



*Perceptions of School Leaders and Teachers
about Shared Decision Making in Saudi
Arabia*



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DEDICATION

I dedicate this study to my wonderful parents ‘Sheikh Theyab’ and ‘Sheikha Fatimah’ for inspiring me and encouraging me to follow this path and be where I am today. Without your love, inspiration and care I would never have been here. To my wonderful my wife ‘Aeshah Alasmari’ who have been very instrumental in the course of my studies abroad. I also dedicate this study to my three angels; my daughters ‘Lana, Tala and Jori’ for their continuous moral support.

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ABSTRACT

Shared decision-making has become a topic of interest in education in many countries and it is gradually being adopted in the Middle East and Saudi Arabia. In some school administration and management models, shared decision-making entails decentralisation of educational decision-making and the redistribution of power to the teachers and the school community. The educational system in Saudi Arabia has been developing for a while, with various reforms being implemented. Since 1975, various educational programmes have been adopted from Western countries in order to improve the educational system. Many of these initiatives have focused on high schools to minimise the gaps between higher education and general education. Indeed, the public education in Saudi Arabia has experienced significant changes intended to improve all aspects of school level education: the school buildings, teachers, students, and the curriculum. In this regard, the current reforms in the school system aim at ensuring that there is success in the modernisation of public education and supporting the relevant stakeholders to lead the future of the nation. In addition, decision-making is a crucial factor in the current developments in educational reforms. However, despite the significance of the decision-making process in schools, there is a small source of literature on principals and the teachers' decision-making in educational organisation in Saudi Arabia. This is further worsened by the fact that the history of educational decision-making is diverse and most of the literature on the matter has been conducted in the West, including the Anglo-American, as well as some European countries. This thesis seeks to determine the perceptions and understanding of the principal and teachers about shared decision-making in Saudi Arabia, as well as reviewing other relevant reports and other scholarship in order to develop a model that is suitable to the Saudi school system. The study used a mixed methodology from both positivist and interpretive perspectives in order to answer the research questions. Since the goal of the study was to gain an understanding of the decision-making process, which occurs in the schools in Saudi Arabia, it was helpful to have insights provided from both perspectives. In this case, the purpose of positivist was to determine the frequency of various events, attitudes, experiences and other aspects of the topic, as well as certain kinds of causal relations, among others, whereas interpretivism aimed at acquiring understanding of the research subjects' experience, thought, and context. The study found that the role Ministry of Education (MoE) in the decentralisation initiatives focuses on the development of administrative plans, policies, and regulations that empowers the school principals while carrying their school administrative mandate. However, the factors that are negotiable for decentralisation include administration of functions of the staff; administration of student personnel; physical resources; financial resources as well as the management of community relationships, whose functions are distributed among the principals and the teachers. These findings mostly apply to schools in Saudi Arabia, specifically in the country's regions where the study took place. In this regard, future studies should research other regions of Saudi Arabia, as well as comparatively across Gulf countries. The study also recommends further studies that consider larger numbers of participants using other methods such as case studies, and quantitative or qualitative methods in order to obtain more in-depth and comparative outcomes. Moreover, future researchers in Saudi Arabia, and the entire Gulf region, may consider carrying out a longitudinal study on the principals and teachers' experiences of shared decision-making where

changes are being made, and their impact on the quality of educational leadership and administration as well as student performance. The decision-making process at school level needs to be devolved to facilitate collaborative decision making between principals and teachers. In addition, it is important create a school culture that is conducive to the participants to facilitate shared decision-making process. In this regard, principals should be prompted to provide opportunities for teacher to involvement in the decision making process so that their educational concerns are acknowledged and addressed.

CHAPTER ONE: INTRODUCTION

1.1 Introduction

Shared decision-making has become a topic of interest in education in many countries and it is gradually being adopted in the Middle East and Saudi Arabia. In some school administration and management models, shared decision-making entails decentralisation of educational decision-making and the redistribution of power to the teachers and the school community (Patrinos, Barrera-Osorio, & Fasih, 2009). The new school-based management introduced in 2005 in Saudi Arabia requires that schoolteachers and principals are central influences on the trajectory of the education of their school communities, which involves a change from the school leadership being control oriented and directive towards a framework that is considered to be facilitative and empowering (Aljohani & Alajlan, 2020).

In 2016, Saudi Arabia announced the desire to be ‘the heart of the Arab and Islamic worlds’, ‘the investment powerhouse’, as well as ‘the hub connecting three continents’, which was the Vision 2030 statement that includes twelve major challenges in reforming education in three areas of the education system (Ministry of Education, 2018). These include equality and readiness for higher education; equality is the distribution of opportunities, efficiency and effectiveness of the whole educational outcomes in comparison with the international standards. Shared decision-making is one of the main areas for offering equality in the distribution of opportunities for teachers and students. Therefore, according to Al-Mubarak (2011), higher education systems in Saudi Arabia have been undergoing rapid development and improvement over the past four decades. The opportunities and challenges have developed due to worldwide trends in the education system and the growing demand for a highly qualified national workforce. Hence, development and improvement in the educational system in the Kingdom of Saudi Arabia has become necessary as the country is experiencing a rapid turn towards industrialisation and greater participation in the world economy (Alamri, Cristea & Al-Zaidi, 2014).

The educational system in Saudi Arabia has been developing for a while, with various reforms being implemented. Since 1975, various educational programmes have been adopted from Western countries in order to improve the educational system. Many of these initiatives have been aimed at high schools in order to minimise the gaps between higher education and general education (Alhammadi, 2018). In subsequent years, a number of reforms were pursued in order to develop the educational system at all levels. For example, in 1999, the Ministry of Education (MoE) established the ‘Saudi Elite Schools’ initiative that was piloted in five schools in Riyadh, which was then implemented later in all schools in the country. The primary change to this initiative was the school administration where there would be a school principal, heads of academic departments and middle management, in place of the traditional school manager, deputy and teachers. However, the challenge posed by this initiative was that, whereas it was able to improve the school administrative procedures, it adopted a similar curriculum as the previous school system (Alhammadi, 2018). In addition, there were problems with school principals’ motivation and power, which remained unresolved with the programme. However, although this programme failed to go advance beyond the pilot phase, some of the five ‘Elite Schools’ still exist (Alhammadi, 2018).

In 2005, like in other Arabian Gulf countries, the King Abdullah Programme to Develop Education, or the ‘Tatweer’ programme, was established to develop and reform education in four areas of interest (Aljohani & Alajlan, 2020). The first was the provision of continuous, comprehensive and effective professional development and training for all teachers on subjects in the curriculum. Secondly, the programme hoped to introduce technology in schools, particular emphasis was put on efficient interactive technologies. The third reform was in curriculum development that was implemented in schools beginning in 2010-2011 (AlMotairy & Stainbank, 2014) as a result of Saudi Arabia’s low PISA score compared to the average points in OECD countries. This new curriculum was introduced in three parts, first for students in their first and fourth years of primary school, and the first year of secondary and high school. The main objective was to prepare an ‘elite curriculum which has high interactive technology making students at the centre and motivating toward innovation and competitiveness through

balanced values, believes, knowledge and skills achieving national interaction and global thinking' (Alajlan & Aljohani, 2019, p. 24). The final area of reform was to support non-classroom based learning activities regarded as just as important as in-class learning activities. The aim of these activities is to develop and prepare the learners' socially, artistically, physically, academically, culturally, and professionally. The programme targets activities and skills such as leadership, communication, and innovation (Alajlan & Aljohani, 2019).

Public education in Saudi Arabia has experienced significant changes intended to improve all aspects of school level education: the school buildings, teachers, students, and the curriculum. In this regard, the current reforms in the school system aim at ensuring that there is success in the modernisation of public education and supporting the relevant stakeholders to lead the future of the nation. The focus of this initiative is to bolster the professional development of the school principals and teachers, as well as developing the existing curriculum in order to enhance the levels of students' preparedness. However, more work is necessary to improve the quality of leadership and decision-making in schools. According to Alsalahi (2014), 'head teachers' are seen as the main figure that the MoE relies on for the reform agenda in schools. In this regard, the head teachers only perceive themselves acting as agents in the schools, where power originates from a top-down policy, and often executes their mandate with the help of their followers, the teachers (Drummond & Al-Anazi, 1997). Nevertheless, the head teachers should also perceive themselves as key stakeholders in decision-making and implementation; hence, they should be considered key stakeholders by the MoE.

Furthermore, despite the relevance of the decision-making process in schools, there is little literature available on principal and the teachers' decision-making in educational organisation in Saudi Arabia (Alsalahi, 2014). This is further worsened by the fact that the history of educational decision making is diverse and most of the literature on the matter has been conducted in the West, including the Anglo-American, as well as some European countries (Bush, Bell & Middlewood, 2019; Dimmock & Walker, 2005; Niesche & Gowlett, 2015; Northouse & Lee, 2018), with few studies conducted in the

Middle East (Alanezi, 2016; Kobaisi, 1979; Sagnak, 2016). This gap is important to fill because it could greatly advance the quality of education in the country, and potentially be an applicable model to other nearby Arab and Muslim nations to help improve their education systems. Essentially, this study aims to discover what types of decision-making are most valuable to the interests of principals and teachers in Saudi Arabia.

1.2 Purpose and Objectives

The purpose of this study is to determine the perceptions and understanding of the principal and teachers about shared decision making in Saudi Arabia, as well as reviewing other relevant reports and other scholarship in order to develop a model that is suitable to the Saudi school system. As such, it is important to research and understand the knowledge and opinions of school principals and teachers regarding the current decision-making systems and the degree to which school principals and teachers should have a role in educational decisions in Saudi Arabia. It is also important to understand the different opinions of male and female school leadership, as schools in Saudi Arabia are gender segregated. This study hopes to reveal if male and female principals and teachers have different opinions on educational decisions and practice, including teacher and student disputes, educational goals and policies, curriculum choices and teaching, rules and regulations for teachers and academic policies for students. The main research question of the study is: What are the current perspectives of school principals and teachers regarding teachers and students' experiences relevant to shared decision making ideas and practices in Saudi public schools (e.g., schools' educational goals and policy, administrative policy for teachers, administrative policy for students, curriculum and instruction and community involvement)?

Significantly, the current study contributes to the existing knowledge on the decentralisation of decision-making in the education system in the Saudi context by investigating the knowledge and opinions of the school principals and students regarding this topic. As already noted in the background section, this system is more

common in many Western contexts. Historically, the existence of *shura*, which is a form of consultative decision-making, has also existed in Muslim contexts since the beginning of the Islamic period, however, in the modernised world, because of the Western colonisation, as well as other cultural and political systems (Zaman, Ikram & Ahmad, 2012), these practices have become rare in the Islamic context. In addition, in the cross-cultural management and leadership literature, top-down hierarchical decision making is common to Arab countries (Smith, Dugan, & Trompenaars, 1996).

The objectives that are used to answer the research question are:

1. To determine the current perspectives of school principals and teachers regarding teachers and students' experiences relevant to shared decision making ideas and practices in Saudi public schools (e.g., schools' educational goals and policy, administrative policy for teachers, administrative policy for students, curriculum and instruction and community involvement).
2. To examine the differences between the perspectives of school principals and teachers regarding sharing decision-making practices in schools in Saudi Arabia.
3. To determine the opinions of school administrators and teachers' on their roles in the decision making process in Saudi Arabian schools and how this relates to their gender.
4. To determine the factors influencing the decision-making processes in Saudi educational institutions.

In the first objective, the study examines current perspectives of school principals and teachers regarding teachers and students' experiences relevant to shared decision-making ideas and practices in Saudi public schools. In this regard, the study examines the study schools' educational goals and policy, administrative policy for teachers, administrative policy for students, curriculum, instruction, and community involvement. This will help to understand the current perspective of shared decision-making in the Saudi Arabian educational context, regulations and policies. The second objective of the study is to examine the differences between the perspectives of school

principals and teachers regarding sharing decision-making practices in schools. This provides the opportunity for policy direction in the overall shared decision-making in schools. In the third objective, the study examines the differences existing between the perspectives of school leaders and teachers' participation in decision making in schools in Saudi Arabia in relation to their gender. Gender issues in leadership has been a topical discussion, especially in the Western context, but is a newer conception in the Saudi Arabian context. Therefore, it is important to determine how the participants view this dimension in school leadership in Saudi Arabia in order to provide policy direction on shared decision-making. The fourth objective of the current study involves determining the factors influencing the decision-making processes in Saudi educational institutions and the participants' views on them. These will be categorised into the following categories: schools' educational goals and policies; administrative policies for teachers; administration policies for students; curriculum and instruction; and community domain. In order to have a successful and acceptable model, it is important to determine the factors that may hinder effective implementation of a given shared decision-making model within the Saudi context.

1.3. Research Questions

The sub-questions that guide the development of this study including its research design are the following:

1. What are the current perspectives of school principals and teachers regarding teachers and students' experiences relevant to shared decision making ideas and practices in Saudi public schools (e.g., schools' educational goals and policy, administrative policy for teachers, administrative policy for students, curriculum and instruction and community involvement)?
2. What are the differences between the perspectives of school principals and teachers regarding sharing decision-making practices in schools in Saudi Arabia?

3. What are the opinions of school administrators and teachers' on their roles in the decision-making process in Saudi Arabian schools? How does this relates to their gender?
4. What are the factors influencing the decision-making processes in Saudi educational institutions.

1.4 The Significance of the Study

This study comes at a time when the educational system in Saudi Arabia is undergoing significant transformations. In the past, the MoE situated in the capital city, Riyadh, and its branch offices, the Department of Education (DoE) had absolute authority to the control of all decisions such as resource allocation, curriculum development, as well as the hiring process of staff in schools (Rugh, 2002). The MoE was the only body mandated for the planning of activities in schools, developing procedures for the assessment of pupils, carrying out school budgeting, as well as providing continuous training and development of all staff. Therefore, the current decentralisation of educational system being established in the country requires an adequate understanding of the views of school principals and teachers about what form of shared decision making in Saudi Arabia schools is appropriate.

Since this study aims to propose educational reforms in the Saudi context by examining the professional practices of the school leaders and teachers with respect to school leadership who have been engaged in the decentralisation education system in the country. Therefore, the investigation of current educational policy reforms and the suggestions for implementation in the Saudi context is a significant addition to the literature in this area. To the best of the researcher's knowledge, there is limited research in this area in the context of the educational system in Saudi Arabia (e.g., Aljohani & Alajlan, 2020; Al-Mubaraki, 2011). Although there are major developments in educational reforms and change within the Western context (Bush, Bell & Middlewood, 2019; Dimmock & Walker, 2005), the educational reform movement in Saudi Arabia is a relatively new phenomenon beginning in only the 1970s, which has yet to experience systematic evaluation and analysis. This study

contributes to the foundation of studies that help provide literature for future studies in this area. This study adds to the information available on school reforms in Saudi Arabia. Specifically; the analysis and understanding of the leading educational change within the Saudi context, the shared leadership practices in this context, and decision-making models and associated practices.

Historically, the concept of *shura* has been used to reflect the role and influence of school leaders developing school cultures. This included school cultures that incorporated both written and unofficial values, beliefs, perspectives, routines, observations, and guidelines that control the operations of various educational systems (Faour, 2013). However, because of Western colonisation and Western style modernisation, the efficacy of *shura* in the current and future education system may be compromised. Therefore, the findings from the current study may be used to inform the application of *shura* in the current and future shared decision-making in the Saudi Arabian context. In addition, there is a need for modification in using *shura* for the new modernised conditions in Saudi education because it is a central and required practice under *Shari'ah* (Mohiuddin, & Hossain, 2016).

The insights gained in this study can help inform various school leaders, specifically principals, teachers, parents and students to better understand the educational system at a time when policy-makers are keen on restructuring the educational system in Saudi Arabia. In addition, the shared decision-making model suitable for the Saudi context has to fit within the laws, culture, and system of social institutions in order to be successful. By working together towards a specific goal, school principals, teachers, and Saudi government officials in the educational sector can work together to overcome the challenges associated with the reforms.

This study contributes to the current knowledge pool of school leaders' and teachers' perceptions of their current responsibilities and the authority conferred to them by the MoE. This information could assist the MoE to establish the professional development programmes for principals to successfully implement their new training in the curriculum. In addition, the outcomes of the current study may be helpful in providing

valuable information to the Saud Ministry of Education in developing appropriate guidelines for undergraduate and graduate programmes in school administration and educational leadership that focuses on assisting the relevant stakeholders to implement the decentralisation model of education. The outcomes further enable the MoE to offer school leaders and teachers with more professional authority as the country continues to transition towards a decentralised system.

1.5 The Organisation of the Study

Chapter Two contextualises the study in terms of the previous publication in the research topic. The chapter also offers important background knowledge to the research context by discussing the perceptions of school leaders and teachers about shared decision making internationally, in the Gulf context and in Saudi Arabia. It is generally understood in the relevant literature that the decentralisation of the education system in Saudi Arabia and the associated shared decision-making have had a concrete influence on the quality of education, hence making the government realise its importance in promoting the welfare and prosperity of the country.

Chapter Three critically discusses the research and methodological considerations that underpin the current study. In this regard, the chapter systematically presents the research methods and the approach adopted in this study to provide answers to the research questions. This includes a summary of the academic literature and methodology used to understand the perceptions of school leaders (school principals, vice-principals and coordinators), and schoolteachers regarding the involvement of schoolteachers in making educational decisions in Saudi Arabian schools. This chapter includes the research philosophy, research approach, research strategy, research choices, data collection and analysis. Finally, the ethical considerations and the limitations of this study are discussed.

Chapter Four presents the analysis and findings of the study. The analysis section presents the profile of Saudi Arabia, the questionnaire data (validity of the data, questionnaire results, and discussion), as well as the interview data for teachers and

principals. The final section is comparison of different sources of data and the discussion of the results in the context of the existing literature.

Chapter Five contains the comparative discussion of the study findings from Chapter Four, and where applicable links with the reviewed literature. The chapter begins with the presentation of the key findings of the study, followed by the findings from a comparative analysis, discussed in the context of other relevant studies.

Finally, the concluding chapter identifies the conclusions drawn from the study, and the recommendations relevant to the theory, practice, and policy making of educators, as well as the implication these conclusions have on the professional development of educators. In addition, the chapter identifies the limitations such as generalisation to other parts of the world, or even other parts of Saudi, a part from the study areas, as well as further research that could be conducted.

1.6. Definition of Terms

Shared decision-making: Refers to the organisational strategy for the participation of parents, community, teachers, other members of school staff, and administration, and often with students, which decentralises the authority as well as the overall decision-making process (Weiss, 1993).

Decentralisation: A system distributes responsibilities across the system or organisation instead of concentrating these at the top. This enhances the overall effectiveness and quality of the system of governance, while at the same time increasing the capacity and authority of the sub-national level (Gamage & Sooksomchitra, 2006).

Shura: is a term that attributes to consultation, mutual debate where one sees another's opinion, council, and advice, drawing or extracting an opinion. Generally, it refers to the obligation to engage in the discussion and debate, as well as corresponding democratic rights to the free expression of an opinion (Pupcenoks, 2012).

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of the relevant literature on decision-making in educational systems with respect to shared decision-making between principals and teachers in primary, secondary and high schools in Saudi Arabia. These include reforms in educational management and leadership literature, decision-making literature, management and leadership for schools literature, gender comparison literature, as well as the literature on Saudi Arabia.

2.2 Reforms in Educational Management and Leadership

The discussion on the reforms of educational leadership and administration has been ongoing globally. For instance, in the United States, Hallinger (2005) argues that in the 1980s, the Secretary of Education issued a national report entitled, '*A Nation at Risk*', which detailed the failure of the American educational structure and the approaches needed to improve it. The report concluded with a warning, that unless serious initiatives were undertaken in reforming the national education system, American economic competitiveness was at risk. In this regard, the US has undergone serious reforms to the educational management and leadership, most of which have not been successful. The education system in the United States is characterised by a decentralised national system, which is funded by local property taxes, and gives states and school districts control over policy and practice. This approach means that local authorities have a higher degree of control than those in many other countries. Attempts in the last few decades to reform the decentralised education system have been struck down by established customs and cultural preferences (Demerath & Louis, 2017). Decentralisation leads to inequities in 'funding, resource levels, teacher salaries, professional qualifications of teachers, and parental and community involvement' (Demerath & Louis, 2017). Statistically, academic results in the United States vary widely depending on states, districts, and schools across the United States based on the unequal access to the resources mentioned above (Demerath & Louis, 2017).

In Europe, as in the US and Canada, the New Public Management (NPM) reform is under discussion in most countries in the region, however, has had varying levels of influence (Gunter, Grimaldi, Hall, & Serpieri, 2016). For instance, in England, this reform agenda means that teachers have had to apply the externally determined changes with certain concomitant effects for their independence (Clarke, & O'Donoghue, 2017). This policy has resulted into restricted and neoliberal forms of organisation, where the teacher's role has been focused on securing an instrumental and a narrow set of educational results that are linked to a centralised performance system (Ball, 2006). Similarly, Clarke and O'Donoghue (2017) posit that the Italian education system is in the process of undergoing profound reforms of its traditional structure, and the future direction of the reform agenda faces serious criticism. In this context, it is not only educational leadership and administering and the entire framework of the education system that is changing, but also the purpose of an education system (Clarke & O'Donoghue, 2017). The approach that enhances the adoption of a democratic form of professional accountability, self-evaluation, and which are based on peer-to-peer relations are increasingly becoming marginalised (Clarke & O'Donoghue, 2017).

In addition, the Norwegian education system has undergone various transformations since the end of the 1980s, when the first wave of reform elements led to the restriction of the local administration with regard to management by objectives, horizontal specialisation, and deregulation (Imsen & Volckmar, 2014). The second wave of educational reforms aimed at addressing the problems associated with these resulting in centralisation and decentralisation by the introduction of value-based management to augment community norms and goals (Christensen & Lægheid, 2011). In the context of Germany, Tulowitzki (2015) indicates that the teachers and school leaders are perceived to be players within sophisticated, and continuously changing reforms, however, these reforms are not as neoliberal as in other countries discussed above due in part to constitutional restrictions. Over time, the education reforms have experienced a shift towards a team-oriented professionalisation of leadership and teacher-ship. Overall, it seems that the professional development for teachers is

regarded to be an established functional system since they are part of the civil service, but a similar situation cannot be attributed to the professional development of school leaders in Germany (Tulowitzki, 2015).

Since the late 1980s, various models of shared decision-making have been applied in several countries. Shared Decision-Making (SDM) is linked to school restructuring projects in Arab countries (Hammad & Hallinger, 2017). This approach is believed to be a far better means of improving the quality of education by involving key players in school administrations and teachers in school wide decisions. The guiding principle of SDM is that improved decisions are made if individuals near to the learners are actively involved in the decision-making process (Liontos, 1994). Various authors, such as Lashway (1996), Liontos (1994), and Martin and Kragler (1999), argue that the participation of teachers results in them feeling empowered, respected and ultimately more willing to implement change. Moreover, this collaborative process enables teachers to acquire new skills, build trust, enhance school effectiveness, and strengthen staff commitment, morale, and teamwork.

As a result, SDM has been recognised as an essential component for the successful management of schools in mostly Western countries. For example, Shapiro and Gross (2013) investigated how SDM could be used in the US to facilitate organisational change by enhancing faculty involvement, using a distributed model. The authors maintained that SDM is ‘the heart of the administrative process, crucial for any administrator’s success in any organisation’ (p. 80). Other research, specifically that of Plunkett and Fournier (1991), found that SD provided a practical overview of the implementation of SDM by debunking numerous associated myths. In their view, SDM is a ‘powerful antidote’ against institutional failure and complacency (p. 7). In addition, Malen and Ogawa (1988) conducted a case study in American schools to provide the basis for testing whether the building-based councils, parity protection, formal policy makers and the provision of training actually enabled teachers and parents to exert significant influence on school policies. The study found that the provision of amenable academic settings for these kinds of SDM did not make a difference to hierarchical academic decision processes.. However, despite its widely

recognised benefits, there are factors that inhibit SDM implementation in schools internationally. For instance, Hammad and Hallinger (2017) concluded that the head teachers' preservation of the traditional educational structure and their dependency inhibited the implementation of SDM. Therefore, conservatism, opposition and inertia within school cultures may compromise SDM implementation, in addition to the nature of many political systems, conditions of conflict and other circumstances that do not allow for shared decision-making.

Educational administration or management and educational leadership are important ideas for understanding the administration of global educational institutions. The most recent study by Connolly, James and Fertig (2019) analysed and contrasted the two concepts, arguing that educational management involves undertaking responsibilities that are established in law and policy. They define these activities as necessary for the effective operation of an organisation within a collaborative academic establishment. Although leadership in educational systems should be a voluntary and willing role, it does not always involve executing responsibilities for the correct operation of an educational system, whereby external opinions can influence the practical running of the system. Decision-making in schools may be made at different levels within any educational system, and the level of freedom to use judgement may be shared by how the role of a teacher, principal, classroom helper, regional or national administrator/manager is viewed (Foskett & Lumby, 2003). Nevertheless, Foskett and Lumby (2003) argue that all those working in education often make decisions, and that greater understanding of the range of practices, throughout the world may usefully inform such decisions; hence, knowledge is a key element of such professionalism. Without doubt, educational leadership is a key aspect of schooling. However, according to Niesche (2011), the normative assumptions underlying many of the traditional approaches to leadership at best largely ignore the messy and the complex reality of the daily roles played by school leaders, and the worst normalise leaders into a highly gendered, racially stereotyped 'hero' paradigm.

Atkinson (2013) observed that any weaknesses or flaws of the managers and leaders could lead to stress, tardiness, and hostility among the staff. In addition, the author

contends that participative leadership is essential in education management because important knowledge is often held by many individuals, making it possible to distribute leadership responsibilities. However, this works on the assumption that members possess high levels of expertise in their respective fields. The study generally argues that in participative leadership, the staff, the structure and the resources of the school are often interwoven in pursuit of a common vision that has attainable and meaningful goals, as well as shared objectives. This is achieved through staff cooperation and commitment and strengthens the collective identity that is strongly associated with transformational leadership (Atkinson, 2013). The focus of the study was on leadership styles and how leaders actually lead their subordinates; however, the study also endeavoured to determine the personalities of managers and leaders within an educational workplace and how this might translate to better educational outcomes. Given that most of these concepts are widely applicable in the Western context, its applicability in the Gulf countries, especially in Saudi Arabia, is still unclear.

The educational management or leadership presented by Atkinson (2013) is based on the assumption that transformational leadership means charting transformations in schools. According to Bass and Avolio (1994), transformational leaders have been characterised by four different elements: 'idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration'. Revolutionary educational leaders often use creativity, perseverance, enthusiasm and a keen understanding of others' needs to 'forge the strategy-culture alloy' for their organisations (Bass & Avolio, 1994, p. 541). They further conceptualise change-oriented leadership in schools as an all-encompassing leadership style within difficult environments. It is important to note that the change-oriented leadership style in schools is based on a common belief that human societies evolve continuously, hence learning past lessons and anticipating what might happen in the future becomes an essential starting point.

Based on the historical context of educational leadership in the UK, Gunter (2004) focused on how this field has transformed over the last forty years from 'educational administration' to 'educational management', and recently to 'educational leadership'

(although many scholars regard this an erroneous development), by providing a link between the label and the knowledge claims. She concluded that being aware of the field labels and knowledge claims is an essential way of controlling individuals' identities and practices. Similarly, Bush (2006) pointed out that educational management includes two other concepts, leadership and administration. However, some authors (e.g. Hughes, 1985; Krüger, Witziers, & Slegers, 2007; Slegers, 1991; Witziers, Bosker, & Krüger, 2003) separate distinguish between educational administrative and leadership, while others criticise this difference by demonstrating that academic environments that hope to attain their educational objectives must include organisational structures that include both administrative management and educational leadership. To Dimmock (1999), who aimed to chronicle the perceived dilemmas of a group of Australian principals who were preoccupied with school restructuring, the concepts of leadership, management and administration in schools can be differentiated, but not without acknowledging their overlapping definitions. Therefore, 'irrespective of how these terms are defined, school leaders experience difficulty in deciding the balance between higher order tasks designed to improve staff, student and school performance (leadership), routine maintenance of present operations (management) and lower order duties (administration)' (p. 442). Though the definitional focus for leadership and management may differ, in order for schools to work as needed and attain their goals, both concepts need to be given equal prominence, as both are important (Bush, 2006).

Educational leadership and administration have also been examined in other countries. For instance, in the sub-Saharan African context, Shonubi (2012) compared an effective school and an ineffective school, based on how internal management and leadership of each school influence its effectiveness in Nigeria. Consequently, the study explored why a school located in the same socioeconomic environment, and uniformly funded and controlled by the same government, is effective whereas the other seems to be ineffective. The study found that shared decision-making and supportive relationships are critical for promoting policy making in schools in Nigeria. The analysed data indicated that the management and leadership of the school that was considered ineffective did not have a habit of listening to the views and insights of

others. Although the school management saw it necessary to keep the agenda of the meetings intact, it was important to allow the teachers to add items to the agenda if they had something important to discuss during the decision-making process. Moreover, it was evident from the study that the principal of an ineffective school in Nigeria could not tolerate any attempt from the members of staff to question his decisions. In fact, he appeared to encourage a one-way communication style and often wanted to dominate the entire discussion, discouraging any form of two-way communication. Therefore, the school management's sole authority to override the decisions and dominate all discussions associated with academic issues portrays it as being non-participatory and autocratic, failing to abide by the principles of effective management and healthy inter-personal relationships within the educational system. These conclusions are similar to those of Herman et al. (2008) and Price et al. (2012) who found that shared decision-making and interpersonal relationships positively influence trust, team building and openness, and it is often related to job performance, job satisfaction, team cohesion and job participation, as well as organisational commitment in Nigeria.

In East Asia, many countries have emphasised neoliberal models of educational independence for individual schools. They are relatively autonomous entities and are held accountable for their own decisions, alongside human capital rationales that validate changes as a way to augment economic productivity (Szeto, 2015). As a result, schools in China, Hong Kong, Thailand, and South Korea now use school-based management, and their school leaders are given permission to organize their own institutions and learn from their own experiences (Lee & Pang, 2011). These examples have been the source of ample research projects focusing on educational leadership in Singapore (Ng et al., 2015), Hong Kong (Szeto, 2015), and Taiwan (Hallinger et al., 2015). Interestingly, these studies have found that political hierarchy that coordinates between the government and school leadership sometimes plays a role in how school leaders act as authority figures within the East Asian context.

Arar, Turan, Barakat and Oplatka (2017) studied how educational roles are formed in three Middle Eastern countries: Egypt, Turkey, and Israel. The authors looked at how

academic professionals decrease the birth between particular and universal values, the manner in which they deal with controversial political decisions while continuing to grapple with social justice, educational equality, and political inclusion. From these three examples, we see how different countries perceive and manage the effects of globalisation and modernisation, on local educational systems. These examples of Middle Eastern countries are interesting because they each represent countries in different stages of their independence identities. While the education system in Israel is relatively young and independent of colonial influences, the Egyptian and Turkish school systems are still transitioning out of the colonial influence on their education system and this transitional has been long and difficult (Arar et al., 2017).

The examples above demonstrate that the educational challenges on the global level and in Middle East countries are quite different (Arar et al., 2017). In Egypt, for example, academic leaders often look after vast populations of students; they are not equipped with the proper educational infrastructure, they often deal with poor attendance, are often unable to adapt modern technology in the classroom all while dealing with political instability (Arar et al., 2017). In Egypt teachers need to be better prepared to manage their schools. They should integrate modern teaching techniques and implement the advice of stakeholders in the restructuring processes to construct an education system appropriate for Egyptian culture (Arar et al., 2017). In Turkey, academic leaders need to adapt to the challenges presented by the postcolonial era by ensuring access to education for all students. This can be done by transitioning from the ‘madrasah’ system to a contemporary educational system, and by designing a policy that will restructure schools to allow for the equal participation of all students while managing in volatile political conditions (Arar et al., 2017). It is important to note that the current management of the Egyptian and Turkish education systems is centralised by the state (Arar et al., 2017).

Arar et al. (2017) points out that the three Middle Eastern countries are similar in many ways (Oplatka, 2006). They are all in the process of implementing externally initiated reforms, which may or may not take into consideration cultural and historical background. When the reforms are not culturally relevant, they may not be fully

adopted (Arar & Nasra, 2019). Turkey has not implemented a systematic nomination process for new principals and Egypt is has not adopted shared governance in its academic institutions (El Baradei & El Baradei, 2004). Another issue presented is that the educational systems in Turkey, Egypt and Israel are often characterised by poor resources and a high teacher to student ratio (Arar et al., 2017). Finally, these systems are all centralised meaning that local ministries of education and the current political leaders exert significant power over the curriculum, school exams, and graduation requirements (Arar et al., 2017).

2.2.1 Educational Management and Leadership Models

The topic of educational management and leadership models has received considerable attention by both international and local researchers. This section provides an overview of this literature, starting with major international studies, followed by the Middle East, and finally the Saudi Arabian context. Bush (2006) based his analysis on four components: the level of agreement on objectives; the level of environmental influences; the structural configurations; and the most appropriate leadership approaches within the context of educational organisations in Europe and Anglo-American countries. The models of education leadership and management were then grouped into six main clusters, including formal, collegial, political, subjective, ambiguous and cultural. He subsequently associated these six models with a variety of educational leadership styles, namely managerial, participative, transformational, distributive, transactional, postmodern, emotional, and contingency and morale. Most of these models have been associated with the educational leadership and management in an Anglo-American context (Bush, 2006), hence, a model that suits Saudi educational leadership needs to be developed.

To fully appreciate the dynamics underlying the perspectives of school leaders and teachers regarding teachers and students' affairs, such as teaching methods, curriculum and instruction, educational goals and policies, and classroom performance in schools in Saudi Arabia, one must first find and contextualise the different educational management models currently in use. A clear understanding of educational management models helps clarify the decision-making process and aids in the

rationalisation of actions that are taken in the course of implementing decisions. The models mentioned above 'reflect beliefs about the nature of educational institutions and the behaviour of individuals within them' (Bush, 2006, p. 4). Such models should be used to advise the manner in which groups 'should or might be managed to achieve particular outcomes more effectively' (Simkins, 1999, p. 270). They attempt to show that hierarchal structures with clear authoritative leaders at the top delegate roles to their subordinates in order to reach their stated goals without including teachers in the decision-making process because this top-down power model only has room for powerful leaders to dole out assignments for teachers to apply in their classrooms. This model is considered rationalistic because humans are generally considered irrational and normative and this kind of stringent model theoretically advises on how teachers should work in order to reach certain goals without considering the reality of most academic settings. This has often been found to be true in Europe and Anglo-American countries (Hewege, 2012).

Certain models seek to cater to individuals in academic settings rather than adapt entire institutions to fulfil an organisation's goals. These are called subjective models and they work based on the idea that organisations are composed of their own participants. (Bush, 2006) This model implies that meaning in an organisation comes from the experiences of people within organisations and their own perceptions of situations, instead of the actual situation. Teachers can play a role in decision-making in subjective models because such a strong emphasis is placed on the individual. Teachers can be actively involved in decision-making but can also be manipulated if a leader wants to see their own opinion carried out in the process. This kind of model can play a useful role in education management but can also be detrimental as it reflects the beliefs of its advocates without these beliefs having been critically examined (Bush, 2014). These subjective models only take into consideration that institutions exist based on individual behaviour and interpretation but they do not reveal anything of the organisation's nature (Bush, 2006). They also show meaning to be individualistic, with every person able to provide a different interpretation without providing rules for managers implementing their decisions (Bush, 2006).

Another class of models, ambiguity models, try to point out the challenging nature of educational institutions. Their assumption is that there is no certainty to an organisation's goals, meaning that procedures are not clear. There is also no clear role defining managers' authority and members' responsibilities. This can lead to a doubling up of responsibilities, a problem often found in American and European countries (Bulkley, Henig & Levin, 2010). Often managers work on their own making it difficult for schools to define their priorities. Ambiguity models also consider that schools themselves are sources of uncertainty that lead to the ambiguity of the organisation. In the context of this model, teachers may make decisions in formal and informal settings and their opinions often change. These ambiguity models often exaggerate the degree of ambiguity because most schools have stated aims and rules, which teachers and students use in their decision-making processes. For this reason, the model is said to 'provide little guidance to managers in educational institutions' (Bush, 2014, p. 166).

The cultural model emphasizes the culture of educational institutions and the informal influences instead of the formal construction. This means that there is an emphasis on highlighting the shared values of individual players that are used to build the shared perspective of the organization. As a result, there is a clear link between an organization's shared values and structure (Sahlin-Andersson & Engwall, 2002). School leaders are allowed the freedom to determine school culture by using their own experiences and beliefs to design the school environment that they envision. As a result, the school experience they build is a reflection of their own values and can mirror the culture of the authoritative figure. This model is often criticized for because it focuses on the individual authority figure's perspective and fails to integrate the structural necessities of the organisation (Morgan, 1997). One could also point out the ethical issues inherent in their cultural model. School managers and those in positions of authority may come from a dominant social group, which means that the school culture will have that of a dominant group imposed on less powerful members of the organisation (Brooks & Normore, 2010).

Political models ascribe political opinions on educational organisations (Lee, Letiche, Crawshaw, & Thomas, 1996), especially in the Europe and Anglo-American countries. They work on the assumption that educational institutions are political arenas where the players are politically active so that they can achieve certain goals. The aims of these groups are unstable and often unclear as these groups have particular objectives. These use these as reasons to compete for their goals and feed off the responses from policy-makers. These political models emphasize group activity instead of working towards the good of the organisation as a whole (Lee et al., 1996). A result of this political environment is that decisions are made by bargaining between groups with different interests and decisions are the results of negotiation. Conflicts frequently arise over goals and managers must step in as mediators to navigate disputes between academic departments in schools in Europe and Anglo-American countries (Sykes, 2015). For teachers, decision-making opportunities are restricted to a certain politically privileged group. This model often fosters conflict within groups of teachers instead of encouraging collaboration that works towards an organisation's shared goals and outcomes (Bush, 2003; Morgan, 1997).

Collegial models are a democratic example of power sharing. The organisation should have a horizontal and democratic administrative structure, as seen in Europe, Japan, and the United States (Firestone & Riehl, 2005). This means that goals are communal and values for the educational institution are reached through agreement between members (Bush, 2003). This is achieved through the work of committees that formulate policies based on agreed upon opinions of the group that take into consideration the needs of all participants (Firestone & Riehl, 2005). This model demonstrates how influence in an organisation can be widespread rather than that seen in other models where influence was concentrated in specific groups (Sykes, 2015, p. 18). Power sharing allows plentiful teachers' involvement in democratic decision-making processes (Little, 1990; Webb & Vulliamy, 1996).

The collegial model appeals to Firestone and Riehl (2005), as the democratic credentials, where everyone is involved in the decision-making process, on the part of the recognised experts in particular fields, and it is thought to share many traits in

common with the humanistic model. Although others like Bush (2003) have argued that it is more idealistic than practicable and may lead, in the author's view, to lack of control and direction on the part of management because of its flexibility, it is the flexibility of this model that is also its strength. Also, the higher education model may not at the school level, where the ministry and others can determine what should be done and how it should be done. This attribute confers on it a greater dexterity and amenability to suit prevailing circumstances as this varies from one place to another (Bush, 2003). Apart from educational management models, it is also important to review educational leadership models in relation to shared decision-making in the educational system as they also help to rationalise actions that are taken in the course of implementing a decision made.

The managerial leadership model is related to formal models of education management in the US and other European countries (Leithwood, Jantzi, & Steinbach, 1999). The power and influence of lead figures owe much to their ranks, just as they are answerable to education sponsors for an efficient running of their institution. As argued by Caldwell (1992), the ability to develop and implement a running recurring process is incumbent on the leads and managers of schools. The process involves managerial roles, namely the setting of goals, the identification of requirements and needs, prioritisation, financial planning and budgeting, implementation, monitoring and evaluation.

The managerial leadership model is the favoured one in the education systems of many developing societies where decisions, policymaking and other management functions are centralised (Gosnell-Lamb, O'Reilly, & Matt, 2013). Effectiveness and productivity of staff are given greater attention. This bears a very close resemblance to the scientific management in use in industries where workers' effectiveness is focused upon as being the central concern of the management (Taylor, 1911). Many authors refer to the model as being authoritarian with apparent unquestionable powers given to the leaders. It can be said to be the foundation for the practice of management in education in many in Anglo-American countries (Bush, 2011; Gosnell-Lamb et al., 2013; McLenna & Thurlow, 2003).

The managerial leadership model has certain merits especially in ensuring effectiveness. On the contrary, challenges remain against actively applying the model in schools owing to the professional role of teachers (Lee, Letiche, Crawshaw, & Thomas, 1996). In fact, within a school, implementation of changes not originating from the tutors or principal could imply a likelihood of failure, since the innovations would be implemented with minimal enthusiasm. Furthermore, unlike most of the leadership models, the managerial model does not include foresight as a critical concept since the attention is directed at productive management of the standing affairs, rather than envisioning another future for the educational organisation (Lee et al., 1996). Bondy, Moon, and Matten (2012) argue that this is a significant contrast because the idea of vision is an integral element of most leadership models. Thus, the managerial model can be said to be most suited to schools that are centralised in terms of management systems. For instance, priority is given to the maintenance of existing structures and the application of outside essentials, set by authoritative leaders within the pyramid who engage in the envisioning and formulation of perceived appropriate policies.

Another educational leadership model is the participative. As defined by Hoyle and Wallace (2005), participative leadership 'is a model based on giving opportunities to institution affiliates to be involved in the decision-making process within the institution' (p. 124). It is also referred to as the collaborative or shared leadership model and is related to the collegial models of education management. It assumes that the key focus of a team working together centres around the decision-making processes and the involvement of group members is who implement important decisions of the group (Leithwood, Jantzi & Steinbach, 1999).

Similarly, outlooks and personal beliefs of other school stakeholders have been identified as hindrances to participative leadership. For instance, when faced with the responsibility of participating in leadership duties, tutors have to adopt a different perspective towards non-classroom functions (Carver-Thomas & Darling-Hammond, 2017). This means assuming a new viewpoint to possibilities and standards regarding

the management as well as the non-management of staff in terms of leadership conduct. This might be especially difficult for some stakeholders, in transitioning from taking instructions to becoming participants in the formulation and implementation of instructions. Lin (2014) reported that some tutors regard participation in school leadership roles as matters beyond the confines of the teaching profession, while others view the participation as an extra assignment and do not feel sufficiently able to take up the task. Other highlighted restrictions to the collaborative leadership model are tussles in local school politics, the unavailability of time and conflicts between some stakeholders and the school management (Carver-Thomas & Darling-Hammond, 2017).

Another educational leadership model is the transactional (Paracha et al., 2012). According to Paracha et al. (2012), a transaction literally denotes exchange; hence, exchange between the leader and followers represents the central focus of transactional leadership. As noted by Bass and Riggio (2006), transactional leadership is based on an anticipated recompense for followers in return for their productivity. Key objectives of transactional leaders include ensuring the manner in which goals can be achieved is clear to the followers; removing obstacles within the organisation; and building the motivation to attain the pre-set goals (House & Aditya, 1997). Such leaders encourage subordinates to understand expected performance levels by way of assisting them to realise responsibilities, targets and grow their confidence to deliver to the required level. Within educational systems, this is exemplified by performance related rewards given to teachers or principals by higher leaders in the management hierarchy (House & Aditya, (1997).

The transactional leadership model is quite a stable form of conduct employed by leaders when dealing with followers or other employees in subordinate roles (Amirul & Daud, 2012), although it may not be appropriate in some cultures and religions. By offering contingent rewards, transactional leadership inspires a reasonable extent of engagement, loyalty and commitment from followers. While there is no single universally accepted model, the transactional leadership model is among the widely recognised models, particularly, the transformational and laissez-faire models (Aga,

2016). Obiwuru et al. (2011) pointed out that transactional leadership demonstrates management by exception and constructive conduct. Constructive conduct involves rewards that are contingent upon certain attainments while management by exceptions are as determined by the management, for example active corrective management and passive corrective management.

The contingent reward is usually backed by a definition of the effort necessary for reward and the use of encouragements. This implies the clarifying of roles and task requirements and the proffering of both psychological and material rewards in exchange for the complete discharge of contractual obligations (Wahab et al., 2016), although what these are varies by country and culture. Psychological rewards include promises, praises and positive recommendations. Active corrective management in the transaction model makes up an aspect of management by exception; it refers to the active alertness of the lead figures to make certain that standards are maintained (Aga, 2016). Meanwhile passive corrective management refers to circumstances whereby actions are taken after a conduct has brought about critical issues (Tyssen, Wald, & Spieth, 2014). In educational systems, passive corrective management might be inappropriate as serious after effects of the teacher's actions could have far reaching damaging effects which cannot be easily reversed.

Bush (2003) relates transactional leadership to his political model. Exchange is a conventional political tactic for members of organisations. In schools, principals wield authority due to their rank because they lead the school; but they need the cooperation of tutors to ensure that the school is well run (Miller & Miller, 2001). In this model of leadership, relationships with teachers are founded on a give-and-take basis for some valued items. From the teachers' point of view, the communication between management and the teacher is usually periodic contained to one particular transaction (Bush, 2011). Therefore, while an interaction between parties may lead to agreement on a course of action, the disadvantage is that the engagement of staff is not guaranteed beyond either the exchange or the instant benefits from the transaction. As asserted by Miller and Miller's (2001) study, transactional leadership does not bring about enduring obligation to the visions and values as decided by school management.

Charry (2012) stated that the success of leadership is dependent on, 'leadership style, the nature of the followers and the situational features'. A possibility is that any condition pertinent for consideration during the start-up stage of the organisation or one of its elements (Amanchukwu et al., 2015). This model of leadership assumes that bring a good leader depends on the confluence of a leader's qualities and their leadership style, as expressed in particular situations (Gosnell-Lamb et al., 2013).

According to Tarter and Hoy (1998), the contingency leadership model has practical applications. For instance, knowledge of the circumstances for which a specific leadership strategy is appropriate would demonstrate the folly of trying to deploy the same model in all situations (Bolden et al., 2003). The contingency leadership model also suggests the use of various approaches as demanded by individual situations. The contingent model offers a substitute approach, respecting dissimilar school environments and the benefits of changing leadership styles based on specific school situation, in place of instituting a blanket approach (Bush, 2011). As cited by Bolden et al. (2003), in a highly monotonous work environment, where tasks are repetitive as a norm, relatively directive leadership may bring about the best performance. In contrast to this, a participative style may be required in a dynamic work environment. Bolden et al. (2003) further asserted that three factors often determine leadership style, being the interactions between the leader and the followers, the nature of work to be done, and the degree of authority accorded to the leader, and they could be used to classify a leader as being task oriented or relationship oriented. Task oriented leaders do better when the leader-member's relationship is good and the tasks are structured. They also do well when the leader-member relationship is moderate and the tasks are unstructured. Relationship oriented leaders do better in every other situation.

As highlighted by Bolden et al. (2003), the three factors of leader-member relationship, task structure and authority, also influence a leader's situational control. The level of loyalty and support being given to the leader by the subordinates is a measure of the leader-member relationship. In a positive relationship with the subordinates, the leader's tasks will be organised and, as such, rewards and punishments can be meted

out without difficulties. If the relationship is unfavourable, the task will not be organised and the leader's authority will be limited.

In the educational setting, an unfavourable relationship between principal and teacher could translate to difficulties in work structure and a reduction in the principal's authority. The task-motivated style principal would experience fulfilment and pride in getting the desired work done, while the relationship motivated principal would derive satisfaction in building better interpersonal relations and team strength (Bolden et al., 2003). The contingency approach lays emphasis on the importance of how educational leaders respond to the unique school circumstances considering the diverse contexts for leadership (Bush, 2011). To ensure effectiveness, individuals in formal positions of authority must be proficient at mastering a large repertoire of leadership practices and it is against this background where these circumstances call for different leadership responses. As such, 'their influence will depend, in large measure, on such mastery' (Leithwood et al., 1999, p. 15).

Schools are one of the most diverse organisations in the world with stakeholders from various socioeconomic backgrounds (Bush, 2011). Considering these differences, it would be imprudent to recommend a global method for leading and managing schools. It is best to have principals equipped with the skills and understanding to decide the most suitable approach for every single situation they are required to manage (Yukl, Gordon & Taber, 2002). This spontaneous style is vital in times of instability when leaders must be able to evaluate the situation before reacting in a suitable manner.

Another educational leadership model, presented by Bush (2011), is called the post-modern leadership model. This model assumes that organisations are products of people within them who may have diverse perspectives that do not necessarily represent the reality. The postmodernism leadership model is open to an individual's adoption or understanding and is applicable to wider areas of leadership. The post-modern leadership model recommends that individual viewpoints and diverse stakeholders should be accorded respect and attention by leaders (Esmaeeli & Afshani, 2014), whether they are supported by evidence or not. The model also discourages

reliance on hierarchy owing to its insignificance in fluid organisations. Starratt (2001) links post-modernity to 'democratic leadership, due to its associated more collaborative, consultative and inclusive stance, an approach consistent with participative leadership' (p. 348). On a different note, Bush (2003) relates post-modern leadership to his 'subjective model of management' (p. 127). It denounces exclusiveness of reality and emphasises the subjectivity of truth; thus, an alignment to the subjective leadership model (Keough & Tobin, 2001). However, in many countries that went through a post-modern stage of scholarship, it has become outdated, and received a considerable amount of critique for promoting relativism (Habermas, 1990), making it a morally objectionable approach in humanistic or many religious contexts.

The importance of being heard in the post-modern leadership model was emphasised by Sackney and Mitchell (2001, p. 13–14), asserted by Esmaeeli and Afshani (2014), that stakeholders have a right to a voice. The model aligns with the goals of the present century's educational management where educational administrators have to facilitate the involvement of stakeholders, including parents, tutors, students and the school community, in all matters that have to do with the effective running of educational systems (Bush, 2011). The model exemplifies the course of the interaction to others who portray themselves as servant leaders in educational leadership. The paradigm can also be viewed as encompassing parts of other leadership and management models (Keough & Tobin, 2001). As such, and more importantly, the paradigm model will be able to proffer an integrated approach to solving problems (Esmaeeli & Afshani, 2014) and fostering better organisational attributes for the improvement of schools or school districts (Anthony & Govindarajan, 2007).

The essence of the concept of leadership and decision making in schools must be fully understood to appropriately situate its importance in this study, which has been attempted in the opening of this chapter. According to Pont, Nusche, and Moorman, (2008), effective school leadership is necessary to improving efficiency and standardising education systems. Although every leadership model described in this study has its advantages and disadvantages, a critical review of the afore listed educational leadership models points to the managerial model as being the most

favoured in education systems, at least in contexts where religious or other higher order values instead of materialist or economic values predominate. It is robust and cuts across other models, such as the formal model, however, this is highly contested in at least 20 years of scholarship- managerialism is a business practice that has failed in public administration and other areas and it reduces all values to the economic considerations and considered immoral by many commentators. This makes it encompassing, as well as it being thought that the results are oriented and effective, depending on how one is defining 'result' and 'effectiveness'. However, the 'autocratic perception of this model of leadership has made it deficient in many contexts' (Pont et al. (2008, p. 88). Only the head teacher or principal is likely to give directives.

Leithwood (1999) argues that participative leadership model, as the name implies, has allowed an opportunity for other institutional players to be involved in the management process. Directives are 'cascaded horizontally, with fair opportunity for shared decision making, and where administrative efforts are harnessed jointly, bring us to the concept of decision making' (p. 41). These models explicitly provide the conditions for teacher involvement in the decision-making process (Leithwood, 1999). It is therefore integral to follow the various concepts of decision making within the school context.

In the UK, the move from transformational leadership (Hall, Gunter & Bragg, 2013) in which was instigated by the Labour party's educational reform program advocated identifying the problems associated with single leadership and how strong school leader heads often fail (Crawford, 2009) to change schools on their own. Similar changes have occurred in Italy, with Serpieri and Grimaldi (2015) arguing that 'the wider process of devolution to the school level of the responsibility for quality and performance improvement and a movement toward leadership for learning (centralisation and external accountability)' (p. 72). Nevertheless, the authority of individual schools to manage their finances and staff are limited by central government limitations, constraining the potential for school leaders to make small organizational decisions (Serpieri & Grimaldi, 2015). Similarly, Schratz (2003) argues that school

leaders in Australia are ‘confronted with conflicting messages from the federal (Ministry) and regional levels and often experience an overload of disconnected policies, leading to a sense of confusion and uncertainty experienced at the different levels of the school system (regional, district, local levels)’ (p. 396).

As a normative theory, Somech (2010) argues that the joint leadership is underpinned by three principles which include: ‘an increase in school effectiveness owed to employing the participative approach; the justification of participation by a democratic system; and the availability of leadership to any genuine stakeholder within the educational system’ in Israel (p.176). Effectiveness of the school increases as a result of the effective policies and decisions made via the joint efforts of administrators, who understand the managerial demands, and the teachers, who usually have first-hand knowledge of the students and their learning needs (Sarafidou & Chatziioannidis, 2013). Greater commitments from members of staff to effecting changes and meeting pre-set educational goals are also among the significant merits of the model. In the same vein, the successful bonding of staff and the reduction of burdens and pressures of school leadership are other derivable benefits of the participative model just as the availability of reliable hands is for leadership replacement (Sarafidou & Chatziioannidis, 2013).

Also, one of the educational leadership models is the managerial leadership model, as demonstrated by Amanchukwu (2015), in the sub-Saharan African context. According to Amanchukwu (2015), the model assumes that the attention of leaders should be on roles, duties and conducts which facilitate the jobs of others in the organisation when properly carried out. The model assumes an achievement of pre-set objectives via rational methods in a hierarchical structured organisation. Control and power are assigned to official positions as appropriate to rank in the administrative hierarchy. Although some models to models of leadership presume that their staffs’ behaviour will be rational, Leithwood et al. (1999) reported that the managerial model of leadership focused on the carrying out of actions and the efficient completion of tasks as the real drivers of proper staff conduct and rationality.

The participative model is consistent with democratic values, thus implementing the model translates into transforming schools to pilot sites for society rebuilding where desirable leadership standards are in operation in most schools in Israel (Somech, 2010). This implies fostering a society where everyone has a voice through consultation. Conversely, challenges to the participative approach in educational leadership hinder the desired level of collaboration. Sinha and Hanuscin (2017) cited that a lack of needed information and knowledge in order to be meaningfully engaged in leadership discussions deprives many stakeholders in education the opportunity to make a significant impact in educational management and administration in Israel. The availability of support for teachers to partake in leadership roles is also not a guarantee that teachers will seek pertinent knowledge and information to participate effectively (Lin, 2014).

However, this result is particularly interesting in the Turkish case since the centralised education system emphasizes principalship more as a managerial position rather than leadership. This is because, similar to research in Arab countries (Oplatka & Arar, 2017), leadership studies in Turkey lack a focus on the impact of social, cultural and organisational factors on principals' practices and behaviours. As a result, knowledge concerning leadership and schools as organisations is primarily based on concepts, theories and associated tools developed in Western societies. Therefore, although a large number of Turkish studies focus on leadership, they have produced little knowledge regarding effective leadership behaviours and practices relevant to Turkish schools' cultural, institutional and social context. In addition, the centralised nature of the Turkish education system emphasises the Ministry of National Education (MoNE)'s control over all aspects of education, including funding, curriculum and staff assignment (Çelik et al., 2017). Despite a diverse population, the monotype characteristic of the education system limits the diversity of educational practices within the country (Çelik et al., 2017; Şimşek, 1997).

Litz and Scott (2017) presented their finding on research in the United Arab Emirates (UAE) that studied the country's educational reform for students in their K–12 system. They sought to find if school administrations use transformational leadership, and if

school staff viewed the principals' leadership differently than teachers in the west. Litz and Scott (2017) found a differences in the observations of teachers and school administrations depending on if the latter followed the transformational leadership model. The researchers used Hofstede's cultural framework to analyse their results and found that the difference in perception may be due to differences in culture between the western influence of the leadership model as used by principals in the UAE and the Muslim culture of the population. They suggested modifying the transformational leadership model that had been in use so that it was better fitted to the Middle Eastern and Islamic culture. This '*Modified Transformational Model*' designed by Litz and Scott (2017, p. 567) hoped to make culturally relevant changes to the transformational leadership model to accommodate for regional differences.

In 2010, Al-Dabbagh and Assaad (2010) presented their belief that educational leaders and educators in the Arab world are swayed by a Western perspective of educational leadership, and that this dampens their Arab ideas and comprehension of educational leadership. They find that those who integrate educational leadership models often struggle with 'the tension between dominant 'Western' perspectives on leadership and 'local' needs and realities' (Al-Dabbagh & Assaad, 2010, p. 11). These models present 'cultural transformations and exchanges that challenge traditional values and norms' (Suárez-Orozco & Boalian Qin-Hilliard, 2004, p. 12). Instituting these models directly from the west without modification involves 'decontextualisation of a model, practice, or discourse [that] is transplanted from its original context and applied to a new one, [where] the process of recontextualisation, "indigenization" or local adaptation, will become key for understanding the educational transfer process' (Steiner-Khamsi & Quist, 2000, p. 275). This is often described as colonisation and insinuates that the native population is held back by their hesitance to erase their cultural and community norms (Sellami, Sawalhi, Romanowski, & Amatullah, 2019).

Strategic leadership in Egyptian secondary schools is described by Alalfy (2015) to be the: 'interest in collective action, formulate a vision and message of the educational institution, put its strategic objectives and activating the participation of Foreign Affairs (parents, the community, in support of the work of educational institutions)'

(p. 689). The author identifies ten roles of Egyptian University Leadership Strategy. Specifically, where one leader commands legal, social, and administrative power both within and outside of the educational institution (Alalfy, 2015).

A study by Shah (2014) presented data on a small study on the effectiveness of leadership practices and teacher empowerment in Saudi Arabia. Using the critical approach, the researchers tried to raise awareness and help teachers to become active participants in the decision-making processes, which play a role in their teaching practices. The findings highlighted that teachers often spoke out against poor leadership, specifically in cases where teachers were not awarded for their work, lack of collaboration and interpersonal trust, unproductive leadership, and their trouble navigating overpowering administrative policies (Shah, 2014). The teachers interviewed in the study found that hierarchal leadership is not adaptable in schools. They argued that leadership distribution should be used instead to mitigate problems related to 'power, representation, empowerment, voice, cultural prejudice and oppression'. When leadership positions are distributed among teachers, they feel responsibility and comradery in the administration of their school and often have better relationships with their supervisors and fellow-teachers (Shah, 2014).

Albugami (2020) investigated the manner in which a principal's leadership style played a role in the performance of elementary school teachers in Jeddah, kingdom of Saudi Arabia (KSA). The study found that contingent reward leadership style is very common; however, individual consideration style positively affects a teacher's performance. Gender was also found to play a role in the leadership style of principals. Using the data collected in this study, the author suggests using the transformational leadership style to help teachers adapt to the educational changes and encourage their participation in the new Saudi vision for 2030 (Albugami, 2020).

2.3 Decision-Making Literature

Shared decision-making is called school-based management (Caldwell, 2005). It involves the decentralisation of authority from national governments to individual schools. The concept of decision-making in schools around the world vary greatly depending on the context. This section presents the decision-making literature, starting with the western context, the Middle East, and the Saudi context. The literature presented here shows that countries around the world differ in the way they influence the decision-making in schools.

2.3.1 The Western Literature

Townsend, Wylie, and Wilkinson (2017) show that in the United States decision-making school decisions are made at the national, state, school district and school levels. In neighbouring Canada, these decisions are made at the provincial, school district and school levels. This is nearly identical to the decision-making processes at the national, these decisions are made at the national and school levels (Townsend et al., 2017). Some argue that the larger the academic population, the greater the need for additional levels in the decision making process, however, to ensure equality among students, they feel that schools should be part of larger organisational groups. They present their findings on the US federal policy, *No Child Left Behind* programme and the impact that it had on school leaders. Townsend et al. (2013) used data from focus groups of principals and school superintendents and found ‘that increasingly the power to make decisions locally, the foundation upon which US democracy is built, is being eroded as decisions that shape how education is implemented are taken out of the hands of schools and school districts and given to politicians’ (p. 81).

Many authors have looked at the concept of decision-making, such as Newstrom and Pierce (1990) studied Hoy and Miskel (2008), Irwin (1996), and Okumbe (1998). These authors focused on the processes involved in making decisions, the problems solved by the decision making process, the players involved in decision making and defining decision making as the process of specifying the nature of a particular

problem and choosing available alternatives with a view to solving the problem, respectively. In the Kenyan context, Okumbe's ((1998) view of decision-making suggests that all decisions are made to address an initial problem. As such, there are a number of potential decisions that could be made and the ideal path should be chosen. According to Aydin, Kahraman, and Kaya (2012), decision-making involves identifying and selecting the most suitable solution from a choice of several other options in order to solve a problem based on certain criteria. This view is also held by Forman and Selly (2001) and Wang and Ruhe (2007). Kerlinger (1959) puts it more simply; he views decision making as a commitment to taking action. All the definitions above converge on the basis that decision-making involves a process of selecting a suitable alternative, based on certain criteria in order to progress an action or situation. For a decision-making process to be complete, all of the phases highlighted above must be undertaken: a determination of the aim, the collection of data or data gathering, identifying possible solutions, evaluating the alternatives, making choices from available options, putting into practice the decision and, finally, evaluating the results.

The concept of decision making elucidated above bears strong resemblances with the concept of rational choice and has often been confused with the concept of rational choice or action, which is more popular with economists and political scientists, although has been reduced in influence over the last few decades as other factors have been taken into account. They contend that 'all action is essentially rational in character and that people calculate the likely costs and benefits of any action before deciding what to do' (Browning, Bigby, & Douglas, 2014, p. 35). In this view, decision-making can be characterized by those making the decisions for a group and the group's strategic position. The potential decisions, risks and outcomes are taken into account before a decision is made. There could also be reflection after the decision is made and suggestions for improvement in the future (e.g. periodic assessment of outcomes and performance). Decisions reflect human nature and the tendency to make mistakes that reflect self-interest and internal bias. Therefore, it is the author's considered view that the process of identification and consideration, which are aspects of rational choice, must first be completed before a decision can be made based on the outcome of this considered judgement.

The idea of identifying and selecting a 'suitable solution', within the context of decision-making is, in the author's opinion, a subjective exercise and not without encumbrances. This is because the so-called optimum choices selected while making decisions can reflect the bias or prejudices of the decision maker and may not withstand empirical or objective tests. This is especially so when the aim of making a decision is to solve a problem. This suggests, therefore, that the objective, which according to the collective views above is to solve a problem, using a decision that has evolved largely from a subjective process is challengeable. As such, it is imperative to examine the very nature of decision making to assess the various concepts that are at the heart of the decision-making process.

Decisions are made continuously by the administration of educational organisations and is generally managed by administrators who navigate planning curriculum and the continuing education of their staff. It has been suggested by Lunenburg (2010), that administration is decision-making, and 'a way of life for school administrators' (p. 2). Researchers often highlight that decision-making by administrators helps to empower school staff to play an active role in the decision-making process. Reeves (2006) emphasises that administrators have to start with a goal in mind and then rely on the background and knowledge of other to see their goal flourish. Indeed, participatory decision-making (PDM) is often used in school systems, especially in the US and most European countries (Reeves, 2006). Martin, Crossland and Johnson (2001) argue that when school teachers help make administrative decisions, schools are more efficient and the school environment is more positive. They found that individuals who are part of the decision making process often feel like the right decision was made and they are happier to apply these decisions in their classrooms. Therefore, it is important for the learning institutions in Saudi Arabia to embrace the educational policy on decentralisation of decision-making as well as culturally and legally appropriate forms, which can be done by determining the perceptions and views of school leaders and teachers about shared decision making in Saudi Arabia.

Despite the decentralisation of educational systems in Europe and Anglo-American countries, research has demonstrated that staff in non-administrative roles, for example teachers, are often unhappy with the administrations in their workplaces and believe that their experiences would be improved if they had a more active role in the decision making process (Marzano, Waters, & McNulty, 2005). Reeves (2006) presents a solution to this dissatisfaction and proposes shifting the power model towards the teachers, giving them greater freedom to satisfy their professional needs. Chrispeels, Burke, Johnson and Daly (2008) support this view and advise that 'there is a growing recognition that principals cannot lead alone and that school leadership teams are essential to the improvement process' (p. 730). To improve the satisfaction of teachers and help school reach their stated goals and objectives, principals should work with their staff and take into consideration their advice during the decision making process. However, due to variation in cultural and social behaviour in the Saudi context, an effective decision-making model need to be designed.

A crucial aspect of educational management is decision-making. Some authors in management studies suggest that decision-making is at the 'heart of management' (Newcombe & McCormick, 2001, p. 181). While planning, organising, staffing, directing, reporting, and budgeting, a manager is involved in many decisions (Newcombe & McCormick, 2001). Owens et al. (1987) documented three significant concepts pertaining to the nature of decision-making and opined that they were determined by the decision-making process: 1) 'the structure of an organisation; 2) an individual's position or rank in an organisation is directly related to the control he is able to exert over the decision-making process; and 3) the effectiveness of an administration is inversely proportional to the number of decisions that they have to personally make' (p. 267). These concepts are essential since they influence a participative decision-making process, which requires that there should be power and influence from two parts: the administrator and the teacher, learner and/or community. Therefore, judging from the foregoing, the nature of decision-making relies on certain concepts, such as the structure of an organisation and the rank of the individual whose duty it is to make decisions. This reinforces the point that finding a suitable solution by way of decision-making is partially a subjective process, which in most cases leaves

this action to a single individual, depending on the size and structure of the organisation. The consequence of this is felt in the efficiency of the organisation, that is to say, a sizable organisation that looks to a sole head for decision-making is likely to only benefit from the bias of that head. It follows, therefore, that in bigger groups, the lower the chance that it will benefit from the ideas and prejudices of an individual unless the organisation and country follow top-down management or are authoritarian.

Gemechu (2014) demonstrated the teachers' involvement in decision-making processes and concluded that the school's management all throughout the hierarchy makes important decisions in the Ethiopian context. These decisions may affect the other academic staff at the school. It is a reasonable understanding that principals, who make decisions without the input of teachers, are not working towards reaching organisational goals and may be disheartening the organisation's staff in what can be considered a toxic leadership style. In addition, since most decisions involve events and issues that are yet to occur, there is a need for a proper analysis of decisions, defined here as shared decision-making, to assess the risks possible if a different course of action is chosen. Until this is carried out, the outcome is likely to lead to inefficiencies, largely because poorly analysed decisions may only be a reflection of the bias of the decision maker. Ivancevich and Gibson (2005) argue that 'effective leadership select the appropriate decision sets and permit the optimal participation for followers' in Ethiopia (p. 402). Decision-making is an integral part of managing a school, however, decision-making must be a shared concept involving other members of the group or community (Ivancevich & Gibson, 2005). Hence, the views of teachers and staff should never be ignored in decision-making, as they will probably implement these decisions, although how this is done varies cross-culturally.

Decision-making styles (DMS) have been defined by Thunholm (2004) to be a response pattern adopted in a decision-making processes within the Swedish context. Fundamentally, various authors, such as Van Der Westhuizen et al. (2010), asserted that DMS is an action purposely taken from other alternatives in achieving school or organisation objectives, depending on the context, while Bamidele and Ella (2013) argue that DMS is an instrument to sustain school administration and achievement. In

Aboudahr (2018), DMS are rational, intuitive and avoidance in style. Scott and Bruce (1995) define DMS in the following way: rational decision-making ‘involves logical methods when collecting information, determining alternatives, considering evaluations, and acting on the preferred decision’.

Even in the face of these disagreements, researchers still classify individuals based on dominant traits. Harren (1979) categorised DMS into three style types, namely rational, independent and intuitive, though it is criticised by Vroom and Yetton (1973) for being secular in nature that lacks religious content. Some authors have made a two-dimensional classification of DMS. For instance, Johnson (1978) adopts two dimensions: systematic versus spontaneous and internal versus external. In a similar vein, Walsh (1987) proposed two dimensions: thinking versus feeling, and introvert versus extrovert. On the other hand, Scott and Bruce (1995) uses pronouns such as *avoidant* and the *spontaneous* to describe DMS. Philips and Pazienza (1988) categorised DMS into eight attributes, which include: ‘the planning style, the agonising decider, the delaying style, the paralysis style, the impulsive decision maker, the intuitive decision maker, the fatalistic style and the compliant decider’(p. 5). In 1979, the Harren model was also proposed, following that of Dinklage’s. The focus of this model, as mentioned earlier, was career decision making in colleges. According to this model, DMS is categorised based on two criteria: the ‘degree of active information seeking and degree of reliance on cognitive or intuitive (emotional) processes to make decisions’ (p. 6). Based on this criterion, Harren proposed three approaches, namely: rational, intuitive and dependent (Julien, 1999). According to Elander and Wilding (1993), in Arroba’s approach, six styles of decision-making emerged during his research study. These were emotional, intuitive, rational, hesitant, compliant and non-thought. However, the aspect of spirituality is lacking from the proposition presented by Elander and Wilding (1993).

Olcum and Titrek (2015) conducted their study using a correlational method, to understand the association between school administrators’ decision-making styles and teachers’ job satisfaction levels in Turkey. The findings indicated that the administrators’ DMS affect teachers’ workplace happiness. For instance, school

administrators often consider ethics, morals and circumstances, and make reasoned and logical decisions, hence increasing the teachers' job satisfaction. Similarly, the study points out that when administrators consider the opinions of their colleagues while making decisions, they increase teachers' job satisfaction, though to a lesser extent. On the other hand, school principals who make impulsive decisions are left with dissatisfied staff. Teachers who take longer to adapt when new decisions are made struggle with poor DMS, and display signs of stress, struggle with throughput, and are often absent from work at higher rates. In this case, shared decision-making styles may increase job satisfaction and enhance the teachers' productivity. Similarly, Ugurlu (2013) determined the correlation between DMS and the school administrators' procrastination tendencies in Turkey. The findings demonstrate that rational, intuitive, and dependent, and avoidant and spontaneous DMS were related to different study variables. For instance, it was apparent that rational and spontaneous DMS were negatively correlated with the administrators' procrastination tendencies, whereas avoidant, dependent and intuitive were positively correlated with procrastination. Therefore, it could be concluded that school administrators in Turkey, with rational and spontaneous DMS tend not to procrastinate in their daily administrative functions. In addition, a positive school climate and healthy surroundings along with these DMS (rational and spontaneous) are necessary for an effective management process in schools.

Hosseinzadeh et al. (2014) used a descriptive and correlation analysis to study DMS and teachers' empowerment in Australian primary schools. The researchers conclude that there is a positive relationship between rational DMS and empowerment. Therefore, school managers who use rational DMS increases 'employees' sense of responsibility, motivation and corporate social responsibility through their participation in decision-making and ultimately choose the best decision from among the options available'. The study also found that there was no relationship between dependent DMS and empowerment. Hence, the school principals using dependent styles, instead of consulting with their staff, are the authoritative decision makers.

Aung and Ye (2015) conducted a comparative study on the teachers' DMS and their job satisfaction among the selected schools in Thailand. The study's analysis used the Scheffe test to investigate the direction and magnitude of the multiple comparisons of teachers' job satisfaction based on their different DMS. The findings from the study found a significant difference in job satisfaction between teachers, with some who preferred the autocratic decision-making style and those who preferred the consultative decision-making style, the significant being 0.048. The direction that teachers with consultative decision-making styles had greater job satisfaction than those with the autocratic decision-making style, resulted in a mean difference of -0.29107. Similarly, Lennard (1993) carried out a study on shared decision-making and job satisfaction among selected secondary vocational education teachers and discovered that there was a significant difference between job satisfaction and shared decision making among the vocational teachers. There were strong variations between the teachers' job satisfaction based on their different decision-making styles in the four selected migrant high schools. Therefore, both decision-making styles, as well as job satisfaction, played a very important role in every school and organisation.

According to Malen et al. (1990), 'School-based management in the US can be viewed conceptually as a formal alteration of governance structures, as a form of decentralisation that identifies the individual school as the primary unit of improvement and relies on the redistribution of decision-making authority as the primary means through which improvement might be stimulated and sustained' (p. 290). Reforms focusing on school-based management which had the financial backing of the World Bank, wherein the 2000 to 2006 educational portfolio enjoyed up to 10% (Malen et al. (1990) support of school-based management (SBM) demonstrates the level of interest generated by this reform policy for developing countries. However, only one of these reform projects termed SBM, are in sub-Saharan Africa and South East Asia (Asorio et al., 2009). The decentralisation policy in schools in Europe and Anglo-American countries was conceived with a view to fostering more input from teachers in decision-making, which was viewed as an alternative to the bureaucratic system of school management. In the United Kingdom and the United States, the idea that teachers could play a role in the decision-making process has been used to help

school be more autonomous and have more efficient administrative processes. However, in the 1980s and 1990s, this focus shifted to reforming educational practice and facilitated improvement and innovation (Keung, 2002). The concept of shared decision-making in schools has been highly favoured in most literature, judging from the perspective of teachers who are closest to the students and, as such, are ideally placed to make decisions that can bring about improvements (Keung, 2002). Where this is the case, this shared decision-making is thought to create motivation, positive energy and responsibility, which results in more commitment and teacher job satisfaction (Flannery, 1980). This shared decision-making was seen as fostering a synergy between teachers and administrators (Sergiovanni, 1992).

In addition, most SBM projects include the transfer of responsibility and decision-making to the principals, teachers, parents, and other school community members. They are tasked with managing decisions on school operations (Malen et al., 1990). Using these methods, the hope is that principals and teachers will be motivated in their jobs to feel a sense of belonging to the school. The projects also aim to use community resources and members to make decisions that influence their local school. In this way, SBM aims to encourage relevance and a sense of belonging for school level decision-making. Most SBM are built around school councils or school management committees. According to Patrinos, Barrera-Osorio and Fasih (2009), in sub-Saharan Africa and South East Asia, the school committee may: '1) monitor the school's performance, for example, in test scores or teacher and student attendances; 2) raise funds and create endowments for the school; 3) appoint, suspend, dismiss and remove teachers, and ensure that teachers' salaries are paid regularly; and 4) albeit rarely, approve annual budgets, including the development budget, and examine monthly financial statements' (p. 126).

Murphy and Beck (1995) examined the logic behind the operations of SDM and concluded that the concept empowered teachers to feel a sense of ownership in their workplace, positivity towards their job commitment and job satisfaction in the US. However, Dimmock (1995) opposed this conclusion by arguing that empowerment of teachers in this regard may not promote ownership, when teachers feel no interest in

the decision that was made and had no time to be actively involved in the problem at hand. According to Chi Keung (2008), if the implementation of SDM empowers teachers it should influence positive effective results for them in Hong Kong. If the teachers' effective results are positive, teaching should improve and schools will be more powerful learning environments. Walsh (1991) facilitated a study to analyse job satisfaction and comfort between SDM and non-SDM schools. The findings from the study revealed that the level of general satisfaction was considered relatively higher in SDM schools; however, the level of comfort was higher in non-SDM schools. Even if teachers were loaded with more tasks due to SDM policy, Walsh still concluded that the level of teachers' satisfaction was higher in SDM schools.

Peterson et al. (1995) summarised their work with twenty-four schools that use SDM with three essential skills for principals. The first was that principals should be able to help their schools in the development of a clear and shared education vision. Deprived of this focus, decision-making and planning may be ineffective and fragmented. Secondly, principals should develop effective processes and structures to support SDM. Unfortunately, SDM may put participants into new roles, thereby creating ambiguity and uncertainty (Peterson et al., 1995). According to the author, effective SDM principals should help their staff to develop specific structures for decision-making. Thirdly, principals should foster strong and unified teams. Teachers may not have experience in using collaborative skills; so they may not have the qualities necessary to manage conflicts. In successful SDM, school principals use conferences, and other team building exercises to develop comradery and provide continuing staff development in team decision-making processes. The authors stress that the most important of the three essential skills is the prioritization of time for the principals and their staff to continually reflect and converse on their shared decisions.

SBM has different forms depending on who has decision-making authority and how much of it he/she is willing to be devolved to school level (Osirio et al., 2009). According to Van Meter (1991), SBM is 'an organisational strategy for the participation of parents, community representation, teachers, other members of a school's staff, administration and often students, which decentralise authority and the

decision-making process' (p. 62). Some existing programmes in Kentucky in the US are designed such that authority is transferred only to principals and teachers, whereas other programs mandate or encourage the extension of decision-making authority to parents or members of the community (Van Meter, 1991). The aim here is usually to empower and reinforce their job-place motivation by making them feel involved in decision-making processes in their school. In several of these projects, parents are encouraged to actively engage in school management by volunteering in various school activities, such as the assessment of students learning and financial management (Osirio et al., 2009).

In terms of scope, SBM programmes devolve authority over the following activities: budget allocations, the hiring or firing of staff, the procurement of educational materials, monitoring and evaluation of teachers' performances and student learning outcomes and infrastructural improvements (Osirio et al., 2009). Broadly speaking, three areas main areas of school-based decision making include budget, personnel and curriculum. Regarding school finances, in most cases, schools could receive a lump sum budget or part of the budget meant for the district (Osirio et al., 2009). It is from this budget that decisions are made regarding personnel, equipment, materials and supplies, as well as professional development. Personnel expenditure represents about 85% of the district budget plus other recurrent expenses nearing 5–10% (Osirio et al., 2009). Therefore, budget authority suggests a level of autonomy (Johnson & Pajares, 1996; Conley & Bacharach, 1990). It follows that the cost of staffing and decisions pertaining to staffing, structures and assignments that might have a substantive impact on the operations of the school are paramount to the school making such decisions.

In terms of personnel decisions, the power to contract staff within the school is the exclusive preserve of the schools in most European and Anglo-American countries. This latitude and flexibility is also perceived as a conferment of autonomy. Decisions pertaining to personnel fall into two areas, namely; quantifying staff numbers based on the school's goals and educational plan, and how to fill vacant positions (Conley & Bacharach, 1990). Besides, schools in the European and Anglo-American countries are given the liberty to come to a decision about how their personnel funds should be

spent. Once determinations are made regarding staffing needs, it is the decision of the schools to engage in the selection of personnel for their schools.

The third decision area pertains to the curriculum and instructional strategies. These are decided by school and pertain to the goals of the district or state, which conforms to the peculiar needs and missions of the school. Teachers apply their professional experience when planning decisions that influence the school's educational programme and instructional system. This is achieved through monitoring the success of their programmes and students' academic performance (Smylie et al., 1992). Expectedly, however, decisions that have anything to do with budgeting, staffing and the instructional programme are generally regulated by district policies regarding matters such as class size, tenure, hiring, firing, assignment, curriculum initiatives, textbooks, and assessment procedures.

Lin (2014) reviewed the significant part that the teachers play in decision-making in a study on diversifying decision makers in Taiwanese schools. The author found that success of the programme depended on the intentions of school principals at the onset of the experiment. When principals are involved in local school management they are often enthusiastic about empowering teachers and encourage the transfer of decision making to their staff, which fosters improvements in school effectiveness and performance. (Lin, 2014), which is the case in most European and Anglo-American countries. In addition, Wan (2005) proposed an approach to implement the empowerment of the teachers for the school principals in the context of Asian schools. The proposed strategy was called 'strategic mix', referring to the mixture of several levels within a school in accordance with some models of school effectiveness. The three intertwined levels include 'teacher level', 'administrator level', and 'school level', each of which involves operational factors and human factors. The teacher factor involved motivations, psychological empowerment, professionalism, autonomy, and trust (the human factor), as well as data sharing (the operational factor). At the administrator level there was empowering mentality, strong leadership, emotional support, trust (the human factors), decentralisation, collaboration and data sharing. At the school level, it incorporated school culture and the changes in the

processes and structures, as well as organisational learning (the operational factor). According to Wan (2005), this comprehensive strategy enabled teachers to make decisions that empowered teachers to play a role in school matters in Asia.

SDM often takes the ideas of students, teachers and communities into consideration in academic settings. According to Allen and Glickman (1992), SDM includes augmenting styles in school management, relationships and the parts of individuals in the school community. The authors posit that the idea of SDM is to enhance the success of the schools, as well as academic success by fostering positive environments for teachers so that schools are more welcoming and safe environments for staff and students. However, the authors caution that shared governance is an elusive process with several pitfalls. Therefore, the participating schools should firstly define the process, identify the main players, then clarify, and resolve the issues affecting school performance. In this context, Stine (1993) states that the new role of the principal is to act as an adviser, organiser, and consensus builder. The principal fosters an environment hospitable to SDM by encouraging a non-competitive, trusting environment and creating a feeling of security for teachers where they feel that they can freely express their feelings and develop their professional skills.

SDM programmes in schools face several challenges in making it a reality. Weiss et al. (1992) examined some of the challenges of SDM in schools in their study entitled '*Trouble in Paradise*' in the US. The problems highlighted in the study reference school environments, which inhibit or support effective participation in SDM. Some other issues relate to the school's administration; while other problems relate to interpersonal issues among teachers. The authors found that in general the most significant obstacle to this system of shared governance is the authority to make a final decision. The study found that when the administrators have the final word, teachers may think that their contributions are not considered. In cases where teachers are allowed to make the final decision, school administrators feel that they have lost control in their school. Nevertheless, SDM is most successful when the principal is a member of the decision making team and not the final decider.

The concept of shared decision-making may seem laudable but what, in specific terms, is the main drive for the involvement of teachers in decision making? This concept has been pushed forward for several reasons. Apart from improvement on the quality of life for the teacher, as posited by Algoush (2010), more often teacher participation is also thought to boost communication amongst teachers and administrators, thereby leading to an improved quality of educational decision-making. In addition to this, because teachers are more likely to be the executors or participate the most in the implementation process of most decisions reached, it is expected that their involvement in the decision-making processes is more likely to increase their happiness to implement decisions and be more productive educators (Griffin, cited in Somech, 2010). In that sense, participative decision-making is thought to positively contribute to fruitful educational management by aiding the adoption of decisions while simultaneously helping teachers to feel respected and empowered.

As already noted, inclusion of stakeholders in the decision-making process builds self-confidence and trust, improves the skills of teachers, makes schools better places of learning, encourages teachers and builds teamwork. However, some studies, such as that by Sergiovani (1992) in the US, have argued that the participation of teachers in decision-making eliminates the known links between administrators and teachers, which is an information flow path, a view not shared by the current study. Teacher participation makes for better cohesion between the principal and the teacher, which is more likely to breed trust and mutual respect. This is especially so for schools where a clear commitment to student learning is a major goal and teachers who actively make decisions contribute to smoother operation of the school (Pashiardis, 1994). According to Mangunda (2003), 'participative management ensures that members in an organisation take ownership of the decision and are willing to defend decisions taken through collaborative means' (p. 347). What this means is that participative management results in a great sense of commitment and the ownership of decisions.

It is also thought that the participation of teachers in decision-making enables a greater delivery of quality services. In addition to this, 'there have been reports of less absenteeism, better problem solving, reduced management overheads and greater

organisation and efficiency' (p. 347). Furthermore, the relationships, which result from teacher participation in decision-making, may have long-term advantages within the school community and beyond, such as work outcomes, job satisfaction and organisational commitment. Hoy and Miskel (1990) found a positive correlation between the active participation of teachers in the decision making process and their overall happiness in their profession, It has also been suggested that when teachers play a role in the decision-making process they are more efficient in their jobs. In contrast, decisions made without the contribution of school staff harm a school's performance. According to Algoush (2010), the following five major benefits influence the shared decision-making authority of a teacher's professional environment: 'the improvement of teachers' moral, better informed teachers, improved teacher communication within and across the school, improved student motivation and increased incentives that serve to attract and retain quality teachers' (p. 17).

Teacher participation in decision-making, although not restricted to only certain categories of decisions, has greater relevance in certain areas. Amold and Feldman (cited in Keung, 2008) suggest three levels of participation for a teacher in the decision making process: the individual level, the group level and the organisational level. The individual level centres on the success of a teacher in their individual class as reflected by their choice of teaching materials, teaching schedules and student assessments. This level includes 'issues that concern the whole school, matters such as school goals, school budgets, admission policies, personnel management and development planning' (p. 152). Some authors (Crockenberg & Clark, 1979; Dressel, 1981; Wilson, 1996) sought to find various areas of decision-making. Wilson (1996), identified 'policy development, personnel procedures, curriculum and instruction, budget development, physical facilities, school discipline' (p. 135) and other important concerns.

Hammad (2017) found that the unwillingness of teachers to take part in SDM might be triggered by many factors including whether their input would be considered in the decision making process, at what point in the process their opinions are solicited, as well as the extent to which they may influence the school's policies in Saudi Arabia.

In addition, Hoyle (1986) argued that ‘it cannot be assumed that all teachers want to participate in the decision-making process, especially if the structures serve to mask the reality of their limited capacity to influence policies’ (p. 92).

Wadesango (2010) studied teacher involvement in decision making in secondary schools in Zimbabwe. The author investigated involvement within five decision areas, which included teaching load allocation, school-based promotions, student discipline policies, the choice of curriculum and the recruitment and selection of teachers. The study findings revealed that even when teachers participated in the five studied areas, they felt excluded from more important decisions like formulation of school discipline policies and school budgets. Mehta et al. (2010) conducted a study on teacher involvement in decision-making processes within an Indian higher education institution. The authors looked at the desired and actual involvement in three decisional areas: technical, institutional and managerial. The study outcomes revealed that the teachers’ desired and actual involvement was greatest in institutional decisions and lowest in technical decisions. In another study, Sarafidou and Chatziioannidis (2013) examined decision participation in Greek primary schools and the relevance of teacher and school variables. The research analysed the role of teachers in the following decision areas: teacher issues, student issues and managerial issues. The study concluded that high levels of involvement in decision-making was the ones relating to the issues of teachers and students, although it was low in managerial issues. The study concluded that the participation in administrative decisions is the strongest indicator of professional contentment and school success.

Owens and Valesky (2014) noted that when a school is conceptualised as a traditional bureaucracy that emphasises on the top-down exercise of hierarchical power, the principal’s power is generally perceived as being in conflict with that of the teachers. In the American context, this view was confirmed by Blase (2001) who, in his research with school administrators, noted the principals’ complaint: “Why should I let them deal the cards, after all, we were hired to run the school” (p. 41). This complements the mental model that the amount of power is finite and any rise in power for one party

implies decline in power for another party. Therefore, increase in the teachers' power in SDM may subsequently lead to a reduction in the principals' power.

Ford and Roby (2012) investigated the teacher leader decision-making process and concluded that the teachers' leadership roles varied from one place to another. For example, the authors found that in some countries, some teachers were allowed to get actively involved in the interviewing of prospective new teachers for their schools. In other countries, the principals exclusively made the hiring decisions, whereas in others it was done by the central office. The authors also indicated that teachers in some schools are highly regarded as the budget expert in offering significant input concerning the budget priorities. However, in some countries, the principals often exclusively carry out budgeting. As teachers become involved in SDM, they are often not compensated for their work in school-wide activities and staff development (Ford & Roby, 2012). The budget crisis has caused significant impacts on how schools often reward their teachers for their participation in activities that are because of SDM within their schools (Ford & Roby, 2012). Swanepoel's (2009) study revealed various extents to which the principals and teachers participated in SDM. In this regard, the author concluded that the participation of teachers in SDM comprised of coordinating and facilitating staff recruitment, selection, induction and orientation, as well as advising on specific departmental requirements. The author added that the teachers' participation in SDM involved organising curriculum activities, the leadership of students, discipline, guidance, counselling and extracurricular activities.

2.3.2 Middle East and Saudi Arabia

In Saudi Arabia, Algarni and Male (2014) concluded that teachers must update and advance their competencies, and qualifications to comply with international standards for educators. The new government strategy requires that teachers in Saudi Arabia should perceive their roles as 'exceeding the formal teaching' of the stipulated academic curriculum to 'embrace positive relationships with the learners', similar to that of children and their parents (Algarni & Male, 2014). This entails fair treatment and respect to all students, guaranteeing their academic and social success and the development of essential values, such as respect and teamwork. However, Algarni and

Male argued that teachers in Saudi Arabia rarely participated in SDM as the Ministry of Education (MoE) had dedicated almost all management decisions to the principals and head teachers. Indeed, Alyami and Floyd (2019) concluded that Saudi Arabian schools are centralised and decisions are made by authority figures at the top leaving schools with little individual power and a significant bureaucratic burden. Other research indicates that centralised systems can be demoralizing to school staff (Hallinger & Lee, 2013). Research has found that allowing teachers to control key decisions, such as curriculum design, gives them the sense of being a professional (Hertog, 2008).

Alqahtani, Noman and Kaur (2020) examined the leadership hierarchy in Saudi Arabia, and found that principals set goals for schools based on their perceived notions of school standards and applied these goals with their own strategies (Alqahtani et al., 2020). Some schools that were plagued by late teachers implemented plans to discipline teachers and encourage them to arrive on time for the school day. Teachers and parents were not found to be involved in goal setting or decision making for the school despite the fact that research shows shared goals, collective emotional and intellectual commitment and a common understanding of achievement contribute significantly to the success of schools (Alqahtani et al., 2020).

2.3.3 Factors Influencing Teachers' Participation in Decision Making

The factors that play a role in teacher involvement in decision-making varies from one country to another. In this section, the literature review is presented, first, in the western context, followed by the Middle East, and Saudi Arabia. A shared vision is considered a key factor in teachers' participation in the decision-making process. In the study conducted by Bondy et al. (2013) shared vision was identified as a primary influences on teachers' participation in SDM in the UK. The author recommended that a sign of positive application of SDM is the development of a clear and shared educational vision. In another study, conducted by Hanson (1998), it was found that a shared vision on the reforms and changes in schools was the single most important factor influencing the fate of SDM initiatives in the US.

Adane (2002) identified various factors in addition to the ones listed above as factors that influence decision-making processes. These include: 1) time pressure, which describes the time available to the decision maker to make up his mind; 2) the attitude of those in the higher cadre of management; 3) the resources available for budget implementation; 4) the work force needed to implement the decision; 5) the perception of subordinates; and, lastly, 6) the level of support from principals. The reason for which ‘a principal may not support shared decision-making is self-preservation. Because they believe they are not themselves empowered enough, the idea or thought of devolving their powers or authority may diminish their superiority’ (George & Potter, 1991, p. 163). Although the variables that affect teacher participation in decision-making are cross-linked with the role expected of the principal to ensure participative or shared decision-making, an emphasis on roles specific to the principal dominates expectations for all stakeholders.

Similarly, Chui, Sharpe and McCormick (1996) argued that a communal approach for teachers was associated with their feeling of their participation in the decision-making process. The claim by these authors is that the principals in schools with high-shared visions had teachers who felt more empowered compared to schools that did not have shared visions. Indeed, the study by Chui et al. (1996) indicated that the administrators with clear visions for their schools were proud to empower teachers and allowed them the freedom to make decisions. This leads to the devolution of power encouraging collaboration among school staff. If there is a shared vision among the teachers, they are more likely to work towards advancing the values of their school. This study demonstrates that strong leadership with a clear and appreciated goal leads to teacher empowerment and willingness to participate in the decision-making process.

Smylie (1992) investigated the psychological and organisational willingness of the teachers to elements such as instruction and curriculum, personnel, staff development, and the general administrative duties in the US. The author concluded that teachers were more likely to participate if they had a positive relationship with the principal. In fact, teachers were likely to join in a discussion where the principal was collaborative, open and supportive. On the contrary, teachers participated less when their principals

controlling. When relationships between principals and teachers are collaborative, open and supportive they are more likely to aid in the decision making process. Smylie (1992) found that teachers do not respond well to peer judgment, a characteristic of collegial culture, and then unwilling to participate in the discussion. Conversely, in the cases where teachers accepted peer judgment, their involvement in the discussion was likely to be promoted.

Mutchler and Duttweiler (1990) argued that if the teachers' participation in decision-making were to be increased, the authoritative management style would be required to be transformed into the collaborative management style. In another study, Bondy et al. (1994) suggested variables influencing teachers' participation in decision-making. These include sharing roles in the administration and collaborative discussions on a school's shared goals. The authors present recommendations for applying school-based management: 'developing a clear and shared educational vision; developing effective decision making and governance processes; and building well-functioning teams'.

2.3.4 The Role of Principals in Ensuring Participative Decision-Making in Schools

Research on the sharing of administrative roles in school networks, or decentralisation and increased autonomy in schools led to a series of publications on the roles of principals Austria (Fischer & Schratz, 1993), Germany (Rosenbusch, 2005), and Switzerland (Holt, et al., 1994). Changes in school leadership leading to increased autonomy mean that school principals now have to formulate a new plan for their staff. This gradual change led to research on experimentation with new forms of school leadership.

Over the last few decades the role of principal has wavered between assigned a headteacher to nominating school improvement leaders (Sahlberg, 2010). Reports worldwide indicate that in countries where the role of principal has been completely revised, principals have struggled with their new role (Taglietti, Grimaldi, & Serpieri, 2018). Therefore, the role of principals in ensuring participative decision-making in

schools varies from one country to another. This section discusses the principals' role in the western countries, Middle East, and Saudi Arabia.

Most of the research on decentralization in school leadership is from Anglophone countries specifically the US (Kovačević & Hallinger, 2019). In the United States, schools are governed differently than in other countries and success is measured based on the success of individual schools. Since the beginning of the 1900s (Cuban, 2004), principals have been liable for the success and improvement of their own schools (Goodwin, Cunningham & Eagle, 2005). In many European countries, principals generally act as school administrators with a focus on functionality and ordinance instead of achieving measurable outcomes and improvement. Weiss and Cambone (1994) argue that when schools adopt SDM, principals' authority is limited in the US. Nevertheless, Weiss and Cambone (1994) found that all six principals in the SDM high schools supported SDM, because the administrators had actively sought out an SDM school. Three of the principals who were supportive of SDM also had ambitious visions of instructional reform (Weiss & Cambone, 1994). After 1.5 to 2 years, the high schools in which these principals served experienced a heightened level of conflict among the faculty (Weiss & Cambone (1994). In large part, the conflict was due to these principals' efforts to use SDM as a vehicle to foster large changes. Teachers resisted major change, and principals became impatient with the participatory process and tried to promote their own versions of reform (Weiss & Cambone, 1994).

In Australia, Sahid (2004) follows the evolving role of principals after the implementation of local school management (Partnerships 21). The study found that principal's roles changed under Partnerships 21 when principals functioned in more democratic environments where decision-making was open to the entire academic community including teachers, administrators and parents. Non-teaching staff, such as teaching aids, and other auxiliary staff were also given the power to be involved in decision-making processes. The principal's role on the school council and with respect to parents changed due to Partnerships 21 giving more freedom to school councils to formulate school policy, and school direction. Principals were tasked with developing

new curriculums more aligned with student's needs. They manage school budgets and finances (Sahid, 2004).

Public schools in Germany were established in the 1700s (Van Ackeren, Klemm, & Kühn, 2015), and were used as a means to control the population, resulting in a bureaucratic school system (Klein & Schwanenberg, 2020). Despite all this, Germany is considered to have one of the highest levels of academic quality in the world. From the 1990s, the classic bureaucratic academic model transitioned to a new governance model and the role of principals transitioned as well. Brauckmann and Schwarz (2014) concluded that the legal role of principals in Germany is similar to their theoretical role in the new governance model because they are considered part of the public service of the country, which is very different structure than other countries. Principals are legally tasked with roles that are traditionally considered 'teachers with administrative tasks', like representing the school, fostering relationships between students, the administration and their parents and administrative tasks. Also teachers in Germany were much more fully professional and did not need as much bureaucratic control. Analysis of this system found that in most German states, rules dictate that principals oversee improvement in their schools, teacher training, and to devise plans for instructional management. These roles were not part of the traditional tasks assigned to principals as part of their previous role, but are now obligatory tasks for all principals (Brauckmann & Schwarz, 2014).

In most western countries, the role of the principal in ensuring participative decision-making often centres around six factors that influence teachers' participation in decision-making. An example is the amount of information available to the teacher. As mentioned in earlier, to participate in decision-making one has to be abreast of the information needed to be able to participate effectively in decision-making. Therefore, the principal must be able and willing to share considerable information with the teachers. In addition to information sharing, the level of autonomy, which is peculiar to different circumstances, is also key. In the US, the principal can only decentralise his authority with respect to how much autonomy he has. If he or she is granted complete autonomy, then it is possible to delegate a great deal of authority to the

teachers, which comes with decision-making opportunities. In work on the US, Lawler (1992) found that 'a manager is expected to ensure information flow, power, knowledge and rewards if he desires the involvement and participation of others' (p. 255). The principal is also expected to facilitate conversation between staff and ensure that queries are met with a unified decorum. In general, progress on a school's objectives should be passed along to teachers to foster teacher participation

In most western countries, teachers are more involved and more interfaced with members of the school community and, as such, have a greater understanding of their school environments; therefore, when teachers take part in decision-making, it would be from a position of knowledge and good information. It is more likely that teacher participation in decision-making will give school administrators more perspective concerning critical information, which in most cases is the source of many challenges facing school communities. Access to databases and resources improve the quality of education and academic decisions (Smylie et al., 1996).

The heads of schools are expected to make decisions and to take responsibility for the outcomes in most Anglo-American countries. According to Ivancevich and Kono (2002), guidelines which are essential in helping the school heads advance the value of decisions made collectively include: developing situations where principals and teachers feel as if they can freely express their desires and experiences; to be extensive in consultations and strive to include all stakeholders available to deal with potential difficulties; and carry along certain groups of people whose opinions are held strongly and whose acceptance and commitment are important.

Beyond creating and enabling an environment for teachers, the need to build trust in teachers and other employees should also be paramount in the minds of the school principals. As Robbins and Judge (2003) state, 'administrators (school principals) can imbibe the following practices and concise actions. The first is to practice openness and honesty, which can be achieved by ensuring adequate communication between all levels of staff involved in decision making' (p. 146). The format or criteria for decision-making must be made clear and concise; efforts should also be made to

explain the rationale for their decisions during this process (Robbins & Judge, 2003). Another important aspect is fairness, where a high degree of impartiality and objectivity in performance appraisal is recommended. Attention should be paid to the equity perceptions in reward distributions, especially in the US context (Robbins & Judge, 2003). Consistency is also an important factor, where predictable people are more likely to be trusted because their next course of action can be judged correctly. Teachers want predictability, so it is important to take time to think about values and beliefs, allowing these to consistently guide the decisions. A further important element is stated, regarding the maintaining of confidence, in that leaders must show a reasonable level of confidence. Confident people are deemed right even when it is not the case. In addition to maintaining confidence, the principal ought to also demonstrate it (Robbins & Judge, 2003). This has the potential to result in admiration and respect from others. Therefore, academics should work towards fostering positive relationships amongst their school staff.

Principals can also allocate time as a mark of administrator commitment to encourage teachers to be more committed and involved in the process. Principals who do not engage effectively, thereby ‘developing grounded teachers, are deemed to have lost the opportunity to learn from the teachers’ (McEwan, 2001, p. 102). Principals are perceived as the ones with the highest level of authority, and who set the general outlook for the relationships with the teachers in the UK. The interactions between teachers and principals in their schools plays a significant role on teachers’ engagement in decision-making. Akine et al. (1992) that a characteristic of a positive work environment is the acknowledgment that an employee should be involved in decision-making when the decision directly influences their work.

According to Hoy and Miskel (2008) ‘in order to maximise the positive contribution of shared decision-making and to minimise the negative consequences, the school administrator in the US context needs to answer the following questions: (a) under what conditions teachers should be involved? (b) To what extent and how should teachers be involved? (c) How should the decision-making group be constituted? (d) What role is most effective for the principal?’ (p. 328). Teachers are more willing to

participate in decision-making when their principals are ready to divide power and protocols are in place to engage in participative decision-making. In the opinion of Somech (2002), a candid response to the posers by author is likely to aid the principal maximise the positive contribution and gains from shared decision-making involving the teachers and other stakeholders.

Jogulu (2010) conducted a study on principals in Malaysia and results showed that principals were expected to exercise status, power, and authority and this approach was accepted and tolerated. In this regard, principals were not challenged, and this facilitates inequality between people leading to negative behaviour. Moreover, Alhazmi and Nyland (2010) outline the role of principals in the Saudi Arabian schools. According to the author, the MoE specifies the roles and responsibilities of principals as: '1) accountability for preparing the school environment; 2) having a comprehensive understanding of the objectives of education and awareness of the characteristics of pupils/students at the stage they serve; 3) organising resources and equipment; 4) maintaining good relationships with students, teachers and parents; 5) supervising the school's provisions through carrying out observations and assessments of the performance of teachers and students; and 6) setting up appropriate plans for the short- and long-term targets'. Principals also tasked with learning-related objectives, including gauging the success of their curriculums and the progress of students and speaking with parents to discuss the progress of their children. For example, Algarni and Male (2014) argue that the Saudi MoE does not distinguish between leader and manager implying that both roles are designated to the principal. In the highly centralised Saudi Arabian education system, schools therefore have less power, which limits the potential for creativity and variability between schools. This fosters further centralisation of schools meaning that decisions are still made by principals and responsibilities are not distributed among staff. Alkarni (2009) continues to argue that this guidance and instruction has the tendency to overwhelm the principals with accountability and administrative tasks hence inhibited their ability to foster professionalism and develop their roles, as leaders of educational organisations.

2.4 Management and Leadership for Schools

2.4.1 The Western Context

Educational leadership and management primarily pertain to the running of schools and other educational institutions. In the United Kingdom, Bolam (1999) depicts educational management as ‘an executive function for carrying out agreed policy’. He separates management from educational leadership which has ‘at its core the responsibility for policy formulation and, where appropriate, organizational transformation’ (p. 194). Covering education management in India, Sapre (2002) found that ‘management is a set of activities directed towards efficient and effective utilisation of organisational resources in order to achieve organisational goals’ (p. 102). In another context, Samier (2006) studied the moral and ethical context of indefinite in school systems in terms of managing education settings, which the author found relevant to the western context and not to the Middle East. Samier analyses the challenges facing accountability and educational freedom in the context of Max Weber’s work on rationalisation, disenchantment, and the ethic of responsibility and conviction. While these difficulties reflect a challenge in academic organisation, educational theorists try to solve the difficulty by prioritising accountability in place of commitment consistent with managerial principles. However, developed academic leaders understand that contradictory ethical orientations are inevitable and that solid educational practice should replicate authenticities and difficulties instead of forgoing educational ideals (Samier, 2006).

A study by Sorenson and Machell (1996) highlights that leaders in academic settings need a tool set, training and perspective that is entirely different than the educators in the first half of the 20th century. These administrators need to be able to lead a school and foster a sense of school spirit that will encourage improvement instead of stagnating development. Sergiovanni (1996) expanded on the kind of leadership

necessary in schools, explaining that these leaders must be able to solve problems, delegate responsibility, and mediate between colleagues to be efficient leaders today.

Beach and Reinhartz (2000) continue to develop the definition of leaders as discussed by Sergiovanni (1996) arguing that the primary goal of principals today is to support subordinates in their development as educators. They note that 'it is the quality of leadership behaviour that occurs within schools that influences the overall effectiveness of the school organisation'. 'The study of leadership is crucial to understanding organisational and school effectiveness' -Leithwood, Jantzi and Steinbach (1999) argue that 'without effective educational leadership, little positive educational change will happen, and that good teaching depends on excellent leaders' (p. 41).

Teachers are part of a hierarchal system where they are managed by principals; these principals are in turn governed by superior administrators. This administration and the positive or negative environments they create directly influences the success of teachers and the accomplishments of students (Pont, Nusche & Moorman, 2008) manage the work life of teachers and principals. According to Bush and Glover (2012), the schools in OECD (Organisation for Economic Co-operation and Development) countries are continuously challenged by the changes in regulations and requirements in their workplace, particularly in terms of changing technology and the need to teach students from around the world. In turn, principals are no longer just managers but leaders of education reform tasked with overseeing academic results.

According to Schratz (2003), in Germany, Austria and Switzerland schools are organized with a flat hierarchy creating a 'myth of equality' for school teachers. This myth is rooted in the reality that most of these educators are highly educated with advanced university degrees. The traditional tiered hierarchy remains but is masked by the delegation of tasks. In these schools the principals are considered 'primus inter pares' or a first among equals. This means that there is little difference in terms of

education between teachers while the principal is an elite member of teachers. Decentralisation trends in post-Soviet countries in the 1990's are reflected in changes that took place in the public education system. In Hungary, there was a trend in academia towards shared responsibilities (Schratz, 2010). School management is now decentralised and managerial roles are shared between principals of equal status. Nationally the Ministry of Education and Culture shares the power for deciding educational matters with the Ministry of Local Government the Ministry of Social Affairs and Labour resulting in the horizontal distribution of responsibilities. Education administration is regulated locally and regionally and this organization is ultimately mirrored on the structure of the local government (Schratz, 2010).

Research in Australia shows that schools are most likely to be successful academic environments when they are 'collegial, consultative, collaborative, and involve partnerships 'where all the relevant players play an active role. This is particularly challenging in schools with fewer resources and less access to structural infrastructure (McKenzie, Mulford, & Anderson, 2007). A two-year analysis in Australia involving 96 South Australian and Tasmanian secondary schools with at least 5,000 students and 3,700 teachers found that leadership affects both principals and teachers (Silins & Mulford, 2004). They also noted that these two types of leaders are only indirectly related to student outcomes.

Principals are held accountable to the populations that they serve but this measure of accountability is subjective (Leithwood, 2001). Market approaches to accountability as discussed in Chubb and Moe (1990) who contend that globally competition affects the performance of students in schools because these institutions develop curricula intended for their local community. Some researchers like Ravitch (2016) disagree with the usefulness of market-driven accountability by trying to negate the idea that successful schools flourish and ineffective schools flounder. An alternative to accountability is decentralised site based management (Leithwood & Menzies, 1998). Accountability through school-based administrators tries to augment the accountability of principals by enabling teachers in the decision-making processes

(Tanner & Stone, 1998). There is insufficient data to show that this kind of leadership is beneficial to students (Smyth, 1993). There is however ample data to demonstrate that principals are held accountable through standardized professional qualifications. When principals and teachers are required to have certain university qualifications to work in their field and are then subjected to monitoring to ensure that they follow certain standards, they are held more accountable for their actions. However, these qualifications are not always clear and can vary regionally. As a result, they may not have the desired effect (Ravitch, 2016) correcting social inequalities in schools (English, 2016).

2.4.2 Middle East and Saudi Arabia

Al-Omrani (2014) hypothesized that secondary school administrators in Jordan should have a special role as administrators. It was suggested that principals play a more active role in the decision-making process and should be offered the opportunity to improve their skill sets to provide a higher quality school for their pupils. Botha (2007) suggested that ‘effective SBM encourages schools to become self-managing systems with improved performance that pursue long-term school effectiveness in a changing environment’ (p. 39). SBM requires that stakeholders’ are engaged in the administration of schools and that their principals recognize the value of their contributions.

According to Baradei and Amin (2010), in Egypt, the Ministry of Education issued ‘decree number 258 for 2005, requiring all schools to form boards of trustees comprised of parents, community members and school teachers and administrators’ (p. 107). These boards were meant to monitor the school and formulate solutions to problems. Particular problems that they could tackle included monitoring the status of school facilities and maintaining relationships between parents in the school community (Ministry of Education, 2005). Research in the Fayoum governorate found that ‘respondents were generally optimistic about the potential opportunities for boards of trustees improving the quality of the educational process, yet their evaluation of the

real level of their current effectiveness, was not similarly so' (Baradei & Amin, 2010, p. 107).

The Turkish educational system is organised by the Ministry of National Education (MoNE), and maintained by the central government (Baradei & Amin, 2010). The Ministry of National Education organizes the education system and plans curricula for all students in Turkey, taking into consideration developments in technology, global events and cultural values. The Ministry aims to provide an equal education to all students by ensuring that all have equal access to schooling (Baradei & Amin, 2010). Turkish educational leaders have come to represent the local authorities by implementing political policy for the central government and successive Turkish governments use education to exert political and ideological control (Baradei & Amin, 2010). This phenomenon has existed for many generations and is publicly accepted in Turkey. However, Turkey is in the process of implementing educational reforms due to pressure from the European Union (Baradei & Amin, 2010). Unfortunately, educational leaders have not been able to formulate a new education vision for the country and have not succeeded in finding leaders to construct a more fair education system in the hopes of eliminating inequalities in the Turkish education system.

According to Arar, Turan, Barakat and Oplatka (2017), in Israel, school principals are responsible for all activities in the school from curriculum; to administration. As of 2011, there were 3,186 principals in the State Education System, 58% of principals were female, and 42% were male (Arar et al., 2017). In the Jewish education system, 67 % of the principals are female, while in the Arab education system 67% are male (Arar et al., 2017). As of the late 20th century, principals in Israel have been tasked with improving education outcomes in their schools (Di Blas et al., 2012). Since the 1980s, a turning point in the education system, principals have not been able to expand their roles as educational leaders. The local Ministry of Education controls the education system, and uses certain power mechanisms, including school directives and national standards, to limit the power of principals to shape the character of their schools (Gibton, 2011). The primary result of this centralization of power is that

principals cannot be considered educational leaders, as they do not have the latitude necessary to fulfil this title (Oplatka, 2019). The Israeli National Centre of School Leadership was established with the hope of improving the Israeli educational system by challenging the role of school principals and forcing a change in the education system (Talias, 2009). Attempts to influence national policy have been made by hosting experts in various academic fields in its educational reform committees. Suggestions for redefining the role of principal include the idea that the principal should use models of instructional leadership and that their qualifying courses should prepare them for these new instructional tasks (Oplatka & Arar, 2019).

2.5 Gender Comparison in Leadership and Management

Gender can be used to marginalise educational leaders and limit their influence on the education system. This problem is not limited to one country or region of the world but it a global problem. Women leaders can be cast as ‘outsiders’ in both the western and wider global education field (Schein, 2001). Men are often cast or imagined as leaders meaning that women can be depicted and perceived as outsiders among their peers (Schein, 2001). Research on leadership and gender in education around the world point to similar barriers to women Studies in the UK, Australia, the US, Israel and wider studies in Africa and Asia (Grogan, 1996; Oplatka, 2001; Blackmore, 1989; Acker, 1994 and Davies, 1990). Numerous studies have analysed differences in leadership between men and women and have largely been rejected on grounds of essentialism (e.g. Gold & Roth, 1993).

Researchers offer two primary explanations for gendered selection biases. Internalised gender stereotypes on effective leaders promote gender bias (Eagly et al., 1992). Men and women generally report that strong leaders are often masculine (Schein, 1975). Second, leaders tend to choose colleagues who are similar, men often choose comrades with whom they have interpersonal relationships. These two problems are intertwined and foster a self-fulfilling prophecy where men are continually and pervasively in

positions of power, limiting the career trajectory of those outside of traditional masculine culture.

In a wide-ranging study, Hallinger, Li, and Wang (2016) examined whether male and female principals use different instructional leadership methods in Thailand. This study used research from 40 data sets extracted from 28 studies. The data included responses from 2500 principals in three countries over 30 years. Their results demonstrated a minute but relevant statistical effect of gender on instructional leadership. Female principals were found to be more active instructional leaders and 'cautiously characterized the 'small effect' identified in this study as 'potentially meaningful' (p. 593).

Hallinger et al. (2016) found that in general and educational management, women showed signs of transformational leadership more than men (Barbuto et al., 2007). A previous study showed that female principals are more willing to engage the participation of their colleagues to promote a more democratic environment than their male colleagues (Eagly et al., 1992). In a further study corroborating this research, it was found that female leaders are better transformational leaders and tend towards contingent reward behaviours affiliated with transactional leadership (Eagly et al., 2003). Women leaders excel at transformational leadership and are most concerned with individualised consideration and referring to supportive and encouraging treatment of subordinates (Eagly et al., 2007). Female administrators tend to engage in participative decision-making and interpersonal interaction to communicate with their colleagues (Melero 2011). Hallinger et al. (2016) found that their study corroborated previous studies on transformational leadership and found that women's 'stronger disposition to engage the principal's role as an instructional leader' (p. 594).

In the Western world, most educators hold 'a general belief that equity issues for women are no longer a problem' (Coleman, 2005, p. 16). Statistics however reveal a different reality. In the United States almost 85% of elementary school teachers are

women, but only 58.9% of school principals (Coleman, 2005). In high schools, 28.5% of principals are female. Women are more poorly represented among superintendents, where they make up only 24 % of the population (Kowalski et al. 2011). This is true across most OECD countries where the percentage of female principals in lower in secondary education is 44.6% (Kowalski et al., 2011). The percentage of female principals is increasing with time, however when women are promoted it is generally later in their career when they are much more qualified than their male counterparts are (Hill, Ottem, & DeRoche, 2016; Grogan & Shakeshaft, 2010). In sum, ‘women continue to be underrepresented, under-valued, and underutilized as leaders’ (Marshall & Wynn, 2012, p. 884).

Gilligan (1982) insisted that when women grapple with ethical decisions they often attach special importance and meaning to interpersonal relationships. The author argues that men are more likely to be logical and individualistic, while women are more invested in care taking. Ethical caring is defined as acting due to the belief that caring is the appropriate way of relating to people. It is not acting out of natural instinct, which does not necessitate an ethical effort. Noddings (2006) sees education as necessary for fostering caring society. This approach reflects a feminine view in ‘the deep classical sense – rooted in receptivity, relatedness, and responsiveness’; on the other hand, she remarked, ‘The approach through law and principle is not the approach of the mother. It is the approach of the detached one, of the father’ (p. 305).

Research on the performance of male and female principals with respect to instructional leadership, focused on qualitative analyses of principals’ discussions regarding their own engagement in instructional leadership Shaked, Glanz and Gross (2018). This study highlighted two key gender differences. They found that female authority figures see teaching experience as a source of authority for educators while their male peers value traditional disciplinarian techniques and decisive decision making as sources of authority. Female principals tend to connect the value of instructional leadership with commitment to constructive relationships between teachers. These gender differences were varied across the study and are truly

generalizations characteristic of the evidence collected by the researchers. These skills of principals may also evolve and change over a teaching career. A clear deduction from this study is that instructional leadership is not limited or explicitly defined by gender.

Indeed, research on gender often find that female leaders are concerned with the wellbeing of their surroundings than their male counterparts. Research often shows that men are invested in achieving their own self-interests while their female colleagues tend towards collaboration and shared responsibility (Eagly, 1987; Vinnicombe & Singh, 2002). De La Rey (2005) found that female leaders foster environments where colleagues share responsibility and develop the self-worth of their peers. In contrast, male leaders tend to see their profession as transactional and as a result tend towards formal authority. The author elaborates that women tend to prefer the interactive style, but often emulate male leadership styles because it is perceived in society to be a stronger form of leadership.

Indeed, gender questions in SDM have received varied opinions. For instance, Zolomij (1993) concluded that women perceive shared decision making more positively than their male counterparts do. Klein (1997) carried a study of 592 elementary teachers and found no gender differences between opinions on shared decision-making. A study on the differences between male and female teachers and their participative decision-making was carried out by Mehta (2015) using analysis of variance. The F-values for the mean actual participation of male and female teachers was not statistically significant. Therefore, from the study outcomes, it can be concluded that gender and a teacher's perception of their desired and actual participation is not correlated. The study continued on to note that male and female educators in higher education have almost the same desire and level of participation in decision making.

Shared commitments to core values is an often-discussed topic in today's educational landscape. Loden (1985) emphasized that female figures of authority often encourage

shared accountability. The leader who values joint responsibility and cooperation often encourages participation and leadership roles amongst fellow teachers. This research also concluded that female leaders do not position themselves at the top of a hierarchal pyramid, rather choose to participate equally among colleagues (Loden, 1985). 'Female principals operate in close contact with the teachers, students and parents of their schools, while male principals spend less time in direct contact with teachers and students' (Lee et al., 1993, p. 157). McGrath (1992) found that female principals are generally further along in their careers when they achieve the position of principal and as a result, often have more teaching experience. Kochan et al. (2000) sought to conceptualise the differences between male and female responses when dealing with role perception. Females in the study seemed to conceptualise their role as that of someone responsible for leading and becoming an effective leader. Their concept of leadership is one of 'building teams', 'providing leadership to others', and creating 'trusting climates'. They identified site-based management as a change in the job three times as often as men, which tends to support their perspective of leadership as a collaborative act. In contrast, men spoke more often of management and control rather than of leadership. They presented their role through comments such as 'getting people to do things', 'hiring quality people', and 'getting rid of apathetic teachers'.

In Saudi Arabia, gender differences in SDM within the education system have evolved in recent years. For instance, Almudarra (2017) concluded that female leaders in both private and public schools are more common. As women become more active in Saudi public life, they are being considered key stakeholders in decision-making processes. It should not be assumed that the role of female teachers is equivalent to that of male teachers; female leaders are still faced with considerable cultural challenges (Almudarra, 2017). In a study conducted in three of Saudi Arabia's neighbours, the UAE, Oman and Bahrain, researchers found that female principals were faced with negative perceptions including cultural disdain for working women, little trust in the leadership skills of women and their capacity to participate in decision making (Wilkinson & Froyland, 1996). Shahine (1997) has argued that the traditional cultures of Arab countries, in this case Egypt, would never allow women to have professional careers or appear in the public eye. The study found that men were more likely to have

negative perspectives of female leaders ultimately leading to negative societal perspectives on females in power. These negative stereotypes of female leadership are not limited to the Arab world but are found throughout the globe and are related to ‘stereotyping, a lack of role models and a lack of access to training’ (Al-Ahmadi, 2011).

Gender parity in leadership is a common phenomenon within the Saudi context, and the entire Gulf region. Across the world people often, believe that certain roles are suitable for women. These are often limited to care jobs, including teaching, nursing and domestic duties and these stereotypes often stand in the way of female advancement in the workplace and society (Elamin & Omair, 2010). A study on global gender and leadership perspectives by Shimanoff and Jenkins (1991) found that ‘research has demonstrated that there are far more similarities than differences in the leadership behaviour of women and men and that they are equally effective. However, women are less likely to be preselected as leaders than men and the same leadership behaviour is often evaluated more positively when attributed to men than women’ (p. 504). Al-Ahmadi (2011) argued that ‘it is patriarchy and the way patriarchal societies interpret Islamic teachings to create a culture, which places women in these roles, a feature not distinct from the history of and even present time of western societies’. Interpreting this study, it is not Saudi Arabia or other Arab countries that limit the roles of women but global problem observed across developing and developed nations. Therefore, this aspect presents significant limitations on how women contribute in SDM in schools, since their opinion may rather be ignored largely.

2.6 Historical Development in Educational Systems in Saudi Arabia

The education system in its current form as observed in Saudi Arabia dates to the Ottoman Empire and the Turkish control of western regions in 1916. At that time, schools were uniquely taught in Turkish (Cordesman, 2003). When the country achieved independence; changes were implemented in the education system (Al-

Abdulkareem, 2004). The era of Hashemiya saw an era of education reform where the Turkish education system transplanted the local system. During this period, the government saw the importance of citizen empowerment through education and schooling. These reforms were not pervasive enough to enact significant changes throughout Saudi Arabia (Al-Abdulkareem, 2004). Notable advances in the Kuttab School's curriculum included the integration of courses on arithmetic and foreign languages (Al-Abdulkareem, 2004).

Private education for boys has existed in the country since the 1920s and the first government oversight committees formed to oversee education were established in 1924 (Alromi, 2000). A government-sanctioned national education system was founded in 1948 after national unification under King Abdul Aziz. At this time, illiteracy rates reached 95%, a reflection of the minimal access to education that existed at this time. Government coffers were enriched with the discovery of petroleum and the country began to invest in public education. Over 24 years starting in 1925 the number of schools in Saudi Arabia increased 182 times and the number of enrolled students in the education system increased tenfold (Alromi, 2000).

The education system in Saudi Arabia profited from King Abdul Aziz's relationships with countries like Egypt and Syria. Colonization in these countries influenced their education systems (Litz, & Scott, 2017). The Saudi government provided opportunities and scholarships for students to study in Egypt and Syria, facilitating Saudi Arabia to train its first formal school teachers in the 1950s. This revolutionary act helped counter the pervading problem that the kingdom lacked qualified educators (Rugh, 2002). The Syrian government worked with Saudi Arabia to build the first school curriculum and replace the Kuttab curriculum. Reforms were introduced such as including religion and the Arabic language in the curriculum to better accommodate the local population (Al-Sadan, 2000).

Problems persisted such as pervasive illiteracy and the need for skilled workers to facilitate economic growth. King Abdul Aziz transformed the Directorate of Education into the MoE in 1953. His son, Prince Fahad, the future king of Saudi Arabia facilitated sweeping education reforms. Fahad restructured the education system, established universities and provided government grants to families to support universal education. The free Education for All (EFA) policy of 1953 marked a significant reform which mandated free tuition free, transportation and erased administrative costs in schools (Baki, 2004). Fahad also established the inclusive educational policy that provided equal education for all, including women. This policy prompted the creation in the MoE of a wing for female education and teacher training (Baki, 2004). In 1964, the first girls' school was created. This resulted in protests from some of the religious leaders but by the 1990s, the schools for girls had been constructed throughout the kingdom.

Fahad created regional Education Offices across the country to care for local administration and supervision of education (Alromi, 2000). Since 1953, education has not only been used to support religion and culture but also as a means to develop the country's economic potential by exposing the home grown talents of Saudis to international companies and growing of the density of foreign workers. Ultimately, these reforms led to employment opportunities and social development in Saudi Arabia drastically modernising the Saudi lifestyle. The education system continued to maintain Islamic foundations and this base is still integral to the Saudi education system and the basis of the Kingdom's legislation (Al-Salloom, 1995).

Indeed, the educational reforms in Arab countries gained momentum in the 1970s, which signalled, and developed a new educational paradigm within the Arab world. The Arab countries viewed education as the only catalyst for modernisation, economic development, social advancement, and political solidarity (Akkary, 2014). Moreover, the educational leaders in the region participated in the global initiatives that aimed at encouraging their countries to reform their educational system. In this regard, over the last past years, there has been manifestation in the form of national and regional

initiatives that have led to the top-down and long-term strategic plan for educational reforms. Consequently, respective educational ministers within Arab region, whose intention was to trigger various reform initiatives at national level, while aligning to the regional goals, hence stabling a unified direction of the entire region, signed a series of regional strategic declarations and plans (Arar, 2018). Most of these reforms align with educational leadership and administration that saw most women assuming leadership positions. For instance, Arar (2018), studied gender and social justice between female superintendents and principals in Arab schools, and indicates that these women are driven to correct social injustices that uphold the value for justice and equality, and encourage others to succeed. The author further argues that female express and maintain a strong desire to succeed and confront the inegalitarian norms and rules using their leadership prowess. They were able to bring their unique experience and strengths to enhance the social goals that were beyond the needs of their official job description (Arar, 2018; Sherman, Shapira, Arar & Azaiza, 2010).

Thus, the Saudi national education system needs to be more effective to foster progress in the country for the generations to come. SDM is seen as a crucial factor in improving education. However, historically, decision making in the Saudi educational system has been highly centralised with the Ministry of Education at the tip of the hierarchal pyramid and school principals at the opposite end, who are seem to neglect the opinions of those individuals affected when forming educational decisions (Alyami, 2014). Thus, it has been reported that Saudi schools are subjected to a large, national bureaucracy in which principals essentially function as agents that hand down orders to teachers. Teachers themselves have very little say over the decision-making process (Alyami, 2014). They are given directions from the principal and expected to obediently implement those directions without any input. In a study by Rugh (2002), the author found that principals surveyed from 600 Saudi schools made most school-wide decisions, with little or no input from teachers and arguing that their 'decisions were often meaningless and unrelated to the schools' needs'. Al-Musleh (1988) hypothesized that a collegial and cooperative system of managing schools should be used to foster more inclusive decision-making environments and that this would diminish the authority of the Central Office of Administration. This would give

decision-making opportunities to other interested parties in schools to collaborate in formulating school policies. This is consistent with the assertion of Alyami's (2014) study who found that school administrations in Middle Eastern countries are highly centralised which directly affects opportunities for school growth. Poor democratic environments diminish interpersonal bonds between schoolteachers and their school administrators, resulting in unpleasant work environments for teachers.

An increasingly global world and the ability for students to study throughout the world have contributed to Saudi Arabia's reforming education system. Saudi universities intend to move up in the global rankings of higher education institutions, which has fostered significant reforms in the existing university system. These imperatives are all leading towards a Saudi model of the knowledge-based economy. To fully understand the significance of the reforms currently taking place in the KSA and how these reforms resonate with the concept of shared decision-making in a culturally unique society such as the KSA, it is important first of all to explain where the country has been, vis-à-vis where it is headed. Within a span of one generation, the KSA has witnessed significant transformation, especially politically and socioeconomically. The government is said to have invested and set aside a significant amount of resources to enhance the wellbeing of their people (Political, Economic & Social Development Report – PESD Report, 2017). Following what the PESD Report (2017) described as a strategic vision, there is evidence that there has been an advancement in most of the 'quality of life' indicators, such as health, education and economic growth. This has placed the KSA in the highest category of human development according to metrics developed by the United Nations (PESD Report, 2017).

There has also been a remarkable increase in adult literacy in the KSA, making the country a model of successful and inclusive educational strategies (Jones, 2018). This is in contrast to 1970, when adult literacy was at 8% of the population. However, by 2014, over 94.4% of Saudis were literate based on United Nations standards (Jones, 2018). The Saudi government developed literacy programmes applicable to each region's demographic and geographic uniqueness. This means, for example, that the

educational needs of young adult females in the Northern Border Regions are different from those of a similar group in metropolitan Riyadh. The Ministry of Education contributed to the significant advances in literacy and socioeconomic status by sponsoring employment opportunities to graduating students and enrolling citizens in basic reading and writing classes.

Although the discussion of shared decision-making has been widely discussed in the developed countries since 1970s, it is a newer topic in the Middle East, especially Saudi Arabia. According to Oplatka and Arar (2017), the majority of the studies in the Middle East have mainly focused on either, the identification of different forms of leadership styles, and the barriers and the orientations facing educational leaders in applying some of the leadership models that originate from the Western context, or on examining and exploring the leaders' practices and perceptions both in terms of reforms and routines. In addition, very few studies have compared men and women in education leadership and administration in the Saudi context. Moreover, significant research has studied the problems in the Saudi education system, while only a small amount of work has commence to understand this 'shift' and its effect on school enhancement. Some research has highlighted the new management policy such as Allheaniy's (2012), which looked at the perspectives of administrative, technical and financial authorities and concluded that principals' opinions regarding their administrative and technical authority were positive, but that they lacked the necessary finance authority in their schools. In another study, Alhumaidhi (2013) examined the barriers to practicing new authority among secondary head teachers, and found that their new power was unbending, and that they continued to have significant administrative tasks, too few teachers, facilities, equipment and funds.

2.6.1 Recent Reforms in Educational Systems

Education reforms in Saudi Arabia has undergone significant reforms over the recent past. For instance, the convocation of '*National Dialogues*' in 2003 and 2004 by the Crown Prince Abdullah that aimed at reforming the education system. This afforded

Saudis from all over the country an opportunity to discuss emerging political and social concerns (Kapiszewski, 2006). The agenda for the dialogue was mainly religious tolerance, female empowerment and the economy. The convening of the National Dialogues was a sign of the willingness of government authorities to engage with Saudi reformers and signalled the onset of Crown Prince Abdullah's subsequent reforms that followed. Following these discussions there were deliberate efforts by the government of the KSA, through policy enactment using gender mainstreaming, which sought to ensure that institutions, policies and services responded to the interests and aspirations of men and women and also ensure equitable distribution of benefits, to bring about the much needed reforms to not only in education system, but also in other sectors (Kapiszewski, 2006).

This has led to significant small but incremental steps that have seen women taking administrative and political positions especially in school administrations. Some analysts believe that the recent motivation for change has been largely due to the severe fall in oil prices that effectively started dipping in 2014. Saudi Arabia experienced a deficit in 2015 of nearly \$100 billion, which fell to about \$79 billion after substantial budgetary cuts were introduced in 2015 (Hvidt, 2017). The IMF raised concerns in 2015, stating that the Kingdom was likely to exhaust all of its monetary reserves within five years if the deficits were not curbed. These analysts believe that the government of Saudi Arabia has become conscious of the fact that oil may not play a significant role in the world economy, as has historically been the case, and hence there is a need to open up the economy for diversification and recalibrate their cultural alignments, which some of their new partners consider repressive.

However, the need for reforms is not only as a result of the decrease in oil prices. The distribution state model used in Saudi Arabia relies on a 'social contract' where the kingdom divides some of the oil and gas revenue to its citizens by building national infrastructure, providing and supporting free education and not creating a welfare benefits system with national subsidies and ample government employment. According to Kapiszewski (2006), the distributional model used in Saudi Arabia worked well in the 1960s and 1970s but has faced challenges in recent decades due to

population growth and the cost of welfare distribution. As results, the government has reconsidered this model and has begun to reform the distribution state model.

2.6.2 Leadership in Saudi Arabia

The Islamic laws (*Shari'a*) has far reaching influence on managerial styles in Saudi Arabia. This influence is primarily observed in the restrictions surrounding job opportunities for women, the administration style of leaders and the practices pursued within HRM departments (Hammoudeh, 2012). These interesting paradigms mean that Saudi Arabia presents a uniquely interesting case study on education and managerial decisions but according to House et al., (2004), studies in leadership in Middle East are almost 'non-existent due to the inherent difficulty of conducting organisational research there' (p. 64). This lack of research demonstrates the importance of conducting this research.

Other similar cultures to that of Saudi Arabia exist in the Middle East and research has often shown a difference in the treatment of managers and their employees (Al-Omari, 2013). This difference represents a high level of power distance. This is due to what is considered a 'culture of respect', which gives certain advantages to people based on their age, status and family background. Arab culture is deeply rooted in the family structure meaning that Arab managers are often seen as father figures to their employees. Following this idea, research has shown that Middle Eastern employees rely more heavily on their managers for support, guidance and instruction than their counterparts in other parts of the world. This represents a stereotype of the Arab culture but also acceptance of an unequal system where managers are given significant control and authorized to use direct management styles (Cerimagic, 2010).

In Saudi Arabia, managers play a crucial role, as clients believe that a senior team leader will be involved in important decisions. For example, Saudi companies often hire two project managers, one to oversee projects internally and the other to

communicate with the customer and tend to their needs (Abuzid & Abbas, 2017). Saudi Arabia is a hierarchical society, meaning that the society assigns certain roles to its members to observe the status quo. Managers in (Cavanagh, 2011) Saudi Arabia often follow strict rules, resist modernisation and often choose favourite groups of employees. These actions are perceived as necessary to make the appropriate connections and to guarantee the manager's position in an organization.

As mentioned above, Saudi Arabian work culture mirrors that of a family and employers are expected to act as father figures to their 'pet' employees and family members in their organizations. Alzoman (2012) concluded in a study that paternalism and hierarchy are two characteristic features of most Saudi companies. These father figures are often the most important members of decision-making teams. Paternalism in Arab culture is not unique to the Arab world and was historically relevant in the west where managers were considered father figures until late in the twentieth century (Pellegrini & Scandura, 2008). Recently this leadership's style has been abandoned because it was seen as 'restricting the freedoms and responsibilities of subordinates or dependants in what is considered or claimed to be their best interests'. Leaders who act as father figures are often believe that they know what is best for their employees, just as 'a father may decide he knows what it best for his children' (Pellegrini & Scandura, 2008, p. 567). This power dynamic relates to 'a deeply rooted experience in the psychology of most adults and acceptance of a leader, as a parent is a prevalent phenomenon' (p. 568). In Saudi Arabia, work life and personal lives are often intertwined and respect and obedience are mandatory in work environments. The western world has turned away from this paternalistic structure and some disadvantages have been identified such as the potential for debilitating employees' creativity. Workplace freedom in paternalistic environments is restricted by the beliefs of the manager managing the job.

Saudi Arabian managers often shy away from innovation and risk because they fear the risk of failure (Alnimir, 1981). This is also reflected in the fear of delegating responsibility. Managers prefer to preserve their authority in order to prevent error and

retain control (Ali & Swiercs, 1986). This however may be a generalization as some researchers point to the fact that some managers favour collaboration with their employees and joint participation in projects,

The issue of 'leadership for school improvement is now high on the research and policy agendas of many countries' (Lambert, 1998, p. 5). Education reform can only be successful if it is properly managed and directed. In Saudi Arabia, the principal is an authoritative figure with an expansive list of responsibilities including direction administration, curriculum development and staff management. Due to this extensive list of roles, 'leader' is often used in place of 'school principal' to represent that this figure truly leads the school. The following paragraphs will highlight the role of principles as navigators of school education reform.

Sammons et al. (1997) highlights that 'Leadership helps to set up a clear and consistent vision for the school, which emphasizes the prime purposes of the school as teaching and learning and is highly visible to both staff and students'(p. 199). Schools can progress towards their goals with appropriate direction from leaders. With this in mind Creemers et al. (2007) suggest that teachers should set these goals together and work towards them as a unit to encourage and support growth. A school leader needs to manage their resource and effectively use them to support their curriculum and staff. This can be done by maintaining checklists and allowing some freedom in regulations to accommodate for students and staff of different abilities and talents. A prime example of this is financial management. Principals needs to effectively monitor their school finances to ensure that enough resources are in place to manage the human and material needs of their staff. Everard et al. (2004) argue that 'managers can solve many problems related to limited funds by looking after the resources a school does have' (p. 10). Bush and Middlewood (1997) go on to note that financial security in schools ensures that teachers can adequately foster appropriate educational environments for their students, support staff and develop creativity.

The term 'leadership' in Saudi Arabia is translated as *ra'in* (leader), *khalifa* (steward), and *amir* (ruler). The origin of the word *Ra'in* is from the hadith narrated by al Bukhari (6719, Sahih Muslim 1829), 'all of you are leaders (in trust of something or someone) and are accountable for your flock.' The word *khalifa* first appeared after the death of Muhammad and is used to reference the leader of a caliphate among Islamic religious groups (Kadi & Shahin, 2013). *Amir* is generally used to reference authority figures in government but there is no distinguishing differences in terms of leadership models between these three terms (Malik et al., 1991; Mir, 2010). In Saudi Arabia, religious doctrine mandates that authority figures pursue the common good, an idea repeated nine times in the Qur'an: *al amr bi al ma'ruf wa an nahy an al munkar*, 'it is the leader's responsibility to command the right and forbid the wrong' (2:30) (Striepe, 2016). The Qur'an and Hadith require more than justice from Muslim leaders. The expectation is that they emulate the model of Muhammad, and strive for: *shiddiq* (honesty), *amanah* (trustedness), *tabligh* (truthfulness), and *fathanah* (criticality). These four attributes are not unique to Saudi Arabia or Islam but they do create a philosophy for leadership in Saudi Arabia where leaders are expected to strive for social justice while incorporating these attributes into their daily practices (Ahmad, 2009; Striepe, 2016).

The concept of *shura* mandates that school administrators create collaborative cultures and include a wide variety of people in the decision making process as mandated by the *Qur'an*. It expands resources in schools beyond the immediate knowledge of the principal benefitting schools and students alike. A study by Brooks and Mutohar (2018) created a model for understanding schools rooted in Islamic principals. The outer ring of this model consists of Islamic values embedded in the school leadership, including good counsel (*nasihat*) sincere conduct (*ikhlas*), consultation (*shura*), dissent (*ikhtilaf*), public interest (*maslaha*), encouraging right and discouraging wrong (*amr bi'l ma'ruf wa al nahi an al munkar*), accountability (*hisba*), and reflection (*tafakkur*) (Brooks & Mutohar, 2018). These values can be examined independently but ultimately they intersect (Shah, 2014). This intersection will manifest differently depending on the administrator as each emphasizes different values. These differences can dramatically alter the manner in which a school principal manages their school

and can reflect how Islamic values influence leadership (Ahmad, 2009). Each school leader may elevate Islam, education, culture, or leadership in their education perspective and this can influence their practice (Brooks & Mutohar, 2018).

Saudi schools are gender segregated with men leading boys' schools and women leading all-girls schools. This is an important cultural influence present in the education culture in Saudi Arabia. These school leaders are tasked with managing the education process. A study by Riley and Louis (2000) found that by granting school administrations more power, they could have more freedom to fulfil their desired goals.

A study by Alsayqh (1989) revealed the challenges faced by principals in the decision making process when faced with educational regulations. The limiting factor of a principal's authority is the Department of Education, which exercises significant control over head teachers. The study suggested giving principals more freedom, to facilitate professional development. Lack of autonomy in schools is linked to the centralised education system, meaning that teachers often lack the authority they desire leading to work place dissatisfaction and the inability to implement decisions (Alzaidi, 2008).

Alshihri (2005) expresses the necessity of balancing power between centralized powers like the Ministry of Education and school principals. This is necessary to help school leaders fulfil their responsibilities and their duties. If principals are not given the authority to carry out their professional requirements, they are not capable of fulfilling their potential. Authority and responsibility are two different roles for leaders. Balancing the two allows leaders to fulfil their job description. Alyami (2014) suggests that responsibility should be matched with enough authority. Delegating tasks should be matching with delegating authority and necessitates the distribution of power to principals to achieve specific goals.

Muzm (1997) attempted to quantify the authority of principals relative to their responsibilities. Ultimately, the study concluded that principals were burdened by regulations and were a significant drain on the resources of principals. A study by Mathis (2010) found that educational reform is reliant on a leader capable of carrying out these changes. The author found that principals in Saudi Arabia are not independent enough to actively participate in educational reform; rather their roles can be described more in terms of managers.

Elmore and McLaughlin (1988) wrote that educational reform could only be sustained in an environment where policy, administration and practice are clearly defined and the conditions for fulfilling these reforms is available. A reformer in Saudi Arabia hoping to ratify the education system first has to contend with the top of the hierarchal pyramid, the Ministry of Education before ultimately seeing these reforms proliferate at the bottom in schools. Anyone hoping to achieve reforms in this system must be well versed in the regulatory nature of these institutions. This is because there are laws, policies and regulations that have to be followed, although one may have some discretionary power in how to do it. Due to the geography of the country and the vast number of educational institutions, the Ministry of Education has struggled to supervise schools leading to the creation of departments of education in Saudi districts which care for the daily supervision and administration of schools (Zamil, 1998). According to management models, decentralisation of large organizations is necessary when the number of decisions being made at the lowest administrative levels is increased, if the importance of the decisions within the lowest administrative levels is large, if the number of jobs that are affected by decisions made in lower administrative levels is increased and if the number of audits for decisions in lower administrative levels is reduced (Al-Zahrani, 1993). This does not ring true for the Saudi education system because these factors are relevant only at the top of the pyramid.

Centralization in school administrations implies that senior managers control the decision making process. In contrast, decentralization means that power can be distributed to all administrators. In reality, decentralization and centralization are a

mixture of the two models. This pertains to the education system as well. Some central authority and decentralised authority are found at all levels of the administrative pyramid to achieve the objectives of the institution (Alshihri, 2005).

2.6.3 Decision-Making Practices in Saudi Arabia

Arab and African countries are different from their Western counterparts in that they use different management theories and models where acceptance and legitimisation of more directive and autocratic management styles are found (Hofstede, 1984; Mendonca & Kanungo, 1990). Studies have found that in Saudi Arabia and neighbouring countries, the authority of a manager is accepted outright, without questioning and employees are expected to respect and obey their managers.

Previous research on management in Arab societies (e.g. Al-Faleh, 1987; Ali & Camp, 1995) showed the following: (1) a societal reverence for those in managerial positions and senior employees; (2) dislike and distrust for those who ask for help in the workplace; (3) a negative association between job satisfaction and loyalty, loyalty is to the group and not to the needs of an individual; and (4) favourability to those who work for the better good of the group (Savvas, El-Kot & Sadler-Smith, 2001). Other researchers have found that (e.g. Sabri, 2011) in Arab culture: (1) employees accept unbalanced power dynamics; (2) instruction from managers whose power is not questioned and with whom they will not contest decisions; (3) distaste for the opinions of an individual seeking to express a unique opinion; (4) centralized decision-making; (5) paternalistic management of employees; (6) contentedness with continued employment at the same institution for an entire career, an environment that many workers come to feel akin to family; and (7) avoidance of risk in the work place and promotions rooted in seniority rather than exceptional performance of an employee (Sadler-Smith, El-Kot & Leat, 2003).

Arab culture can be paradoxical in having both an authoritarian style while simultaneously maintaining a consultative approach (Hickson & Pugh, 1995). The authors stated a tendency by employees to concur with their supervisors and that asking for advice from employees is considered weak management in the Arab world (Parnell & Hatem, 1999), as Arabs often prefer to maintain lifelong work and business relationships in order to eliminate uncertainty in Arab culture (Nydell, 1996). A comparison between two business models found that the Chinese Model Guanxi and the Arabic Model of Wasta both favour strong family connections in business. Arab businesses tend to have highly subjective recruitment processes that rely on word of mouth and communication between friends, a recognition of hierarchal statuses and authoritative decision-making (Hutchings & Weir, 2006). Arab countries can be characterised by extreme positions on the uncertainty avoidance index as described by Hutchings and Weir (2006). The authors carry on describing that the Arab culture is not afraid of outsiders but works to avoid assimilating to the western world. A similar study found that Arab managers do not distribute authority, work to eliminate risk and use nepotism in the hiring process (Al-Hegelan & Palmer, 1985).

Alyami and Floyd (2019) studied the perceptions of female principals on decentralisation in the Tatweer system. They report successful innovation within the Tatweer system, specifically with the proliferation of senior teachers who oversees the professional development and student progress in schools. Senior teachers are in charge of other teachers who instruct in the same subject and Tatweer schools have begun an innovative approach to teacher advancement and power distribution with the creation of this new decision. The number and power of these head teachers varies by school and the specific powers of this senior teacher depends on the authority delegated to them by the principal. An example of this was presented from school C where one head teacher chose a history teacher to be the senior teacher in the social sciences while other Tatweer schools did not have a senior teacher in that domain. It appears then that the delegation of a senior teacher depends on the specific needs of the head teacher and the school. This senior's teacher experiment was deemed successful in Tatweer schools by all the participants (Alyami and Floyd, 2019). Another innovation was the introduction of a governing body, where students, their

parents and other relevant participants were able to engage in decision-making. This reform marks a clear change in local educational leadership. Two teams are tasked with managing schools, the board of governors and the Excellence Team. This is different from the existing modes of school organization in Saudi in that the leadership of the school is divided into two teams rather than located solely in the hands of the head teacher; and the members of the board of governors are drawn from a wide range of representatives both internal and external to the school.

2.6.4. The Centralised System in Saudi Arabia

Cultural, religious, social and political aspects of Saudi Arabian society have a significant influence on how social institutions such as schools are administered and managed. This is because it affects the social relationships among the teachers, especially, male and female teachers. Saudi Arabia is a Middle Eastern country situated between the Arab Gulf and the Red Sea (Abir, 1974). It neighbours Jordan, Iraq, and Kuwait to the north, Yemen to the south, and Oman, the United Arab Emirates (UAE), and Qatar to the east, with which it shares many features of education administering and management. The country is divided into thirteen provinces with this study focussed on one, which is in the Asir province in the south, bordering on Yemen. The country is composed primarily of desert, however, it does have huge resources of oil and gas, with some sections of the country supplied with sufficient water for agriculture. A delegate appointed by the King governs each region of Saudi Arabia. The country consists of 1.96 million square kilometres (756,981 square miles) and is governed from Riyadh, the capital city. The current population is estimated at 25 million people of which five million are foreigners who live in the kingdom as foreign workers. Of the 25 million inhabitants, about a third are younger than 15 years old. The population is growing by 3.4% annually among expats and citizens (Hain, 2011).

Saudi culture is based in the Muslim religion and its traditional nomadic tribal system. According to Mellahi (2001), the country is particularly observant due to the presence

of two central Muslim mosques in Mecca and Madina. Society in Saudi Arabia is heavily Muslim and its influence permeates through the values, principles, and practices of social manners, traditions, obligations and the social, legal and economic practices in the country. These influences are keenly felt in the educational sector where there is an emphasis on respecting the elderly, protecting honour, pursuing a virtuous path, demonstrating humility, forgiveness, compassion, courage and obedience (Mellahi, 2001). In addition to Islamic principles are political and cultural influences in countries that extend beyond Islam or affect how Islam is interpreted (Lewis, 2014), which also affects Saudi Arabia. Family relationships heavily influence the work place, a practice originating in the tribal systems that are still an important factor in a citizen's position in society. Tribal affiliation plays an important role in the success or failure of employees in the work place (Al Otaibi, 2015).

According to Ahmad (2011), Saudi society has segregated genders based on religious, nomadic, cultural and historical influences. In Saudi Arabia, limitations on interactions between genders has resulted in heavily male dominated public spheres (Ahmad, 2011). Traditionally women dominated over domestic matters but this is changing due to increasing educational opportunities for women and new opportunities in the workforce. Today women participate most in education and healthcare where the government has established separate facilities for males and females (Ahmad, 2011). Common to a number of countries in the Middle East, gender separation for a number of services and activities has been the norm in Saudi Arabia for decades and similar models can be found across the Arab world.

Education policy in Saudi Arabia is embedded in a continuous initiative to facilitate the rapid modernisation of the country. It is based on principles from religion and social norms, as well as maintaining international agreements such as the Dakar Declaration (2000), promoting equality of opportunity for all citizens. In an attempt to implement the Dakar Declaration, the Kingdom of Saudi Arabia published its plans in the document 'Education for All' before 2015 for all regions of the country, providing space for state and private institutions to participate in the Education for All

programmes. The main purpose of this plan is to ensure that all children are enrolled in elementary primary education and complete after six years. The country has tried to include teachers in this plan by adopting the international 'Education for All Week', scheduled by UNESCO each year as a reminder of the agreements it made. In 2006, the Kingdom used the motto 'Every Child Needs a Teacher's as a confirmation of the role of teachers and their role in fulfilling the goals set out by the government. This document provides the opportunity to identify the teachers' and the principals' leadership possibilities.

Regarding the policies agreed upon by the Kingdom of Saudi Arabia to facilitate education and abolish illiteracy, a serious attempt to reform the education system began in 1958 with the introduction of statutory education and developed over the years when emphasis was placed on the role of education departments and civil institutions in the Kingdom of Saudi Arabia (Al Shaer, 2008). The aim is to achieve equal educational opportunities by extending school enrolment and ensuring accessibility to universities. The first point of action is to ensure that a universal level of education is attained across Saudi Arabia. This was reinforced by the National Forum on Education for All which the Kingdom of Saudi Arabia began as a means to implement the stipulations of the Dakar Conference in order to achieve equal opportunities in education for all Saudi residents (Al Shaer, 2008). This forum was meant to find ways to improve the quality of the education system and ensure a higher level of school completion. The hope is to fulfil the goals in compliance with international academic standards and within a specific time frame, in this case before 2015 (Al Shaer, 2008).

The Saudi Arabian education system is separated into general education and higher education which can be found in public or private institutions at both levels. All schools, universities and colleges are gender segregated, a tradition passed on from the traditional education system, as well as cultural norms and reflected in policies and laws of the country. This system continues because it is steeped in the religious and cultural traditions of the Saudi people (Rugh, 2002). General education in public

schools is facilitated by the government and follows a centralised curriculum (Courington & Zuabi, 2011).

The formal education system in Saudi Arabia started in 1930s. In its early years, the schooling was primarily taught around a religious curriculum which students were expected to memorize. Education was based on rote learning so students were not allowed creative freedom or opportunities to learn problem solving (Rugh, 2002). The ‘conspicuous absence of a modern science component in the curriculum’ meant that the country was unprepared to educate a skilled labour force necessary to facilitate economic growth (Rugh, 2002, p. 40). With the government’s response to this problem was ‘a home-grown’ initiative called the Tatweer Project (TP) with stated aims of reforming the teaching system and education curriculum in Saudi Arabia (Tatweer, 2008). Prior to the execution of TP in Saudi Arabia, the educational narrative was limited to the textbooks and curriculum written by the government and deployed across the country (Al Alhareth, Al Alhareth, & Al Dighrir, 2015). Textbooks were used as a means to acquire the knowledge necessary to complete government exams (Alharbi, 2014). To demonstrate academic proficiency, final exams were used to evaluate if students had learned the concepts covered in the textbooks (Meemar, 2014). The textbook-based education system that became common in many parts of the Middle East was heavily criticised as limiting the creative potential of students and encouraging rote learning (Rugh, 2002). Evaluations of the education system reflected that the education system encouraged theoretical learning instead of practical experiences (Al Rawaf & Simmons, 1991). In addition, Algarni and Male (2014) concluded that teachers must be trained in order to fulfil their roles to teach according to the new policy of the country.

The criticisms of the Saudi education system have prompted the government to re-examine their educational goals, school assessments and teacher training. Wang (2014) found that TP resulted from a national discussion surrounding education that cemented on three ideas: identity, national unity, and international relations. The government planned to revolutionise the educational infrastructure to fit into a more

modern and global economy (Ministry of Education, 2008). The government allocated over 2.4 billion USD. For the project in order to prepare Saudi students to compete on the international level (IBP, 2015; Tatweer, 2008). Following the announcement of TP in 2005, a trial was run in 200 schools and universally implemented by 2007 (Albedaiwi, 2014). Following perceived successes over the initial five years (2007-2012), the government agreed to continue with the plan for another ten years (2013-2023) (Assulaimani, 2019). TP was intended to change the education system in Saudi Arabian public schools by working on school curriculum development, teacher training, improving the school educational environments, and improving extra curriculum activities (Tatweer, 2008). The Ministry of Education was responsible for TP and as such described how the plan was to be implemented. School curriculum development was meant to evolve with time and reflect academic and technological changes in the world so that post-graduation, Saudi students could succeed in a modern professional world. The managed changes implemented due to TP meant that school teachers had to be retrained to fulfil the new requirements set out by the government. Technological improvements were rolled out in schools across the Kingdom to facilitate a more modern learning environment. Extra-curricular activities were emphasized during the implementation of Tatweer as a means to enhance the creativity of students and develop students' inherent talents. These policies have partially been implemented in the Saudi school up-to-date.

While the government laid out clear goals for the TP project, not all involved parties understood the initiative. Two years after the initial commencement of the project, Al-Essa (2011) argued that while the initial initiatives were clear, the manner in which the ministry planned to achieve their educational outcomes were not well defined. Meemar (2014) reported that the government had declared significant successes in modernising the education system but that there was insufficient evidence to declare the initiative successful. This reinforces the necessity of the current study, which aims to understand whether the initiative has been successful by interviewing the schoolteachers and the principals who participated in the project.

The new government strategy requires that teachers in Saudi Arabia should perceive their roles as surpassing the official roles of teaching as stipulated by the school curriculum so that they can interact with their students in a manner similar to that of children and their parents (Algarni & Male, 2014). According to Algarni and Male (2014), this entails fair treatment and respect for all students in order to facilitate their moral development, social skills and acceptance of essential values such as respect and teamwork. However, they argue that teachers in Saudi Arabia rarely participated in shared decision-making (SDM) as the Ministry of Education (MoE) had not assigned any management decisions to the principals and head teachers. Alyami and Floyd (2019) found that the education system in Saudi Arabia is highly centralised leaving schools with little room for autonomy. Studies in the last decade have found that centralized education systems often leave teachers unmotivated (Hallinger & Lee, 2013). Other research has shown that giving teachers control over their own educational plans makes them feel more like professionals (Hertog, 2008).

The Saudi education system is centralised meaning that school curriculum and textbooks are standardised throughout the country. According to Al-Huqail (1998), the education system in Saudi Arabia is influenced by the Ministry of Education which oversees education in the country for boys through secondary school, the General Presidency for Girls' Education which maintains education for girls through secondary school, the Ministry of Higher Education, which manages the university education of men and women, and the general organisation of technical education and vocational training which controls technical training, in agriculture for example (Al-Huqail, 1998).

Al Sadaawi (2010) describes the challenges of Saudi education as an institution that 'has grown remarkably fast, satisfying most of the immediate needs of a burgeoning population. As it approaches the twenty-first century, it shows normal signs of fatigue and maladjustment. Its challenge now is to retune itself so that it becomes more effective' (p. 844). The education system in Saudi Arabia struggles to manage the high demand for education, potentially compromising quality. In order to continue the

development of the education of Saudi Arabians in the modern world, these issues must be addressed.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter presents the rationales for the research approach and methods adopted in this study to provide answers to the research questions. Included is a summary of the philosophical background and research approach and methodology used to understand educational leaders, such as school principals, vice-principals and coordinators, as well as teachers' opinions on the extent to which they should be involved in decision making in Saudi Arabian schools. Ghauri, Grønhaug, and Strange (2020) regard this question as foundational to the research hypothesis and subsequent study.

The structure of the chapter is developed in line with Saunders et al.'s (2007) 'research onion' theme, namely the research philosophy, research approach, research strategy, research choices, and data collection and analysis. This has aided the step-by-step development of the rationale for this research study's chosen approach and methods. Finally, the ethical dilemmas and the boundaries of this study are discussed.

3.2. Research Philosophy and Approach

This study aims to contribute to the advancement of knowledge but the perspective of any researcher is based on the beliefs and perceptions surrounding their worldview. This in turn influences the research methods and interpretations of the work (Saunders et al., 2007). It is these important assumptions about the researcher's values and interpretations of reality and the world generally that creates what is referred to by Saunders et al. (2007) as the research philosophy, which is the first foundational level of the research process that shapes the general approach, direction and methodological preferences of the research (Bryman & Bell, 2011; Kothari, 2004¹). Also, since research is always contextualised, cultural factors are considered to be significant as they may provide a comprehensive explanation to account for the various research

¹ Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.

contexts around the globe (Van de Vijver, Leung, & Leung, 1997). Thus, before beginning a study, the researcher must state their philosophical perspective, bearing in mind that the theoretical assumptions and the choice of methods are determined by it.

There are three distinctive research philosophies that may be used in the social sciences, positivism, interpretivism, and critical approaches (Saunders et al., 2007). All of these are fundamentally different with competing schools of thought, and taking different forms in disciplines and fields of study, and the relative value of each has been the centre of the long-standing epistemological debate by philosophers of humanities, social sciences and methodologists regarding how to engage in research (Amaratunga et al., 2002). Positivism, according to Bryman (2011) is ‘an epistemological position that advocates the application of the methods of the natural sciences to the study of social reality and beyond’ (p. 16). According to Easterby-Smith and Thorpe (1991), the positivist paradigm sees the social world as having an external, objective and singular existence. Thus, positivism acknowledges and focuses on reality and social behaviours governed by universal laws which result in a single absolute truth about reality that can be generalised, cannot be influenced by an individual observing it, and can be objectively and quantifiably measured and tested for prediction, cause-effect relationships, underlying patterns, replication and control (Bryman, 2011; Saunders et al., 2007). However, this school of thought has heavily been criticised since the 1950s (Denzin & Lincoln, 2008).

In contrast, interpretivism is a theoretical perspective, which is founded on the concept that the social world is far too complex to be explained by the law-like generalisations of the natural sciences (Creswell & Tashakkori, 2007; Denzin & Lincoln, 1995). Interpretivism highlights that humans are different from physical objects in that they see meaning (Saunders et al., 2015). People from different cultures over the millennia have constructed meaning differently; they create and experience different social realities. Therefore, they insist that deep understandings into humanity are impossible to identify if the complexity of human nature is studied using law-like generalisations. Interpretivism is inherently subjective due to its insistence on interpretation. An axiological insinuation of this idea is that interpretivists comprehend that their values

and beliefs play a role in their research interpretation (Schaffer, 2015). According to Leitch, Hill, and Harrison (2010), a necessary element of the interpretivist philosophy is that the researcher should have an empathetic stance. The difficult aspect of research for an interpretivist is to work as a social scientist and understand the world of their subjects. In some situations like business and management, interpretivism is a useful research tool as business studies are complex and require the confluence of certain individuals at specific times (Bryman, 2011). According to Walker and Dimmock (2005), school administrators believe that they can make a difference in their schools and were proactive, but at the same time, realistic about what could be achieved by aggressively tackling disadvantages related to ethnicity, racism, and culture.

Whilst the author believes that adopting a positivist approach may provide a fast and economical way of collecting large amounts of data covering aspects of shared decision-making, investigated in schools across Saudi Arabia, the methods for data collection tend to be less culturally flexible and the type of data collected may be less effective in understanding the decision-making process in the schools, or explaining the views of decision-making, which lie behind teacher's or head teacher's views. The interpretive approach is also much more realistic about human activity and societies, which the positivistic approach cannot capture or represent. In addition, if interpretivism is adopted, a better understanding of the actions of the teachers or head teachers and their role in the decision-making process can be achieved as the method of data collection allowing for not just flexibility to adjust to new ideas and issues about decision making as they emerge, but also captures complexities of human society, and the activities of individuals and groups. In this case, there are significant cultural differences from Western countries that many research methods have been developed for, as noted by Walker and Dimmock (2005), Smith (2013) and Denzin and Lincoln (2008).

However, despite criticisms of the interpretivist approach, it only requires knowledge and skills in order to effectively adopt interpretivism in data collection and analysis in that it is more time-consuming and requires more resources (Amaratunga et al., 2002). Therefore, both positivist and interpretivist perspectives have their individual strengths

and weaknesses. As Saunders et al. (2007) cautions, although ‘it is easy to fall into the trap of thinking that one research philosophy is better than another, this would miss the point as they are better at doing different things and which depends on the research question(s) you are seeking to answer’ (p. 108) and the contexts involved.

A pragmatic approach involves choosing between theoretical and conceptual frameworks based on the orientation of the research questions (Creswell et al., 2011; Saunders, Lewis, & Thornhill, 2009). This is important when the research topic does not support that a positivist, interpretive or critical approach be used in an investigation in terms of the knowledge theory involved. Therefore, in this approach qualitative and quantitative methods are used. Therefore, pragmatism recognises that there are various manners in which one can interpret the world and understand their surroundings (Saunders et al., 2007). The current study uses a mixed methodology from both positivist and interpretive perspectives to address research questions. As the goal of this study is to gain an understanding of the decision-making process which occurs in the schools in Saudi Arabia, it would be useful to have insights provided from both. The purpose of positivist is to determine the frequency of various events, attitudes, experiences and other aspects of the topic, as well as certain kinds of causal relations, among others, whereas interpretivism aims at acquiring understanding of the research subjects’ experience, thought, and context (Creswell, 2007).

A pragmatic approach would yield more detailed research insights into the various perspectives of school leaders and teachers on students and teachers’ affairs and educational decision making in Saudi schools because of its potential to allow for the mixing of methods to yield the theoretical and practical outcomes of the research. This theoretical mind set enables an open approach to be taken in understanding the dynamics of the strategies used in shared decision making by school heads and teachers and their demographic and managerial characteristics, which fundamentally influences such strategies in the Saudi context. Using mixed methods provides a triangulation of data to interpret the dynamics of the research field and, by accessing

various types of knowledge on shared decision-making, providing data from more than one perspective (Wildemuth, 1993).

Therefore, the use of mixed methods stands to greatly benefit this project. Semi-structured interviews are complemented with a quantitative questionnaire on decision making in terms of academic institutions goals school policies for staff, policies for students, curriculum and instruction, and community domain. It also captures potential gender differences and factors influencing the decision-making process in Saudi schools, exploring it from the interviewees' perspectives and reasons for their actions or omissions (Saunders, & Bezzina, 2015).

3.3. Research Approach

The research approach is the second layer of the research process 'onion', which Saunders et al. (2009) explains as being the reasoning or manner in which researchers select and develop theories on their topic of interest as well as how they draw their findings and conclusions. Three types of reasoning, mostly used in social science research, are deductive, inductive, and abductive reasoning. According to Saunders et al. (2007), deductive reasoning, also known as testing a theory, or informally as a 'top-down' approach, begins from a more general idea to the more specific; the researcher starts by selecting a theory, develops hypotheses from the theory and designs a plan of study to test the validity of the formulated hypotheses in the case of positivistic methods, thus substantiating or disproving the theory. Inductive reasoning, on the other hand, is also known as building a theory, or informally as a 'bottom-top' approach, which begins from the more specific leading to the more general as the researcher starts by collecting data in an attempt to find patterns within them from which theories can be developed (Saunders et al., 2009). Thus, the logical sequence of the deductive approach in a research is from 'theory/rule – case – result' and that of the inductive approach follows the sequence 'case – result – theory/rule' (van Hoek et al., 2005). The current study combines both the deductive and inductive approaches.

A study of the literature proposes that a number of scholars have studied shared decision-making, mostly adopting either deductive (e.g. Johnson-Laird, 1999) or inductive (e.g. Bisanz, Bisanz, & Korpan, 1994) approaches and in the case of many mixed methods studies (e.g. Pearse, 2019), both. This study could have adopted a deductive approach, which would have provided an opportunity to build this study on existing theoretical frameworks and test them through empirical data collected in order to provide insights on shared decision making in the Saudi context. Similarly, an inductive approach could have been adopted because of the small pool of literature available on shared decision making in the Saudi context and the inductive approach would lend support in forming a general picture of shared decision making, contributing to theory-building appropriate to the Saudi context, where a model of Saudi school leadership needs to be constructed that reflects the jurisdictional characteristics. The inductive approach is involved in theory- and model-building where foreign ones do not apply and a local one needs to be developed. Therefore, this research study opted for a mixture of the inductive and deductive approaches, giving equal importance to both.

The chosen approach is in line with the abductive approach, which has a natural connection with the choice of a pragmatic research philosophy (Aliseda, 2007), since abduction is a pragmatic account of drawing inferences that follows a systematic insight or creativity in any study in an attempt to develop new knowledge (Andreewsky & Bourcier, 2000). Hence, pragmatism is argued by Creswell and Creswell (2017) to be the logic of abductive reasoning and this approach is more useful than a purely deductive or inductive approach as there is a continuous interaction between the empirical data and theory, particularly in a case where existing theories and models do not apply well, for example, where they are mostly based on Western countries that do not transfer well to other contexts (Suddaby, 2006). According to Saunders et al. (2015, p. 152), with abduction, data is used ‘to generate a new or modify an existing theory,’ often through additional data collection. The purpose of studies in these cases are to develop new models, in this case with regard to shared decision making by male and female Saudi school principals and, at the same time, simultaneously building on existing theoretical frameworks (Algarni & Male, 2014).

This approach has been used by Algarni and Male (2014) to investigate shared decision making in schools in Saudi Arabia to bring to the forefront new insight about existing theories on shared decision making that apply in this context. Also, in the Saudi Arabian context, AlHaqwi et al. (2015) showed that shared decision making was most frequently followed by the paternalistic approach and that the consumerist approach was the least favourable. The current study looks at the concept of shared decision-making in the modern times based on the cultural development of the Saudi societies, and determine whether the *Shura* practices is still a viable practice in the modern day Saudi Arabia.

3.4. Conceptual Framework

The conceptual framework of this project was adopted from Mulford (2003). The framework is also presented based on the Islamic cross-cultural approach presented by ElKaleh and Samier (2013). This model was chosen because they match the educational system in the Malaysian context which has a number of similarities to how the educational system is structured in the Saudi schools, especially its cultural values.

The Islamic cross-cultural approach has been adopted in Middle East countries due to mismatch of various models from the western management practices with Islamic cultural values. Despite the clear contradiction between Islamic thought, which emphasizes cooperation and working for the well-being of society, and Western thought, which emphasizes individualism and a strong profit maximization that infiltrated public administration, there is a strong tendency to import and apply Western management practices and models in both private-sector management and public administration (Samier, 2001; Shah, 2014). This paradox has caused significant consternation in managerial methods (Ali, 1990). According to Branine and Pollard (2010), the lack of growth in Arab nations is due to a ‘mismatch between global integration and local responsiveness as a result of an excess forward dissemination of Western management and commercial practices’ (p. 712). One could also say that globalization has subjected Arab and Islamic nations in parts of the Middle East to intellectual imperialism, producing a further schism between Islam and governance (Samier, 2013). Within and outside of the classroom, the teacher is viewed as a leader

who is supposed to serve as a guide to knowledge and behaviour as well as a role model in the Saudi context. This blurring of the lines between teacher and leader reveals the breadth of Muslim students' expectations of educational leaders and teachers, and helps to explain why people in educational leadership positions are respected and held in high regard, as well as the frustrations that arise when those expectations are not met. In this regard, it is important to examine the administration policies and goals for the teachers and students, curriculum and instruction, and the importance the community domain in the administrative affairs of the education system through theories and models that reflect the jurisdiction and cultural features of Saudi Arabia.

Moreover, the Islamic cross-cultural approach is based on the work of several experts in the field of Islamic leadership, notably Beekun and Badawi (2009), which can be applied to the school leadership in the Saudi context. This paradigm is compatible with servant and transformational leadership theories, and it may be applied alongside these Western ideas in administration and leadership programs where there is a partial correspondence. According to the concept of Islamic leadership, it includes two major components: servant leadership, which is comparable to Greenleaf's servant theory of leadership, and guardian leadership, which is akin to Burns' (1978) transformative theory of leadership. Justice (*adle*; or *insaf* in the sense of fairness), consultation (*shura*), tolerance, honesty, kindness (*ihsan*), empathy, patience, and compassion are all entrenched in and motivated by core Islamic concepts and values. According to this paradigm, the principals, teachers, and students may be motivated and led by these core values while fulfilling their servant and guardian responsibilities in shared decision-making. Therefore, the teachers' leadership and authority, which had been weakened within formal hierarchical power systems, can again be brought into line with Islamic religious discourse.

To fulfill their duties as guides to knowledge and behaviour in accordance with Qur'anic principles, all teachers and educational leaders must have some Islamic understanding. According to Beekun and Badawi (2009, p. 15), servant Muslim leaders 'must 'guarantee that people's fundamental needs are satisfied, work with passion and devotion for the welfare of followers and society', and motivate followers

to develop as individuals and professionals. These leaders find fulfillment in serving and assisting others. They see their job as a leader as a method of gaining God's blessing and affection. The guardian leader's job is to safeguard followers from oppression and tyranny, promote justice, and foster God-consciousness by assisting them in developing their spiritual levels, which in Islam are divided into four categories: *islam*, *iman*, *taqwa*, and *ihsan*. These concepts are important to the shared-decision leadership in the Saudi schools where various stakeholders, such as the principals, teachers, local community, and students are involved.

The fundamental values associated with servant and guardian leadership are closely related to the traditional values of the public sector 'mandarin' tradition, a 'extra-patrimonial traditionalism' consisting of loyalty, anonymity, responsibility and accountability to the public interest, expertise in policy matters, moral courage, and 'speaking truth to power' that preceded this current era of neoliberalism in a number of countries (Samier, 2001). These ideals may still be seen in many 'mandarin'-level government workers, such as Ruth Hubbard, whose professional memoir captures the spirit of this heritage by combining servant and guardian characteristics into a single role. These leadership values can be applied in the Malaysian educational administration through shared decision-making. The shared perspectives in education administration include educational goals and policies for teachers and students, curriculum and instruction, as well as the community domain (see Figure 3.1).

Saudi Arabia's education system is undergoing rapid and incremental reforms in order to fulfill the needs of the country's new Vision 2030 program. The plan includes a variety of changes aimed at 'attracting and retaining the best Saudi and international minds' as well as developing the Saudi economy through investments other than oil income (Kinninmont, 2017). Vision 2030, in particular, aims to improve the fit between the country's educational system and labor market jobs (Kinninmont, 2017). In addition, increasing family engagement in children's education across the country is a reform objective (Fakeeh, 2016). The school system is trying to develop and evolve in various ways in order to fulfill the aims of Vision 2030. For example, instructors receive greater training and development, and learning spaces, curriculum, and teaching techniques was expected to be improved (Patalong, 2016). There would also

be more chances for the commercial sector to participate in education, as well as a greater use of contemporary technologies. Thatcher (2012) emphasizes the importance of parental involvement in the education of their children, not only for the students but also for their parents and instructors. To effectively include parents, education programs must also focus on instructors and address their feelings of unpreparedness. Therefore, parents are also involved in day-to-day school administrative activities.

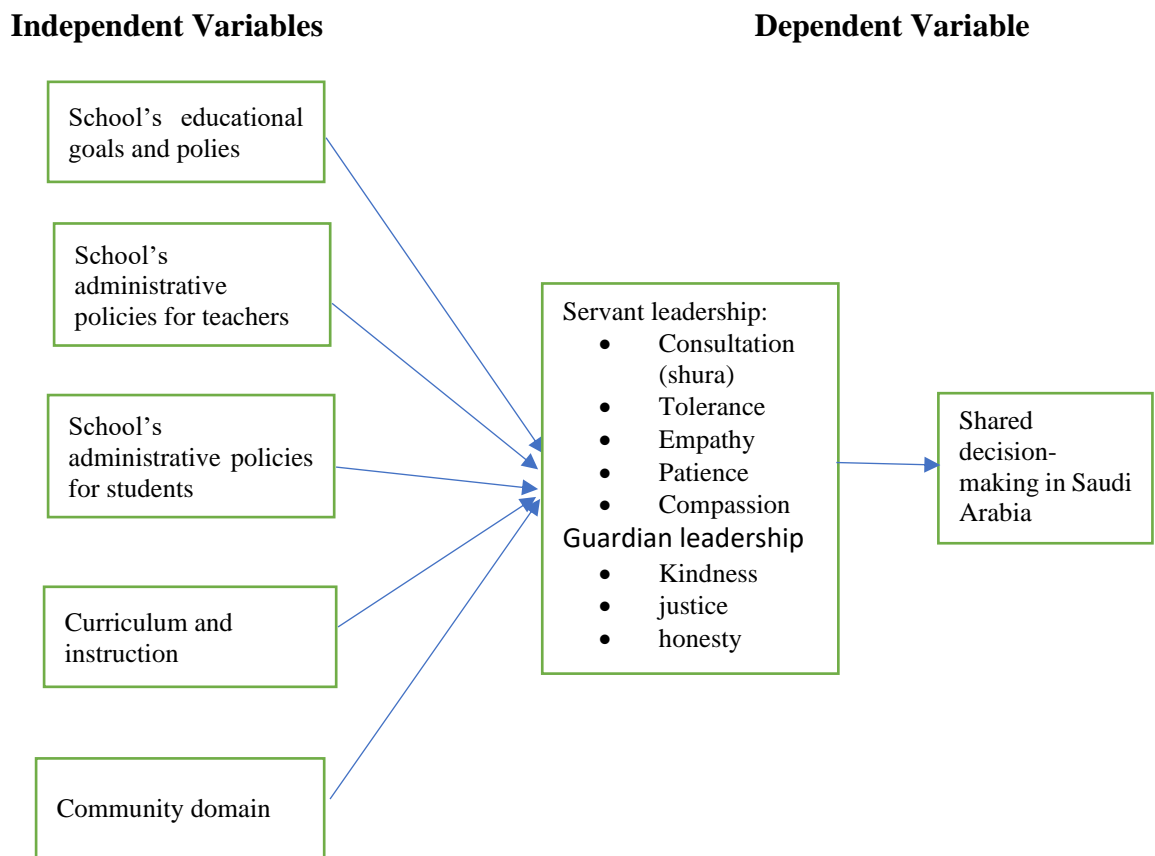


Figure 3.1. The conceptual framework

This conceptual framework has been selected because it reflects the Saudi system, the cultural and religious values, and the dimensions of change that a reform in the Saudi

Arabia's educational system is undergoing and the key goals of the Vision 2030 document.

3.5. Research Strategy

Two main research strategies in the business management field are the quantitative and qualitative (Wilson et al., 2013). The quantitative involves the measurement and analysis of underlying relationships between variables, rather than processes, by collecting large amounts of data and applying numerical and statistical representations for prediction and hypothetical generalisation. On the other hand, qualitative research attempts to explore experiential and reflective phenomena in their natural settings by collecting data on attitudes and values and noting the perceptions and interpretations of individuals during observations and interviews in order to interpret the phenomena (Saunders et al., 2015).

This study integrates both quantitative and qualitative methods in line with pragmatic and abductive approaches, giving equal priority to both quantitative and qualitative in a mixed methods design because this study seeks to uncover data on shared decision that are available from both the positivist and interpretive traditions. Adopting a mixed methodology is also significant because the qualitative part provides data with greater depth about the research issues and offers an understanding of decision making from the perspectives of the participants, whereas the quantitative research can be good for the establishment certain causal relations and the frequency of certain views. Therefore, integrating mixed methodology helps to interpret the social realities as experienced by head teachers and schoolteachers' experiences within the educational decision-making process in Saudi Arabia.

3.6. Research Design

The use of a mixed methods procedure, combining qualitative and quantitative data collection methods, guided the choices with respect to collecting, analysing and reporting this research. Thus, this research involved using self-administered questionnaires and semi-structured interviews to obtain primary data from participants, both leaders and teachers, in primary and secondary schools in the province of Al-Namas, in Saudi Arabia. A questionnaire followed by interviews appeared to be a suitable approach for this study since it aims at both a broad picture in order to understand the nature of decision making in schools, and a further in-depth analysis to more comprehensively understand the selected issues within the decision-making process. As the research involved seeking the perspectives of two groups, head teachers/leaders and teachers, the use of a questionnaire as a quantitative survey instrument provided a comparative means for determining whether the two groups had the same or opposing opinions on teachers and decision-making. The interviews, on the other hand, provided the opportunity for the author to learn in more detail about areas investigated in the survey and probe deeper to fully understand the rationale behind the responses of the leaders and teachers.

Table 3.1. The Research Questions and Proposed Research Strategy

S/n.	Research Questions	Research Method Adopted
1	<i>What are the perspectives of school leaders and teachers regarding teachers and student's experiences (school educational goals and policies, administrative policies for students, curriculum and instruction, community involvement) regarding shared decision-making in schools in Saudi Arabia?</i>	Qualitative and quantitative research methods
2	<i>Are there differences between the perspectives of school leaders and teachers regarding sharing decision-making in schools in Saudi Arabia?</i>	Qualitative and quantitative research method
3	<i>Do differences exist between the perspectives of school leaders and teachers' participation in decision making in schools in Saudi Arabia in relation to their gender?</i>	Qualitative and quantitative

S/n.	Research Questions	Research Method Adopted
		research methods
4	<i>What are the factors influencing the decision-making process in Saudi educational institutions?</i>	Qualitative research method

3.6.1. Sampling

The study's population includes school leaders and teachers in Al-Namas, in the Asir province in the Kingdom of Saudi Arabia. According to the MoE (2018) in Al Namas, the total number of schools, which constitutes the main population of the study including schools from all levels of schools in the country. The general education in the Kingdom of Saudi Arabia consists of kindergarten, six years of primary school and three years each of intermediate and high school. Following the conclusion of intermediate school, students have the freedom to decide if they would like to attend a high school with programmes in commerce, the arts and sciences, or a vocational school. In high school, students participate in comprehensive exams twice a year under the supervision of the Ministry of Education (2018). The population is distributed as follows:

- Boys' schools – 108 (primary – 61; secondary – 30; high school – 17)
- Girls' schools – 91 (primary – 91; secondary – 25; high school – 17)

Once the target population and the sampling frame had been defined, the next step was to determine what an adequate sample of the population would be. The entire population was considered to be large enough to support the design of the study.

Based on the population identified above, the calculated number of respondents for the survey was in accordance with the sampling error formula for surveys (Creswell, 2012;

Fink & Kosekoff, 1985; Fowler, 2009) using a 95% ‘confidence level’ and a 5% ‘margin of error’ according to the formula below. For ease of calculations, the Survey Monkey online sample size calculator based on the formula below was used (Survey Monkey, 2018).

$$\text{Sample Size} = \frac{\frac{z^2 \times p(1-p)}{e^2}}{1 + \left(\frac{z^2 \times p(1-p)}{e^2 N}\right)}$$

This formula consists of a population size = N; margin of error = e; Z-score = z; e is the percentage put into decimal form (for example, 3% = 0.03) (Survey Monkey, 2018). For the qualitative data, a stratified purposive sampling technique was adopted, involving the identification of subgroups in a population and the subsequent purposive selection of a number of cases from each subgroup (the teachers and principals). These subgroups include school leaders and teachers of both genders. The relationship between qualitative and quantitative strands of sampling is identical as the same respondents participated in both the quantitative and qualitative phases of the investigation.

Table 3.2 Target Population and Sample Size for Survey

Target Population	Sample Size
108 Boys schools	
- 91 male school leaders and assistant leaders (MoE, 2018)	70
- 1166 male teachers (MoE, 2018)	290
91 Girls schools	
- 76 female school leaders and assistant leaders (MoE, 2018)	60
- 960 female teachers (MoE, 2018)	270
TOTAL	690

3.6.2. Data Collection Instruments

3.6.2.1 Survey Instrument

This study employed a survey research design, recommended by Saunders et al. (2015). According to Raghunathan and Grizzle (1995), researchers can formulate a questionnaire from ‘scratch’ or base their questions of surveys from a comparable research study. The questionnaire was developed specifically for this study by formulating the questions in line with the insights on some of the questions obtained from previous similar empirical research (e.g., Abu & Shawish, 2016). The questionnaire was designed to investigate perspectives on decision-making relating to the developmental decisions of schools, such as formulating educational goals and strategies, and the instrumental choices, being the actions to achieve these academic goals and other general decisions (see Appendix 3). These were grouped into the following five themes:

1. School’s educational goals and policies.
2. School’s administrative policies for teachers.
3. School’s administrative policies for students.
4. Curriculum and instruction.
5. Community domain

The questionnaire consists of three sections with closed questions. Section 1 is designed to collect demographic information about the participants based on their position in the school, gender, and nationality, university education and work experience in their job to understand the perspectives of those questioned in each group.

Section 2 was designed to collect data on the five themes identified above, that is, the level of the teachers and school leaders' participation in decision making across twenty-seven issues within the five decision domains, as follows: the school's educational goals and policies; school's administrative policies for teachers – six items (see Appendix 3); school's administrative policies for students – six items; curriculum and instruction – six items; and community domain – four items. The respondents were asked to grade the domain items on a Likert scale measuring their level of involvement. The 6-point Likert scale adopted included: 1 (Not at all), 2 (Slightly), 3 (Moderately), 4 (Very), 5 (Extremely) and 6 (I don't know- not aware of what the question wants). Section 3 simply asked the respondents the extent of their overall quality and involvement in the decision-making process in their school with respect to a 5-point Likert scale: 1 (Poor), 2 (Below Average), 3 (Average), 4 (Very Good), and 5 (Excellent) (Appendix 3).

The questions in this survey were first written in English and then translated into Arabic using forward translation and backwards translation into English, and then the backwards translation was compared with the original version. In the second phase, after the translation was completed, it was given to three doctoral students in the UK, one of which is studying for a PhD in school leadership and who speaks both languages, to check the accuracy of the translation, while the other two were proficient in one of the two languages. This done to bolster the reliability of the survey items (Raczkowski, Kalat, & Nebes, 1974).

The instrument was then piloted among twelve teachers in Saudi Arabia, who were not study participants, which was conducted using the Arabic version of the questionnaire in September 2018. According to Adams and Cox (2008, p. 25) ‘it is essential to identify potential problems before the expensive, time-consuming, full-scale research is undertaken’. The questionnaire was reviewed to ensure that it was clearly written, well-structured and that the survey was well presented (e.g. Cohen, Manion & Morrison, 2009). The selection procedure for the participants, who were teachers in Saudi Arabia, was based on convenience sampling and included five female participants and seven males. Feedback on the questionnaire’s clarity and comprehensibility of the questions reported no complications or complexity in responding to the questions within the fifteen-minute period.

3.6.2.2 Interview Instrument

A semi-structured interview pamphlet was used to increase the perspective of participant approaches and challenges in shared decision making in schools. Ghauri et al. (2020) explained that the insistence on using the interview method is to clarify the respondents’ ideas and their particular justification for previous strategic decisions.

The semi-structured interview guide for the school leaders was designed using ten questions. There were two sets of interviews, whereby one set was tailored for the teachers (Appendix 1), and the other set was meant for the school leaders (Appendix 2). The choice of this method enhanced a considerable level of interaction between the interviewees and the author since they were all from the same Arab culture. The author was able to manage the interaction with the interviewees through human influences such as voice inflections, wording and interpretation particular to Saudi Arabic, which aided understanding (see Appendices 1 & 2). In addition, there is the possibility of having a standard used for all interviewees, whilst providing the study with the capability to emphasize on a specific topic in depth. As the native language of the participants of this study was Arabic, the interview questions were translated from English into Arabic using forward translation and backwards translation and the

backwards translation was then compared with the original version. Translating instruments are applied to qualitative and quantitative methods (Sumathipala & Murray, 2000).

A pilot test of both interview guides was first conducted in order to ensure that it was usable and could obtain the necessary information (Morais, 2010). To achieve this, copies of the draft interview questions were distributed to three MoE employees from Saudi Arabia, whom were PhD students studying in the UK. They were asked to give their opinions on the clarity and comprehensibility of the questions and to make any suggestions or recommendations that could enhance it. The feedback was then used to revise the content and format of the questions, as well as to improve the knowledge and skills in using the voice recorder, such as how to access files in the recorder, keep a transcript of the recording, take appropriate pauses for natural interruptions and calculate the estimated time of the recording.

The interview guide's questions include both open-ended and closed-ended inquiries for both the teachers and the school leaders. In this regard, the inquiries for the teachers and that of the school leaders were different from each other. However, the interviews for teachers and school leaders were submitted to men and women (Appendices 1 & 2). There were two sets of interview guides for the participants. First, the interview guide for the teachers, whose first six questions were associated with the demographic background of the participants (see Appendix 1). The subsequent sections were related with the decisions domains in terms of school's educational goals and policies, policies of the schools administrative staff for teachers, policies for students, curriculum and instruction, and community domain. A similar structure was also used in the interview guide for the school leader (see Appendix 2).

3.7. Administering Questionnaires and Interviews

3.7.1 Administering the Questionnaire

The MoE distributed the study's advertisement to all schools (199), providing teachers and school leaders with the opportunity to choose whether they would be willing to participate (see Appendix 3). Therefore, the researcher did not contact participants directly; instead, the Participant Information Sheet (PIS) was posted or emailed to the schools with the study information sheets (see Appendix 7). Teachers and school leaders who were interested in taking part in the study then completed the questionnaires that were emailed to them. In some cases, schools, teachers or leaders passed the study advertisement to their colleagues who were other possible participants that met the including criteria.

The data collection period lasted for three months, from the 3rd of September 2018 to the 1st of December 2018, within which the MoE continued to send study advertisements to teachers and head teachers until the target sample size was achieved. In this regard, no payments, expenses or other incentives were paid to any entity or participants.

3.7.2. Administering the Interview

The author obtained a support letter from the MoE which identified him as a PhD student eligible to conduct this survey, explained the purpose of this study and how the personnel of MoE schools could contribute significantly to this study by participating in the interviews (see Appendix 4). The researcher emphasised that participation was voluntary and, when the participants confirmed their agreement, the

researcher corresponded with them to fix the most suitable time for the interview according to their schedule. All interviews were carried out on different days so as to avoid any conflicts with their professional responsibilities, and their institutions or to this study.

3.7.2.1 MoE's office at Al-Namas

The interviews were conducted over a three-month period, from the 3rd of September 2018 to the 1st of December 2018, parallel to the quantitative survey, in accordance with the original plan. All interviews with the men took place at the participants' offices with only the interviewee and the researcher present. All of the male interviews, except one, were conducted face-to-face in Arabic, were audio recorded and completed within thirty minutes. Only two interviews with a female teacher were conducted face-to-face. The interviews with male teachers and head teachers were conducted in the departmental office and head teachers' offices in their respective schools.

For the women, a female colleague as required by cultural norms in the country to formally mediate the interviews. This female colleague was briefed on the nature of the questions and research objectives to maximise the responses from the participants. The interviews for the female participants were conducted in the MoE's office at Al-Namas. Only the interviewee and the researcher were present during the interviews. There were a number of challenges faced during the interviews. Most of these participants were particularly shy, not at ease, were initially not talking freely, and were quite reluctant to expand on their responses when asked, even in the presence of their female colleague. This was expected in view of Saudi culture, as women are required to limit the amount of time spent with men to whom they are not related. In fact, making direct contact with female respondents was challenging, as it is legally and culturally unacceptable for males to directly communicate with females, whether married or unmarried. According to Al Alhareth, Al Alhareth and Al Dighrir (2015), the cultural norms of the Saudi women require them to have equal rights in participating and playing a key role in their society as well as deprivation them from rights of assembly and expression, and that their colleagues should mediate any form

of public engagement. In this regard, this female colleague was well briefed on the nature of the questions and research objectives to maximise the responses from the participants. In line with the MoE institutional process, once the MoE in Al Namas approved the study the questions were translated into Arabic and sent to the female's department, where one woman would be assigned to communicate with the author and organise the other communications with other women. Thus, female colleagues formerly mediated administering questionnaires and interviews to female participants.

To an extent, the author also did not feel at ease in the interviews with the female teachers for the same reason. However, as the interviews progressed, the mood became lighter and the participants more engaged. Interviews were later transcribed into English.

3.8. Data Analysis

The questionnaire and interview data were analysed separately, with the results presented in separate chapters, and all data, both quantitative and qualitative data, are discussed together in the same order as the research questions.

3.8.1. Quantitative Analysis

The information learned from the questionnaires was analysed using the Statistical Package for Social Science (SPSS) Version 25 software described below. Prior to analysis, the item statements of the questionnaires were grouped according to four domains (see Section 3.6.1 above).

The data analysis of this study was concerned primarily with the following:

- The extent to which teachers and school leaders participate in decision making in the four decision domains identified in Chapter One;
- The level of teachers and school leaders' participation in decision making from the four decision domains and the variables of their demography;

- The relationship amongst the two levels of teacher and school leader participation and the perceived overall quality of the decision-making process according to Ho, Dey and Higson's (2006) multiple criteria decision-making techniques in educational management and leadership.

Descriptive statistical analysis included frequency, percentage, mean and standard deviations. Initial steps in the data processing included an account of the respondent's background so frequency analysis was used to understand the demographic variables of gender, age, educational level, rank and administrative duties held.

Next the mean scores were analysed for each of the measuring scales. The data was then analysed by evaluating a measure of the difference between the educator's participation (AP) and anticipated participation (DP) for each of the decision areas. The mean scores for each of the decision issues according to participation and the desire to participate were accounted for and subtracted to obtain the mean scores of the differences for each decision issue. There are three options of decision condition, decision deprivation, equilibrium and saturation: decision deprivation represents actual participation less than desired ($AP-DP < 0$); decision equilibrium represents actual participation equal to desired ($AP-DP = 0$); and decision saturation represents actual participation greater than desired ($AP-DP > 0$).

The differences in decision-making participation between teachers and head teachers and men and women were analysed by the Chi-square test and analysis of variance (ANOVA). A t-test was used to understand if the mean of perception of participation and the mean of desire to participate varied at the 0.05 probability level. The statistical technique used to test the hypothesis that several group means is the analysis of variance (ANOVA) to examine the variability of the observations within each group as well as the variability between group means. These two estimates of variability were used to draw conclusions on the group means. The one-way ANOVA helped to clarify if there was a strong difference among the mean scores of teacher participation for the varying

categories of the teacher demographics.

Reliability

Reliability is described as the instrument's stability and consistency with respect to what it is being used to measure (Creswell & Zhang, 2009). It is defined as the degree to which assessment results are free from errors of measurement. Reliability was analysed using quantitative procedures to understand the consistency or inconsistency intrinsic in this study. This research used Cronbach's Alpha-reliability measure for internal consistency to assess the reliability of the derived scales against the acceptable reliability of above 0.70 (Nunnally, 1978).

Validity

Validity is concerned with 'whether the findings are really about what they appear to be about' (Saunders & Lewis, 2012, p. 127), primarily in quantitative research. This is a reflection of the accuracy of a measure, as it refers to how well the research instruments are able to measure what they are supposed to measure (Patton, 2002). Factor analysis was used to confirm the concept legitimacy of the questionnaire. Factor analysis was used to study the structure of the questionnaire and to understand the variables of decision domains and the enthusiasm of participation for the decision domains.

A principal component factor analysis was used to understand thirty-eight items of decision-making domains. An Eigen value greater than one was used to understand the relevant number of factors for the factor analysis solution. This led to the identification of four factors. The technique used to find and name the factors identified using this technique was done by examining the derivation of the highest loading items on each factor (factor loading of 0.5 and higher across and within factors), especially in quantitative studies.

3.8.2. Qualitative Analysis

As already discussed, this kind of research design of using mixed data collection methods, including both questionnaires and interviews, merits from the strengths of triangulation as it tends to invariably increase the validity and reliability of the research by reducing bias (Saunders et al., 2015). In this regard, the interview data was analysed qualitatively through an integrated three-step analysis, detailed as follows.

Step 1: Transcription and Translation

After the interviews, the tapes were transcribed using word-processing software. The literature largely implies that people other than the researcher can transcribe interviews. Johnson and Christensen (2008) argue that it increases the ‘interpretative validity of the study’. Interpretive validity refers to ‘accurately portraying the meaning attached by participants to what is being studied by the researcher’ (p. 265). All the interviews were, however, transcribed by the researcher to gain a deeper feeling for the data. The transcripts were then translated into English and were checked both by the author, who is a speaker of the two languages, to ensure its accuracy.

Step 2: Coding and Categorising

The transcribed interviews were analysed many times to familiarise the researcher with the data and the content before the coding process commenced. For the purpose of this thesis, an iterative process was used, which combined concept-driven and data-driven coding methods. Concept-driven codes ‘come from the research literature’ and are applied to the data, whilst with ‘data-driven’ coding a researcher ‘[does] not start with [such] preconceptions’ but rather seeks to build concepts from the data (Gibbs, 2007, p. 45).

Step 3: Developing Interpretations by Comparing and Contrasting

The individual statements or constructs coded within specific categories were compared with each other in order to filter differences and/or similarities. In cases where categories were broad, they were being refined. Also, the researcher defined a category as a coherent group of sentences. It was largely because this exposes the coder to the broader context of the discussion and is more likely to yield reliable coding. In some cases, it was also impossible to disentangle a category into leadership dimensions or cultural dimensions without breaking important linkages. After coding, the researcher used template analysis to organise the qualitative data. The study further identified the themes or codes in their textual data, organised them into their template in order to usefully, and meaningfully represent the relationship between different themes. On analysing the statement given by the informants, related statements were grouped together on a given theme; however, some statements were eliminated from the analysis based on repetition as shown in the following section.

3.9. Ethical Considerations

The ethical issues of this investigation have been discussed and addressed according to the ESRC (2016), the British Educational Research Association (2018) and the Code of Practice on Investigations Involving Human Beings (Seventh Edition) of the University of Strathclyde. In addition, the researcher GDPR laws, and the policies of the university with regards to ethical consideration in social research. In Saudi Arabia, the approach taken was appropriate to the context because the ethical norms of the country in which the data is collected was to also be followed.

The study participants were also reminded of their anonymity at each stage. Reassurances were given that responses would not be reported in any manner that could cause people to be identified. This was also important for eliciting open answers from research participants. In addition, reassurances were given to the schools and all

participants that the research findings would be used solely for research purposes. Confidentiality about all participants' information was maintained throughout the study according to Section 4.4 (p. 20) of the Code of Practice on Investigations Involving Human Beings (Seventh Edition) of the University of Strathclyde. Also, the researcher ensured that ethics should conform to the laws and policies of the university as well as the laws and culture of the data collection site. Hence, the data collection materials were submitted to the Saudi Cultural Centre and some of it to the MoE. In addition, the demographic information was placed at the end of the questionnaire so that participants who did not conclude the questionnaire could not be identified and all their participation information was deleted. Personal details such as name and contact information were optional.

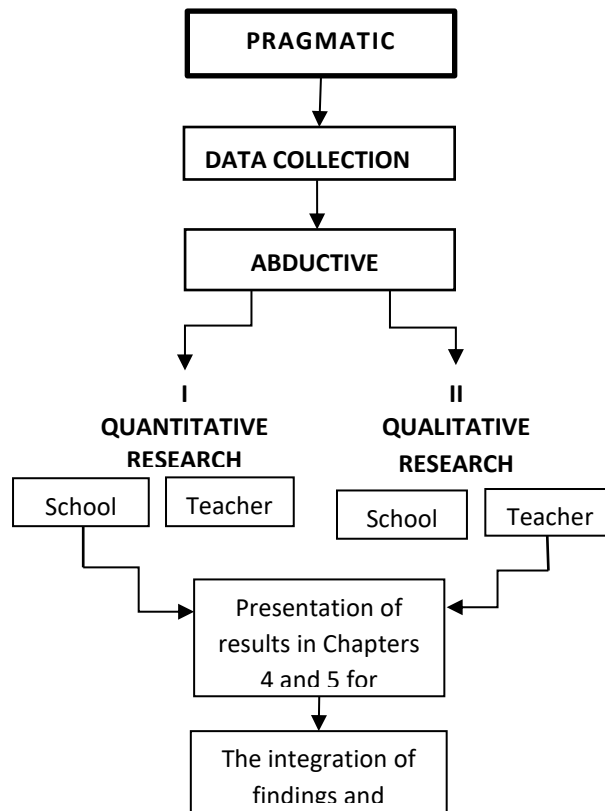
All personal information of the participants was anonymised, data collection and storage. Therefore, in the process of data collection and analysis, all data was kept in a secure file with a password on the university's hard-drive (H) and backed up in StrathCloud. Printed papers were held in a safe locker in the Lord Hope Building to which only the researcher had access. Therefore, participants' confidentiality of all identifiable information was maintained throughout the study. The researcher also sent the personal identification sheet that contained the researcher's name and the university, being the University of Strathclyde, in order to clarify that the study was being conducted by a researcher and not the MoE.

This study took into consideration the need for autonomy, where participants are informed about everything they wanted to know about the project and advised that they have the right to participate in the study based on their individual choice, as well as being free to withdraw at any time without providing a reason. In this regard, the Participant Information Sheet (PIS) and consent forms and it was by way of the study's advertisement that participants were invited to participate in the in the interviews (see appendix 5), as well as filling in the questionnaires (see Appendix 6). The PIS was provided to the participants before they could be able to sign the consent forms. When

the forms were distributed to participants, they were reminded that their participation was voluntary and that the participants had the right to withdraw at any time. The research involved examining issues that were sensitive to both individual participants and the management of the school through recoding of the participants' responses. Thus, the analysis of the questionnaires and interviews was treated sensitively and the words that were perceived to be rather emotive were to other stakeholders were avoided, and presented in a highly confidential manner. To minimise this risk, the author ensured the participants fully understood their right to withdraw at any time and without prejudice through the PIS and Consent forms.

Some of the participants were not willing to be recorded during the interview, a normal occurrence in most qualitative studies in Saudi Arabia. Therefore, notes were taken in these interviews instead. These were notes used as memory prompts of the key points in answering the interview questions and the full statements were written immediately after leaving the interview. The challenges associated with note taking whilst conducting interviews are highlighted in Coolican (2017), where he recommends that effective interviewing required focus on the conversation and was only to be used as an alternative way to approach participants who did not want to be recorded. Overall, the author made sure the integrity of the study was maintained throughout the research process, including any potential conflicts of interest by upholding the procedures set out in the ethics application. The systematic research process is presented in Figure 3.1.

Figure 3.2: Schematic View of the Research Process



CHAPTER 4: RESULTS AND DISCUSSION

4.1. Introduction

This chapter presents the results and the discussion of the study findings. It presents the profile of Saudi Arabia to create the context within which the results are discussed including key policy documents, the questionnaire data (validity of the data, questionnaire results, and discussion), as well as the interview data for teachers and principals. The final section will be the comparison of different sources of data and the discussion of the results in the context of the existing literature.

4.2. Questionnaire Data

4.2.1 Reliability and Validity of the Questionnaire and Data

Cronbach's ' α ' was employed as the coefficient of reliability to determine the internal consistency of the survey instrument and evaluate the reliability of the study's questionnaire. The internal consistency of the Cronbach range is considered unacceptable if it is 0.5, poor if it is below 0.6 and questionable if it is equal to 0.6 and less than 0.7 respectively. It is considered acceptable if it is below 0.8 and above, or equal to 0.7 (Vaske, Beaman & Sponarski, 2017). According to Vaske et al. (2017), the value below 0.9 and above 0.8 is a good one. The items on the questionnaire were tested against the actual participation (AP) and the desired participation (DP). The results from the reliability test, as shown in Table 4.1, indicates that the majority of the items in the questionnaire ranged between 0.8 and 0.9. This demonstrates that the internal consistency is acceptable and reliable for the current study.

Table 4.1: Internal Consistency of the Questionnaires (number of participants 729)

Questionnaire Domains	Items number	Actual participation (AP)	Desired participation (DP)
School's educational goals and policies	5	0.847	0.733

School's administrative policies for teachers	6	0.860	0.813
School's administrative policies for students	6	0.861	0.820
Curriculum and instruction	6	0.881	0.875
Community domain	4	0.930	0.871
All	27	0.957	0.928
Total of all Questionnaires Items	54	0.942	

4.2.2 The Presentation of the Questionnaire Data

4.2.2.1. The Demographic Results

The findings in Table 4.2 presents the demographic characteristics of the respondents. The participants were almost equally represented by gender, with 375 (51.4%) being male, and 354 (48.6%) female. In terms of age, 383 (52.5%) were aged between 31 and 40, 255 (35.0%) were aged between 41 and 50, 49 (6.7%) were aged between 51 and 60, and 42 (5.8%) were aged 30 years or less. There was also a range of qualifications with 515 (70.6%), having a bachelor's degree, whereas 140 (19.2%) had a master's degree, 60 (8.2%) had a postgraduate certificate/diploma, and 14 (1.9%) had a doctoral degree. the study further demonstrated the professional ranks of the participants, with 581(79.7%) being teachers, and 98 (13.4%) school principals, whereas 50 (6.9%) were vice-principals. Teaching experience varied by the years that the participants have been in the teaching profession, with 264 (36.2% having teaching experience of 11–20 years, 242 (33.2%) had experience of 0–10 years, 194 (26.6%) had experience of 21–30 years and 29 (4.0%) had 31–40 years of experience, as shown in Table 4.2.

Table 4.2. The Demographic Results

Gender of the respondents	Frequency (f)	Percentage (%)
Male	375	51.4
Female	354	48.6
Total	729	100
Age of the respondents	Frequency (f)	Percentage (%)
30 or less	42	5.8
31–40	383	52.5
41–50	255	35.0
51–60	49	6.7
Total	729	100.0
Qualification	Frequency (f)	Percentage (%)
Bachelor’s Degree	515	70.6
Postgraduate Certificate/Diploma	60	8.2
Master’s Degree	140	19.2
Doctoral Degree	14	1.9
Total	729	100.0
Rank of the participants	Frequency (f)	Percentage (%)
Teachers	581	79.7
Vice-principal	50	6.9
School principal	98	13.4
Total	729	100
Teaching experience	Frequency (%)	Percentage (%)
0–10	242	33.2
11–20	264	36.2
21–30	194	26.6
31–40	29	4.0
Total	729	100.0

4.2.2.2. The Data Results of the Questionnaire

The study examined the current perspectives of school leaders and teachers regarding teachers and students’ experiences relating to the schools’ educational goals and policies. The study findings are set out in Tables 4.3 and 4.4. The findings are presented in terms of actual participation (AP) and the desired participation (DP) of teachers in the decision-making process. The study’s findings in Table 4.3 indicate that the minority (27.4%) of the respondents took part in the identification of school tools and equipment were moderate. It was also found that minority of the respondents (35.1%) did not participate in the formulation of the school’s finance committee. Also,

another minority (25.5%) of the respondents took part in organising meetings for teachers and staff to discuss various matters. In terms of developing internal and general conduct rules in the use of school facilities by teachers and students, a minority of the respondents (24.6%) moderately took part. Moreover, the minority (30.0%) of the participants indicated that they did not take part in suggesting references and academic resources for the school library. Generally, the study found that a large majority participated in the identification of school tools and equipment, formulation of the school's finance committee, organising meetings for teachers and staff to discuss various matters, and developing internal and general conduct rules in the use of school facilities by teachers and students were mainly older participants compared to younger ones. In addition, there were more male participants who participated in this activities compared to the female participants.

Table 4.3: The Extent of AP of Teachers in Schools Educational Goals and Police

Statement	I don't know		Not at all		Slightly Likely		Moderately Likely		Very Likely		Extremely Likely	
	F	%	F	%	F	%	F	%	F	%	F	%
Identify school tools and equipment	4	0.5	71	9.7	127	17.4	200	27.4	151	20.7	176	24.1
Formulate the finance committee of the school	59	8.1	256	35.1	93	12.8	113	15.5	72	9.9	136	18.7
Organise meetings for teachers and staff to discuss various matters	19	2.6	136	18.7	107	14.7	158	21.7	123	16.9	186	25.5
Develop internal and general conduct in the use of school facilities by teachers and students	14	1.9	108	14.8	111	15.2	179	24.6	155	21.3	162	22.2
Suggest references and scientific resources of the school library	41	5.6	219	30.0	140	19.2	156	21.4	95	13.0	78	10.7

The findings in Table 4.4 indicate that the majority of the respondents (54.9%) were extremely likely to take part in the identification of the school’s administrative tools and equipment, (29.1%) moderately likely to take part in the formulation of the finance committee of the school, (38.4%) extremely likely to take part in the organisation of meetings for teachers and staff to discuss various matters, (48.4%) extremely likely take part in the development of internal and general conduct in the use of school facilities by teachers and students, and (39.1%) extremely likely took part in suggesting the references and academic resources for the school library. Generally, the study found that the only aspect that excited the participants, especially, older male participants, was the identification of the school’s administrative tools and equipment, while a minority desired to participate in formulation of the finance committee of the school, organisation of meetings for teachers and staff to discuss various matters, developing internal and general conduct in the use of school facilities by teachers and students, and suggesting the references and academic resources for the school library. Also, a majority of the participants had a desire to participate decision-making in these activities females, who were perceived to have been left on key decision-making areas.

Table 4.4. The Degree of DP of Teachers in Schools Educational Goals and Policy

Statement	I don't know		Not at all		Slightly Likely		Moderately Likely		Very Likely		Extremely Likely	
	F	%	F	%	F	%	F	%	F	%	F	%
Identify school tools and equipment	3	0.4	9	1.2	19	2.6	80	11.0	218	29.9	400	54.9
Formulate the finance committee of the school	35	4.8	62	8.5	63	8.6	212	29.1	178	24.4	179	24.6
Organise meetings for teachers and staff to discuss various matters	10	1.4	26	3.6	35	4.8	182	25.0	196	26.9	280	38.4

Develop internal and general conduct in the use of school facilities by teachers and students	9	1.2	30	4.1	39	5.3	116	15.9	182	25.0	353	48.4
Suggest references and scientific resources of the school library	23	3.2	40	5.5	48	6.6	142	19.5	191	26.2	285	39.1

The study further determined the current perspectives of school leaders and teachers regarding teachers and student's experiences relating to the administrative policies for the teachers. The study findings are set out in Tables 4.5 and 4.6.

The study's findings in Table 4.5 indicate that the minority of the participants (26.1%) did not take part in the identification of training courses or professional development programs that teachers deserved to undertake, 24.4% took part at a high level in setting the school schedule, 28.7% took an active role in distributing tasks at the beginning of the year, such as supervision, activities and exams timetables, 24.0% did participate in organising teacher meetings, 30.6% took part in determining the time required for the leader visit to the quarterly teachers, and 40.6% did not participate in determining what should or should not be included in the teacher assessment process. Generally, the study found that the minority participate in setting the school schedule, distributing tasks at the beginning of the year, such as supervision, activities and exams timetables, organising teacher meetings, determining the time required for a quarterly visit by the leader visit to teachers, as well as in determining what can be included in the teacher assessment process, with many of these participants being female compared to male.

Table 4.5. The Extent of AP of Teachers in Decision Making

Statement	I don't know		Not at all		Slightly Likely		Moderately Likely		Very Likely		Extremely Likely	
	F	%	F	%	F	%	F	%	F	%	F	%
Identify the training courses or professional development programs that teachers deserve	9	1.2	190	26.1	121	16.6	155	21.3	125	17.1	129	17.7
Setting the school schedule	19	2.6	164	22.5	119	16.3	131	18.0	118	16.2	178	24.4
Distributing tasks at the beginning of the year (e.g. supervision, activity, exams timetables)	8	1.1	129	17.7	103	14.1	145	19.9	135	18.5	209	28.7
Organise teacher meetings	26	3.6	175	24.0	120	16.5	155	21.3	97	13.3	156	21.4
Determining the time required for the leader visit to the quarterly teachers	29	4.0	101	13.9	67	9.2	154	21.1	155	21.3	223	30.6
Determining what should or should not be included in the teacher assessment process	34	4.7	296	40.6	82	11.2	116	15.9	95	13.0	106	14.5

The study's findings in Table 4.6 indicate that a small majority of the respondents (57.8%) were extremely likely to participate in the identification of the training courses or professional development programmes that teachers deserved to undergo, 43.1% in setting the school schedule, 47.1% in distributing tasks at the beginning of the year, such as supervision, activities and exam timetables, 27.7% in organising teacher meetings, 45.4 in determining the time required for the leader visit to the quarterly teachers, whereas 2.1% didn't know, 5.1% were unlikely to participate, 5.5% were slightly likely, 17.4% were moderately likely and 24.6% were very likely to participate. Finally, 37.4% of the respondents indicated that they were highly likely to participate in determining what should or should not be included in the teacher assessment process. Generally, the study found that rate of desired participation was significantly high in terms of identifying training courses or professional development programmes that teachers deserved to take, where a higher minority desired to

participate in setting the school schedule, distributing tasks at the beginning of the year, and determining the time required for the quarterly leader visit to teachers. On the other hand, a small minority desired to participate in supervision activities and exam timetabling, organising teacher meetings, determining what should be included in the teacher assessment process. Also, a higher rate of respondents in these activities were older women who felt that the majority of the decision-making was reserved for their men counterparts.

Table 4.6. The Degree of DP of Teachers in Administrative Policies for Teachers

Statement	I don't know		Not at all		Slightly Likely		Moderately Likely		Very Likely		Extremely Likely	
	F	%	F	%	F	%	F	%	F	%	F	%
Identify the training courses or professional development programs that teachers deserve	7	1.0	19	2.6	27	3.7	71	9.7	184	25.2	421	57.8
Setting the school schedule	7	1.0	38	5.2	29	4.0	141	19.3	200	27.4	314	43.1
Distributing tasks at the beginning of the year (e.g. supervision, activity, exams timetable)	6	0.8	28	3.8	31	4.3	127	17.4	194	26.6	343	47.1
Organise teacher meetings	29	4.0	50	6.9	62	8.5	186	25.5	200	27.4	202	27.7
Determining the time required for the leader visit to the quarterly teachers	15	2.1	37	5.1	40	5.5	127	17.4	179	24.6	331	45.4
Determining what should or should not be included in the teacher assessment process	25	3.4	85	11.7	42	5.8	124	17.0	180	24.7	273	37.4

The study further examined the current perspectives of school leaders and teachers regarding teachers and student's experiences relating to the administrative policies for the students. The study's findings are set out in Table 4.7 and Table 4.8.

The findings in Table 4.7 indicate that the minority of the respondents (31.0%) took part in forming different student committees, 27.3% reported extremely participating in developing appropriate plans to stimulate motivation towards education, 26.6% moderately participated in organising and approving scientific visits or educational trips for students, 24.4% highly participated in developing appropriate solutions to attendance and behaviour problems, 39.0% extremely participated in preparing treatment plans for students who had a low performance in schools, and 28.7% moderately participated in developing programmes to develop students' abilities and talents. Generally, the study found that there were low rates of participation among both genders, and across the age distribution in terms of forming different student committees, developing appropriate plans to stimulate motivation towards education, organising and approving scientific visits or educational trips for students, developing appropriate solutions to attendance and behaviour problems, preparing treatment plans for students who had a low performance in schools, and developing programmes to develop students' abilities and talents.

Table 4.7. The Extent of the AP of Teachers in the Administrative Policies for Student

Statement	I don't know		Not at all		Slightly Likely		Moderately Likely		Very Likely		Extremely Likely	
	F	%	F	%	F	%	F	%	F	%	F	%
Forming different student committees	24	3.3	100	13.7	108	14.8	226	31.0	124	17.0	147	20.2
Develop appropriate plans to stimulate motivation towards education	7	1.0	65	8.9	90	12.3	178	24.4	190	26.1	199	27.3
Organising and approving scientific visits or educational trips for students	29	4.0	154	21.1	117	16.0	194	26.6	123	16.9	112	15.4
Develop appropriate solutions to attendance and behaviour problems	11	1.5	120	16.5	107	14.7	160	21.9	153	21.0	178	24.4

Determining the time required for the leader visit to the quarterly teachers	15	2.1	37	5.1	40	5.5	127	17.4	179	24.6	331	45.4
Preparing treatment plans for students with low performance in schools	9	1.2	39	5.3	77	10.6	149	20.4	171	23.5	284	39.0
Develop programs to develop students' abilities and talents	12	1.6	81	11.1	102	14.0	209	28.7	168	23.0	157	21.5

The findings in Table 4.8 indicate that the majority of respondents (42.9 %) were extremely likely to participate in forming different student committees, 58.0% were very likely to participate in developing appropriate plans to stimulate student motivation towards education, 38.1% were extremely likely to participate in organising and approving scientific visits or educational trips for students, 49.4% were highly likely to participate in developing appropriate solutions to attendance behaviour problems, 66.0% were extremely likely to participate in preparing treatment plans for students who had low performances in school, and 52.7% were highly likely to participate in developing programmes to develop students' abilities and talents. Generally, the main areas of interest that excited the participants were developing appropriate plans to stimulate student motivation towards education, preparing treatment plans for students who had low performance in school, and developing programmes to develop students' abilities and talents. However, a minority of the participants were interested in forming different student committees, organising and approving scientific visits or educational trips for students, developing appropriate solutions to attendance behaviour problems. In terms of gender and age distribution, older male participants were more involved compared to the female participants.

4.8. The Degree of the DP of Teachers in the Administrative Policies for Students

Statement	I don't know		Not at all		Slightly Likely		Moderately Likely		Very Likely		Extremely Likely	
	F	%	F	%	F	%	F	%	F	%	F	%
Forming different student committees	16	2.2	13	1.8	34	4.7	134	18.4	219	30.0	313	42.9
Developing appropriate plans to stimulate student motivation towards education	6	0.8	10	1.4	18	2.5	69	9.5	203	27.8	423	58.0
Organizing and approving scientific visits or educational trips for students	21	2.9	25	3.4	40	5.5	150	20.6	215	29.5	278	38.1
Develop appropriate solutions to attendance behaviour problems	11	1.5	18	2.5	22	3.0	129	17.7	189	25.9	360	49.4
Preparing treatment plans for students with low performance in school	4	0.5	6	0.8	17	2.3	67	9.2	154	21.1	481	66.0
Develop programs to develop students' abilities and talents	9	1.2	22	3.0	23	3.2	106	14.6	185	23.4	384	52.7

The study further determined the current perspectives of school leaders and teachers regarding teachers and student's experiences in relation to curriculum and instruction. The study findings are set out in Tables 4.9 and 4.10.

The study's findings in Table 4.9 indicate that the minority of the respondents (22.5%) moderately participated in suggesting appropriate evaluation methods for the curriculum, 24.1% extremely participated in developing teaching strategies, 26.7% moderately participated in suggesting ways to achieve the objectives of the curriculum,

34.0% did not participate in forming committees in schools designed to analyse courses to avoid mistakes, 33.9% did not participate in suggesting references and scientific resources for the school library, 25.7% moderately participated in presenting opinions about the choice of teaching methods that were appropriate for different subjects. Generally, the study findings demonstrated that the minority of the participants participated in suggesting appropriate evaluation methods for the curriculum, developing teaching strategies, suggesting ways to achieve the objectives of the curriculum, forming committees in schools designed to analyse courses to avoid mistakes, suggesting references and scientific resources for the school library, as well as presenting opinions about the choice of teaching methods that were appropriate for different subjects. In terms of gender and age distribution, older male participants were more involved, compared to the female participants.

Table 4.9. The Extent of the AP of Teachers in Curriculum and Instruction

Statement	I don't know		Not at all		Slightly Likely		Moderately Likely		Very Likely		Extremely Likely	
	F	%	F	%	F	%	F	%	F	%	F	%
Suggest appropriate evaluation methods for the curriculum	17	2.3	153	21.0	107	14.7	164	22.5	119	19.3	147	20.2
Developing teaching strategies	10	1.4	113	15.5	103	14.1	158	21.7	169	23.2	176	24.1
Suggest ways to achieve the objectives of the curriculum	8	1.1	116	15.9	108	14.8	195	26.7	142	19.5	160	21.9
Forming committees at the school to analyse courses to avoid mistakes	22	3.0	248	34.0	133	18.2	122	16.7	96	13.2	108	14.8
Suggest references and scientific resources for the school library	42	5.8	247	33.9	141	19.3	130	17.8	83	11.4	86	11.8
Presenting opinions about the choice of methods and methods of teaching	10	1.4	118	16.2	105	14.4	187	25.7	157	21.5	152	20.9

The study's findings in Table 4.10 indicate that the majority of the respondents (62.3%) were extremely likely to participate in suggesting appropriate evaluation methods for the curriculum. The study also indicated that the majority of the respondents (58.3%) were highly likely to participate in developing teaching strategies. In addition, the study indicated that the majority of (57.5%) were highly likely to participate in suggesting ways to achieve the objectives of the curriculum. Also, close to a majority of the respondents (42.9%) demonstrates that they were extremely likely to participate in forming committees at the school level in order to analyse courses to avoid mistakes. A minority of the participants (38.7%) were also likely to participate in decision-making involving suggesting references and educational resources for the school library, as well as presenting the opinions about the choice of teaching methods appropriate for different subjects, with the majority (54.0%) agreeing in this context. Generally, the study findings indicated that a small majority of the participants in both genders and age distribution took part in suggesting appropriate evaluation methods for the curriculum, developing teaching strategies, suggesting ways to achieve the objectives of the curriculum, and presenting the opinions about the choice of teaching methods appropriate for different subjects. However, slightly higher minority of the participants took part in forming committees at the school level in order to analyse courses to avoid mistakes, and suggesting references and scientific resources for the school library.

Table 4.10. The degree to which teachers should participate in in terms of curriculum and instruction (DP)

Statement	I don't know		Not at all		Slightly Likely		Moderately Likely		Very Likely		Extremely Likely	
	F	%	F	%	F	%	F	%	F	%	F	%
Suggest appropriate evaluation methods for the curriculum	9	1.2	14	1.9	22	3.0	69	9.5	161	22.1	454	62.3
Developing teaching strategies	10	1.4	13	1.3	27	3.8	79	10.8	175	24.0	425	58.3

Suggest ways to achieve the objectives of the curriculum	7	1.0	14	1.9	25	3.4	71	9.7	193	26.5	419	57.5
Forming committees at the school level to analyse courses to avoid mistakes.	19	2.6	36	4.9	53	7.3	122	16.7	186	25.5	313	42.9
Suggest references and scientific resources for the school library	25	3.4	42	5.8	53	7.3	141	19.3	186	25.5	282	38.7
Presenting the opinion about the methods of teaching appropriate for different subjects	7	1.0	16	2.2	27	3.7	92	12.6	193	26.5	394	54.0

The study further determined that the current perspectives of school leaders and teachers regarded teacher and student experiences in the community to be valuable. The study's findings are set out in Tables 4.11 and 4.12.

The study's findings in Table 4.11 indicate that a minority of respondents (24.0%) took part at a high level in forming parents' council panels; however, the minority (28.4%) did not participate in determining the schedule of these meetings. Furthermore, the study found that a minority of respondents (27.7%) did not participate in organising periodic meetings with parents to familiarise them with school programmes. The study further found that a minority of respondents (25.5%) moderately participated in providing suggestions for increased interactions between the school and the community. Therefore, whereas the respondents were willing to participate in decision-making, the administration provided little support for these activities. Generally, the study found that the rate of participation for both genders and across the age distribution was slightly lower in terms of informing parents' council panels, organising periodic meetings with parents to familiarise them with school programmes, and providing suggestions for increased interactions between the school and the community, among the schools in Saudi Arabia.

Table 4.11. The Extent of the AP of Teachers in the Community Domain

Statement	I don't know		Not at all		Slightly Likely		Moderately Likely		Very Likely		Extremely Likely	
	F	%	F	%	F	%	F	%	F	%	F	%
Forming parents' council	37	5.1	163	22.4	119	16.3	126	17.3	109	15.0	175	24.0
Determining the schedule of the meeting of the parents' council	40	5.5	207	28.4	112	15.4	116	15.9	118	16.2	136	18.7
Organizing periodic meetings with parents to familiarize them with school programs	38	5.2	202	27.7	110	15.1	155	21.3	98	13.4	126	17.3
Provide suggestions for increased interactions between the school and the community	22	3.0	141	19.3	102	14.0	186	25.5	134	18.4	144	19.8

The study's findings in Table 4.12 indicate that a minority of the respondents (36.4%) were fairly minority likely to participate in forming parents' council. The study further reveals that a large minority (32.8%) were highly likely to participate in determining the schedule of the meeting for the parents' council panels. In addition, the study indicated that a slightly higher minority of the respondents (34.3%) were fairly likely to participate in organising periodic meetings with parents to familiarise them with school programs. It was further found that a slightly higher minority of the respondents (40.5%) were extremely likely to participate in providing suggestions for increased interactions between the school and the community, whereas 2.7% did not know. This shows that the respondents were ready and willing to participate in decision-making. Generally, the study found that a minority of the participants, particularly more women participants desired to participate in decision-making in forming parents' council, determining the schedule of the meeting for the parents' council panels, organising periodic meetings with parents to familiarise them with school programmes, providing suggestions for increased interactions between the school and the community.

Table 4.12. The Degree of the DP of Teachers in the Community Domain

Statement	I don't know		Not at all		Slightly Likely		Moderately Likely		Very Likely		Extremely Likely	
	F	%	F	%	F	%	F	%	F	%	F	%
Forming parents' council	27	3.7	32	4.4	47	6.4	154	21.1	204	28.0	265	36.4
Determine the schedule of the meeting for the parents' council	30	4.1	45	6.2	65	8.9	179	24.6	171	23.5	239	32.8
Organising periodic meetings with parents to familiarise them with school programs	31	4.3	43	4.9	55	7.5	165	22.6	186	25.4	250	34.3
Provide suggestions for increased interactions between the school and the community	20	2.7	36	4.9	41	5.6	139	19.1	198	27.2	295	40.5

The study further sought to determine the overall quality and process of decision making in Saudi Arabian schools. The study's findings in Table 4.13 demonstrate that the minority (37.4%) of the respondents considered their decision-making in schools was average based on their experience and information. However, based on the teachers' experience and information, the rate of the general overall process of decision making in their school was low with 35.9%. Generally, the rates of participation in decision making in both genders, and across the age distribution was slightly below average in terms of the overall quality of decision-making and the process of decision-making in school administration and management.

Table 4.13. The Overall Quality and Process of the Decision Making in Schools

Research Question	Poor		Below Average		Average		Very Good		Excellent	
	F	%	F	%	F	%	F	%	F	%
Based on your experience and information, how would you rate the overall quality of your decision making in schools?	81	11.1	113	15.5	273	37.4	216	29.6	46	6.3
Based on your experience and information, how would you rate the overall process of decision making in your school?	95	13.0	123	16.9	262	35.9	193	26.5	56	7.7

4.2.3. Regression Analysis

Following my initial analysis of the data from the questionnaires, I then undertook a series of regression analyses to test the relationship between the dependent and independent variables. The dependent variable was ‘the overall quality of decision making’, whereas the independent variables were community domain (DP), community domain (AP), policies for teachers (AP), policies for teachers (DP), goals and policies (DP), goals and policies (AP), curriculum and instruction (AP) and curriculum and instruction (DP). The findings set out in Table 4.18 demonstrate that the significant value to test the model’s reliability for the relationships between dependent and independent variables was obtained at 0.001, which is less than 0.005 critical value, a 95% significance level. Therefore, the model was statistically significant in testing the relationship between the study variables. The calculated F value was 36.898, indicating a significant finding for the relationships presented by the regression coefficients.

The study’s findings in Table 4.14 show the significance value in testing the reliability of the model for the relationships between the dependent and independent variables,

which was obtained at $p < 0.001$. Hence, the model employed in the study was statistically significant in predicting the relationships between the dependent and independent variables. The calculated F value was 30.547, demonstrating a significant model for the relationships as illustrated by the regression coefficients. Therefore, it can be concluded that the overall model for the study was reliable and statistically significant in determining the influence of the predictor variables to the shared decision-making process in the Saudi Arabian schools.

Table 4.14: ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	250.264	10	25.026	30.547	P < 0.001
Residual	592.341	723	0.819		
Total	842.605	733			

From the reliability evidence collected, the estimates of the regression coefficients, the t-statistics and the p-value for the relationship between the dependent and independent variables are demonstrated in Table 4.19. The study's findings indicate that the AP in goals and policies positively and significantly predicted the shared decision-making, $\beta = 0.222$, $t = 3.846$, $p < 0.001$.

The DP with goals and policies also positively and significantly predicted the level of shared decision making, $\beta = -0.102$, $t = -2.504$, $p < 0.001$, as well as the AP in policies, $\beta = 0.159$, $t = 2.811$, $p < 0.001$. On the other hand, the DP in policies for teachers negatively impacted the level of the shared decision-making process, $\beta = -0.012$, $t = -1.419$, $p > 0.001$.

The findings on the AP regarding policies for students positively and significantly predicted the level of shared decision making, $\beta = 0.114$, $t = 2.060$, $p < 0.001$, as well

as the DP relating to student policies, $\beta = 0.108$, $t = 2.320$, $p < 0.001$. The AP in curriculum instruction positively and significantly predicted the level of shared decision-making processes in schools, $\beta = 0.137$, $t = 2.857$, $p < 0.001$ but the DP in curriculum instruction negatively predicted the level of shared decision-making processes, $\beta = 0.013$, $t = 0.274$, $p > 0.001$. In addition, not only was the AP in community domain negatively predicted in the levels of shared decision processes in schools, $\beta = -0.033$, $t = -0.586$, $p > .001$ but so was the DP in community domain with predicted levels at $\beta = -0.044$, $t = -0.993$, $p > 0.001$.

Table 4.15. Regression Coefficients^a

Model	Unstandardised Coefficients		Standardised Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.649	0.216		7.644	0.000
Goals and policies AP	0.041	0.011	0.222	3.846	0.000
Goals and policies DP	-0.026	0.010	-0.102	-2.504	0.013
Policies Teachers AP	0.024	0.009	0.159	2.811	0.005
Policies Teachers DP	-0.014	0.009	-0.071	-1.607	0.108
Policies Students AP	0.019	0.009	0.114	2.060	0.040
Policies Students DP	0.025	0.011	0.108	2.320	0.021
Curriculum instruction AP	0.021	0.007	0.137	2.857	0.004
Curriculum instruction DP	0.003	0.009	0.013	0.274	0.784
Community domain AP	-0.006	0.011	-0.033	-0.586	0.558
Community domain DP	-0.010	0.010	-0.044	-0.993	0.321

a. Dependent Variable: the overall quality of decision making in schools

From the quantitative analysis, the main themes that were apparent for both the teachers and principals were goals and policies AP, goals and policies DP, policies teachers AP, policies teachers DP, policies students AP, policies students DP, curriculum instruction AP, curriculum instruction DP, community domain AP, and community domain DP.

4.2.4 Discussion of Qualitative Findings

This section presents the discussion of the quantitative study findings, based on the following research questions:

1. What are the perspectives of school leaders and teachers regarding teachers and student's experiences (school educational goals and policies, administrative policies for students, curriculum and instruction, community involvement) regarding shared decision-making in schools in Saudi Arabia?
2. Are there differences between the perspectives of school leaders and teachers regarding sharing decision-making in schools in Saudi Arabia?
3. Do differences exist between the perspectives of school leaders and teachers' participation in decision making in schools in Saudi Arabia in relation to their gender?

The study examined the perceptions of school leaders and teachers about shared decision making in Saudi Arabia. In the first objective, the study determined the teachers' and principals' shared decision-making in school administration and management. The study findings demonstrated that there was a relatively small majority of participants who took part in identification of school tools and equipment. However, findings demonstrated that there was less shared decision-making among teachers and principals in terms of school finance committee decisions, organisation of meetings for teachers and staff to discuss various matters, developing internal and general conduct in the use of school facilities by teachers and students, and suggesting references and academic resources for the school library. These findings are also similar to those of Alqahtani et al. (2020, p. 321), who found that 'most teachers and parents said that they were not involved in goal-setting for the school although a number of recent studies have concluded that shared goals, collective emotional and intellectual commitment and a common understanding of achievement are key characteristics of successful schools'. However, Lin (2014) reported contrasting outcomes by indicating that some teachers regard participation in school leadership roles as matters beyond the boundaries of the teaching profession, while others view the participation as an extra assignment and do not feel sufficiently able to take up the task. In further contrast, Alyami and Floyd (2019) concluded that Saudi Arabian schools are well known for having extremely centralised educational systems, with top-down decision making, a lack of school autonomy and a great deal of bureaucracy. These centralised systems can lead to detrimental effects on staff motivation, and it has been argued that by allowing educational leaders to have more control over key

tasks, such as curriculum design, is seen to be a key aspect of being a professional (Alyami & Floyd, 2019).

The study further examined shared decision-making in terms of the administrative policies for the teachers. The study findings demonstrated that there was a low level of teacher participation, since only a minority of the respondents indicated that they participated in setting the school schedule, distributing tasks at the beginning of the year, such as supervision, activities and exams timetables, organising teacher meetings, determining the time required for the leader visit to the quarterly teachers, as well as in determining what can be included in the teacher assessment process. However, based on the findings on desired participation, most teachers indicated that they would wish to actively participate in identification of training courses or professional development programmes that teachers deserved to undergo, setting the school schedule, distributing tasks at the beginning of the year, and determining the time required for the quarterly leader visit to teachers. These findings are similar to that of Hammad (2017), who found that the unwillingness of the teachers to take part in shared decision-making are triggered by various reasons, including their doubts over the significance of the decisions where they are invited to take part, as well as the extent to which they may influence the school's policies in Saudi Arabia. However, according to Algarni and Male (2014) who indicated that the new government strategy requires that teachers in Saudi Arabia should perceive their roles as exceeding the formal teaching of the stipulated academic curriculum in order to embrace positive relationships with the learners, similar to that of children and their parents. This entails fair treatment and respect to all learners, ensuring their moral growth, encouraging their social development and the acquisition of essential values and skills, such as respect and collaboration. The authors further presented similar findings that teachers in Saudi Arabia rarely participated in shared decision-making as the Ministry of Education (MoE) had dedicated almost all management decisions to their principals. However, these findings were in contrast to those of Wadesango (2010), who found that most teachers wanted more involvement in strategic issues like formulation of school discipline policies and school budgets. Therefore, involving teachers in shared decision-making leads to the improvement of teachers' moral, better informed

teachers, improved teacher communication within and across the school, improved student motivation and increased incentives that serve to attract and retain quality teachers. Indeed, participation of teachers in decision-making processes not only facilitates decision implementation but also results in teachers feeling empowered and respected. Moreover, such participation enables teachers to acquire new skills, build trust, enhance school effectiveness, and strengthen staff commitment, morale, and teamwork.

The study examined the level of shared decision-making in terms of the administrative policies for the students. In this regard, the study findings indicated that the activities where the respondents mostly participated in decision-making were developing appropriate plans to stimulate student motivation towards education; preparing treatment plans for students who had low performances in school; and developing programmes to develop students' abilities and talents. However, there was less involvement in forming different student committees, organising and approving academic visits or educational trips for students, developing appropriate solutions to attendance behaviour problems, which mainly considered to the role of the principals. Besides, there were less participants who demonstrated the willingness to participate in these activities, which may indicate less awareness in terms of their roles. These findings are similar to those of Smylie et al. 1992), who argued that the decisions that have anything to do with student affairs are often controlled by district policies regarding matters such as class size, assignment, curriculum initiatives, textbooks, and assessment procedures.

The study further found that the respondents had varying levels of shared decision-making in terms of curriculum and instruction in schools, indicating that some were undertaken by the Ministry of Education, and others decentralised at school level. Although there were some aspects which have been decentralised, the study findings demonstrate that the level of shared-decision-making was still low, with only a minority of the respondents indicating that they participated in: suggesting appropriate evaluation methods for the curriculum; developing teaching strategies; suggesting

ways to achieve the objectives of the curriculum; forming committees in schools designed to analyse courses to avoid mistakes; suggesting references and scientific resources for the school library, and presenting opinions about the choice of teaching methods that were appropriate for different subjects. This implies that most of these decisions are made at the ministry level, and the teachers are only implementers. However, the study findings on the desired decision-making demonstrate that most of the teachers and principals would love to participate in the decision-making that involve these activities. These findings are similar to that of Arar et al. (2017), who found that the educational systems are highly centralised and the local ministries of education exert tremendous control over the curriculum, final exams, and school outputs. In contrast, Gemechu (2014) found that the school principals who make decisions on important school issues such as curriculum and instruction, without adequate information, do not facilitate the attainment of educational goals and frequently lower the morale of the members of the school that can be considered to be a toxic leadership style.

The other aspect determined by the current study was the nature of shared decision-making in terms of community domain. The study findings demonstrated that there was slightly lower levels of shared decision-making, especially, in terms of: forming parents' council panels; organising periodic meetings with parents to familiarise them with school programmes; and suggesting for increased interactions between the school and the community. In this regard, the teachers' suggestions were rarely taken in terms of making school policies that guide the involvement of the local community in school administration, hence, most of decisions are made by the principals, with guidance from the Ministry of Education. In contrast to other findings in literature, Malen et al. (1990) found that shared decision-making in school should involve transfer of responsibility and decision-making, usually the responsibility for school operations to a combination of principals, teachers, parents, and other school community members. The lack of these engagements could lead to what Sinha and Hanuscin (2017) referred to as inadequate information and knowledge in order to be meaningfully engaged in leadership discussions that deprives many stakeholders including the local community,

the opportunity to make a significant impact in educational management and administration.

4.3 The Interview Results

This section provides the qualitative data obtained from the participants in the interview guides. The presentation of data in this section is presented in two sections, that is, the school teachers and school principals. The study findings are presented related to the following research questions:

1. What are the perspectives of school leaders and teachers regarding teachers and student's experiences (school educational goals and policies, administrative policies for students, curriculum and instruction, community involvement) regarding shared decision-making in schools in Saudi Arabia?
2. Are there differences between the perspectives of school leaders and teachers regarding sharing decision-making in schools in Saudi Arabia?
3. Do differences exist between the perspectives of school leaders and teachers' participation in decision making in schools in Saudi Arabia in relation to their gender?
4. What are the factors influencing the decision-making process in Saudi educational institutions?

4.3.1 The School Teachers

The researcher interviewed 10 schoolteachers (comprising 5 male and 5 females) from Al-Namas in the Asir province in the Kingdom of Saudi Arabia, in a range of schools (3 primary, 2 secondary, 5 high school). The findings in Table 4.16 presents the thematic analysis from the responses.

Table 4.16. Thematic Analysis for the Teachers

Themes	Sub-themes
Schools' educational goals and policies	<ul style="list-style-type: none">• Teachers' participation• Consultations
Administrative policies for teachers	<ul style="list-style-type: none">• Centralisation• Decentralisation
Administrative policies for students	<ul style="list-style-type: none">• Decentralization
Curriculum and instruction	<ul style="list-style-type: none">• Curriculum and instruction plans
Community domain	<ul style="list-style-type: none">• Local community role
Participants in decision-making	<ul style="list-style-type: none">• MoE involvement• Stakeholder cooperation
Approaches to participation	<ul style="list-style-type: none">• Stakeholder engagements
Gender issues in decision-making	<ul style="list-style-type: none">• Male & female leadership

The interviews were concerned with how decisions are made in their schools in key areas such as the school's educational goals and policies, the administrative policies for both students and teachers, curriculum and instruction, and community domain, each section of the interview guide asking questions about these main categories. The interviews also raised issues concerning the factors affecting the decision-making process, how participation could be carried out and whether the school leaders prefer teachers to participate more often in shared decision-making. It also raises issues regarding the difficulties expected during the participation process in shared decision making, the ways of participating and examples of teachers' participation in shared decision-making. In addition, the themes were also associated with whether there are differences in how males and females lead and whether such differences affect their preferences in desiring to participate in the decision-making process. The study used a template analysis by thematically organising and analysing data (see Table 4.18).

4.3.1.1. Theme 1: School Educational Goals and Policies

The first theme to emerge from the data related to the school's educational goals and policies. One of the subthemes from the responses collected from the participants was teachers' participation. Six teachers responded to the theme whereby the majority of them indicated that decision-making in this context is still centralised at the MoE. However, two of the teachers who responded noted that it is the school leaders who participate in interpreting and/or scheduling the school's educational goals and policies. In this regard, the teachers' role is only to implement the decisions that have been approved by their seniors. A view common to participants is presented in the following comment by a teacher:

We always meet before the beginning of the year. All the teachers attend a comprehensive and complete meeting. Usually there are some plans, which the head teacher reads to everyone, and sometimes it is possible for anyone to share any beneficial ideas to the school and it is implemented for the public benefits. Always there is a meeting for any work done in the school. (Teacher 7)

The second subtheme demonstrated by the interview findings indicated that although there were many cases where decision-making is centralised, there were consultations between the Ministry of Education, the principals and the teachers, as demonstrated in the following comment by a teacher:

I think that the decisions educational goals and policies are made by the educational administration or the Ministry of Education. The majority of them come to us as instructions, and the leader holds a meeting at the beginning of school year to explain the educational policies for us. (Teacher 10)

4.3.1.2. Theme 2: Administrative policies for Teachers

The second theme to emerge from the data related to the administrative policies in existence for the teachers. Ten teachers responded to this question, where two sub-

themes were demonstrated, the first one being the centralisation policy. In this regard, many of the decisions are made by the Ministry, which requires teacher input in terms of implementation, as demonstrated in the following:

Concerning the tests, the same thing occurs, what in the schedules done, and what is not in the schedule not done, we are required to prepare the necessary tests and reports, etc., by the means of everything related to the teacher's affairs, opinion isn't be taken. (Teacher 4)

The second subtheme to emerge was the aspect of decentralisation where the teachers were actively involved, although there were some that are still centralised and are carried out by the Ministry of Education. Teacher participation was mainly at school level through regular meetings and mainly in areas such as teacher welfare. On the other hand, aspects such as the monitoring of attendance or keeping attendance records, or the implementation of remedial plans that are ready, teachers should only implement them, as described in the following comment:

For teachers' affairs, there may be some decisions in which our opinions are taken, especially, if it serves the public seek, such as the exit of female students, some activities in the school, sometimes the leader take the teacher's opinion and discuss it with the deputy, or with the Ministry, in particular, and then issues a decision which is satisfactory to all. (Teacher 5)

4.3.1.3. Theme 3: Administrative Policies for Students

The third theme to emerge from the data related to administrative policies in existence for the students. The aspect of decentralisation of decision-making demonstrated the main sub-theme that arose in the responses. This demonstrates that the teachers act upon some aspects, while others followed the principal who gives guidance and instruction to the teachers on what should be done. However, other matters, especially, the ones that require policy direction are under the responsibility of the Ministry. In addition, concerning students' affairs, the students' advisors are involved. There are some teachers who present opinions to the leader, and the school leader is considered

not listen to the teachers in their stations. In addition, one of the school leaders indicated that there is power in the hands of the leader, and that teachers are not involved a lot, as described in the following:

Students' activities are sometimes divided, student activities are divided into activities, which are four hours per week, sometimes we receive a plan from outside the school from the Ministry of Education, which is complete plan by date, day and week, we just take the plan without making any decisions, and even the school leader can't make any decision. The attendance of students is related to the administrator or the observer who are concerned with that field, which is concerned with the attendance of the student, we have no role on this. The plan takes place away from the teacher or even the leader because it comes to us from outside the school. (Teacher 9)

4.3.1.4. Theme 4: Curriculum and Instruction

The fourth theme to emerge from the data related to the curriculum and instruction. The main sub-theme extracted in this regard was curriculum and instruction plans. In this case, the curriculum is available from the Ministry of Education. It is implemented through a plan coming from the school administration. Regarding plans containing information about physical education, the teachers are free to offer skill training according to the capacity of the school, rather than being assigned skill training by the MoE. According to the curriculum and methods of implementation, teachers are given guidance but have flexibility in options and timing. Generally, all responses indicated that teachers are not directly involved in the development of curriculum and instruction, but rather only in some implementation options. Because of the centrality of the policies regarding curriculum and instruction, the teaching staff of schools who are able to select teaching methods usually carry out teaching. However, there are teachers in continuing courses for professional development of teaching and teaching methods, so there is a direct intervention from the management of the school about this subject, as described in the following:

Concerning curriculum and methods of implementation course, curriculum must be studied from the first page to the last one. There is no flexibility, so the teacher isn't allowed to choose the suitable tools for the student to use, but it is mandatory to use some of the strategies that we call "the fashion strategy of steel education. Their use must be obligatory for teachers in all disciplines in the school. (Teacher 4)

Concerning the curriculum, the teachers have a role at the end of each year. The ministry ask the teachers to review the curriculum, set suggestions, at the end of each book, and then the Ministry forms a committee from education departments, and also a committee in the ministry is formed, to get attention about some notes. There are a lot of lessons, topics, or even chapters that have been deleted or altered through the notes of the teacher; where there may be a scientific, systematic, or typographical mistakes and it has been changed, but it is mainly a specialized committee in education. The teachers rarely participate except at the end of each year, such as presence of feedback or so on. (Teacher 9)

4.3.1.5. Theme 5: Community Domain

The fifth theme to emerge from the data is related to the community domain. All responses from the teachers demonstrate the local community; especially parents, play a critical role decision-making in schools, although, this approach is considered a new form of educational management and leadership. The findings revealed that there were some areas where the local community was involved, especially matters touching on the students' discipline, although their level of engagement is highly limited. In addition, there is a committee called the 'Opening Committee' in the MoE, which promote these engagements. Overall, teachers said engagement of the local community was a noble idea, as described in the following:

Recently, the local community become cooperative. A few years ago, the cooperation between the school and the local community was interrupted. It is

represented in the parents' council. But last year, there was a great attendance, and there were even specialized trainers in this field. (Teacher 8)

In the local community, we do not have great community relationships; they are very limited, because of the school environment in which we work. (Teacher 10)

4.3.1.6. Theme 6: Participants in Decision-making

The sixth theme to emerge from the data related to the nature of participation in decision-making in schools by the teachers. The first sub-theme to emerge was the involvement of the Ministry of Education in the decision-making process. The roles are categorised into school educational goals and policies, administrative policies for teachers, administrative policies for the students, curriculum and instruction, and community domain. The Ministry of Education has an impact on educational goals and policies for education departments, schools or educational offices, since major decisions are centralised. Most of these roles affected decision-making, as described in the following:

Curriculum is a policy of the state firstly, where, No one is allowed to even add something out of the curriculum, as the curriculum is comprehensive for the so-called written topics, and sometimes, means such as, references in the Internet, or sometimes CDs, only due to the addition of books or references outside the available, this may occur in the language books, but in the books of religious and scientific, it isn't allowed. (Teacher 9)

Concerning curricula and methods of implementation, There is lack of full explanation from the trainers, by the meant of educational supervision and training department. There is lack of full explanation and practical training, because they focus on the theoretical side, and neglect the practical side, so I see, from my point of view, that these factors greatly affect the work of the teacher. (Teacher 8)

The third sub-theme demonstrated from the interviews was the role community engagement as a stakeholder in decision-making process. The study found that the local community plays a significant role in shared decision-making in schools. However, the involvement of the local community also presented critical challenges; for instance, some reported that some parents have no desire or experience in cooperating with the school, as demonstrated in the following:

For the community of parents, they have a strong influence on the leader when the problem involves more than one person, such as a complaint of the time of prayer, we have the problem of the date of the noon prayer, and there are parents who don't want their daughters to pray then attend another class. On the other hand, other parents want their girls to pray at the school. The leader discuss this subject by looking at the opinion of majority, so she decides that the daughters should pray after the final class, this is an example of some decisions on the part of the community. (Teacher 5)

4.3.1.7. Theme 7: Approaches to Participation

The seventh theme to emerge from the data related to the approaches to participation by the teachers in school administration and management. The main sub-theme that emerged from the participants was stakeholder engagement, which involved the principal, the vice-principal, teachers, and the parents, as well the student advisor. The findings demonstrated an overwhelming majority that indicated that teachers should not be left out in school administration since they are the ones who implements the policies in terms of curriculum and instruction. The participants in decision-making is described in the following:

The decisions start first by the school leader, the educational leader. The school administration generally consists of the leader, the deputy, and the students' mentor. They are priorities at the beginning of the peace, then there are heads of scientific departments who also hold a meeting every two weeks

to discuss different topics. Usually, the school administration, and the students' advisers make the decisions. (Teacher 4)

The teacher share his opinion and a particular work may possibly to be transferred from the school in which he was. Or from a particular department transfers him to the school in which he became an expert. (Teacher 1)

4.3.1.8. Theme 8. Gender issues in decision-making

Finally, the eighth theme to emerge from the data related to gender in decision-making. The study found that the cultural societies of Saudi affected how men and women lead. Therefore, one of the main sub-theme was male and female participation. In this case, some teachers demonstrated that men leaders were better leaders than women, while others indicated that there was no differences. The findings also indicated all of those interviewed reported that there was a gap (in terms of opportunities) between the male and female teachers in leadership practices. Some of the findings are described in the following:

Yes, although I did not work under the leadership of a man, but I see that the leadership of the man include a solidarity more than the women one. Women are more creative, but sometimes, the leader put pressure on teachers to satisfy her leader on the ministry of education, so she may set us under pressure to get that purpose. I have already visited a school for men, and noticed the simplicity and the interesting methods of teaching. (Teacher 8)

We usually say that women are more detailed than men like to look at more details. Usually, most educational decisions in girls' schools are implemented differently from how is implemented in men's schools, this is the comment believe. (Teacher 6)

Of course, there is a wide gap between our girls and young people in the Kingdom, girls excel much, and even the ministry felt that the visibility and motivation of the female students by the female teachers was much higher than the male ones. In addition, the leadership in men, I think that the centrality is higher, the teachers are marginalized very much. (Teacher 3)

4.3.2. The Principals

In comparison with the data collected from teachers, school principals' responses focused on similar themes (see Table 4.17). Five principals were interviewed, three male and two female. The qualitative data is presented based on the following research questions.

1. What are the perspectives of school leaders and teachers regarding teachers and student's experiences (school educational goals and policies, administrative policies for students, curriculum and instruction, community involvement) regarding shared decision-making in schools in Saudi Arabia?
2. Are there differences between the perspectives of school leaders and teachers regarding sharing decision-making in schools in Saudi Arabia?
3. Do differences exist between the perspectives of school leaders and teachers' participation in decision making in schools in Saudi Arabia in relation to their gender?
4. What are the factors influencing the decision-making process in Saudi educational institutions?

Table 4.17. Thematic Analysis for the principals

Themes	Sub-themes
Schools' educational goals and policies	<ul style="list-style-type: none"> • School administration
Administrative policies for teachers	<ul style="list-style-type: none"> • School meeting • Supervision • Counselling
Administrative policies for students	<ul style="list-style-type: none"> • School leadership • Students' and Parents' partnership
Curriculum and instruction	<ul style="list-style-type: none"> • Role of MoE • Role of the teachers
Community domain	<ul style="list-style-type: none"> • Local community participation • School board of directors' roles
Participants in decision-making	<ul style="list-style-type: none"> • conflicting goals and policies at school and ministry level • Unfavourable working conditions.
Approaches to participation	<ul style="list-style-type: none"> • school community
Gender issues in decision-making	<ul style="list-style-type: none"> • Male and female leadership

4.3.2.1. Schools' educational goals and policies

For the school principals, like schoolteachers, the first theme focused on the school's educational goals and policies. The main sub-theme presented in the question were school administration, which involved the principal and the school council (3 responses), where the decentralised functions were executed by the principals, in collaboration with the school administration. As regard the financials, the financial resources were inadequate and the expenditures are often personal. Policies often spend the expenditure with the known of their direction. According to the educational objectives and policies, there is consultation in this school and educational edifice in all decisions and things that are taken (Shura). Sometimes there are some educational policies and the leader should take goals as he or she is the decision-maker. In addition, there are things must be shared with the administrative staff as the school leaders, school affairs, and student adviser. In addition, there are some decisions must be taken in the presence of all teachers, or some disciplines, as demonstrated in the following:

We had a cleaning item paid to the principles in good amounts that were useful in other items that could be transferred from one item to another. In recent years, Cleanliness companies contract with the schools. So the amounts of money spent on activities become very little to cover the needs. (School Leader 13).

4.3.2.2. Administrative policies for teachers

Comparable with schoolteachers, school principals also identified administrative policies for teachers as a key theme (theme 2). In this question, various sub-themes emerged from the interview responses, for instance, conducting of school meetings (2 responses). In this regards, the principals main involved other stakeholders in the affairs of the schools through regular meetings, as demonstrated in the following:

In the fields that concern the affairs of teachers within the school, such as the school schedule, rotation, visits between teachers, these decisions are made

through meetings. At the beginning of the year, we start to meet, where there is an agreement and satisfaction between the teachers in terms of specialization in distributing the curriculum, and the distribution of subjects. If the teacher is satisfied, she gives more, so they have the freedom to make decisions in terms of curricula, and distribution of the schedule according to the needs of the school, in case of absence, they depend on our administrative distribution. (School Leader 12)

The second sub-theme was related to the supervision subordinates by the principals (2 responses). For the functions that are decentralised, the principals often supervisor their work on implementing the educational policies from the Ministry of Education, as demonstrated in the following:

Teachers' affairs must be supervised in order to be successful. For example, teachers of Arabic language, during the distribution of work among them, there are some of them are fit to be a primary stage teacher to be placed for the primary stage, whether his certificate is diploma or intermediate college. But the secondary must be a university graduate, so the work is distributed among them with justice and satisfaction by God Almighty. (School Leader 13)

Finally, the third sub-theme was associated with counselling by the principals (2 responses). The decision-making on the teachers' affairs are often conducted through routine counselling, as demonstrated in the following:

As regard teachers' affairs, making decisions occurs through counselling, provided that not causing any harness. For example, concerning the schedule of rotation, we give it for you at the beginning of the school year according to what you choose. Based on this schedule, I give the last lessons for the teacher to ensure that he stays until the end of the school day. (School Leader 14)

4.3.2.3. Administrative policies for students

Principals also raised the issues of administrative policies for students (theme 3). Various sub-theses merged in this question, for instance, school leadership (4

responses), whereby the principals collaborate with other stakeholders in implementing the schools policies that are associated with students' affairs, as demonstrated in the following:

We take these decisions for students' affairs. We rely, firstly, on the opinion of the students' vice-principal. In addition, the student advisor share her opinion. We assess the individual differences between the students in terms of their distribution in the same class or same grade; then the students' adviser make an individual plan or a remedial plan for the weak student to help the students in the their weaknesses. This remedial plan can serve this student in any subject, whether mathematics, reading any stage or any curriculum, the remedial plan is developed to improve their level. (School Leader 12)

The other sub-theme that emerged was associated with the parents and students' partnership (4 responses). This demonstrated that school leadership regarding the administrative policies for the students involved the formation of steering and guidance board, involvement of the entire staff, as well as partnership with parents and students, described in the following:

In the field of student affairs, teachers through the school council, we have 8 teachers from the school board represent the spectrum of teachers in all specialities, from the secondary and primary stages. They often convey the problem from which the teachers actually suffer. When the teachers themselves make the decisions, the remaining colleagues accept. The decisions made by teachers are easy to be implemented. (School Leader 14)

4.3.2.4. Curriculum and instruction

In addition, like with schoolteachers, the other theme (theme 4) that emerged from data was curriculum and instruction concerning the school principals. One of the sub-themes that emerged was the role of the teachers' participation (2 responses), where the principals argued that the teachers helped them in the implementation of most of the school's policies, as demonstrated in the following:

The backbone of curriculum and methods of implementation is the teacher, because he is implementing now, but the leadership of the school and the work of the school should prepare all the possibilities such as smart boards, teaching methods so that the teacher takes a certain method of teaching. (School Leader 13)

The second sub-theme was associated with the role of the Ministry of Education. In this regard, the most of the decisions on curriculum and instruction are centralised, and the principals are required to ensure implementation at school level, described in the following:

Concerning curriculum and methods of implementation, the curriculum is imposed and can't be modified, but according to teaching methods, our teaching methods are parts of the operational plans of the school, which sponsors the process of academic achievement, the academic achievement starts from the classroom, and we have distinguished teachers in teaching strategies, so we build on the feedback we take from the previous year, by the meant of, the teacher who is deficient, has negligence in the management of the classroom, negligence in implementation of the strategies, and some teachers who are not convinced in the issue of strategies that is feasible, we pull them for courses for 3 or 4 days according to working conditions, These courses are of two or three hours about some of the strategies applied and he has to implement. Some colleagues had no desire for that, absolutely, but once he try it, he become impressed. (School Leader 14)

4.3.2.5. Community domain

Similar to schoolteachers, the role of community was an important theme (theme 5) raised by school principals. One of the sub-themes demonstrated in this context include community participation (4 respondents). The research participants agreed that involving the local community in school administration and management is essential, as demonstrated in the following:

The local community is an integral part in the school, it has decisions, and there are social partnerships with government departments, civil institutions. This decision was taken in the presence of the teachers' council. The Teachers' Council means the director, the vice-principle, the students' adviser, the administrative staff and the whole teaching staff of the school. (School Leader 13)

The teachings rules that we have achieved from the community partnership. Sometimes, there are partnerships with more than one school, parents, we actually receive a great resonance from this aspect, and actually, there is a response, investments of some external energies. This also occurs through communication with parents through sending of e-mails, using "Noor" system. We use the right of education of elders in this field. We are very interested in this matter. (School Leader 12)

The other sub-theme to emerge from the interviews was the schools' board of management (5 responses). These include the school council and the board of directors, who are responsible for the school's administrative functions, as demonstrated in the following:

Due to the great number of teachers in the school, the school council represents the whole teachers, concerning the community companies; the school is often not authorized to build a social partnership. Yesterday, we began the programs of the school's operational plan to provide teacher services to raise his spirit and morality through the relationships of the school leader, even strong relationships outside the perimeter of the region. These were among the good things through the Teachers Council. (School Leader 14)

4.3.2.6. Participants in decision-making

School principals also raised the issues of participation in the decision-making process as an important theme (theme 6), which were also based on the schools' educational goals and policies, administrative policies for the teachers, administrative policies for students, curriculum and instruction, and the community domain. These characteristics

were also presented as the main sub-themes from the responses obtained from this question. One of the sub-themes demonstrated in this context was associated with the conflicting goals and policies at school and ministry level.

Educational goals and policies are in conflict with the general goals, by the meant of, no decision can be taken contrary to any decision taken by the ministry, often even fully committed. Among the objectives of education, and the first goal of education is to respect the student, these things are very important. Respect to be respected and these are often not definable. (School Leader 14)

The other sub-theme that emerged was associated with unfavourable working conditions. These included inadequate number of teachers to implement the school policies, the school environment, as well as some uncooperative school community as demonstrated in the following:

Number of teachers in the school building, percentage of existing shortage, the number of students based on number of teachers whether suitable or not, the type of environment, in terms of presence or absence technical aspects. (School Leader11)

For students' affairs, it often affected by the school environment. Sometimes the colleagues come with truly distinctive decisions, but the financial resources and the school environment have been thrown us into the reality where we can't implement that. (School Leader 15)

According to decision making, some parents do not want to participate. There can be conflicts between the parents themselves. When I know that the guardian is the one who made the decision, I agree with this in one way or another, even if he supports the school. Some of them are supportive to the school in the field of community partnerships, but quite influential, often these matters belong to parents, and it is to be personal among them. (School Leader 14)

4.3.2.7. Approaches to participation

The principals' opinion on who should participate in decision-making processes in schools were also elicited. One of the sub-themes to emerge in this case was associated with the role of the school community in shared decision-making, as demonstrated in the following:

The most important decision-makers in my school are the whole school staff, from the guard to the school's vice-principle. We do not claim idealism, but thank God, they all are making decisions, but "council them" [(Shura)], and "if you decide, trust Allah". (School Leader 13)

Which is the teachers' council in the first place. The Teachers' Council is represented by 8 teachers from several specializations from two stages which is the primary and secondary stages with the school leader, the school vice-principles, and the student advisers. (School leader 15)

The principals' opinion on whether the teachers should be more involved in making educational decisions were also determined. The participants unanimously agreed that teacher-participation in decision-making is important:

Yes. Firstly, the evidence is clear. If you want the line of communication to be permanent and continuous, whether you are ascending or descending, you have to involve the field in it. If you want your decision to succeed, start from the field. (School Leader 14)

Actually, because they are the ones who are in the field more, they are the workers. As a supervisor leader, I consider myself as resident supervisor. The greatest effort falls on the teachers, so they need to have the most important opinion, and the greatest vote in any decision taken in the school. (School Leader 12)

The responses from the principals also demonstrated how participation in decision-making could be done. The study findings demonstrated that participation in decision-making is conducted through meeting, teachers' advisory council, and specific workshops, as described in the following:

By making any decision even by the ministry itself. Now, a board of directors is proposed called "Teachers' advisory council", the teachers can enter it through a certain system "Fares". The ministry forms a council of teachers whose advices are taken in making decisions. (School Leader 11)

A specific workshop, for example, we have a national day in which there is a ceremony, and this is a policy of the Ministry of Education or the state, so you must choose the school vice-principle and the leader of the activity and supervisors of the fields to make you a specific table walking on it. (School leader 13)

4.3.2.8. Gender issues in decision-making

Finally, principals, like teachers, also commented on gender is issues in decision-making as the main theme. From the comments given, only one participants, disagreed, while the rest agreed that there are differences in leadership based on gender, as described in the following:

I do not think so as they are personal characters. (School Leader 11)

I think there is a great difference between men's leadership and women's one, Due to my relationship with more than a school to prepare their schedules, I noticed that, Girls' schools see that the decisions are made by the female leader only. She is the only one to decide. (School Leader 15)

The study further examined whether the differences in how men and women lead affects their preference on wanting to stimulate participation or shared decision-making. The study findings demonstrated that most participants agreed that there were specific implications and that in most cases male principals are more involved in decision-making compared to their female counterparts, as described in the following:

Male teachers are more involved in decision-making. Usually women's administration, as I know it, is autocratic, and governed by other circumstances. The conditions of sex often mean the thing that we apply to others. (School Leader 14)

yes, there is a difference, I do not work under the leadership of a woman, but I hear in the community, in the newspapers, in some WhatsApp messages, that women control their colleagues at work under pressure, no going out, no getting in, keeping the budget in the hands of a School leader, work and do not work, partisan groups, this is what I hear, but I did not work under the leadership of a woman. (School leader 13)

4.4 Comparison of Different Sources of Data

The study data demonstrates that Saudi Arabian schools do have shared decision-making in terms of the schools' educational goals and policy, but only at the implementation level. Specifically, the findings from the quantitative and qualitative data demonstrate that there was shared decision-making in the identification of school equipment, formulation of the school's finance committee, organising meetings for teachers and staff to discuss various matters such as student welfare and how to enhance academic outcomes. A significant number of the participants experience developing internal and general conduct rules, and suggesting references and academic resources for the school library. These findings are consistent with Alyami and Floyd (2019) who found that the principals are free to formulate senior teacher positions based on the schools' needs, and get them involved in the educational goals and

policies. However, the qualitative data indicated that there is still significant centralised decision-making by the MoE, although in some cases there are cooperation between the teachers, the principals, and the officials from the MoE. There are difference between those things that are centralized and those that are decentralised at school level. These findings are consistent with Cavanagh (2011), who noted authoritarian leadership's styles in the Saudi schools. In addition, Alzaidi (2008) had the same general findings on a lack of school autonomy, because of the centralised system, which characterised by a weak authority given to principals in the Saudi educational system. In some cases, the teachers cooperate with school leaders to implement the policies from the MoE. The study findings are also in line with various studies from the western school leadership and administration. For instance, Gunter et al. (2016) demonstrated that the reforms in education system in England has largely positioned the teachers as the implementers of the externally determined changes with certain concomitant effects for their autonomy. This policy has resulted into restricted and neoliberal forms of organisation, where the teacher's role has been focused on securing an instrumental and a narrow set of educational results that are linked to a centralised performance system. Other studies such as Lashway (1996), Lontos (1994), and Martin and Kragler (1999) found the same kinds of results as these findings, that the participation of teachers and principals in decision-making processes not only facilitates decision implementation, but also results in the teachers and the principals feeling empowered and respected. Moreover, such participation enables teachers to acquire new skills, build trust, enhance school effectiveness, and strengthen staff commitment, morale, and teamwork.

The study also found that there was decision-making at the Saudi school level in terms of implementing administrative policies for the teachers. The study indicated that the shared decision-making in this context involves implementation of Ministry directives, including identification of training courses and professional development programmes that teachers are able to undertake, setting the school schedules, distributing tasks at the beginning of the year, such as supervision, activities and exams timetables, organising teacher meetings, determining the time required for the leader visit to the quarterly teachers, as well as determining what should or should not be included in the

teacher assessment process. These findings are similar to those of Alyami and Floyd (2019), who demonstrated that the new structure of the Tatweer schools gives principals power to involve teachers by delegating responsibilities and empowers to them on matters that pertain to implementation of school administration. In the qualitative findings, it was demonstrated that shared decision-making is conducted through meetings at particular times of the year, and that there are specific programmes that are delegated to the teachers for deliberation during meeting with their school leaders, for instance the development of physical education and testing schedules, but others such as courses and professional development and central affairs are done by the Ministry of Education and teachers are only implementers. These findings are in line with Mathis (2010) who concluded that the principals in Saudi Arabia do not have enough autonomy to act or to make decisions; they describe their role as a manager rather than being a leader. The significance of shared decision-making as demonstrated in the current study is also outlined in Herman et al. (2008) and Price et al. (2012) who found that shared decision-making and interpersonal relationships positively influence trust, team building and openness, and it is often related to job performance, job satisfaction, team cohesion and job participation, as well as organisational commitment in schools. In addition, the nature of centralisation of educational leadership demonstrated in this context is similar to the findings of Arar et al. (2017), who found that the management of the Egyptian and Turkish education systems is still highly centralised at all levels of operation. Similar to the current study, the authors found that the educational systems are highly centralised and the local ministries of education exert tremendous control over the curriculum, final exams, and school outputs. Similarly, Martin et al. (2001) found that ‘the schoolteachers’ participation in making decisions could affect the school’s efficiency, can lead to teachers and schools’ autonomy, and enhance schools’ positive climate. They suggest that this is because individuals who are empowered to make educational decisions are more satisfied with the decisions made, more willing to implement them, and more dedicated to the accomplishment of the school’s objectives’. Therefore, it is important for the learning institutions in Saudi Arabia to embrace the educational policy on decentralisation of decision-making as well as culturally and legally appropriate forms.

For administrative policies for the students, the study findings from the quantitative data indicated that the teachers and principals participated in implementation decision-making through forming different student committees, developing appropriate plans to stimulate motivation towards education, organising and approving scientific visits or educational trips for students, developing appropriate solutions to attendance and behaviour problems, preparing treatment plans for students who had a low performance in schools, as well as in developing programs to develop students' abilities and talents. Similarly, for qualitative data, teachers indicated that they often held meeting to deliberate on issues concerning students, while others are made by the MoE and delegated to the school leaders and teachers for deliberation. The issues associated with the MoE were those of the conduct of attendance, and the implementation of remedial plans by teachers. This is inconsistent with Hickson and Pugh (1995) who presented a paradox in Arab culture having authoritarian styles, which are extended to the school administration and management. The Saudi system is still top-down and authoritative compared to many other countries, although some changes have been made. This is in all the cross-cultural research for the last 10 or more years regarding Gulf States. However, Alshihri (2005) concluded that there is a degree of central authority as well as part of decentralized authority delegated to different administrative levels to achieve the objectives of the institution.

Another key concept in shared decision-making is associated with curriculum and instruction. The findings from the quantitative data demonstrated that a small number of teachers participated in terms of suggesting appropriate evaluation methods for the curriculum, developing teaching strategies, suggesting ways to achieve the objectives of the curriculum, forming committees in schools designed to analyse courses to avoid mistakes, suggesting references and academic resources for the school library, as well as presenting opinions about the choice of teaching methods that were appropriate for different subjects. Similarly, the teachers' responses in the qualitative data indicated that decision-making in terms of curriculum and instruction is highly centralised, with some indicating the curriculum is generated from the MoE, and only implemented through the school administration. The centralised activities are divided into four categories; school curriculum development; teacher training; improving the school

educational environments; and improving extra curriculum activities. Therefore, based on the centrality of the policies regarding curriculum and instruction, teaching is usually the management of the school interferes, does not impose certain teaching methods on teachers or others. However, this is inconsistent with Alyami and Floyd's (2019) findings that responsibilities are distributed and it is the senior teacher's responsibility to oversee the continuation of professional development and enhancing student achievement within their disciplines and across the school. This is also inconsistent with the existing programmes in Kentucky in the US that are designed such that authority is transferred only to principals and teachers, whereas other programs mandate or encourage the extension of decision-making authority to parents or members of the community (Van Meter, 1991). The aim here is usually to empower and strengthen their professional motivation by giving them a sense of ownership of the school. In several of these projects, the parents' involvement in school management is strengthened through their voluntary participation in various school activities, such as the assessment of students learning in terms of the curriculum and instruction. In most literature reviewed in other contexts, the attributes associated with the curriculum and instruction are determined at the school level and fall within the framework of the goals of the district or state, which conforms to the peculiar needs and missions of the school. School-level personnel apply their professional expertise and knowledge in making decisions that affect the school's educational programme and instructional system. This is achieved through monitoring the success of their programmes and students' academic performance (Smylie et al., 1992). However, decisions that have anything to do with budgeting, staffing and the instructional programme are often controlled by district policies regarding matters such as class size, tenure, hiring, firing, assignment, curriculum initiatives, textbooks, and assessment procedures.

The community domain was also found to have significant impact in terms of shared decision-making within specific parameters. The quantitative findings indicate that some teachers participated in forming parents' council panels, determining the schedule of the meeting of the parents' council panels, and in organising periodic meetings with parents to familiarise them with school programmes. The findings from the qualitative study demonstrated that community participation is important in

decision-making in schools in Saudi Arabia, although they have a narrow range of issues such as student affairs. However, this practice was reported to be relatively new in Saudi Arabian schools. The community is active through the formation of Parents' Council (though they have a narrow range of powers), where the teachers are exclusively involved. These findings are consistent with those of Alyami and Floyd (2019), who demonstrated that the new structure of the Tatweer schools where the principals involve teachers by delegating responsibilities and powers by participation by the parents, on matters that concern the affairs of the students in schools. Similarly, Chrispeels et al. (2008) demonstrated that there is a growing recognition that principals cannot lead alone and that school leadership teams are essential to the improvement process. Therefore, principals need to seek support from other stakeholders including the local community and provide opportunities for participatory decision-making to achieve the desired goals and objectives. Therefore, for the Saudi schools to improve schools' administration and the decision-making process, they have to address all the stakeholders affected by the decisions made based on the countries cultural context. In this regard, Gemechu (2014) demonstrated the teachers' involvement in decision-making processes and concluded that the school's administration at all levels along the hierarchy makes important decisions. Ultimately, these decisions may influence the other members of the school. It can, therefore, be argued that school principals who make decisions on important school issues, without adequate information, do not facilitate the attainment of organisational goals and frequently lower the morale of the members of the school that can be considered a toxic leadership style. The study findings are summarised in Table 4.18.

Table 4.18: Summary of the Study Findings by Research Questions

s/n	Research Question	qualitative	quantitative
1	What are the perspectives of school leaders and teachers regarding teachers and student's experiences (school educational goals and policies, administrative policies for students, curriculum and instruction, community involvement) regarding shared decision-making in schools in Saudi Arabia?	Decentralized functions, collaboration, students' involvement, teacher-participation, local community participation.	Decentralized functions, collaboration, students' involvement, teacher-participation, local community participation
2	Are there differences between the perspectives of school leaders and teachers regarding sharing decision-making in schools in Saudi Arabia?	There are specific perspectives of school leaders and teachers.	There are specific perspectives of school leaders and teachers.
3	Do differences exist between the perspectives of school leaders and teachers' participation in decision making in schools in Saudi Arabia in relation to their gender?	Specific implication on gender: male principals and teachers are more involved compared to their female colleagues.	Differences exist between the perspectives in terms of the schools' educational goals and policies, administrative policies for the teachers, administrative policies for students, curriculum and instruction, and the community domain.
4	What are the factors influencing the decision-making process in Saudi educational institutions?	Conflicting goals and policies at school and the ministry, Unfavourable-working conditions	-

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the conclusions and recommendations on the school teachers' and principals' perceptions on shared decision-making in Saudi Arabia. The conclusions are drawn from the study findings, which based on the schools' educational goals and policies in schools, administrative policies for the teachers, the administrative policies for the students, curriculum and instruction, and community domain. On the other hand, the study recommendation entail both for practice and future studies.

5.2 Conclusions

Based on the study findings, this section presents the conclusions based on five elements, which include schools' educational goals and policies; administrative policies for the teachers; administrative policies for the students; curriculum and instruction; and community domain. This includes the current roles of the principals, teachers, and the Ministry of Education (Tatweer, 2008).

The Ministry of Education represents the Saudi government in the provision and supervision of free general education for all residents. This include issuing policies, producing the national curriculum, offering training and evaluation of the educational performance of the schools, teachers, principals, and students different stages. This shows how the Saudi school system has been greatly centralised and standardised. The MoE specifies the responsibilities and roles of the principals, which include: being accountable for the preparation for the school environment; having a comprehensive

understanding of the awareness of the characteristics of the students at the stages they serve and the overall objective of the education; organising equipment and resources; maintaining appropriate relationships with parents and teachers; supervising the provision of schools by conducting assessments and observations of the performance of students and teachers; setting good plans for the long-term and short-term targets. The other duties as specified by the MoE include learning associated tasks such as monitoring the fulfilment of the student assessment and curriculum, and liaising with the school community in order to enhance academic performance. According to Algarni and Male (2014), this raises two fundamental issues. First, the MoE appeared to combine the role of the manager and the leader, and appears to confine both roles to the principal. Therefore, centralised system in Saudi appears gives less opportunity for the school autonomy as well as the impacts on competitiveness and creativity among schools (Algarni & Male, 2014). This often encourages centralisation in schools because all decisions are expected to be made by the principals, rather encouraging creativity and collaboration by distributing responsibilities. Second, it appeared that school leadership in Saudi can be regarded as learning-centred because it emphasizes on the learning outcomes, which are measured by formal assessments and examinations, rather than personalisation of learning; a distinctive characteristic of the learner-centred leader. However, currently, different leaders are responsible for making decisions about education programmes in the Saudi schools, including directors, chairpersons, deans, and other teaching staff.

The role of the MoE in the decentralisation initiatives should focus on the development of administrative plans, policies, and regulations that empowers the school principals and teachers (Tatweer, 2008). However, the factors that are negotiable for decentralisation include administration of functions of the staff; administration of student personnel; physical resources; financial resources as well as the management of community relationships.

The study findings demonstrated that there are aspects of the schools' educational goals and policies that are decentralised, while others are still centralised. Based on

the findings, one can conclude that there was decentralisation in terms of the identification of school tools and equipment that are used by the teachers. The other activity that teachers are involved in includes developing internal and general conduct guidelines in the use of school facilities by teachers and students. This is done because teachers are considered to spend much time with the students in classroom teaching and other outdoor activities such as co-curriculum exercises (Al Alhareth et al., 2015). In addition, the teachers are also involved in suggesting the references and academic resources for the school library. Teachers are the implementers of the curriculum; hence, they are reliable in suggesting appropriate academic resources that are appropriate for the students. However, since the implementation of any operation or task requires appropriate strategic direction, the role of the principals and the Ministry of Education cannot be wished away. In this case, the Ministry of Education ensures prudent school management by taking charge in formulating finance committee procedures, while the principals are mainly responsible for organising meetings for the teachers and staff to discuss various matters that may lead to effective development of students' education through the introduction of innovative methods and techniques (Tatweer, 2008). To achieve the overall educational policies and goals, it is imperative for the principals to implement strategic direction and managerial functions of the schools, while involving the teachers where possible.

In terms of the administrative policies for the teachers, the study found that the level of the desired participation of teachers was higher compared to actual participation. However, there are activities that are still centralised, while others have been decentralised to the principals and the teachers (Ministry of Education, 2008). For instance, the teachers should be involved in identifying the training courses for professional development programmes that the teachers often undertake. In order to appropriately undertake professional development among the teachers, it is imperative to first understand their needs and the strategies to meet such needs (Al-Essa, 2011); hence, the involvement of teachers in such discussion is a viable option. Moreover, the teachers should also be involved in distributing tasks at the beginning of the year such as supervision, examination timetables, and teaching activities. Since teachers spend a significant period of time with students, they are able to acquire an adequate

understanding of their requirements and needs and appropriately put them into practice in teaching-learning activities, among other activities such as group discussions, verbal explanations, writing materials, offering class assignments, using technology, and homework assignments (Meemar, 2014). However, for these teaching-learning activities to be effective, there is need for proper guidance and establishing standards that can be executed through the policies by the Ministry of Education, or guidance by the school principals (Algarni & Male, 2014). In this regard, the principals can guide teachers on how to implement proper teaching and learning activities by organising teacher-meetings, setting school schedules, as well as determining the time required for the Ministry officials' quarterly visits to teachers for deliberation on the implementation of the required policies of teaching-learning processes. On the other hand, the Ministry of Education's representatives are responsible for determining what can be included in the teacher assessment process (Ministry of Education, 2008). This implies that the majority of administrative activities should remain centralised and are mostly performed by the Ministry of Education through the school principals, despite other aspects being decentralised.

In terms of the administrative policies for the students, most aspects associated with student affairs are decentralised, while others are still centralised. Those that are most closely associated with teaching, such as developing appropriate plans to stimulate student motivation in their education, preparing treatment plans for students who had low performance in both tests and exams, and developing programmes to develop students' abilities and talents are decentralised to teachers. This is appropriate because when students are taught academic concepts or extra-curriculum activities, it essential to ensure that they efficiently master the skills (Al-Huqail, 1998). In this regard, the teachers organise exams, tests, functions, events and competitions, which enable students to exhibit their abilities and skills. Consequently, the teachers are able to evaluate the benefits of teaching and learning process and are able to ascertain how much students understand. However, it is the responsibility of the principals to organise events, competitions, and functions in an appropriate manner and within regular time intervals. In this regard, principals, in collaboration with teachers form various student committees as well as organising and approving academic visits or

educational trips for students together. It is essential for principals to evaluate and determine the effectiveness of all functions and tasks that are conducted in the schools by identifying weaknesses, and then implement appropriate procedures that offer improvement and remedies. In order to guide the functioning of the schools, the Ministry of Education is responsible for setting policies that are implemented at school level by the teachers and the principals. In this regard, the MoE is responsible for developing appropriate policies and solutions to the attendance behaviour problems.

The study further found that there was less shared decision-making in terms of curriculum and instruction between the principals and the teachers, as well as the Ministry of Education. However, there were some aspects that were decentralised to teachers and principals, whereas most of the work is implemented by the Ministry of Education such as suggesting appropriate evaluation methods for the curriculum, and developing teaching strategies (Alyami & Floyd, 2019). The teachers, in collaboration with school principals are responsible for presenting the reviews of the choice of teaching methods that appropriate for different subjects. It is imperative to bring about improvement in terms of curriculum and instruction in order to mean to meet the country's expectations in improving education and meeting strategic plans. In this regard, the teachers should continuously be involved in determining instructional strategies, programmes, courses, academic concepts, as well as the technology to be adopted in the teaching and learning process. It is the responsibility of the teachers to identify and implement the most appropriate teaching strategies, to monitor the teaching-learning process in order to meet the needs of the students. In this regard, the school principals are responsible for forming committees in schools designed to analyse courses to avoid mistakes, as well as suggesting ways to achieve the objectives of the curriculum to the Ministry of Education. On the other hand, the Ministry of Education is responsible for the formulation the policies and standards that guide the implementation of the curriculum and instructional activities. In addition, the MoE is responsible for suggesting appropriate evaluation methods for the curriculum, developing teaching strategies, suggesting ways to achieve the objectives of the curriculum, suggesting references and academic resources for the school library, and restrictions and guidelines about materials that are considered unsuitable in Saudi

(Ministry of Education, 2008). This is meant to ensure that there is uniformity in all schools in Saudi Arabia for the sake of examinations and achieving consistent standards.

Another aspect examined in this study is the community domain in shared decision-making. The study findings indicated slightly lower levels of participation in forming parents' council panels, organising periodic meetings with parents to familiarise them with school programmes, and suggestions for increased interactions between the school and the community. This implies that since some teachers indicated they were consulted in decision-making in this aspect, some of these functions are decentralised, although the Ministry of Education has a critical role in making these decisions (Alyami, 2014). The aspects of forming parents' council panels, organising periodic meetings with parents to familiarise them with school programmes should be decentralised fully in order to ensure that the local community is involved in matters that are associated with discipline of their children.

The study further found that there were a number of factors that affected shared decision-making among teachers and principals. One can conclude that the factor that most affect teachers' and principals' shared decision-making is the personality of principals in terms of professionalism. For school principals to perform their duties well, there is a need to enhance professionalism at all time, especially when engaging with other members of staff (Al Sadaawi, 2010). In this regard, communication styles depicted by the participants affected demonstrate that some principals engage in shared decision-making process, but others do not. The authoritarian leadership styles negatively affected the teachers' willingness to take part in decision-making or the principals could not engage in it. In addition, the centralised nature of some educational activities such as designing the curriculum and instruction approaches denied other stakeholders the opportunity to present their opinions on aspects that required shared decision-making. This led to policies that are a one-way traffic, whereby one party formulates the policies while the other party is responsible for implementation, hence the lack of willingness to share responsibilities (Algarni &

Male, 2014). There was also lack of cooperation or love of institutional work that led to some participants losing morale in participating in shared decision-making. Therefore, it is important for school principals to devise approaches to ensure that staff members are satisfied with their working environments and in case of any problems, principals should listen to the teachers and other members of staff in order to devise a solution to the problems.

In terms of the differences in how males and females lead in school administration and management, one can conclude that the cultural norms of Saudi Arabia affected how they lead. There are disparities such as the number of men and women in school leadership and management, although the cultural norms have recently favoured women in school leadership through a set of practices and beliefs related to the local community and workplaces that had in the past affected women leadership as school principals (Mathis, 2010). These include traditional practices and beliefs on behalf of the community that prohibits women career advancement. In addition, in the past, there was a common belief that for women to be effective leaders, they were to adopt attributes that were naturally related with women as assertive behaviour, motivation, and commitment (Le Renard, 2008). However, today, things have changed, although, there is still a gap in opportunities between the male and female principals in leadership practices. Since principals focus on directing, controlling, guiding, and co-ordinating tasks and operations, as well as offering solutions to problems that arise and grievances, it requires high qualifications, information, knowledge, capabilities and skills. In the past, women were believed to be unable to perform school leadership and management functions in an appropriate manner due to lack of investment in women. However, in the recent past, there has been a paradigm shift and women, just like men, have equal opportunity in education and some professional fields, and more women are considered for leadership opportunities in schools as principals. In accordance with the 'Saudi vision 2030' statement, the 'The National Transformation Plan 2020' (Saudi Vision, 2017) was to increase the number of women leadership positions by 2020 through training programmes for women leadership, reforms in relevant legislation that enhances women involvement in leadership positions, especially, in school leadership and management functions. The education system has made

significant strides towards these initiatives, as more women have been given opportunity for higher training and professional development that enable them to take-up leadership positions as principals in schools.

5.3 Recommendations

Based on the evidence of this study and the conclusions that can be drawn, there are a number of recommendations that can be made to the Ministry of Education:

- There should be clear policy guidelines for how principals can engage teachers in organising meetings for teachers and other staff in discussing the affairs of the school. However, policies and procedure formulation in terms of finance committees should remain centralised at the Ministry of Education as well as guidelines for the implementation of strategic direction, managerial functions of the schools, while involving the teachers where possible in implementation.
- The Ministry of Education should also develop policy guidelines on developing internal professional practices for the principals and teachers' conducts, as well as the general conduct in the use of school facilities by teachers and students in order to enhance participation. This should include the general use of teaching tools, school furniture, as well as other infrastructure.
- There should also be an agreement between the Ministry of Education, the principals, and the teachers in determining what should be included in the teacher assessment process.

The study further found that there were low levels of shared decision making in terms of the administrative policies for teachers that could be shared with principals, and most of the aspects here are highly centralised. Therefore, the study recommends the following to principals where shared decision-making could be done with teachers:

- There should be clear guidelines, which may be developed by the Ministry of Education for principals engaging teachers in distributing tasks at the beginning of the year such as supervision, school activities that include trips outside schools, class activities, and preparations for exam timetables.
- There should be a consensus among the principals and teachers on how, when, and who should participate in organising teacher meetings to avoid the principals' monopoly in this exercise.

One can also conclude from the study results that there are low levels of shared decision-making in terms of curriculum and instruction in the Saudi schools. However, to a great extent, these are centralised in the Ministry with teachers and principals acting as implementers, however some aspects of these could be decentralised. Therefore, the study recommends the following:

- The Ministry of Education should involve principals and teachers in suggesting appropriate evaluation methods for the curriculum in order to enhance students' academic outcomes. This may also include teaching strategies for particular subjects, which are currently determined by the Ministry of Education.
- The views of principals and teachers should be implemented in suggesting ways to achieve the objectives of the curriculum. This may also include suggesting references and academic resources for the school library.

The study further concluded that there is gap in terms leadership opportunities between the male and female teachers in leadership practices. Although there is significant progress in involving women in leadership positions, most of whom have proved to be effective in educational administration and management such as organising, planning, staffing, directing, co-ordinating and controlling school functions and activities, the current study recommends that the Ministry of Education should explore ways to fill this gap by making use of more qualified

women leaders through giving them more control over decision-making in areas where men have leadership roles.

5.4 Further Research

The current study examined the experiences and views of school principals and teachers about shared decision-making in Saudi Arabia. Therefore, the findings mostly apply to schools in Saudi Arabia, specifically in the country's regions where the study took place. In this regard, it is recommended that future studies be conducted in other regions of Saudi Arabia, as well as comparatively across Gulf countries. The study also recommends further studies that consider larger numbers of participants using other methods such as case studies, and quantitative or qualitative methods in order to obtain more in-depth and comparative outcomes. Moreover, future research in Saudi Arabia, and the entire Gulf region, may consider carrying out a longitudinal study on the principals' and teachers' experiences of shared decision-making where changes are being made, and their impact on the quality of educational leadership and administration as well as student performance. This could include more detailed approaches of data collection like in-depth interviews, observations, and having participants keep diaries or journals of their experiencing over various periods of time. The results from the Gulf could also be used comparatively with other non-Western countries with similar socio-economic and cultural conditions. Other studies could also include more participation by government officials, parents and religious organisations. Also based on the study findings, it was demonstrated that women still face challenges that hinder them from attaining equitable status as their men counterparts in school leadership and management. However, the current shifts in new initiatives and policy to support women leadership in Saudi schools have demonstrated the potential to bring the desired changes in terms of gender equity in leadership. In this regard, future studies are desired in order to understand the current state of the women's leadership in Saudi Arabia, as well as to monitor the influence of new initiatives and policies.

5.5 Strengths and Limitations of the Study

The strength and limitations of the study are mainly associated with the study methodology adopted by the researcher. In this regard, combining qualitative and quantitative methods was perceived to be the best approach to address the research problem. The mixed methods approach enabled the researcher to triangulate results to confirm findings from each of the data sets collected which strengthens the analysis of data, and conclusions and recommendations drawn. In addition, the researcher had the opportunity to collect data from several schools, and combined data from both the principals and the teachers that facilitated comparison. The researcher also actively involved the Ministry of Education during the data collection process, which was helpful in enabling the interviewing of both male and female teachers by providing rooms where interviews could take place in compliance with cultural norms of the country. The researcher visited the schools in person during interviews, which contributed to the collection of rich primary data.

Despite the strengths highlighted above, the study faced various limitations. First, the researcher only collected data from one region of Saudi Arabia, which may be difficult to generalise to other areas in the country, or even in the Middle East in general. In addition, the study was only conducted at a particular point in time, which may only be applicable at that particular time. However, since then, developments in teacher leadership might have taken place. These developments over time may affect the application of these findings in the future. The other limitations of the current study are associated with the challenges of translation, whereby the interviews were translated from Arabic to English before analysis. In this regard, some words were translated, however, others words lost their cultural meaning attached to them which do not translate well into English given the very different contextual conditions involved.

5.6 Next Steps

While the findings of the current study resonate with many other studies on the school leaders and teachers' participation in shared decision-making in school leadership and management (e.g. Arar, 2018; Arar et al., 2017), they broaden this knowledge base by offering further research evidence from the Saudi context. Therefore, the current study provides a typology of shared decision-making in the Saudi schools. In addition, exchanging educational experiences with other schools in the region may help schools to take advantage on other best performing schools. It is also essential to establish systematic and specific mechanisms that incorporates more participation when formulating the mission and vision of the school.

The study findings are also consistent with the current decentralisation and the increased participation in shared decision-making reflected in the Meemar's (2014) document. There is a need to devolve meaningful decision-making powers at school level to encourage the principals and the teachers to engage in participative-shared decision-making processes. In addition, it is important create a school culture that is conducive to the participants to facilitate shared decision-making process. In this regard, principals are greatly encouraged to provide genuine opportunities for the teachers to get involved in making decisions that are relevant and meaningful to their concerns.

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APPENDICES

Appendix 1. Interview Guides for the Teacher

1. Gender: Male Female
2. Current Position: School principal Vice-principal
Schoolteacher
3. Years of teaching experience: 0-10 11-20 21-30 31-40
4. Age: 30 or less 31-40 41-50 51-60
5. Highest educational qualifications: Doctoral Degree Master Degree
Postgraduate Certificate/Diploma Bachelor Degree
6. School level primary secondary high school
7. How are decisions made in your school regarding the following areas, can you give examples in each case?

School's educational goals and policies

Administrative Policies for Teachers

Administrative Policies for Students

Curriculum and instruction

Community domain

Who are the participants in making decisions at your school?

What factors affect the decision-making process in the following areas?

School's educational goals and policies

Administrative Policies for Teachers

Administrative Policies for Students

Curriculum and instruction

Community domain.

Who should be involved in making decisions at your school?

Do you think that teachers should be more involved in making educational decisions related to the above decision areas? 🚩

How can participation be done?

How much do you participate in decision-making in your school?

What difficulties do you expect to impede teachers' participation in school decision-making?

Examples of teachers' participation with the school leader?

Do you think there are differences in how males and females lead?

If you were a school leader, would you allow teachers to take decisions with you?

Do you think differences in how men and women lead affects their preference on wanting to stimulate participation or shared decision making?

🚩 Do you have any other comments?

Appendix 2. Interview Guides for the School Leader

1. Gender: Male Female
2. Current Position: School principal Vice-principal Schoolteacher
3. Years of teaching experience: 0-10 11-20 21-30 31-40
4. Age: 30 or less 31-40 41-50 51-60
5. Highest educational qualifications: Doctoral Degree Master Degree
 Postgraduate Certificate/Diploma Bachelor Degree
6. School level primary secondary high school

How are decisions made in your school regarding the following areas, can you give examples in each case?

- ❖ **School's educational goals and policies**
- ❖ **Administrative Policies for Teachers**
- ❖ **Administrative Policies for Students**
- ❖ **Curriculum and instruction**
- ❖ **Community domain**

Who are the participants in making decisions at your school? 🇳🇮

What factors affect the decision-making process in the following areas?

- ❖ **School's educational goals and policies**
- ❖ **Administrative Policies for Teachers**
- ❖ **Administrative Policies for Students**
- ❖ **Curriculum and instruction**
- ❖ **Community domain**

Who should be involved in making decisions at your school?

Do you think that teachers should be more involved in making educational decisions related to the above decision areas?

How can participation be done?

Do you think the school leader prefer teachers to participate often in decision-making at school? And why?

Do you think teachers prefer to participate in decision-making at school or not?

What difficulties do you expect to impede the participation of school principals in decisions making in school?

How much do you participate in decision-making in your school?

Examples of teachers' participation with the school leader?

Do you think there are differences in how males and females lead?

Do you think differences in how men and women lead affects their preference on wanting to stimulate participation or shared decision making?

Do you think men are more involved than women in decisions making

Do you have any other comments?

God protects you.

Appendix 3. The Study Questionnaire

Section 1

1. Gender: Male Female

2. Current Position: School principal Vice-principal
 Schoolteacher

3. Years of teaching experience: 0-10 11-20 21-30 31-40

4. Age: 30 or less 31-40 41-50 51-60

5. Highest educational qualifications: Doctoral Degree Master Degree
 Postgraduate Certificate/Diploma Bachelor Degree

6. School level primary secondary high school

Section 2:

Please tick the number between 1 to 6 on level of involvement which reflects your opinion of the following items on decision issues.

- 1 = Not at all**
- 2 = Slightly**
- 3 = Moderately**
- 4 = Very**
- 5 = Extremely**
- 6= I don't know**

	What is your actual extent of participation in making this decision?						Decision Issues	To what degree do you think teachers should participate in this decision?						
	Low ↔ High							Low ↔ High						
	1	2	3	4	5	6		1	2	3	4	5	6	
							School's educational goals and policies							
1							Identify the school tools and equipment							
2							formulate the Finance Committee of the school							

3							Organize meetings for teachers and staff to discuss various matters							
4							Develop internal and general conduct in the use of school facilities by teachers and students.							
5							Suggest references and scientific resources of the school library							
							Administrative Policies for Teachers							
6							Identify the training courses or professional development programs that teachers deserve							
7							Setting the school schedule							
8							Distributing tasks at the beginning of the year (e.g., supervision, activity, exams timetable ...).							
9							organize teacher meetings							
10							Determining the time required for the leader visit to the quarterly teachers.							
11							Determine what should be included or not included in the teacher assessment process.							
							Administrative Policies for Students							
12							Forming different student committees							
13							Develop appropriate plans to stimulate student motivation towards education							
14							Organizing and approving scientific visits or educational trips for students							
15							Develop appropriate solutions to attendance and behaviour problems							
16							Preparing treatment plans for students with low performance in school							
17							Develop programs to develop students' abilities and talents							
							Curriculum and instruction							
18							Suggest appropriate evaluation methods for the curriculum							
19							Developing teaching strategies							
20							Suggest ways to achieve the objectives of the curriculum							
21							Forming committees at the school level to analyse courses to avoid mistakes							
22							Suggest references and scientific resources of the school library							

23								Presenting the opinion about the choice of method and method of teaching appropriate for different subjects						
								Community domain						
24								Formatting Parents' Council						
25								Determine the schedule of the meeting of the Parents' Council						
26								Organizing periodic meetings with parents to familiarize them with school programs						
27								Provide suggestions for increased interaction between the school and the community						

Section 3

1. On the basis of your experience and information, how would you rate the overall **quality** of decision making your school?

- | | | | | |
|----------|---------------|----------|-----------|----------|
| 1 | 2. | 3 | 4 | 5 |
| Poor | Below Average | Average | Very Good | |
| | Excellent | | | |

2. how would you rate the overall **process** of decision making your school?

- | | | | | |
|----------|---------------|----------|-----------|----------|
| 1 | 2. | 3 | 4 | 5 |
| Poor | Below Average | Average | Very Good | |
| | Excellent | | | |

3. Are you interested in receiving a brief copy of this research results after the investigation is completed; although the research outcomes may take over a year to be ready for reporting.

- Yes (provide contact details)
- No

Appendix 4. English PIS Consent Forms (Questionnaire)

Perception of School Leaders and Teachers about Share Decision Making

You are invited to take part in a research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take the time to read the following information carefully and discuss it with others if you wish. Please ask me if there is anything that is not clear or if you would like more information. Thank you for reading this.

Introduction:

We are interested in examine the nature of decision making between school leaders and teachers in educational institutions in Saudi Arabia.

What is the purpose of this investigation?

This research will explore and analyse the perception of school leaders and teachers in primary, secondary and high schools in Saudi Arabia regarding their perception of student /teacher's affairs and approach to educational decision-making system in their schools.

Do you have to take part?

Your participation is voluntary, and you are invited to participate in this study. You are able to withdraw from the study at any point, up until the data is anonymized. If you decide to withdraw from this study, your data will be deleted, and it will not be used. Withdrawal from the study after data is anonymized is not possible since we will no longer be able to identify your responses.

What will you do in the project?

After you choose to participate in this research, you will be asked to fill in a questionnaire about nature of decision making between school leaders and teachers in educational institutions in Saudi Arabia. The complete questionnaire should take Approx. 10 minutes to complete; though exact time will depend on various responses. For this study, you will be asked to fill in the questionnaire. You can fill in the questionnaire whenever and wherever you like on a computer connected to the internet.

Why have you been invited to take part?

We are looking to hear your perception of regarding their perception of students/teachers' affairs and approach to educational decision-making system in their schools. You are invited because you are school leaders or teachers in Saudi Arabia.

What are the potential risks to you in taking part?

No harm or risk is expected through participating in this study, and there are no preparatory requirements for taking this questionnaire.

What happens to the information in the project?

After you submit this questionnaire, your data will be completely anonymised, and the questionnaire will be deposited on the University's servers by the investigators for up to 5 years after the completion of this study. Anonymised data will be published and presented in scientific meeting and literature.

This study will not use information where you can be identified.

The University of Strathclyde is registered with the Information Commissioner's Office who implements the Data Protection Act 1998. All personal data on participants will be processed in accordance with the provisions of the Data Protection Act 1998.

Thank you for reading this information – please ask any questions if you are unsure about what is written here.

What happens next?

If you are happy to be involved in the project, you may click on the informed consent for your responses to be used in this study (through Qualtrics) to confirm this. If you want to receive a brief copy of the research results after the investigation is completed, you may contact researcher or chief investigator; although the research outcomes may take over a year to be ready for reporting.

If you decide you would rather not participate in this study, ignore this invitation and no further contact will be made.

Researcher contact details:

Ahmad Alamri
ahmad.alamri@strath.ac.uk

Chief Investigator details:

Professor Yvette Taylor
School of Education
Lord Hope Building
Level 2 (LH209)
University of Strathclyde
yvette.taylor@strath.ac.uk

This investigation was granted ethical approval by the University of Strathclyde Ethics Committee.

If you have any questions/concerns, during or after the investigation, or wish to contact an independent person to whom any questions may be directed or further information may be sought from, **please contact:**

Secretary to the University Ethics Committee
Research & Knowledge Exchange Services
University of Strathclyde
Graham Hills Building
50 George Street
Glasgow
G1 1QE

Telephone: 0141 548 3707
Email: ethics@strath.ac.uk

Appendix 5. English PIS Consent Forms (Interview)

Perception of School Leaders and Teachers about Share Decision Making

You are invited to take part in a research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take the time to read the following information carefully and discuss it with others if you wish. Please ask me if there is anything that is not clear or if you would like more information. Thank you for reading this.

Introduction:

We are interested in examine the nature of decision making between school leaders and teachers in educational institutions in Saudi Arabia.

What is the purpose of this investigation?

This research will explore whether explore and analyse the perception of school leaders and teachers in primary and secondary schools in Saudi Arabia regarding their perception of student /teacher's affairs and approach to educational decision-making system in their schools.

Do you have to take part?

Your participation is voluntary, and you are invited to participate in this study. You are able to withdraw from the study at any point, up until the data is anonymized. If you decide to withdraw from this study, your data will be deleted, and it will not be used. Withdrawal from the study after data is anonymized is not possible since we will no longer be able to identify your responses.

What will you do in the project?

After you choose to participate in this research, you will be interviewed about nature of decision making between school leaders and teachers in educational institutions in Saudi Arabia. The interview should take Approx. 30 minutes to conclude; though exact time will depend on various responses.

Why have you been invited to take part?

We are looking to hear your perception of regarding their perception of students/teachers' affairs and approach to educational decision-making system in their schools. You are invited because you are school leaders or teachers in Saudi Arabia.

What are the potential risks to you in taking part?

No harm or risk is expected through participating in this study, and there are no preparatory requirements for taking this questionnaire.

What happens to the information in the project?

After the interview is finalized, your data will be completely anonymised, and the analysing will be deposited on the University's servers by the investigators for up to 5 years after the completion of this study. Anonymised data will be published and presented in scientific meeting and literature.

This study will not use information where you can be identified.

The University of Strathclyde is registered with the Information Commissioner's Office who implements the Data Protection Act 1998. All personal data on participants will be processed in accordance with the provisions of the Data Protection Act 1998.

Thank you for reading this information – please ask any questions if you are unsure about what is written here.

What happens next?

If you are happy to be involved in the project, you may sign the informed consent for your responses to be used in this study to confirm this. If you want to receive a brief copy of the research results after the investigation is completed, you may contact the researcher or chief investigator; although the research outcomes may take over a year to be ready for reporting.

If you decide you would rather not participate in this study, ignore this invitation and no further contact will be made.

Researcher contact details:

Ahmad Alamri
ahmad.alamri@strath.ac.uk

Chief Investigator details:

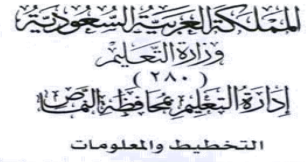
Professor Yvette Taylor
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Lord Hope Building
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yvette.taylor@strath.ac.uk

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Appendix 6. Consent Letter



وفقه الله

المكرم الأستاذ / أحمد بن ذياب بن محمد العمري

السلام عليكم ورحمة الله وبركاته وبعد :

بناءً على خطاب الملحق الثقافي بسفارة المملكة العربية السعودية لدى المملكة المتحدة رقم (بدون) وتاريخ ١٤٣٩/٠٩/٠٧هـ بشأن الموافقة لكم على القيام برحلة علمية إلى المملكة العربية السعودية (إدارة التعليم بالنامص) لإكمال جمع البيانات اللازمة لبحثكم بعنوان :
" دراسة مشاركة المعلمين لمدراء المدارس في إتخاذ القرارات المدرسية "

عليه نفيديكم بأنه لا مانع لدينا من استضافتكم لدى الإدارة من تاريخ ١٤٣٩/١٢/٢٣هـ الموافق ٢٠١٨/٠٩/٠١م إلى تاريخ ١٤٤٠/٠٣/٢٣هـ الموافق ٢٠١٨/١٢/٠١م دون أدنى مسؤولية ، سائلين الله لكم التوفيق

والسلام عليكم ورحمة الله وبركاته .

مدير التعليم

عبدالله بن عبد الرحمن آل قاسم

Appendix 7. Consent Form PIS Arabic Interview

إعلان عن دراسة

دراسة مشاركة المعلمين لقادة المدارس في اتخاذ القرارات المدرسية في المملكة العربية السعودية

نحتاج إلى متطوعين من

قادة المدارس والوكلاء والمعلمين من الجنسين

يقوم الباحث بإجراء دراسة بعنوان " دراسة مشاركة المعلمين لقادة المدارس في اتخاذ القرارات المدرسية في المملكة العربية السعودية " (دراسة ميدانية من وجهة نظر لقادة المدارس والمعلمين في المملكة العربية السعودية) وذلك استكمالاً لمتطلبات الحصول على درجة الدكتوراة في القيادة التربوية من جامعة ستراثكلايد في المملكة المتحدة البريطانية .

وتهدف هذه الدراسة الى الكشف عن مدى المشاركة الفعالة بين قادة المدارس والمعلمين في المملكة العربية السعودية في اتخاذ القرارات المدرسية المتعلقة بالمجالات التالية : مجال شؤون الطلاب , مجال شؤون المعلمين , مجال المناهج وطرق التدريس , مجال المجتمع المحلي , مجال الأهداف والسياسات التعليمية ومعرفة اذا ما كانت هناك فروق ذات دلالة إحصائية نحو المشاركة الفعالة في اتخاذ القرارات المدرسية .

ولما لوجهة نظرکم من أهمية بالغة في هذا الموضوع ولاهمية دورکم في العملية التربوية نسعد باختيارکم ضمن عينة الدراسة.

إذا كان لديك أي أسئلة أو تحتاج إلى مزيد من المعلومات، يرجى الاتصال بـ:

الباحث الرئيسي:

البروفيسور / يفيت تايلور

Yvette.taylor@strath.ac.uk

الباحث:

أحمد بن ذياب محمد آل مطارد العمري

Ahmad.alamri@strath.ac.uk

شكراً جزيلاً على اهتمامكم

ورقة معلومات المشارك (الاستبانة)

دراسة مشاركة المعلمين لقادة المدارس في اتخاذ القرارات المدرسية في المملكة العربية السعودية

أنت مدعو للمشاركة في دراسة بحثية. وقبل أن تقرر أهمية ذلك بالنسبة إليك، سنشرح لك لماذا يتم إجراء هذا البحث وما الذي سينطوي عليه. يرجى أخذ الوقت الكافي لقراءة المعلومات التالية بعناية ومناقشتها مع الآخرين بحسب رغبتكم. إن كان لديك أي استفسار أو كنت ترغب في معرفة مزيد من المعلومات فلا تتردد في سؤالنا. نشكركم على قراءة تلك المعلومات.

المقدمة:

تعتبر التربية بمفهومها المعاصر عملية للتغيير والتطوير الاجتماعي ولها من الآثار والنتائج ما يجعلها تحتل مكاناً بارزاً بين وسائل الإصلاح والتقدم في أي بلد من البلدان ونتائج العملية التربوية منوطة إلى حد كبير بإدارتها التي تمثل المحور الأساسي في نجاحها وسيرها وحسن توجيهها والادارة عملية اتخاذ قرارات تقوم على العلم والدراسة وتوليد القدرة التي تحقق الربط بين مختلف العناصر التنظيمية بأسلوب يهدف إلى تحقيق الأهداف ، وتهدف القيادة التربوية إلى تحقيق أهداف المجتمع من تعليم وإعداد النشء للحياة وتوفير القوى البشرية اللازمة لدفع حركة الحياة وذلك وفقاً لفلسفة المجتمع وظروفه الاقتصادية والاجتماعية ، وإن عملية اتخاذ القرارات هي قلب القيادة بحيث اذا توقف هذا القلب وقفت وتجمدت معه كافة الأنشطة التي تتم عادة في إطار المنظمات ، وعملية إتخاذ القرار لم تعد عملية فردية يستأثر بها القادة والرؤساء وحدهم ، وإنما أصبح مألوفاً أن يلجأ القادة والرؤساء إلى المختصين والفنيين يسألونهم الرأي والمشورة ، ويطلبون منهم ما هو ضروري من المعلومات والبيانات وتبادل الرأي معهم قبل أن يصدر قرارهم ، وعملية إتخاذ القرار الرشيد تكمن في تصور القائد لنفسه كضابط لعملية إتخاذ القرار لا كصانع للقرارات في المنظمة او المصلحة التعليمية ، بذلك تكون قراراته أكثر فاعلية وكلما زادت الآراء بإشراك الجماعة في إتخاذ القرار كلما كان القرار أقرب إلى الصواب وكانت الجماعة أقدر على فهم مغزاه وأهدافه وأكثر تأكيده له وتحمساً لتنفيذه .

ما هو الهدف من هذا الاستقصاء؟

تهدف هذه الدراسة إلى دراسة مشاركة المعلمين لقادة المدارس في اتخاذ القرارات المدرسية في المملكة العربية السعودية وبالتحديد في مدينة النماص المتعلقة في المجالات الآتية :

- ❖ مجال شؤون الطلاب .
- ❖ مجال شؤون المعلمين .
- ❖ مجال المناهج وطرق تنفيذها .
- ❖ مجال المجتمع المحلي .
- ❖ مجال أهداف وسياسات المدرسة التعليمية.

هل يتوجب عليك المشاركة؟

مشاركتك تطوعية، انت مدعو للمشاركة في هذه المقابلة . كما يمكنك الانسحاب من الدراسة في أي لحظة، إلى أن يتم نسب البيانات التي صرحت بها إلى مجهول الهوية. فإذا قررت الانسحاب من هذه الدراسة، سيتم حذف البيانات الخاصة بك، ولن يتم استخدامها. لكن الانسحاب من الدراسة لن يكون ممكناً بعد أن يتم نسبة البيانات نسبةً إلى هوية مجهولة، لأننا في هذه الحالة لن نكون قادرين على تحديد ردودكم من بين مجموعة المقابلات لكي يتم حذفها.

ما الذي ستقوم به في هذا المشروع؟

بعد أن تختار المشاركة في هذا البحث، سيتم فتح الاستبانة لكم للإجابة عليها. تتكون الاستبانة من خمسة أجزاء وهي: (1) مجال شؤون الطلاب (2) مجال شؤون المعلمين (3) مجال المناهج وطرق التدريس (4) مجال المجتمع المحلي (5) مجال أهداف وسياسات المدرسة التعليمية. قد تستغرق الاستبانة مدة تتراوح بين 7 إلى 10 دقائق، يمكنك تعبئة الاستبانة متى ما شئت وإينما شئت.

لماذا تمت دعوتك للمشاركة؟

تمت دعوتك للمشاركة في هذه الدراسة حتى يتم دراسة مشاركة المعلمين لقادة المدارس في اتخاذ القرارات المدرسية في المملكة العربية السعودية

ما هي المخاطر المحتملة بالنسبة لك حال مشاركتك؟

لا يتوقع حدوث أي ضرر أو خطر من خلال المشاركة في هذه الدراسة، ولا توجد متطلبات تحضيرية لتعبئة الاستبيان.

ماذا يحدث للمعلومات التي يتم جمعها في المشروع؟

بعد الانتهاء من تعبئة الاستبيان سوف تحول البيانات الشخصية الخاصة وتنسب إلى مجهول.

وسوف يودع الباحثون البيانات في خوادم الجامعة لمدة 5 سنوات بعد الانتهاء من هذه الدراسة. لن تستخدم معلومات هذه الدراسة بطريقة تمكن من التعرف عليك. و سيتم نشر البيانات (المجهولة الهوية) وعرضها في المؤتمرات والرسائل العلمية. جامعة ستراثكلاید هي جامعة مسجلة لدى مكتب مفوض المعلومات الذي ينفذ قانون حماية البيانات لعام 1998. وستتم معالجة جميع البيانات الشخصية للمشاركين وفقا لأحكام قانون حماية البيانات لعام 1998.

نشكركم على قراءة هذه المعلومات - يرجى طرح أي أسئلة في حالة عدم التأكد عما هو مكتوب هنا.

ما الذي سيحدث بعد ذلك؟

إذا كنت على استعداد للمشاركة في المشروع، يمكنك الموافقة في نموذج الموافقة، وذلك لتأكيد المشاركة في هذه الدراسة. وإذا كنت ترغب في الحصول على نسخة موجزة من نتائج البحث بعد الانتهاء من هذا الاستقصاء، يمكنك الاتصال بالباحث أو الباحث الرئيسي؛ مع العلم أن نتائج البحوث قد تستغرق أكثر من عام لتكون جاهزة للإعلان. إذا قررت عدم المشاركة في المشروع، فنشكرك على اهتمامك.

تفاصيل الاتصال بالباحث:

أحمد بن ذياب العمري ، طالب دكتوراه في جامعة ستراثكلاید

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مقر التعلم المفيد

جامعة ستراثكلاید هي هيئة خيرية، مسجلة في اسكتلندا، رقم SC015263

تفاصيل الاتصال بالباحث الرئيسي:

البروفسور / يفيت تايلور

أستاذ في الدراسات الاجتماعية والسياسية

كلية العلوم الإنسانية والاجتماعية

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وقد حصل هذا الاستقصاء على موافقة أخلاقية من قبل لجنة أخلاقيات البحث العلمي جامعة ستراثكلايد.

إذا كان لديك أي أسئلة / مخاوف، أثناء أو بعد التحقيق، أو ترغب في الاتصال بشخص مستقل لتوجيه أي أسئلة أو الحصول

على مزيد من المعلومات، يرجى الاتصال بـ:

أمين لجنة أخلاقيات البحث العلمي بالجامعة

جامعة ستراثكلايد

مبنى لورد هوب

141 شارع جامس رود

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نموذج الموافقة (المقابلة والملاحظة)

جامعة ستراثكلاید، كلية التربية

دراسة مشاركة المعلمين لقادة المدارس في اتخاذ القرارات المدرسية في المملكة العربية السعودية

- أؤكد أنني قرأت وفهمت ورقة المعلومات للمشروع المذكور أعلاه، وقد أجاب الباحث على استفساراتي لكي يتحقق اقتناعي.
- أدرك أن مشاركتي تطوعية ولي مطلق الحرية في الانسحاب من المشروع في أي وقتٍ، حتى نقطة الإتمام، دون الاضطرار إلى إبداء سببٍ ودون أي عواقبٍ. وإن أردت الانسحاب، مع عدم رغبتني في استخدام بياناتي، فسيتم محو أية بياناتٍ تم جمعها عن طريقي.
- أدرك أن بإمكانني أن أسحب من الدراسة أي بياناتٍ شخصيةٍ (أي البيانات التي تحدد هويتي) في أي وقتٍ.
- أدرك أن البيانات مجهولة الهوية (أي البيانات التي لا تبين هويتي) لا يمكن سحبها بمجرد تضمينها في الدراسة.
- أدرك أن أي معلوماتٍ مسجلة في البحث ستظل سريةً، ولن تتاح أي معلوماتٍ تحدد هويتي للجمهور.
- أوافق على أن أكون مشاركاً في المشروع.

الاسم

توقيع المشارك:

التاريخ:

Appendix 8: Consent Form PIS Arabic Questionnaire

إعلان عن دراسة

دراسة مشاركة المعلمين لقادة المدارس في اتخاذ القرارات المدرسية في المملكة العربية السعودية

نحتاج إلى متطوعين من

قادة المدارس والوكلاء والمعلمين من الجنسين

يقوم الباحث بإجراء دراسة بعنوان " دراسة مشاركة المعلمين لقادة المدارس في اتخاذ القرارات المدرسية في المملكة العربية السعودية " (دراسة ميدانية من وجهة نظر لقادة المدارس والمعلمين في المملكة العربية السعودية) وذلك استكمالاً لمتطلبات الحصول على درجة الدكتوراة في القيادة التربوية من جامعة ستراثكلايد في المملكة المتحدة البريطانية .

وتهدف هذه الدراسة الى الكشف عن مدى المشاركة الفعالة بين قادة المدارس والمعلمين في المملكة العربية السعودية في اتخاذ القرارات المدرسية المتعلقة بالمجالات التالية : مجال شؤون الطلاب , مجال شؤون المعلمين , مجال المناهج وطرق التدريس , مجال المجتمع المحلي , مجال الأهداف والسياسات التعليمية ومعرفة اذا ما كانت هناك فروق ذات دلالة إحصائية نحو المشاركة الفاعلة في اتخاذ القرارات المدرسية .

ولما لوجهة نظرکم من أهمية بالغة في هذا الموضوع ولاهية دورکم في العملية التربوية نسعد باختیارکم ضمن عينة الدراسة.

إذا كان لديك أي أسئلة أو تحتاج إلى مزيد من المعلومات، يرجى الاتصال بـ:

الباحث:

أحمد بن ذياب محمد آل مطارد العمري

Ahmad.alamri@strath.ac.uk

الباحث الرئيسي:

البروفسور / يفيت تايلور

Yvette.taylor@strath.ac.uk

ورقة معلومات المشارك (الاستبانة)

دراسة مشاركة المعلمين لقادة المدارس في اتخاذ القرارات المدرسية في المملكة العربية السعودية

أنت مدعو للمشاركة في دراسة بحثية. وقبل أن تقرر أهمية ذلك بالنسبة إليك، سنشرح لك لماذا يتم إجراء هذا البحث وما الذي سينطوي عليه. يرجى أخذ الوقت الكافي لقراءة المعلومات التالية بعناية ومناقشتها مع الآخرين بحسب رغبتكم. إن كان لديك أي استفسار أو كنت ترغب في معرفة مزيد من المعلومات فلا تتردد في سؤالني. نشكركم على قراءة تلك المعلومات.

المقدمة:

تعتبر التربية بمفهومها المعاصر عملية للتغيير والتطوير الاجتماعي ولها من الآثار والنتائج ما يجعلها تحتل مكاناً بارزاً بين وسائل الإصلاح والتقدم في أي بلد من البلدان ونتائج العملية التربوية منوطة إلى حد كبير بإدارتها التي تمثل المحور الأساسي في نجاحها وسيرها وحسن توجيهها والإدارة عملية اتخاذ قرارات تقوم على العلم والدراسة وتوليد القدرة التي تحقق الربط بين مختلف العناصر التنظيمية بأسلوب يهدف إلى تحقيق الأهداف ، وتهدف القيادة التربوية إلى تحقيق أهداف المجتمع من تعليم وإعداد النشء للحياة وتوفير القوى البشرية اللازمة لدفع حركة الحياة وذلك وفقاً لفلسفة المجتمع وظروفه الاقتصادية والاجتماعية ، وإن عملية اتخاذ القرارات هي قلب القيادة بحيث إذا توقف هذا القلب وقفت وتجمدت معه كافة الأنشطة التي تتم عادة في إطار المنظمات ، وعملية إتخاذ القرار لم تعد عملية فردية يستأثر بها القادة والرؤساء وحدهم ، وإنما أصبح مألوفاً أن يلجأ القادة والرؤساء إلى المختصين والفنيين يسألونهم الرأي والمشورة ، ويطلبون منهم ما هو ضروري من المعلومات والبيانات وتبادل الرأي معهم قبل أن يصدر قرارهم ، وعملية إتخاذ القرار الرشيد تكمن في تصور القائد لنفسه كضابط لعملية إتخاذ القرار لا كصانع للقرارات في المنظمة او المصلحة التعليمية ، بذلك تكون قراراته أكثر فاعلية وكلما زادت الآراء بإشراك الجماعة في إتخاذ القرار كلما كان القرار أقرب إلى الصواب وكانت الجماعة أقدر على فهم مغزاه وأهدافه وأكثر تأكيده له وتحمساً لتنفيذه .

ما هو الهدف من هذا الاستقصاء؟

تهدف هذه الدراسة إلى دراسة مشاركة المعلمين لقادة المدارس في اتخاذ القرارات المدرسية في المملكة العربية السعودية وبالتحديد في مدينة النماص المتعلقة في المجالات الآتية :

- ❖ مجال شؤون الطلاب .
- ❖ مجال شؤون المعلمين .
- ❖ مجال المناهج وطرق تنفيذها .
- ❖ مجال المجتمع المحلي .
- ❖ مجال أهداف وسياسات المدرسة التعليمية.

هل يتوجب عليك المشاركة؟

مشاركتك تطوعية، أنت مدعو للمشاركة في هذه المقابلة . كما يمكنك الانسحاب من الدراسة في أي لحظة، إلى أن يتم نسب البيانات التي صرحت بها إلى مجهول الهوية. فإذا قررت الانسحاب من هذه الدراسة، سيتم حذف البيانات

الخاصة بك، ولن يتم استخدامها. لكن الانسحاب من الدراسة لن يكون ممكناً بعد أن يتم نسبة البيانات نسبةً إلى هوية مجهولة، لأننا في هذه الحالة لن نكون قادرين على تحديد ردودكم من بين مجموعة المقابلات لكي يتم حذفها.

ما الذي ستقوم به في هذا المشروع؟

بعد أن تختار المشاركة في هذا البحث، سيتم فتح الاستبانة لكم للإجابة عليها. تتكون الاستبانة من خمسة أجزاء وهي: (1) مجال شؤون الطلاب (2) مجال شؤون المعلمين (3) مجال المناهج وطرق التدريس (4) مجال المجتمع المحلي (5) مجال أهداف وسياسات المدرسة التعليمية. قد تستغرق الاستبانة مدة تتراوح بين 7 إلى 10 دقائق، يمكنك تعبئة الاستبانة متى ما شئت وابتداءً من شئت.

لماذا تمت دعوتك للمشاركة؟

تمت دعوتك للمشاركة في هذه الدراسة حتى يتم دراسة مشاركة المعلمين لقادة المدارس في اتخاذ القرارات المدرسية في المملكة العربية السعودية

ما هي المخاطر المحتملة بالنسبة لك حال مشاركتك؟

لا يتوقع حدوث أي ضرر أو خطر من خلال المشاركة في هذه الدراسة، ولا توجد متطلبات تحضيرية لتعبئة الاستبيان.

ماذا يحدث للمعلومات التي يتم جمعها في المشروع؟

بعد الانتهاء من تعبئة الاستبيان سوف تحول البيانات الشخصية الخاصة وتنسب إلى مجهول.

وسوف يودع الباحثون البيانات في خوادم الجامعة لمدة 5 سنوات بعد الانتهاء من هذه الدراسة. لن تستخدم معلومات هذه الدراسة بطريقة تمكن من التعرف عليك. و سيتم نشر البيانات (المجهولة الهوية) وعرضها في المؤتمرات والرسائل العلمية.

جامعة ستراثكلويد هي جامعة مسجلة لدى مكتب مفوض المعلومات الذي ينفذ قانون حماية البيانات لعام 1998. وستتم معالجة جميع البيانات الشخصية للمشاركين وفقاً لأحكام قانون حماية البيانات لعام 1998.

نشكركم على قراءة هذه المعلومات - يرجى طرح أي أسئلة في حالة عدم التأكد عما هو مكتوب هنا.

ما الذي سيحدث بعد ذلك؟

إذا كنت على استعداد للمشاركة في المشروع، يمكنك الموافقة في نموذج الموافقة، وذلك لتأكيد المشاركة في هذه الدراسة. وإذا كنت ترغب في الحصول على نسخة موجزة من نتائج البحث بعد الانتهاء من هذا الاستقصاء، يمكنك الاتصال بالباحث أو الباحث الرئيسي؛ مع العلم أن نتائج البحوث قد تستغرق أكثر من عام لتكون جاهزة للإعلان.

إذا قررت عدم المشاركة في المشروع، فنشكرك على اهتمامك.

تفاصيل الاتصال بالباحث:

أحمد بن ذياب العمري ، طالب دكتوراه في جامعة ستراثكلايد

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تفاصيل الاتصال بالباحث الرئيسي:

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وقد حصل هذا الاستقصاء على موافقة أخلاقية من قبل لجنة أخلاقيات البحث العلمي جامعة ستراثكلايد.

إذا كان لديك أي أسئلة / مخاوف، أثناء أو بعد التحقيق، أو ترغب في الاتصال بشخص مستقل لتوجيه أي أسئلة أو

الحصول على مزيد من المعلومات، يرجى الاتصال بـ:

أمين لجنة أخلاقيات البحث العلمي بالجامعة

جامعة ستراثكلايد

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