

## The Primary Leadership Style of School Leaders in Madinah City Boys Public Schools: An Investigation Using the Situational Leadership Theory

Waleed Abdullah Alrajeh

College of Education || Taibah University || KSA

**Abstract:** This study aimed to identify the primary leadership style for school leaders of boys' public schools in Medina based on the situational leadership theory, also it tested the relationship between the primary leadership style with leaders' qualification levels, years of experience, and qualification in educational leadership. This study targeted 217 school leaders from Medina boys' public schools who were randomly selected. Hersey and Blanchard (the Leader Effectiveness and Adaptability Description (LEAD-self)) instrument, which consisted of 12 situations and 4 responses to each situation, was adapted to the Saudi context and translated into Arabic and used in this study. Descriptive statistics were used in this study to obtain the primary leadership style for school leaders, and inferential statistics were used to obtain the relationship between the leaders' primary style with the academic qualification of leaders, the number of years of their experience in school leadership, and their qualification related to leadership by using the Chi-Square test.

The study found that the primary leadership style for the study's sample is the supporting style, based on the results of 30 leaders. While the study did not find any significant relationship between the primary leadership style for school leaders, whether with their academic qualification, or their number of years of experience in the leadership of schools, or their qualification that based on leadership field. These findings were nearly similar to what other researchers found in different Saudi contexts. The study also found that more than 95% of the sample used 3 or 4 leadership styles, which is evidence of good flexibility in using leadership styles. This study recommended training of school leaders or candidates to lead schools on leadership theories in general and particularly on the situational leadership theory.

**Keywords:** situational leadership, leadership style, school leaders, boys' public schools, Saudi Arabia, Madinah.

### نمط القيادة الرئيسي لقادة المدارس الحكومية للبنين في المدينة المنورة: بحث باستخدام نظرية القيادة الموقفية

وليد بن عبد الله الراجح

كلية التربية || جامعة طيبة || المدينة المنورة || المملكة العربية السعودية

**المستخلص:** هدفت هذه الدراسة إلى التعرف على نمط القيادة الرئيسي لقادة المدارس الحكومية للبنين في المدينة المنورة بناءً على نظرية القيادة الموقفية، ومقارنة علاقة النمط الرئيسي للقائد مع كل من المؤهل الدراسي للقائد، عدد سنوات خبرته في قيادة المدارس، وتأهيله المتعلق بالقيادة. استهدفت هذه الدراسة 217 قائداً مدرسياً من مدارس المدينة المنورة تم اختيارهم بالطريقة العشوائية. تم استخدام أداة هيرسي وبلانشارد المكونة من 12 موقفاً و4 استجابات لكل موقف، وذلك بعد تكييفها للسياق السعودي وترجمتها للغة العربية. تم استخدام الإحصاء الوصفي للحصول على نمط القيادة الرئيسي لقادة المدارس، كما تم استخدام الإحصاء الاستدلالي للحصول على علاقة النمط الرئيسي للقائد مع كل من المؤهل الدراسي للقائد، عدد سنوات خبرته في قيادة المدارس، وتأهيله المتعلق بالقيادة باستخدام اختبار مربع كاي.

ولقد توصلت الدراسة بأن نمط القيادة الرئيسي لعينة الدراسة هو نمط القيادة الداعم نظراً لنتيجة 30 قائداً من أفراد العينة. بينما لم تجد الدراسة أي علاقة ذات دلالة إحصائية بين النمط الرئيسي لقيادة المدارس سواءً مع المؤهل الدراسي للقائد، أو عدد سنوات خبرته في قيادة المدارس، أو تأهيله المتعلق بالقيادة. وكانت هذه النتائج متشابهة إلى حد كبير مع ما وجدته باحثون آخرون في سياقات سعودية مختلفة. كما توصلت الدراسة إلى أن أكثر من 95% من العينة تستخدم 3 أنماط قيادية أو 4، وهو دليل وجود مرونة جيدة في استخدام الأنماط القيادية. وأوصت هذه الدراسة بتدريب قادة المدارس أو المرشحين لقيادة المدارس على نظريات القيادة بشكل عام وعلى النظرية الموقفية بشكل خاص.

الكلمات المفتاحية: القيادة الموقفية، نمط القيادة، مديرو المدارس، المدارس الحكومية للبنين، المملكة العربية السعودية، المدينة المنورة.

## 1. Introduction.

School is the place where future generations get educated and developed. Thus, schools need to be useful, attractive, and productive places. To ensure the quality of schools, it is necessary and essential to lead schools by an effective system. The effectiveness of this system is based on the effectiveness of the educational leaders who lead and supervise the system. Educational leaders draw policies, goals, and plans for the present and future to achieve ambitions, hopes, and expectations for their schools. Moreover, around the world, educational specialists confirm that school leaders are responsible for changing schools (Darling-Hammond, LaPointe, Meyerson, Terry Orr, & Cohen, 2007). So, leadership knowledge is essential to develop educational leaders capable of effectively leading their schools.

For the last two centuries, the leadership topic has received significant interest from scholars. "Leadership is a highly sought-after and highly valued commodity" (Northouse, 2018, p.1). Leadership discussed and researched by hundreds of researchers many definitions developed from 1900 until now. The leadership definition is often related to the leadership theory, approach, or style. One of the comprehensive definitions of leadership is "a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2018, p. 5). Therefore, knowing the best leadership practices and their effects on employees is one of the processes that lead to developing organizations.

### 1.1- Problem Statement:

The Situational Leadership Theory (SLT) is one of the leadership theories that have the potential to help school leaders effectively lead their schools. The SLT has been applied widely in organizational leadership training and development (Northouse, 2018). Furthermore, many studies have proven the quality and ability of the SLT to activate the role of the leader within the organization and its ability to achieve the desired goals with the difference in the level of maturity of subordinates (Beaver, 2011). However, in the context of Saudi Arabia, a few studies examined the situational leadership theory (Al Naji, 2001; AlBabtain, 2013; El Mogaide, 1996). AlBabtain (2013) found that the SLT is not well known among Saudi school leaders. Moreover, the previous study recommends that it is essential to make more investigation on the SLT in Saudi Arabia. For this reason, this study aims to examine the SLT in Madinah

school leaders by using the Leader Effectiveness and Adaptability Description (LEAD) instrument to found out the primary leadership style. Moreover, it also studies if there are any significant differences between the leadership primary style with leaders' qualification, the years of experience for school leaders or their qualification in leadership.

### 1.2- Research Questions

- 1- What is the primary leadership style of school leaders in Madinah boys' schools based on STL?
- 2- Are there any statistically significant relationship between the primary leadership style of the leaders and their:
  - a. qualification levels?
  - b. years of experience?
  - c. qualification in educational leadership?

### 1.3- Research Objectives

As mentioned in the statement of the problem, this study aims to determine that: a) the primary leadership style in Madinah boys' school leaders by using the instrument's outcome, and b) if there are any significant relationship between the primary leadership style and the leaders' qualification, the years of experience of the school leaders, and the leaders' qualification in educational leadership.

### 1.4- Significance of the Study

- a. Theoretical significance:
  - Conducting studies on leadership theories is necessary, and the situational leadership theory is more important.
  - Situational leadership theory has proven during the past two decades through research and training programs its usefulness in developing leaders in general and school leaders particularly.
  - In Saudi context, Situational leadership theory has not received the necessary attention, despite its widespread use in leadership training and development around the world.
  - A set of information will be collected that it is hoped will help decision makers in Madinah education and the Ministry of Education knowing how to lead secondary schools in Madinah according to this theory.
- b. Practical importance:
  - Application of Hirschi and Blanchard's Situational Leadership Theory to educational leaders in government secondary schools in Madinah, which has not been previously researched according to the researcher's knowledge.

- Knowing the characteristics of school leaders according to Situational leadership theory may provide much information that will benefit researchers in this field in the future.
- As knowing the primary leadership style of school leaders in Madinah will help the stakeholders to provide all needed training courses and materials to develop school leaders based on their style.
- The relationship between the primary leadership style and both of the years of experience of the school leaders, and the leaders' qualification in educational leadership provides evidence that can help stakeholders develop the rules, requirements, and standards for future selection of school leaders.

### 1.5- Definitions of Terms

*Leadership primary style:* is the manner of acting with followers based on one of four ways: Directing, Coaching, Supporting or Delegating (Hersey, 1975). This study depended on the same definition that Hersey (1975) mentioned.

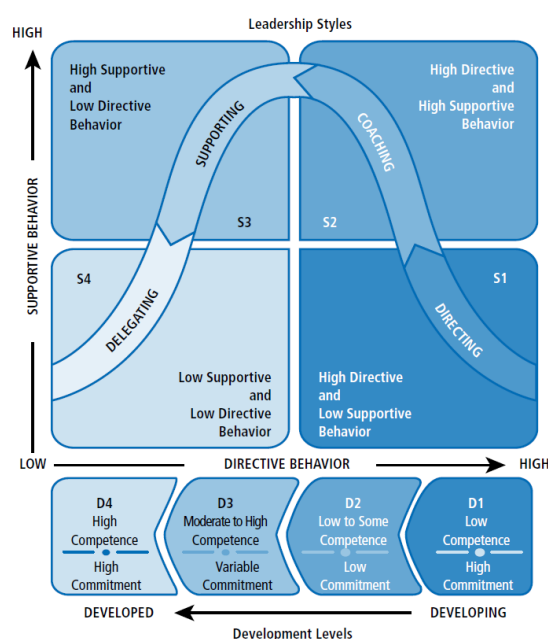
*Directing style:* when followers have lack of specific skills that required for the job in hand although they are willing to work at the task, the leader provides high on directing behaviors and low on supporting behaviors.

*Coaching style:* when followers have enough skills that required for the job in hand and they are unmotivated to work at the task, the leader provides high on both behaviors directing and supporting.

*Supporting style:* when followers have the skills and capability to complete the task, but are unwilling to take responsibility, the leader provides low on directing behavior and high on supporting behaviors.

*Delegating style:* when followers have highly skilled and willing to complete the task, the leader do not need to provide any behaviors.

*School leaders:* are any person who responsible to lead any public school for boys' schools related to the General Directorate of Education in Madinah.



**Figure (1) The Situational Leadership II Theory: Adopted from Leadership: Theory and practice (p. 97), by P. Northouse, 2018, Thousand Oaks, Ca.**

## 1.6- Research limits:

This study is limited to school leaders in Madinah public schools for boys for the academic year 2019-2020.

## 2. Review of Literature

### 2.1- Background of the Situational Leadership Theory (SLT)

Hersey and Blanchard in 1969 developed the Life Cycle Leadership theory as the first version of the Situational leadership theory (Blanchard, Zigarmi, & Nelson, 1993; Gates, Blanchard, & Hersey, 1976; Graeff, 1997; Johansen, 1990; Leithwood, Levin, & Britain, 2005). Then, in 1972, Hersey and Blanchard proposed the SLT and developed it to explain the way that leaders can act by using the SLT (Thompson & Vecchio, 2009). The final version developed and published in 1985 by Blanchard is called SLTII, then Blanchard and his colleagues continued work to develop the SLTII (Graeff, 1997). The main reason for developing the SLT is the growing interest of researchers in leadership to combine task-oriented and people-oriented (Beaver, 2011).

- a. **SLT:** Situational leadership is a process that leader should engage in different compensations of the task and relationship behavior depending on the maturity of members of the group in relation in a specific task (Walter, Caldwell, & Marshal, 1980). The SLT developed from the earlier leadership theories that were based on two sets of behavior control to the idea of leadership style, which is the task behavior and the relationship behavior (Gates et al., 1976). Furthermore, SLT is based on an interaction between three concepts, the task behavior, the relationship behavior, and the maturity "develop" level of followers (Blanchard et al., 1993; Gates et al., 1976; Hersey, 1975). The task behavior is a one-way communication that the leader uses to explain to each subordinate what is the task and how he/she can accomplish it, while the relationship behavior is the two-way communication between the leader and each subordinate to provide the socio-emotional support and facilitating behaviors (Gates et al., 1976; Hersey, Angelini, & Carakushansky, 1982). For the followers' maturity, it is the degree of maturity that the followers have to accomplish any task in two levels (1) ability to complete the task correctly, and (2) motivation and commitment toward the task (Northouse, 2018). To sum up, the SLT has two main concepts: (1) the leadership style, and (2) the follower maturity (develop) (El Mogaide, 1996; Hersey, 1975; Hersey & Blanchard, 1982; Hersey, Blanchard, & Natemeyer, 1979).
- b. **The leadership style:** The SLT has four leadership styles as described in Figure 1 to represent the intersections between the task behavior and the relationship behavior (Hersey, 1975). Northouse (2018) provided four definitions of situational leadership styles (SLS). The first style is called S1 style. It is "a *high directive–low supportive style*, which is also called a *directing style*" (p.94). In this

style, leaders focus on the communication with the followers based on goal achievement, instead of spending too much effort on supportive behaviors. The second style is called S2 and is defined as a *coaching* approach with *high directive–high supportive* style by the leader who can divide his/her behavior to the followers into both directions. The style is called S3 style, and it is defined as a *supporting* approach. The leader is recommended to provides the maximum relation with the followers on supportive behavior, with low attention on directive behavior. The last style is called S4 style, and it is defined as a *delegating* approach. In this style, the leader gives the followers the opportunity to work on the task by themselves with a *low supportive–low directive* behavior from the leader.

- c. **The followers' maturity "develop" levels:** There are four development levels of SLT for followers coded as D1, D2, D3, and D4 (Blanchard, 1985). Those levels were coded as M1, M2, M3, and M4 in the previous version of SLT (Blanchard, 1985). D1 is the employees who have a low level of skills to finish the task, but they have a high level of commitment, and the best leadership style that fits with them is the *telling* S1 style (Gates et al., 1976; Hersey et al., 1979). D2 is the employees who have a little to some knowledge about the task, and they have a low level of commitment, and the more appropriate style for them is the *coaching* approach S2 style (Gates et al., 1976; Hersey et al., 1979). D3 is the employees who have a high level of ability to do the task but lacks self-confidence or heartiness; those followers need the supporting S3 style from the leader to accomplish the task (Gates et al., 1976; Hersey et al., 1979). The last level D4 is the followers who have a high level of skills, and a high level of self-confidence and commitment. The appropriate style that leader needs to use with them is the *delegating* S4 style (Gates et al., 1976; Hersey et al., 1979). To sum up, if the leadership style does not match the relevant development level of employees, it may difficult to maximize the possibility of success (Hersey et al., 1979).
- d. **SLT advantages and disadvantages:** Fernandez and Vecchio study (1997) concluded that there are evidence of the accuracy of using the SLT by using the current instruments. Moreover, applying the SLT can be valuable to recognize and develop the leader's styles (Ireh & Bailey, 1999). Additionally, the leaders who are using the theory accurately will evaluate their employees' job performance better than those who are not (Hambleton & Gumpert, 1982). Any leader can develop his/her model of SLS that fits his or her situation (Sims, Faraj, & Yun, 2009). Furthermore, SLT emphasizes that a leader's effectiveness be conditional against the ability to analyze the competency, ability, and commitment of followers or members regarding the task in hands and then respond to it proportionately (Kelley, Thornton, & Daugherty, 2005). El Mogaide (1996) confirmed that when used different leadership styles among school principals based on the SLT, the level of satisfaction among teachers increased.

For students, Hersey et al. (1982) stated that using SLT in the classroom from teachers leads to improve the development level of students, which in turn leads to the improvement of their results whether on quantitative or qualitative measures. Similarly, Beaver (2011) stated that to ensure the improvement of students' achievement, school leaders should be chosen carefully and they must know how to correctly use the four styles in SLT. Finally, Arvidsson, Johansson, Ek, and Akselsson (2007) pointed out that even in a complicated work environment, as the aircraft control, the SLT works effectively and efficiently.

Although the SLT is prevalent in the field of leadership, its reliability is a concern (Thompson & Vecchio, 2009). "Leaders who expect the theory to provide clear direction for dealing with subordinates will be disappointed" (Johansen, 1990, p. 82). Also, Graeff (1983) claimed that the relationship between the three dimensions in the SLT is not clear enough. Moreover, assessing the level of maturity "development" level of the followers when applying the SLT in controlled conditions is difficult, and it is more difficult for leaders to do that in normal working conditions (Johansen, 1990). Also, Graeff (1997) mentioned that there are many inconsistencies that came with the attempt to apply the SLT in the same situation when changing the version of the theory. Finally, Papworth, Milne, and Boak, (2009) asserted that the results of this study support results from previous studies that the theory may not be useful enough in general and that excessive spending on it must be proceeded with caution.

- e. **How to measure the SLT style:** Hersey and Blanchard (1982) developed the Leader Effectiveness and Adaptability Description (LEAD-self) test. Bogert (1986) stated that the LEAD-self instrument to evaluate a leader's style by assessing three style dimensions: (1) when the leader has a preferred style it will be known as the primary leadership style, (2) when the leader can utilize the four SLT styles that will be called style flexibility, and (3) the style effectiveness score means if the leader is reacting to the followers with the best and appropriate leader style. Moreover, Walter et al. (1980) mentioned that in LEAD-self instrument, each choice of an alternative action in each situation gives four scores, which can describe the leader's range of styles. The more the respondents' choices show an equal distribution of the four groups of leader behavior, the more effective the leader will be.

## 2.2- Previous Studies

The SLT is one of the most widely used leadership theory around the world. In 1969, Hersey and Blanchard developed the SLT, and the theory has been revised several times by other scholars (Northouse, 2018). The SLT is the approach of how leaders change their style according to the development level of the followers. The SLT has four leadership approaches and four employee's development levels. This theory works through intersections on two axes, which are task behavior and relationship behavior. School leaders must be familiar with the leadership theories and approaches.

Hersey et al. (1982) support that there is a positive impact on school principals in developing the learning process by training them with situational leadership. While Ireh and Bailey (1999) emphasized that the educational supervisors in Ohio state prefer coaching and supporting styles, and it can be provided as the primary leadership style. Moreover, Al-Harashseh (2006) and (2008) stated that the coaching style was the primary leadership style in the schools of the Directorate of Education in Tafileh Governorate. On the other hand, Mohafadhah and Haddad (2010) and Al-Salibi and Al-Saud (2010) provided evidence that the primary leadership style is supporting. Finally, if school principals are trained appropriately in SLT, this will lead to develop the crisis management skills for them (Alwan, 2016).

In the Saudi context, El Mogaide (1996) found out that in Al-Hasa district public schools, the primary leadership style is changing based on the school level. He mentioned that the supporting style was the primary leadership style in elementary schools while coaching style for the secondary school leaders and directing style for the high school leaders. Moreover, school leaders style in Aseer ranked as 1- supporting style, 2- coaching style, 3- directing style, then 4- delegating style (Al Naji, 2001). Finally, AlBabtain (2013) found another ranking in Riyadh City for school leaders leadership style. His ranking is 1- delegating style, 2- coaching style, 3- supporting style, then 4- directing style leaders' leadership style.

Findings from previous studies show that the primary leadership of school leaders is tangible due to some factors. One of the reasons for changing the primary leadership style might be the place that the research took place. Another reason was the participants' culture and knowledge about SLT. Finally, it is important to know the primary leadership style in Madinah from the researcher point of view in order to provide evidence that may use by Madinah educational leaders to improve school leadership.

Based on the research questions and hypotheses, there are two types of variables: the independent and the dependent variables. The independent variables (IV) are: the qualification of school leaders, the years of experience in educational administration, and the qualification in educational leadership. The dependent variable (DV) is the primary leadership style.

### 2.3- Definition of Variables

**The independent variables (IV): *Leaders' qualification*:** This variable refers to the education level of the school leader (Bachelor= 1, or Postgraduate= 2).

***Years of experience in educational administration*:** This variable refers to the number of years the school leader spends in leadership role (less than five years = 1, from 5 to 10 years = 2, or more than ten years = 3).

***Qualification in educational leadership*:** this variable refers to the qualification of the school leader in the field of educational leadership (the leader did not have any qualification = 1, some training courses = 2, or diploma or higher = 3).



**The dependent variable (DV): *Primary leadership style*:** This variable refers to the primary school leadership style based on participants' responses (directing style = 1, coaching style = 2, supporting style = 3, or delegating style = 4).

### 3. Methods.

This study used the quantitative research approach to answer the research questions. The adapted LEAD-self questionnaire, that shown in Appendix1, was administrated to school leaders in Madinah public schools for boys. To analyze the collected data, excel and the SPSS software were utilized to compute descriptive (question 1) and inferential (questions 2-4) statistics.

#### 3.1- Study Population and Sample

The target population for this study are the school leaders of the 495 boy's school in the Madinah city. A list of all school leaders in Madinah's schools was created, and the list started from number one to the 495. The sample size was calculated using the Creative Research Systems website ([www.surveysystem.com/sscalc.htm](http://www.surveysystem.com/sscalc.htm)) with a confidence level of 95% and a confidence interval 5%. The sample size consisted of 217 school leaders, who were randomly selected from the target population by select the first 217 schools that have odd numbers from the list.

#### 3.2- Instrument:

The instrument of this study was the LEAD-self situations questionnaire developed by Hersey and Blanchard (1982). The LEAD-self questionnaire was adapted and translated from English to Arabic. A copy of the adapted English language questionnaire is shown in Appendix1. This adapted questionnaire consists of two sections: the general information section and the Situational Leadership situations section. The general information section had three questions: the leader's qualification, the leader's years of experience in educational administration, and the leader's qualification in educational leadership. While the leadership situations section included twelve situations and each situation had four alternative actions to choose from.

The first section of the questionnaire provided the demographic data of the school leader. Likewise, the second section provided data that led to the primary leadership style for the school leader, the extent of leadership style, and the ability of leader to adapt. The questionnaire was made available to school leaders as an electronic questionnaire using Google forms, and it was sent to the sample participants by sending the questionnaire link to the school leaders' emails. To ensure participants' anonymity, the email included a comprehensive explanation about how the researcher cannot know if the participant participated or not. Then, the data collected were tabulated in excel and analyzed using SPSS version twenty-five.

**Reliability:** The reliability of this study is based on inter-rater reliability. First, the instrument was distributed to ten external reviewers with expertise on the subject. Four of the ten reviewers responded with valuable suggestions, which were considered to improve the instrument before administrating it to the sample. Second, the LEAD-self reliability is recognized as reliable by many scholars in the field including, for instance, Johansen (1990) and Graeff (1997).When

**Validity:** There are four alternative actions provided in the LEAD-self with four leadership styles, which help assure validity. According to Hersey and Blanchard (1974) using LEAD-self expected outcomes help provide high content validity. However, it is recommended to provide school leaders with information about the SLT in order to make LEAD-self criterion validity higher (Hambleton & Gumpert, 1982).Finally, by using Cronbach's alpha test, the results show a good validity with a 83%.

### 3.3- Data Collection

To collect the data, the researcher used the Google forms to put the instrument online and distribute it to participants electronically. The reason to put the instrument online is to facilitate the process of data collection and analysis. A link to the instrument was sent to 217 school leaders who were chosen to participate in this study. A friendly reminder was sent to participant every week for three weeks to participate. The number of participants who responded is 66 out of 217 representing 30.4% of the sample. Displayed in Table1 by using SPSS program's results the distribution of participants by variables and categories.

**Table (1) The distribution of study sample participants by study variables**

Variables	Categories	Repetition	Percentage
Qualification	Bachelor	53	80.3%
	Postgraduate	13	19.7%
Experience	Less than 5 years	10	15.2%
	From 5 to 10 years	15	22.7%
	More than 10 years	41	62.1%
Qualification in school administration	Nothing	27	40.9%
	High diploma	34	51.5%
	Higher education	5	07.6%

### 3.4- Data analysis:

To analyze the data, the researcher used, as mentioned earlier, Excel and SPSS version twenty-five software programs. By using these two programs, descriptive and inferential statistics were computed. The outcomes for the data analysis can be divided into two parts. Firstly, the LEAD-self section outcomes designed as the primary leadership style. This section provides the participant's choices from the

alternative actions for each situation. Based on the leader's choices, each questionnaire provided the number of times each leadership style was chosen that corresponds to the school leader's response. The leader's primary leadership style from the four leadership styles represented the style that was chosen more than other styles. When calculating all leadership styles for each questionnaire, the primary leadership style of the leaders in the sample is determined according to their choices as illustrated.

Secondly, to test the second, third and fourth questions in this study, the chosen test was the Chi-Square. The reason for using the Chi-Square test is that the study will examine the relationship between three nominal independent variables, one of them contains two levels and the two other variables contain three levels for each, with one nominal dependent variable (Hajjan, 2008). Thus, the data collection provided four different variables, and the test was used to determine whether there is any statistically significant relationship between the primary leadership style and the leaders' qualification, the years of school leaders' experience in educational administration, and the leaders' qualification in educational leadership. This test help answer question two.

Are there any statistically significant relationship between the primary leadership style of the leaders and their: a. qualification levels? b. years of experience? c. qualification in educational leadership?

#### 4. Results.

This section presents the results of the study, which aimed at finding out the primary leadership style used by school leaders in boys' schools in Madinah City.

##### 4.1- Answer for first question

The first research question was stated as: What is the primary leadership style in Madinah school leaders based on STL?

Analysis of the data show that the primary leadership style in Madinah is supporting style. As shown in Table2 the results of repetitions in SPSS program, supporting leadership style was attributed to 30 school leaders representing 45% of the participants. Moreover, considering all the leadership style alternatives, the results, as shown in Table2, indicate that the ranking of leadership style for Madinah schools' leaders are 1- Supporting, 2- Directing, 3- Coaching, and finally 4- Delegating based on SLT. The study, however, identified one school leader who has delegating as his primary leadership style.

**Table (2) The ranking of leadership style in Madinah city**

Ranking	Leadership style	Repetition	Percentage
1	Supporting	30	45%
2	Directing	18	27%
3	Coaching	17	26%
4	Delegating	1	2%

#### 4.2- Answers for questions two:

Question two was stated as follow: Are there any statistically significant relationship between the primary leadership style of Madinah public school leaders and their: a. qualification level? b. years of experience? c. qualification in educational leadership? To answer this question, a Chi-square test was conducted, and the results are presented in Table3 by using SPSS program for Chi-square test.

**Table (3) Relationship Between Primary Leadership Style and Education Level, Years of Experience, and Qualification in Educational Leadership.**

		Value	df	Sig.
Pearson Chi-Square	Qualification	0.069	2	0.966
	Experience	1.1163	4	0.89
	Qualification in Educational Leadership	3.1	4	0.54

Table3 shows that there is no statistically significant difference between primary leadership style and school leaders' qualification level, years of experience and qualification in educational leadership. The results based on the Chi-square test are respectively  $\chi^2(2) = 0.069$ ,  $p > 0.05$  for the qualification level,  $\chi^2(4) = 1.1163$ ,  $p > 0.05$  for the years of experience, and  $\chi^2(4) = 3.1$ ,  $p > 0.05$  for the years in leadership role.

#### 4.3- Further findings

Hersey and Blanchard (1974) provided a tri-dimensional leader effectiveness model to understand the level of effectiveness in using leadership style. In this study, the highest effectiveness score between participants was fifteen, which indicate that leader has a high level of effectiveness in using the leadership styles. While the lowest effectiveness score was minus eleven, which suggest that leader has an ineffective level in using the leadership styles. The mean score of the effectiveness for all participants was 1.35, supporting that the participants are effective in using the leadership styles according to their responses to the questionnaire. Although many studies utilized Hersey and Blanchard's questionnaire, the effectiveness of leadership styles still suffer from consensus.

To understand the diverse leadership styles used by school leaders, it was important to analyze in details the participants' responses. Table4 displays the percentages of choices of leadership styles among participants. Nearly 67.7% of participants chose only three styles, and 28.8% of leaders chose four styles, while the remaining 4.5% chose two styles. These findings show that school leaders in Madinah are diverse in their use of leadership styles. The distribution and ranking according to participants' responses are displayed in Table4 which was done manually by the researcher.

**Table (4) The ranking of leadership style in Madinah city**

Ranking	Variety of choices	Frequency	Percentage
1	3 styles	44	66.7%
2	4 styles	19	28.8%

Ranking	Variety of choices	Frequency	Percentage
3	2 styles	3	04.5%

Adapted from Hersey and Blanchard (1974)

## 5. Discussion.

The results, that shown recently, provided evidence that the outcome of Madinah context are similar to the results of other Saudi's contexts. El Mogaide (1996)'s study who found that the primary leadership style in Al-Hassa's elementary schools is the supporting style, and that similar to the results of this study. Likewise, school leaders style in Aseer context was supporting style as well (Al Naji, 2001). This study, however, did not support AlBabtain (2013)'s results who found that the Delegating style was the primary leadership style in Riyadh city. This result lead to new two questions: Why the leadership style in Saudi Arabia look similar despite the different of contexts? Are there reasons for this similarity?

Likewise, this study result about the ranking of leadership styles are similar to Al-Salibi and Al-Saud (2010)'s study in the context of Jordan. Similarly, Al Naji (2001)'s findings are similar this study's findings except for the ranking between directing and coaching styles. Both these studies conducted in different contexts confirm this study's findings that the primary leadership style is supporting.

The other results of this study were about answering the second research question. On the qualification level question, there is a similarity between these findings and AlBabtain (2013)'s findings in Riyadh City. ElMogaide (1996)'s findings in Al-Hasa also agreed with findings of this study that no significant differences exist in directing, coaching, and support, but interestingly, he found that the qualification level has an impact on the delegating style. Similar to the qualification of school leaders, the years of experience of the school leaders did not make a difference in leadership style used by participants. Both ElMogaide (1996) and Al-Harashseh (2006)'s findings support these results. However, Al Naji (2001)'s findings indicate that the leadership style of school leaders with more than 16 years of experience has an impact on their primary leadership style. As for the relationship between leaders' qualifications in educational leadership (training courses, certificates) and leadership style, the results showed no significant differences although 59% of the participants have a diploma or higher in educational leadership.

## 6. Conclusions.

This study shows that the primary leadership style among school leaders in Madinah boys' public schools is the supporting style. Based on existing studies in the context of Saudi Arabia and the researcher's experiences in school supervision and familiarity with the Saudi Education system and particularly the City of Madinah, it was anticipated that the directing style would be the major leadership

style among participants. Even though participants' responses support the supporting style, their practices in the field deviate from the definitions of the participatory style.

### 6.1-Summary of Results:

- 1- The supporting style was ranked first with a frequency of 30 participants (45%).
- 2- Second style was the directing style with a frequency of 18 participants (27%).
- 3- The coaching style was ranked third with a frequency of 17 participants (27%).
- 4- The last style was the delegating style with only one participant (2%).
- 5- There were no statistically significant differences in the effect of all independent variables (leaders' certification, number of years of experience, and leaders' certification in leadership) on the dependent variable leadership style based on the results performed through the Chi-square tests.
- 6- School leaders have a valid variety of leadership styles, with more than 95% of participants using three or more styles.
- 7- The effectiveness of school leaders in the use of leadership styles according to the SLT is positive with a mean score of 1.35, although this mean score is considered low based on the rating scale of effectiveness with a score that can go up to 24.

### 6.2-Recommendations and Suggestions.

Based on these findings, the researcher recommends that:

- 1- Both pre-service and in-service training programs for educational leaders include courses in leadership theories and practices to help school leaders be effective in their schools.
- 2- The selection of school leaders gives priorities to those with qualifications and experiences in educational leadership.
- 3- School supervisors and principals be encouraged to take part in professional development to stay up to date in the field of educational leadership. This study has shown that school leaders are not well acquainted with the leadership styles used to lead effective schools.
- 4- A constant evaluation system be initiated to document school leaders' leadership styles in order to understand which leadership styles are positively affecting school improvement in the context of Saudi Arabia.
- 5- Further future studies to answer these questions:
  - a. Why the leadership primary style in Saudi Arabia look similar despite the different of contexts? Are there reasons for this similarity?
  - b. Why did the independent variables not affect the leadership style even though these variables differ?
  - c. Are there independent variables that can influence the leadership style?

- d. What are the effects of leadership style on both teacher satisfaction and student learning outcomes?

## References.

- Al Babtain, A. R. bin A. W. (2013). The reality of the practice of leadership methods in the principals of high schools in Riyadh. *Message of Education and Psychology - Saudi Arabia*, 42 (1), 117–139.
- Al Naji, M. A. (2001). Leadership styles and their effectiveness for educational supervisors in the general administration of education in Asir region. *Journal of Educational Research Center at Qatar University*, 20 (1), 177–209.
- AlHarahsheh, M. (2006). The relationship between leadership styles practiced by principals and the level of organizational commitment of teachers in the schools of the Directorate of Education in Tafileh Governorate. *Journal of Educational and Psychological Sciences*, 7 (1), 14–41.
- AlHarahsheh, M. (2008). The leadership style practiced by school principals and its relation to the level of job satisfaction of teachers in the Directorate of Education in Tafileh Governorate. *University of Damascus Journal*, 24 (1), 323–364.
- AlSalibi, M., & Al-Saud, R. (2010). Leadership styles for general secondary school principals in Jordan according to Hersey and Blanchard theory and their relation to the level of job satisfaction of their teachers. *Dirasat: Educational Sciences*, 37 (2), 488–503.
- Alwan, F. (2016). The role of leadership in the stages of crisis management: An analytical study of the views of a sample of decision makers at the University of Tikrit. *Tikrit Journal of Administrative and Economic Sciences*, 12 (34), 68–100.
- Arvidsson, M., Johansson, C. R., Ek, Å., & Akxelsson, R. (2007). Situational leadership in air traffic control. *Journal of Air Transportation*, 12 (1), 67-86.
- Beaver, H. O. (2011). The relationship between situational leadership and student achievement. The University of Southern Mississippi.
- Blanchard, K. (1985). *A situational approach to managing people*. Escondido, CA: Blanchard Training & Development.
- Blanchard, K. H., Zigarmi, D., & Nelson, R. B. (1993). Situational Leadership® after 25 years: A retrospective. *Journal of Leadership Studies*, 1 (1), 21–36.
- Bogert, S. (1986). The use of Situational Leadership Theory to enhance learning in higher education. Lambertf, Québec.
- Darling-Hammond, L., LaPointe, M., Meyerson, D., Terry Orr, M., & Cohen, C. (2007). Summary for Policymakers. *Climate Change 2013 - The Physical Science Basis*, 1–30.
- El Mogaide, E. H. M. (1996). The impact of leadership methods in the level of job satisfaction of teachers in Al - Ahsa Educational District (from the perspective of the situational theory of Harsi and

- Blanchard and the theory of motives for the Harrisburg) field study.. Journal of Educational Research, University of Qatar, 9 (1), 57-93.
- Fernandez, C. F., & Vecchio, R. P. (1997). Situational leadership theory revisited: A test of an across-jobs perspective. *The Leadership Quarterly*, 8 (1), 67–84.
  - Gates, P., Blanchard, K. H., & Hersey, P. (1976). Diagnosing educational leadership problems: A situational approach. *Educational Leadership*, 33 (5), 348–354.
  - General Directorate of Education in Madinah. (2017). General statistics for Madinah education administration. Retrieved November 8, 2018, from <https://edu.moe.gov.sa/Madinah/About/Pages/Statistics.aspx>
  - Graeff, C. L. (1983). The situational leadership theory: A critical view. *Academy of Management Review*, 8 (2), 285–291.
  - Graeff, C. L. (1997). Evolution of situational leadership theory: A critical review. *Leadership Quarterly*, 8 (2), 153–170.
  - Hajjan, A. H. (2008). *Applied Statistics in Behavioral Sciences with SPSS*. Madinah, SA: Dar Alzaman
  - Hambleton, R. K., & Gumpert, R. (1982). The validity of Hersey and Blanchard's theory of leader effectiveness. *Group & Organization Studies*, 7 (2), 225–242.
  - Hersey, P. (1975). *Situational leadership: Some aspects of its influence on organizational development*. University of Massachusetts Amherst.
  - Hersey, P., & Blanchard, K. H. (1974). So you want to know your leadership style? *Training & Development Journal*, 37-22, (2) 28 .
  - Hersey, P., & Blanchard, K. H. (1982). Leadership style: Attitudes and behaviors. *Training & Development Journal*, 36 (5), 50–52.
  - Hersey, P., Angelini, A. L., & Carakushansky, S. (1982). Classroom structure on learning effectiveness. *Group & Organization Studies*, 7 (2), 216–224.
  - Hersey, P., Blanchard, K. H., & Natemeyer, W. E. (1979). Situational leadership, perception, and the impact of power. *Group & Organization Studies*, 4 (4), 418–428.
  - Ireh, M., & Bailey, J. (1999). A study of superintendents' change leadership styles using the situational leadership model. *American Secondary Education*, 27 (4), 22–32.
  - Johansen, B. P. (1990). Situational leadership: A review of the research. *Human Resource Development Quarterly*, 1 (1), 73–85.
  - Kelley, R. C., Thornton, B., & Daugherty, R. (2005). Relationships between measures of leadership and school climate. *Education*, 126 (1), 17–28.
  - Leithwood, K. A., Levin, B., & Britain, G. (2005). *Assessing school leader and leadership programme effects on pupil learning*. Canada: Kenneth Leithwood and Ben Levin.



- Mohafadhah, S., & Haddad, R. (2010). The leadership styles of the principal school principals in Ajloun governorate and their relation to the job satisfaction of their employees from their point of view. *Dirasat: Educational Sciences*, 37 (2), 402–419.
- Northouse, P. G. (2018). *Leadership: Theory and Practice* (8th ed.). SAGE Publications Ltd.
- Papworth, M. A., Milne, D., & Boak, G. (2009). An exploratory content analysis of situational leadership. *Journal of Management Development*, 28 (7), 593–606.
- Sims, H. P., Faraj, S., & Yun, S. (2009). When should a leader be directive or empowering? How to develop your own situational theory of leadership. *Business Horizons*, 52 (2), 149–158.
- Thompson, G., & Vecchio, R. P. (2009). Situational leadership theory: A test of three versions. *Leadership Quarterly*, 20 (5), 837–848.
- Walter, J., Caldwell, S., & Marshal, J. (1980). Evidence for the validity of situational leadership theory. *Educational Leadership*, 37 (8), 618–621.

## Appendix1 the adapted LEAD-self questioner

### First: General Information:

1- Leader's Qualification:

- Bachelor  Postgraduate

2- Years of experience in educational administration:

- less than 5  from 6 to 10  more than 10

3- Qualification in Educational leadership:

- I did not have any  some training courses  Diploma or higher

### Second: Situational Leadership Style

Those questions adapted from: Hersey and Blanchard's Leader Effectiveness and Adaptability Description (LEAD).

Dear school leader: Read carefully through the following situations and then choose only one response from the similar alternative action statements that most appeals to you or that you feel seems the most characteristic of you. In some situations, none of the actions may be appealing or characteristic of you, nonetheless, please select the statement that you prefer or feel suits you best.

- 1- Your teachers (or teacher) are no longer responding lately to your friendly conversation and obvious concern for their welfare. Their performance is declining rapidly.
  - A. Emphasize the use of uniform procedures and the necessity for task accomplishment.
  - B. Make yourself available for discussion, but don't push your involvement.
  - C. Talk with teachers and then set goals.

- D. Intentionally do not intervene.
- 2- The observable performance of your teachers is increasing. You have been making sure that all members are aware of their responsibilities and expected standards of performance.
- A. Engage in friendly interaction but continue to make sure that all members are aware of their responsibilities and expected standards of performance.
- B. Take no definite action.
- C. Do what you can to make the teachers feel important and involved.
- D. Emphasize the importance of deadlines and tasks.
- 3- A group of your teachers are unable to solve a problem themselves. You have normally left them alone. Teachers performance and interpersonal relations have been good.
- A. Work with the group and together engage in problem-solving.
- B. Let the group work it out.
- C. Act quickly and firmly to correct and redirect.
- D. Encourage the group to work on the problem and be supportive of their efforts.
- 4- You are considering a major change. Your teachers have a fine record of accomplishment. They respect the need for change.
- A. Allow them in involvement in developing the change, but don't be too directive.
- B. Announce changes and then implement close supervision.
- C. Allow teachers to formulate their own direction.
- D. Incorporate teachers' recommendations, but you direct the change.
- 5- Teacher/teachers' performance has been dropping during the past few months. Teachers have been unconcerned with meeting objectives. Redefining roles and responsibilities have helped in the past. They have continually needed reminding to have their tasks done on time.
- A. Allow the teacher/teachers to formulate their own directions.
- B. Incorporate their recommendations, but see that objectives are met.
- C. Redefine roles and responsibilities and supervise closely.
- D. Allow teacher/teachers involvement determining roles and responsibilities, but do not be too directive.
- 6- You stepped into an efficiently run school, which the previous leader tightly controlled the situation. You want to maintain a productive situation but would like to begin having more time building interpersonal relationships among teachers.
- A. Do what you can to make teachers feel important and involved.
- B. Emphasize the importance of deadlines, tasks, and responsibilities
- C. Intentionally do not intervene.
- D. Get teachers involved in decision making, but see that objectives are met.

- 7- You are considering changing to a structure that will be new to teachers. Teachers have made suggestions about needed change. Teachers have been productive and demonstrated flexibility before.
- A. Define the change and supervise carefully.
  - B. Participate with teachers in developing the change but allow them to organize the implementation.
  - C. Be willing to make changes as recommended but maintain control of implementation.
  - D. Be supportive in discussing the situation with the teachers but not too directive and avoid confrontation.
- 8- Teachers performance and interpersonal relations are good. You feel somewhat unsure about your lack of direction for teachers.
- A. Leave teachers alone.
  - B. Discuss the situation with teachers and then you initiate necessary changes.
  - C. Take steps to direct teachers toward working in a well-defined manner. Redefine goals and supervise carefully.
  - D. Be supportive in discussing the situation with teachers and allow group involvement in setting goal, but not too directive, don't push.
- 9- Your superintendent has appointed you to lead a group that is far delayed in making requested recommendations for change. Other task force members are not clear on its goals. Attendance at sessions has been poor. Their meetings have turned into social gatherings. Potentially, they have the talent necessary to help.
- A. Let the group work out its problems.
  - B. Incorporate group recommendations, but see that objectives are met.
  - C. Redefine goals and supervise carefully.
  - D. Allow group involvement in setting goals, but don't push.
- 10- Your teachers, usually able to take responsibility, are not responding to your recent redefining of standards as a result of one member leaving the school.
- A. Allow teachers involvement in redefining standards, but do not take control.
  - B. Redefine standards and supervise carefully.
  - C. Avoid confrontation by not applying pressure; leave the situation alone.
  - D. Incorporate teachers' recommendations, but see that new standards are met.
- 11- You have been promoted to principal. The previous principal was uninvolved in teaching affairs. The teachers have adequately handled tasks and responsibilities in the past and interpersonal relations are good.
- A. Take steps to direct teachers toward working in a well-defined manner.

- B. Involve teachers in decision making and reinforce good contributions.
- C. Discuss past performance with teachers then you examine the need for new practices.
- D. Continue to leave teachers alone.

12- Recent information indicates some internal difficulties among teachers. These teachers have a remarkable record of accomplishment. Teachers have effectively maintained long-range goals. They have worked in harmony for the past year. All are well qualified.

- A. Try out your solution with teachers and examine the need for changes.
- B. Allow teachers to work it out themselves.
- C. Act quickly and firmly to correct and redirect.
- D. Participate in problem solving discussions while providing support for teachers.

**Hersey and Blanchard (1982) alternative actions possibles**

ALTERNATIVE ACTIONS					
SITUATIONS	1	A	C	B	D
	2	D	A	C	B
	3	C	A	D	B
	4	B	D	A	C
	5	C	B	D	A
	6	B	D	A	C
	7	A	C	B	D
	8	C	B	D	A
	9	C	B	D	A
	10	B	D	A	C
	11	A	C	B	D
	12	C	A	D	B
	<b>LEADERSHIP STYLE</b>	<b>TELLING (DIRECTING)</b>	<b>SELLING (COACHING)</b>	<b>SUPPORTING (FACILITATING)</b>	<b>DELEGATING (OBSERVING)</b>