **Literature Review**

By reviewing previous studies related to the subject of the research and its objectives, a discrepancy was found in their results regarding the practices of training skills and knowledge among the trainees. Gwanmeh (2021) indicated that the degree to which educational leaders enforce administrative empowerment in general education schools in Hail educational region came to a high degree. Al-Abdal (2020) confirmed that the degree of enforcing the contents of administrative training programs by school leaders from their point of view is high. Al-Qasimia and Al-Qasimi (2019) explained that the effectiveness of in-service training in developing the leadership skills of school leaders is of high importance. Al-Khalaf (2019) concluded that the degree of impact of the training programs provided For middle school leaders was high, and (Al-Amoudi, 2017) agreed with him that the effectiveness of the educational leadership course for school leaders is high. Al-Abdulkarim and Al-Mulla (2014) indicated that the female principals of Middle Schools to whom the training program was offered had a positive attitude towards the program, in addition to its positive impact on their performance. Pimpisa and Boonchom (2016) confirmed that the school leaders, after the training, obtained a very high level of performance, as their performance doubled. The result of the pre-test before applying to the program was 43.3%, and after applying to the program, their results were 82%. Miller (2015) indicated that the GROW program was effective for the participants and beneficial to the educational district, as it showed a positive impact on their readiness for leadership positions in the school, and the desire and interest in school leadership among 95% of those to whom the program was applied was increased. Some studies also indicated the need for school principals to have continuing training and development programs as demonstrated by Gümüş (2019). Tingle, Corrales, and L. Peters (2017) indicated that the leadership preparation program that school leaders receive during their university study is not enough, and school leaders must continue to be trained after they are assigned to lead. Aycan, Ali, and Derya (2017) indicated that developed countries have some pre-

service training programs, which is a precondition for an appointment, and that the educational system in France requires passing a training program for two years during the service before qualifying to lead the school. Govinda and Narsamm (2014) explained that providing a training program for school leaders is a positive step in the right direction in general. Al-Ghawanmeh pointed out that there are statistically significant differences in favor of those who have ten years of experience or more, and there are statistically significant differences in the application of school principals to the contents of administrative training according to the educational stage variable belonging to secondary school principals. as confirmed by Al-Abdali (2020). Al-Khalaf (2019) showed that there is a positive correlation between the degree of impact of training programs and the degree of performance of school leaders.

### Methodology

The descriptive survey approach was used, as it is considered the most suitable approach for the current study, because it relies on describing the phenomenon as it is, then describing it and collecting data to be interpreted and analyzed to reach the correct conclusions.

The population of the study consists of all educational supervisors at the Royal Commission for Boys whose total number is 22, in addition to the teachers, whose total number is 1025 according to the statistics of the General Education Department of the Royal Commission in Jubail for the academic year 1441 AH. To obtain more accurate data, the study was applied to all educational supervisors, due to their small number of 22 educational supervisors. As for the teacher community, the sample size was determined at 278 teachers as a minimum according to the Richard Geiger equation and to ensure obtaining the largest number of responses, 360 questionnaires were distributed randomly, which is 35% of the total population at each stage of the study.

The questionnaire was used as a tool for the field study, due to its suitability to the nature of this study. The questionnaire was designed in the light of the objectives of the study, the theoretical framework, and the literature review, as well as by benefitting from the elements of the training package of the School Leadership Empowerment Program (General Education Department of the Royal Commission in Jubail, 2018), and the opinions of the arbitrators in building the study tool, and formulating its fields and statements, which consisted of 53 statements. The validity of the tool was verified using:

Face validity: To verify the face validity of the study tool, the researchers presented the initial draft of the questionnaire to a group of 11 arbitrators from academics specialized in the field of administration, educational leadership, measurement, and evaluation.

Internal consistency validity: After confirming the apparent validity of the study tool, the researchers verified the internal consistency of the tool's statements by calculating Pearson's correlation coefficients, to measure the relationship between the statements with the total degree of the dimension to which they belong, and the relationship between those statements and the total score of the tool. This is illustrated in the following (Tables 1 & 2).

Table 1. Correlation coefficients of tool statements with the total degree of the dimension to which they belong.

Dimension	N	correlation coefficient	N	correlation coefficient	N	correlation coefficient	N	correlation coefficient
1st Dimension (Administrative)	1	0.860**	2	0.768**	3	0.829**	4	0.774**
	5	0.849**	6	0.734**	7	0.781**	8	0.746**
	9	0.728**	10	0.789**	11	0.346**	12	0.572**
2nd dimension (Technical)	1	0.805**	2	0.749**	3	0.727**	4	0.801**

Dimension	N	correlation coefficient	N	correlation coefficient	N	correlation coefficient	N	correlation coefficient
1st field	5	0.819**	6	0.832**	7	0.822**	8	0.742**
	9	0.831**	10	0.799**	11	0.841**	12	0.797**
	13	0.709**	14	0.797**	15	0.706**		
2nd dimension (Technical) 2nd field	1	0.751**	2	0.532**	3	0.816**	4	0.852**
	5	0.888**	6	0.822**	7	0.871**	8	0.852**
	9	0.717**	10	0.846**	11	0.841**	12	0.874**
	13	0.682**	14	0.656**				
2nd dimension (Technical) 3rd field	1	0.742**	2	0.835**	3	0.838**	4	0.826**
	5	0.883**	6	0.805**	7	0.825**	8	0.808**
	9	0.791**	10	0.758**	11	0.781**	12	0.796**

\*\* Function at 0.01 level

It is clear from Table 1 that all the correlation coefficients of the tool's statements with the total degree of the dimension to which they belong were positive, and a function whose values ranged between (0.346-0.888), and this indicates that all the expressions were true and measure the goal for which they were set.

Table 2. Correlation coefficients of statements with the total degree of the tool

Dimension	N	correlation coefficient	N	correlation coefficient	N	correlation coefficient	N	correlation coefficient
1st Dimension (Administrative)	1	0.611**	2	0.670**	3	0.742**	4	0.727**
	5	0.778**	6	0.629**	7	0.705**	8	0.652**
	9	0.679**	10	0.714**	11	0.777**	12	0.493**
2nd dimension (Technical) 1st field	1	0.783**	2	0.715**	3	0.702**	4	0.747**
	5	0.783**	6	0.801**	7	0.794**	8	0.711**
	9	0.799**	10	0.765**	11	0.791**	12	0.769**
	13	0.699**	14	0.770**	15	0.672**		
2nd dimension (Technical) 2nd field	1	0.772**	2	0.501**	3	0.764**	4	0.782**
	5	0.826**	6	0.775**	7	0.810**	8	0.780**
	9	0.665**	10	0.798**	11	0.820**	12	0.837**
	13	0.673**	14	0.648**				
2nd dimension (Technical) 3rd field	1	0.615**	2	0.725**	3	0.707**	4	0.725**
	5	0.759**	6	0.632**	7	0.694**	8	0.663**

Dimension	N	correlation coefficient	N	correlation coefficient	N	correlation coefficient	N	correlation coefficient
	9	0.742**	10	0.650**	11	0.725**	12	0.675**

\*\* Function at 0.01 level

It is clear from Table 2 that all the statements' correlation coefficients with the total degree of the tool were positive, with a function whose values ranged between (0.493-0.837), and this indicates that all the statements were true, and measure the goal for which they were set.

Reliability of the tool

The researcher measured the stability of the study tool using Cronbach's alpha (tau-equivalent reliability), and the following table shows the stability coefficient for the different fields and the whole tool according to Table 3.

Table 3. The stability coefficient values for the whole tool, and each dimension separately

N	Dimension	Number of Items	Cronbach's alpha correlation coefficient
1	1st dimension	12	0.931
2	2nd dimension, 1st field	15	0.954
3	2nd dimension, 2nd field	14	0.954
4	3rd dimension, 3rd field	12	0.951
	The whole tool	53	0.982

It is clear from Table 3 that the values of the reliability coefficient for the administrative and technical dimensions range between (0.931) and (0.954), and the value of the reliability coefficient for the tool as a whole was (0.982), which indicates that the scale has a high degree of reliability.

**Results**

For answering the first question of the study: "To what degree do the school leaders at General Education Schools enforce the skills included in School Leadership Empowerment Program from the perspective of educational supervisors and teachers?"

The arithmetic mean and standard deviation of the dimensions of the first field were calculated in descending order according to the arithmetic mean for each dimension, and this is shown in Table 4.

Table 4. Arithmetic means standard deviations, level of agreement, and arrangement for the statements of the administrative theme.

N	Statements	Arithmetic Mean	Standard Deviation	Level of Agreement	Arrangement
1	The school leader forms work teams at the beginning of the school year.	4.43	0.774	Very high	1
5	The school leader follows up on the achievement of the planned goals periodically.	4.22	0.809	Very high	2
4	The school leader follows up on the achievements of the staff (teachers/administrators) on a regular and organized basis.	4.21	0.811	Very high	3

N	Statements	Arithmetic Mean	Standard Deviation	Level of Agreement	Arrangement
2	The school leader distributes responsibilities among the school work teams in line with specialization and ability.	4.21	0.967	Very high	4
6	The school leader sets the objectives of the meeting in advance. (public meeting/group/individual).	4.16	0.946	High	5
8	The school leader gives everyone the freedom to express their opinions at the meeting.	4.16	1.015	High	6
3	The school leader can solve urgent school problems.	4.07	0.912	High	7
7	The school leader determines meetings' time in accordance with its goals	4.06	0.963	High	8
9	The school leader responds to the decisions made by school assistant principals, as justifications for absence of the staff and their leaves.	3.99	1.010	High	9
11	The school leader makes decisions promptly.	3.93	0.995	High	10
10	The school leader gives teams freedom of action to achieve the desired goals.	3.88	1.058	High	11
12	The school leader makes the right decision, even if it is not appropriate for the teachers.	3.66	0.988	High	12
dimension as a whole		4.08	0.71	High	

#### Administrative dimension

Table 4 shows that the general average for the statements of this dimension was (4.08) with a standard deviation of 0.710 and a high level of agreement. Ranked first among the statements of this dimension, with an arithmetic mean (4.29), and a standard deviation of (0.748), with a very high degree of agreement, while Statement 6 ranked second with an arithmetic mean of (4.17), and a standard deviation of (0.922), with a high level, followed by statement 14 with an arithmetic mean of (4.16), and standard deviation of (0.858), with a high level.

#### Technical Dimension

##### Teaching Skill Improvement Field

The following is evident from the previous table; the general average for the statements in this field was (3.98), and a standard deviation of (0.772), with a high degree of agreement. Statement (13) came in the first rank among the statements of the field with an arithmetic mean (4.29) and a standard deviation (0.748), with a very high degree of agreement. While Statement 6 ranked second with an arithmetic mean (4.17) and a standard deviation (0.922), with a high degree, and Statement 14 came in third rank, with an arithmetic mean (4.16) and a standard deviation (0.858), with a high score (Table 5).



Table 5. Arithmetic means standard deviations, level of agreement, and arrangement for the statements of the second theme (Technical). 1st Dimension: Improvement of Teaching Skills.

<b>N</b>	<b>Statements</b>	<b>Arithmetic Mean</b>	<b>Standard Deviation</b>	<b>Level of Agreement</b>	<b>Arrangement</b>
13	The school leader urges the teachers to get students involved in the learning process through discussion, research and perusal rather than receiving information from the teacher only.	4.29	0.748	Very high	1
6	The school leader encourages teachers to develop classroom management skills.	4.17	0.922	High	2
14	The school leader follows up the teachers in activating the learning strategies and provides them with appropriate support.	4.16	0.858	High	3
4	The school leader follows up the process of implementing the study plan efficiently.	4.13	0.904	High	4
10	The school leader instructs teachers to practice the appropriate method that suits the study stage for solving problems.	4.08	0.878	High	5
15	The school leader contributes to providing educational tools and aids that teachers need.	4.07	1.006	High	6
5	The school leader provides constructive criticism to teachers towards the skills used in the visited class in the field of verbal interaction with students.	4.03	0.954	High	7
1	The school leader has a full understanding of the general objectives of the academic stages (which is evident in his proposals, discussions, and meetings).	3.98	0.971	High	8
3	The school leader gets teachers engaged in developing remedial plans for students' problems.	3.98	1.018	High	9
7	The school leader urges teachers to present classroom management rules and train students to abide by them from the beginning of the year.	3.90	1.081	High	10
9	The school leader has extensive knowledge about the characteristics of student development according to their stage of study (this is discussed	3.89	1.074	High	11

N	Statements	Arithmetic Mean	Standard Deviation	Level of Agreement	Arrangement
	in meetings, class visits meetings, educational bulletins, group meetings).				
8	The school leader is keen to enforce the disciplinary laws against the student who disrupts in classroom discipline.	3.84	1.162	High	12
11	The school leader seeks, through his classroom visits, to develop teachers' abilities, such as choosing appropriate teaching methods. (Suggests and trains new teaching methods).	3.82	1.089	High	13
12	The school leader demonstrates an understanding of the teaching methods of the field of specialization.	3.77	1.004	High	14
2	The school leader contributes to training teachers on how to formulate general and specific planning goals.	3.56	1.080	High	15
1st dimension as a whole		3.98	0.772	High	

Quality Improvement Field

The following is evident from the previous table, the general average for the statements in this field was (3.84), with a standard deviation of 0.819, and a high level of agreement. Statement 2 ranked first among the statements in this field, with an arithmetic mean of (4.36), and a standard deviation (0.824), with a very high level of agreement. This means that this statement accounted for the highest percentage of agreement in the sample. Statement 1 ranked second among the phrases in this field, with an arithmetic mean of (4.19), and a standard deviation (0.890), with a high level. Statement 9 ranked third among the statements in this field, with an arithmetic mean (4.07), and a standard deviation (0.982), with a high level (Table 6).

Table 6. Arithmetic means standard deviations, level of agreement, and arrangement for the statements of the second dimension (Technical). 2nd Field: Quality Improvement.

N	Statements	Arithmetic Mean	Standard Deviation	Level of Agreement	Arrangement
2	The school leader provides teachers with a copy of the classroom visit reports.	4.36	0.824	Very high	1
1	The school leader visits the teachers in class and provides constructive feedback consistent with the learning situations.	4.19	0.890	High	2
9	The school leader is keen to analyze students' test outcomes and discuss them with teachers to raise the level of achievement.	4.07	0.982	High	3
10	The school leader assists teachers in using different methods to measure the real level of student performance.	3.96	0.947	High	4
14	The school leader oversees the availability of all	3.90	0.903	High	5

N	Statements	Arithmetic Mean	Standard Deviation	Level of Agreement	Arrangement
	secretarial records since the beginning of the school year.				
13	The school leader follows up on the records of receipt and inventory of laboratory substances.	3.84	0.889	High	6
11	The school leader, along with the teachers, participates in the system of school performance indicators.	3.84	1.078	High	7
12	The school leader disseminates the culture of measuring school performance according to approved indicators.	3.74	1.086	High	8
5	The school leader identifies (and provides) the necessary competencies needed by the teacher.	3.73	1.082	High	9
3	The school leader prepares appropriate training plans for teachers according to their needs.	3.73	1.101	High	10
4	The school leader is keen to prepare and present workshops that raise the level of teachers' performance.	3.71	1.164	High	11
8	The school leader provides objective feedback on exam papers and the structure of questions after the examination time	3.63	1.098	High	12
7	The school leader provides advanced expertise in the skills of constructing quizzes and final examination questions.	3.53	1.171	High	13
6	The school leader prepares teachers to be resident supervisors at the school.	3.49	1.222	High	14
2nd field as a whole		3.84	0.819	High	

#### Improving Students' Health Field: Medically, Scientifically, and Culturally

The general average of the statements in this field was (4.14) and a standard deviation of 0.710, with a high level of agreement. While Statement 10 came first among the statements in this field, with an arithmetic mean of (4.42), and a standard deviation of (0.799), with a very high level of agreement. Statement 2 ranked second among the statements in this field, with an arithmetic mean of (4.28), and a standard deviation of (0.787), with a very high level of agreement, and phrase (6) came in the third rank with an arithmetic mean of (4.24), and a standard deviation of (0.829), with a very high level of agreement (Table 7).

Table 7. Arithmetic means standard deviations, level of agreement, and arrangement for the statements of the second dimension (Technical) of the 3rd field: (Improving Students' Health Field: Medically, Scientifically, and Culturally).

N	Statements	Arithmetic Mean	Standard Deviation	Level of Agreement	Arrangement
10	The school leader follows up on textbook distribution to the students from the first day of the study and ensures that their quantity is consistent with the number of students.	4.42	0.799	Very high	1
2	The school leader is keen to support and follow up on health and school health-supported programs.	4.28	0.787	Very high	2
6	The school leader follows up on the implementation of the student activity plan in the school since the beginning of the study year.	4.24	0.829	Very high	3
1	The school leader is keen to enforce medical examinations for students before they are admitted to study.	4.24	0.902	Very high	4
3	The school leader is keen to follow up on students' health.	4.21	0.852	Very high	5
9	The school leader is keen to create a suitable environment for school activities.	4.17	0.896	high	6
7	The school leader oversees the school's Student Activity Council.	4.13	0.885	high	7
8	The school leader follows up on the implementation of student club programs.	4.08	0.842	high	8
12	The school leader urges the Learning Resources Officer to prepare and implement programs that motivate students to read, view, and research.	4.05	0.943	high	9
5	The school leader is keen to follow up and consider student cases documented and investigated by the student advisor.	4.01	0.934	high	10
4	The school leader follows up on student records prepared by the student advisor in an orderly and constructive manner.	3.99	0.913	high	11
11	The school leader monitors the intellectual integrity of the contents of the learning resource materials.	3.91	0.981	high	12
3rd dimension as a whole		4.14	0.710	high	

After the arithmetic means were presented for all the statements for each dimension and field for the tool to which leaders of public education schools in Jubail enforce the skills included in the

"Empowering School Leaders" program, the total arithmetic mean was calculated for the degree to which all dimensions and fields are enforced, as it is shown in (Table 8).

Table 8. Arithmetic means standard deviations, level of agreement, and arrangement for the whole tool and each dimension.

N	Dimension		Arithmetic Mean	Standard Deviation	Level of Agreement	Arrangement
1	1st dimension: Administrative		4.08	0.71	High	(1)
2	2nd dimension: Technical	1st Dimension: Improvement of Teaching Skills	3.98	0.772	High	2
		2nd Dimension: Quality Improvement	3.84	0.819	High	3
		3rd Field: Improving Students' Health Field: Medically, Scientifically, and Culturally	4.14	0.710	High	1
2nd dimension as a whole			3.98	0.721	High	(2)
The whole tool			4.00	0.697	High	

It is evident from the previous table that the degree of enforcing skills included in the "Empowering School Leaders" program among school leaders in Jubail from the perspective of educational supervisors and teachers came with a high level, with an arithmetic mean of (4.00) and a standard deviation of (0.697), and the arrangement of dimensions as follows: The administrative dimension came first with an arithmetic mean of (4.08) and a standard deviation (0.71), followed by the technical dimension with an arithmetic mean of (3.98) and a standard deviation of (0.721). While the arrangement of the fields of technical dimension came as follows: The field of improving student health came first with an arithmetic mean of (4.14), and a standard deviation of (0.721), followed by the field of improving teaching skills with an arithmetic mean of (3.98), and a standard deviation of (0.772), followed by the field of quality improvement with an arithmetic mean of (3.84), and the answer to the second question; Are there any statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the responses of the respondents among educational supervisors and teachers towards the degree to which school leaders enforce the skills included in the school leaders empowerment program due to the two variables (job title, years of experience) (Table 9)?

To answer this question, the arithmetic mean and standard deviation of the dimensions of the first theme were calculated in descending order according to the arithmetic means for each dimension, as it is shown in the following table:

Table 9. Mann-Whitney test results according to job variable.

N	Dimension	Variables	Number of Individuals	Weighted Arithmetic	Total Sum of Squares	(u) value	(z) value	Level of Significance
1	1st dimension: Administrative	supervisors	22	127.14	2797.00	2544.000	2.069	0.039 significant
		teachers	314	171.40	53819.00			
2	2nd	supervisor	22	106.07	2333.50	2080.50	3.119	0.002

N	Dimension	Variables	Number of Individuals	Weighted Arithmetic	Total Sum of Squares	(u) value	(z) value	Level of Significance
	dimension: Technical	s				0	-	significant
		teachers	314	172.87	54282.5			
	The tool as a whole	supervisors	22	109.82	2416.0	2163.0	2.931	0.003 significant
		teachers	314	172.61	54200.0			

It is clear from Table 10 that there are statistically significant differences at a significance level less than or equal to (0.05) according to the job title variable in favor of teachers regarding the degree of school leaders who enforce the skills included in the "Empowering School Leaders Program" in the two dimensions and the tool as a whole.

Table 10. The result of the analysis of the variance test, the arithmetic mean, the standard deviation, and the level of significance according to the year-of-experience variable.

N	Dimension	Source of Variance	Sum of Squares	Mean Squares	Degrees of Freedom	(F) Value	Level of Significance
1	1st dimension	Among groups	42.575	21.288	2	1.407	0.747 Not significant
		In groups	24275.377	72.899	333		
2	2nd dimension	Among groups	1271.851	635.926	2	0.443	0.484 Not significant
		In groups	291373.5	874.996	333		
	The tool as a whole	Among groups	1706.993	853.496	2	0.672	0.537 Not significant
		In groups	456237.1	853.496	333		

It is clear from Table 10 that there are no statistically significant differences at the level of significance less than or equal to (0.05) according to the variable of years of experience in the job title, regarding the degree to which school leaders enforce the skills included in the "Empowering School Leaders Program" in the overall dimensions of the study and the tool as a whole, where the (F) value for the total was (0.672).

## Discussion

The degree to which school leaders enforce the skills included in the School Leaders Empowerment Program. After examining the results of the study, it became clear that the enforcement of the administrative dimension by school leaders is ranked at a high level.

Here, it appears that the study community agreement about the degree to which school leaders enforce the skills included in the School Leaders Empowerment Program in the administrative aspect came with a high agreement level. The reason for this may be due to the awareness of school leaders of the importance of practicing administrative skills properly, unlike the technical skills in which we find a discrepancy, as well as to the continuous training courses that leaders attend on the administrative side, in addition to the periodic reports that they are required to send to the Education Department, which in turn contributes to urging the school leader to follow productive administrative practices, such as preparing appropriate work teams, distributing tasks, following up on their implementation, and adopting the delegation method and other administrative practices that help him to send these reports on time.

The satisfaction of the study community on school leaders' enforcement of the skills included in the School Leaders Empowerment Program is evident in the technical aspect (the field of improving teaching skills), as they were all highly rated, although it is less than the degree of the administrative dimension. The reason may be attributed to the leaders' need for specialized

technical training programs in teaching skills, and this may be due to their reliance on visits by educational supervisors in improving the teaching skills of teachers, as this result is consistent with the study of Abdul Karim and Al Mulla (2014).

In addition, The Field of Quality Improvement, within the technical dimension, achieved a high level according to the responses by the study community.

This may be due to the awareness of school leaders of the impact of the quality of work on students' outputs, and thus shows their interest in improving work, such as feeding teachers back on class visits, being keen to provide constructive feedback, analyzing students' results, and discussing the analysis of test results with teachers regularly basis. Public education has been keen to increase the improvement of work by including this field within the training package of the "Empowering School Leaders program".

Improving students' health field: medically, scientifically, and culturally, achieved a high and very high level as shown by the responses generated from the community of the study regarding the degree to which school leaders enforce skills included in the Empowering School Leaders Program in the technical side regarding improving students' health: Medically, Scientifically, and Culturally. This may be due to School leaders' realization of the importance of ensuring the safety of students' health in the medical field, whether by preventing students from entering the school except with a medical report, or by following up on special health cases, where a qualified health supervisor is available for each school to take care of students' health during the school day, as well as school leaders' awareness of the importance of Scientific and intellectual safety of students by following up on the information provided to them in learning resources, or through the purposeful school activity. Due to the importance of this field, it was included in the "Empowering School Leaders Program", due to its impact on shaping students' personalities in line with the goals of general education, and the impact on the health of Students, in general, affecting their understanding, and mental and physical abilities, which affects the outcomes of education.

By analyzing all responses to all dimensions, it became clear that the degree of enforcing the skills included in the "Empowering School Leaders Program" among school leaders came to a high degree, as the administrative dimension came first, then the technical dimension. The order of technical dimensions came as follows: improving students' health field: medically, scientifically, and culturally ranked first, followed by the quality improvement field. The reason for this high agreement may be due to the level of enforcing the skills included in the "Empowering School Leaders Program" by school leaders; For their awareness of the need to master the administrative and technical skills in general, and the skills included in the program package in particular, and the importance of enforcing them in the educational field, to achieve the desired goals efficiently and effectively, in addition to the interest of the Education Department in following up and evaluating the training programs it offers, as well as monitoring the appropriate training needs for school leaders, preparing appropriate training packages; To ensure that the planned results are obtained from this training, in terms of technical and administrative skills and their application in the field, which increases the quality of their work and achieves the desired results.

It is shown that the degree of enforcing administrative skills by school leaders is higher than their enforcement of technical skills, and thus this result is consistent with the study by Al-Otaibi (2018), Al-Shorfat (2017), and Al-Abdul-Karim and Al-Mulla (2014). The results of this study also confirm what the study of Al-Hamad (2021) concluded about the correlation between the training of school leaders and their administrative development, as well as with the study of Al-Abdali (2020), which concluded that the degree of enforcement of school leaders to the contents of the training program is high. As Al-Khalaf (2019) and Al-Amoudi (2017) showed that the impact of training programs on the performance of school principals came with a high degree of agreement, and Mahri (2015), and Govinda and Narsamm (2014) showed the conviction of school leaders of the importance of attending training programs that focus on raising their skills in planning and implementation. The results of Al-Qasimia and Al-Qasim (2019) found that the effectiveness of in-service training of school leaders contributes to the development of leadership skills among leaders, and the study (Pimpisa, & etl, 2016), concluded that the impact of training high school leaders on strategic leadership is very high.

The study by Miller (2015) confirmed the positive impact of the leadership preparation program on their interest to take up administrative jobs, as the program contributed to providing

them with the skills needed in the educational field.

In addition, the study results of Gumush (2019) showed that training and mentoring programs for school leaders are very important, especially for new leaders. The study by Ikan, Ali and Derya (2017) confirmed the importance of training school leaders before and after being assigned to school management and affirmed the need to continue training programs to ensure their continuity in administrative work, due to the impact of these programs on mastering their work.

The study by Tingle et al. (2017) study showed the importance of constantly training school leaders, as its results showed that the leadership preparation program that they receive during university studies is not sufficient to provide them with the skills that they have to apply in the work field.

However, the results of this study disagreed with the study of Qaawneh (2018), which concluded that the degree of evaluation of the educational leadership program from the perspectives of secondary school principals was with a moderate degree of agreement, and the study of Mohsen and Hatem (2016), which showed that the leaders of primary schools in Baghdad are in dire need of qualification in Administrative aspects, as well as their need to develop training packages. The researcher attributes this difference to the different material incentives offered to school leaders, and the economic conditions in the country may affect the quality and quantity of training programs offered to school leaders.

Thus, it can be said that all the previous studies mentioned, taking into account the difference of time and place, agree with the results of this study regarding the importance of continuous training programs for school principals, whether before or during assignments to manage the school.

Detecting statistically significant differences at level ( $\alpha \leq 0.05$ ) between the average responses of the study community (educational supervisors and teachers) towards the degree to which school leaders enforce the skills included in the "Empowering School Leaders Program", due to the two variables (job title, years of experience)?

The results revealed that there were statistically significant differences at the level of significance less than or equal to 0.05 according to the job title variable in favor of teachers regarding the degree to which school leaders enforce the skills included in the "Empowering School Leaders Program" in the two dimensions and the tool as a whole.

The researchers attribute that the indication in favor of the teachers may be due to the impact of the practices of the school leaders falls on the teachers on a daily and direct basis, while the supervisors relied on their evaluation based on what they saw in their few field visits or their reliance on the reports sent to them from the school leaders.

It was also found that there were no statistically significant differences at the level of significance less than or equal to 0.05 according to the variable of years of experience and job title, regarding the degree of school leaders enforcing the skills included in the "Empowering School Leaders Program", in the overall dimensions of the study, and the tool as a whole.

This confirms the convergence of the views of the community of the study with different years of experience, and the researchers attribute this to the clarity of the administrative and technical practices enforced by school leaders, as well as the practice of these skills with teachers professionally and equally without being affected by the experience of the employee who deals with him. This result is relatively consistent with Al-Khalaf (2019), Al-Mutairi (2019), Al-Qasimia and Al-Qasimi (2019) and Qaawna (2018), whose results showed that there were no statistically significant differences due to the variable of experience in the impact of training programs on the degree of enforcement of technical and administrative skills by school leaders.

While it differed from Al-Otaibi (2018), whose results showed that there were statistically significant differences due to the variable of experience in favor of (5-10 years) and the study of Al-Amoudi (2017) in favor of long experience (11 years or more) from the perspectives of teacher sample, while the results generated from school leader sample showed, in the same study, that there were no statistically significant differences due to the variable of experience (Al-Sharafat, 2017).



## **Conclusion**

Within the framework of what the Ministry of Education in the Kingdom of Saudi Arabia aims to implement as a package of development programs, this study aimed to identify the degree of employment of school leaders with the skills included in the School Leadership Empowerment Program. This questionnaire was presented to a group of teachers and educational supervisors. The results concluded that there is a significant superiority in the implementation of the administrative aspect, as a group of periodic practices in the administrative field such as continuous training courses, periodic reports that they are required to send to the Education Department, following administrative practices productive, such as preparing appropriate work teams, distributing tasks, following up on their implementation and approving them, relying on the delegation method in other administrative practices that help him to send these reports promptly. Undoubtedly, this package of different practices and the emphasis on the need for its continuity regularly had the greatest impact on the superiority of school leaders in the Kingdom of Saudi Arabia on this administrative aspect.

School leaders' implementation of the skills included in the School Leaders Empowerment Program is also evident on the technical side, as they were all rated highly. The dimension of improving the health of students ranked first, while the field of quality improvement ranked second, and finally, the field of improving teaching skills ranked third, which imposes in the field of teaching skills the urgent need for school leaders for specialized technical training programs in teaching skills. To continue to maintain the levels of administrative and technical empowerment and to improve and increase the degree of their quality, the Education Department should pay attention to follow-up and evaluation of training programs, as well as monitor the appropriate training needs for school leaders, and prepare appropriate training packages to ensure that the planned results are obtained from this training in terms of technical and administrative skills. and application in the field.

In light of the findings of this study, the researchers recommend the following: continuing to enforce professional development programs and continuous training and benefiting from school principals who enjoy a wide experience in training candidates or are newly commissioned to lead. The study also recommends the implementation of a twinning program between schools, raising the level of school principals in different skills, particularly technical ones, and raising the expertise of school principals in how to construct short and final exam questions, enforcing the "School Leaders Empowering Program" to every newly assigned school principal, as well as assistant principals, and developing programs to prepare teachers for leadership work. In addition, work to develop high-quality training programs that meet the needs of school leaders and to develop professional development programs for teachers to prepare them for leadership roles.

It is proposed for future studies: expanding the research with a different methodology that ranges between quantitative and qualitative through conducting interviews with educational supervisors, and conducting similar studies that target the variable of schools that have school accreditation, or the variable of new school principals who did not join the school leaders empowerment program or principals of schools affiliated with the Education Office in Jubail Governorate or girls' schools in the Royal Commission in Jubail. It also works on preparing studies to determine the training needs of school principals in the leadership aspects.

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