

Participative leadership as an approach to achieving local excellence in secondary schools at Hail City

Nada Zwayyid Almutairi
Faculty of Education, University of Hail,
Hail
Saudi Arabia

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Abstract— This study aims to assess participative leadership levels in Hail City's secondary schools. A secondary objective is to measure the level of institutional quality in these schools. In addition, the research explores the effect of participative leadership on achieving institutional excellence in secondary schools in Hail City, exploring differences in institutional quality and participative leadership between public and private schools, as well as considering whether or not they are affected by the academic background of secondary school employees. The study utilized electronic research methods to analyze data from 245 secondary schools in Hail City between November and December 2023. The findings highlight how important authority, decision-making, and interpersonal connections are in creating an excellent learning environment and raising academic achievement. The significance of good leadership practices in raising overall school performance is highlighted by the positive and statistically significant association between participative leadership elements and institutional excellence. The results highlight how important it is to promote collaboration, teamwork, and positive interpersonal interactions within school communities to improve institutional performance. Additionally, the research highlights the influence of leadership practices in determining school performance by demonstrating the impact of participative leadership aspects on institutional excellence.

Keywords— Participative leadership, secondary schools, Hail City, institutional excellence, academic achievement, leadership practices.

I. INTRODUCTION

Participative leadership focuses on including staff members in decision-making. This might involve openly exchanging ideas, viewpoints, and opinions on important choices that have an impact on the team and the institution as a whole. In contrast to hierarchical leadership styles, which frequently use

a top-down management approach, participative leadership fosters a cooperative democratic work environment.

Leadership is one of the most crucial subjects as it is a skill that revolves around inspiring others to take action rather than a talent given to a few selected men or women, [1]. Leadership is one of the most important things that institutions depend on for their success and continuity of work. By influencing them, the leader guides the staff to accomplish the organization's objectives and plans its activities. Additionally, there is a pressing need for leaders who possess the necessary training, expertise, and capacity to take the initiative to adjust to changing situations and evolve to fulfill the necessary leadership position, particularly as institutions expand and become more complicated and play multiple roles, [2].

Leadership is defined as “The administrative orders and supervision of others using formal authority and influence to achieve a specific goal”, [3].

Leadership affects how the business operates because a leader who listens to and empathizes with his staff members lowers their stress and anxiety levels. Many theories have emerged to determine the nature of thought towards leadership, including trait theory, the theory of leader behavior, situational theory, and interactional theory. These theories have emerged trends in educational leadership from autocracy, democracy, and liberalization. It was only natural for many opinions to be expressed to determine the best leadership style. Recently, other tendencies in educational leadership have also surfaced, such as transformative and participative leadership, [4].

Participative leadership is linked to democratic leadership and is not just based on a leader's character. The problem also pertains to social interactions and role distinction, both of which seem significant. Relationship between leaders and followers: The leader seeks input from the group before making choices, which entails considering their opinions and feelings, [5].

Local excellence seeks to practice performance in a way that includes innovation and self-challenge. This requires building distinguished relationships with stakeholders externally at the level of partners and internally at the level of

institutional work through relationships built on respect, mutual advice, listening to opinions and suggestions between leaders and workers in the organization, and eliminating barriers and restrictions, [6].

A. Study Problem

In light of the new global challenges and increased competition among institutions, both leaders and subordinates now have a huge obligation to stay up to date with these issues to attain the maximum degree of excellence.

The demands of service recipients, the increasing speed of technological change, and the differences in needs are increasing. Those dealing with secondary schools to meet the standards of excellence have become the forefront of the goals they seek schools to achieve. This requires a kind of leadership that partners with school staff to achieve the required excellence, [7].

Although the Ministry of Education has implemented the fundamental ideas of quality and excellence systems into its primary functions, services, and fundamental procedures, it still encounters certain obstacles in its efforts to create an institutional performance culture that prioritizes quality and excellence to attain and sustain high-performance levels.

The study problem stems from the researcher's perception that secondary schools face several barriers that prevent them from achieving excellence, creativity, and innovation, as well as differences in managers' performance when implementing participative leadership. The study investigates the correlation between institutional excellence in Hail City's secondary schools and participative leadership. Therefore, the study problem is to identify the correlation between participative leadership and achieving institutional excellence in secondary schools in Hail City.

B. Research Questions

The following research questions are addressed in this study:

- 1- What is the level of participative leadership in secondary schools in Hail City?
- 2-What is the level of institutional excellence in secondary schools in Hail City?
- 3-What is the impact of participative leadership and its dimensions in achieving institutional excellence in secondary schools in Hail City?
- 4-Are there differences between public schools and private schools in both participative leadership and institutional excellence?
- 5- Is there a Variation in both participative leadership and institutional excellence depending on the academic qualification of secondary school staff members?

C. Study Objectives

This study strives to evaluate the level of participative leadership in secondary schools in Hail City. Determining the degree of institutional excellence in Hail City's secondary schools is the study's second goal. Likewise, this study aims to find out if participative leadership and its components influenced attaining institutional excellence in Hail City's

secondary schools. Furthermore, this study aims to identify if public and private schools differ in terms of institutional excellence and participative leadership. Lastly, the study seeks to determine if the academic background of secondary school staff members affects both institutional excellence and participative leadership.

D. Definitions of Terms

Participative leadership: the style of leadership that is based on the participation of subordinates in making related decisions at work and it is associated with the democratic leadership style, [8].

Institutional excellence: is defined as developing and raising the level of performance of institutions to keep pace with successive developments in various fields, thus enhancing the capabilities to apply modern and sustainable management concepts, [9].

II. LITERATURE REVIEW

A. Participative Leadership

Participative Leadership allows team members to express their opinions before making a decision, to varying degrees and through channels that have been built and everyone has practiced using them, with the help of a facilitating culture. When the team agrees that the decisions being discussed are significant and weighted, this leadership style is crucial because it makes the decision-maker dedicated to carrying out and defending the conclusions. In addition, enhancing the decision-making process and reaching a high level of job satisfaction that boosts belonging and boosts performance is more crucial, [10].

Over the decades, leadership styles have evolved from classical theory and classic styles of leadership: (dictatorship, democracy, and missionary). Modern leadership styles, such as transformational, transcendent, interactive, and participative, have emerged. Participative leadership transfers decision-making powers from various parties in educational institutions, partially or completely from the leader to employees. This process seeks to implement and achieve all the objectives of the educational institution with clarity, accuracy, and effectiveness", [11]. Through this concept, it is clear that there is a high intersection with administrative empowerment in terms of delegation of authority and powers.

Participative leadership is described as collective, humanitarian leadership, as it gives subordinates a high status, [11]. It respects their personalities, is willing to take into account their viewpoints, and grants them autonomy. Additionally, it supports the majority's viewpoint and constructive, intentional discussion, which simultaneously serves the organization's objectives and the requirements of its subordinates. As a result, it fosters a sense of accountability, collaboration, and creativity, inspires subordinates to do well, causes them to unite behind their leader, and increases their commitment to the company.

A study aimed to assess the efficacy of participative leadership in school development teams in enhancing

performance based on Palestinian school standards, [12]. It targeted (304) schools that joined the leadership and teacher development program. The researcher found that most development teams' participative schooling practices involve preparing the vision and mission of the school, self-evaluation, and environmental analysis, assessing needs, prioritizing, and preparing procedural plans, which are crucial for effective schooling. Likewise, the findings demonstrated the principals' contentment with the teams' efficacy and their widespread consensus regarding their role in establishing a collective movement, fostering a cooperative school climate, and inspiring educators to use a range of instructional techniques by basing school planning on empirical evidence and scientific principles.

Research aimed to understand the reality of Saudi school leaders abroad practicing their leadership roles using a participative leadership approach, identify obstacles, and propose proposals to enhance their practice of such leadership roles, [13]. The researcher utilized a questionnaire as a study technique and applied the descriptive survey approach to the entire community. The study found that participants generally agreed on the challenges and realities of leadership positions in the participative leadership method, with some acknowledging them to a moderate degree and others to a high degree.

Another study [14] aimed to understand The reality of participative leadership among special education center leaders, focusing on change management requirements. The study, involving all leaders of special education centers in Riyadh city, used a descriptive approach to identify challenges preventing participative leadership. Results showed that leaders practiced participative leadership moderately, but identified obstacles that hindered its implementation. This highlights the need for effective change leadership.

An investigation was conducted to analyze the impact of participative leadership on employee productivity, its relationship with motivation, and its relationship with motivation, [15]. The study involved 160 employees selected through a survey method and utilized a questionnaire for data collection. The study revealed a strong positive correlation between employee motivation and participative leadership style and a positive correlation between employee productivity and participative leadership style. The research recommends that businesses adopt a participative leadership style to enhance worker satisfaction and productivity.

A study [16] examined the impact of participative and directive leadership on administrative employees in South African higher education institutions using a descriptive and analytical approach. The researcher utilized a questionnaire to gather data from a randomly selected sample of 676 administrative employees. The study found that both directive and participative leadership significantly impact the effectiveness of university administrative staff teams, with participative leadership positively influencing decision-making and a positive relationship with employee motivation.

The correlation between participative leadership and organizational change-oriented behavior was explored, [17].

The study involved a sample of 850 teachers from six Turkish schools, randomly selected from 68 schools, and collected data using a questionnaire as a tool. The study revealed a strong correlation between participative leadership and change-oriented organizational behavior, with participative leadership having a substantial impact on this behavior. According to the study, leaders should support educators in creating new knowledge, seeking out new possibilities, and participating in decision-making.

Another study [18] aimed to understand and improve participative leadership practices. The study involved 150 principals and parents from thirty schools as its sample. One of the most significant outcomes was that school principals collaborated and made choices together with parents and teachers. According to the dimensions of participative leadership—delegation, decision-making, and planning—teachers' involvement in decision-making was highly rated, followed by their delegation of responsibilities and engagement in planning, all of which were highly rated.

B. Institutional Excellence

A study [19] sought to identify the level of managerial excellence practiced in Nigerian secondary schools. The researcher utilized a descriptive analytical method to achieve the study's objective, with a sample of 112 principals and 100 supervisors, and a questionnaire as the primary data collection tool. One of the study's most significant conclusions was that community service was the most popular subject, while internal operations and performance came in last, and that secondary schools in Nigeria had a moderate level of excellent management practice.

Another study [20] investigates the implementation of administrative excellence criteria by education department directors in Saudi Arabia. The study included all educational department directors in the Kingdom of Saudi Arabia. The study revealed that the administrative excellence standards practiced by educational department leaders in Saudi Arabia were average (56.16%) from the perspective of their assistants. The performance of education department leadership is hindered by significant financial, material, and technical difficulties, with human difficulties ranking last and to a large degree.

Proposed standards for achieving administrative excellence at the University of Jeddah in light of the European Model of Excellence was developed in one study, [21]. The study reveals that academic leaders and faculty members at the University of Jeddah highly value the proposed standards for administrative excellence in line with the European Model of Excellence, with a total score of 87%. This highlights the importance of these standards in enhancing administrative excellence.

Likewise, researcher [22] assessed the University of Hail's readiness for institutional excellence based on the academic leaders' perception of the King Abdulaziz Award for Quality and Excellence standard. The study population is represented by all administrative leaders at the University of Hail. The study revealed that the University of Hail's average readiness

for institutional excellence, according to the study members, is 67.40%, meeting the standards of the King Abdulaziz Award for Quality and Excellence. According to the level of preparation, the dimensions were arranged as follows: operations management, impact on society, strategic planning, and administrative leadership, suppliers and partners, focus on the recipient, and finally the human resources.

III. RESEARCH DESIGN AND METHODOLOGY

The study sample consisted of 245 out of 2278 secondary school teachers in the city of Hail; i.e. the study sample reached 10.75% of the entire study population, which is a representative sample of the community.

The study was conducted during November and December 2023. participative

The Research Tools: Three components made up the electronic research tools that the researcher prepared: The first was the General Data Form, which contained the academic qualification classification (intermediate, university, postgraduate), as well as the kind of school (private or public). Second, the participative leadership questionnaire, which aims to determine the level of participative leadership in secondary schools in the Hail City, includes (22) phrases, distributed on three main axes. First: the Delegation of authority includes (5) phrases. Second: the Decision Making includes (10) phrases. Third: The human relationships include (7) phrases. The third section includes (41) phrases that make up the achieving institutional excellence questionnaire that explores the level of Achieving Institutional Excellence in secondary schools in Hail.

Validity: Construct validity, or the validity of internal consistency, validated the tools' validity by determining the Pearson correlation coefficient between each phrase's degree and its dimension, which demonstrated a positive correlation at the significance level (0.01). Reliability: The Alpha-Cronbach approach was used to calculate the tools' reliability. The participative leadership and achieving institutional excellence questionnaires have high Cronbach alpha coefficient values (0.874) and (0.866), confirming their consistency and reliability. Tool Correction: The search tools were adjusted using the Likert quintet scale, selecting multiple options for each questionnaire phrase, and adjusting on a scale (1, 2, 3, 4,5) for positive phrases and (1, 2, 3, 4, 5) for negative phrases.

IV. RESULTS AND DISCUSSION

A. The Level of Participative Leadership in Secondary Schools in Hail City

According to Table I, 49% of employees in Hail City's secondary schools had a good perception of this dimension, with an arithmetic mean of 16.4 and a standard deviation of 4.57, indicating a significantly high degree of delegation of authority. This result emphasizes how the educational system has a strong organizational structure that gives people authority. Delegating authority allows for staff autonomy, distributed decision-making, and a sense of accountability and

ownership in the school community.

TABLE I. THE LEVEL OF PARTICIPATIVE LEADERSHIP IN SECONDARY SCHOOLS IN HAIL CITY.

	Low		Medium		High		Std. Deviation	Mean
	F	P	F	P	F	P		
Delegation of Authority	4	16.0	8	34.0	12	49.0	4.57	16.4
Decision Making	2	8.2	4	18.0	18	73.0	8.33	37.18
Human Relationships	8	32.0	8	32.0	85	34.0	9.89	23.04

F: Frequency; P: Percent

A significant majority (73.5%) of employees identified this dimension as a strength within their institutions, with an arithmetic mean of (37.18) and a standard deviation of (8.33), indicating a high degree of decision-making in Hail City's secondary schools. Driving organizational change, encouraging innovation, and guaranteeing alignment with the mission and objectives of the school all depend on efficient decision-making procedures.

In secondary schools in Hail City, human relationships—another crucial aspect of participative leadership—are highly valued as well. An arithmetic mean of 23.04 and a standard deviation of 9.89 indicate that 34.7% of employees recognize the positive interpersonal dynamics in their schools. Building strong bonds between community stakeholders, parents, teachers, and children is crucial to fostering a cooperative and encouraging learning environment.

B. The Level of Achieving Institutional Excellence in Secondary Schools in Hail City

Table II demonstrates the level of institutional excellence in Hail City's secondary schools. Based on the data, the majority of these schools (42.9%) have an arithmetic mean of 57.1 and a standard deviation of 8.07, indicating that the general degree of institutional quality is average. Ensuring the quality of education, student outcomes, and overall school success requires an understanding of and commitment to institutional excellence.

There is potential for improvement in terms of raising overall school performance and effectiveness, as evidenced by the fact that the majority of secondary schools in Hail City are at an average level of institutional excellence. Although the average level shows some degree of success, it also points to areas where schools can improve their performance.

TABLE II. THE LEVEL OF ACHIEVING INSTITUTIONAL EXCELLENCE IN SECONDARY SCHOOLS IN HAIL CITY.

	Low		Medium		High		Std. Deviation	Mean
	F	P	F	P	F	P		
Achieving Institutional Excellence	80	32.7	105	42.9	60	24.5	8.07	57.1

F: Frequency; P: Percent

C. The Relationship Between Participative Leadership and Achieving Institutional Excellence in Secondary Schools in Hail City

Table III illustrates the connection between attaining

institutional excellence in Hail City's secondary schools and participative leadership characteristics (delegation of authority, decision-making, and interpersonal interactions). Enhancing school performance, creating a healthy organizational culture, and encouraging student achievement all depend on an understanding of how leadership practices affect institutional greatness.

At a high level of significance (0.01), the findings show a positive and statistically significant correlation between attaining institutional excellence and the aspects of participative leadership (delegation of authority and decision-making). This research implies that schools are more likely to attain greater degrees of institutional excellence if they prioritize participative decision-making procedures and efficiently delegate authority.

Additionally, the data shows a statistically significant and positive correlation (0.05) between attaining institutional excellence at a substantial level and human interactions, another important aspect of participative leadership. This emphasizes how crucial it is to promote cooperation, teamwork, and healthy interpersonal relationships within school communities to improve overall institutional performance.

This finding is in line with [12], which stated a positive correlation between enhancing school performance and participative leadership. Participative leadership in schools contributes to collective movement, cooperation, and teacher motivation. Studies show a positive impact on teacher performance, and a correlation exists between participative leadership and the collective effectiveness of school employees, as indicated by [23] and [24]. The relationship between employee motivation and participative leadership was validated by [16], while the relationship between employee productivity and participative leadership was confirmed by [15]. According to [17], there is a positive correlation between change-oriented organizational behavior and participative leadership. These studies highlight the positive impact of participative leadership on performance, employee motivation, collective effectiveness, and change-oriented organizational behavior, leading to institutional excellence.

TABLE III. THE CORRELATION BETWEEN PARTICIPATIVE LEADERSHIP AND ACHIEVING INSTITUTIONAL EXCELLENCE IN SECONDARY SCHOOLS IN HAIL CITY.

	Delegation of Authority	Decision Making	Human Relationships
Achieving Institutional Excellence	**0.361	**0.665	*0.153

*Correlation is significant at the 0.05 level

**Correlation is significant at the 0.01 level

D. The Impact of Participative Leadership and Its Dimensions in Achieving Institutional Excellence in Secondary Schools in Hail City

Table IV demonstrated that delegation of authority is one of the most significant aspects of participative leadership that helped anticipate the degree of effect on attaining institutional excellence in secondary schools in the city of Hail. In

addition, the value of the coefficient of determination (R²) reached 0.833, which is a statistically significant value at a significant level (0.001). Followed by human relations, where the value of the coefficient of determination (R²) reached 0.831, which is a statistically significant value at a significance level of (0.001), and finally, the decision made, where the value of the coefficient of determination (R²) reached 0.746, which is a statistically significant value at a significance level of (0.001).

TABLE IV. THE MULTIPLE STEPWISE REGRESSION ANALYSIS OF THE IMPACT OF PARTICIPATIVE LEADERSHIP AND ITS DIMENSIONS IN ACHIEVING INSTITUTIONAL EXCELLENCE IN SECONDARY SCHOOLS IN HAIL CITY.

Variables	R	R ²	F	Sig	B	Beta	T	Sig
Achieving Institutional Excellence	0.913	0.833	400.15	0.000	0.136	37.515	37.397	0.000
Delegation of Authority	0.084	0.74	305.03	0.000	0.114	40.43	43.00	0.000
Human Relations	0.911	0.833	595.27	0.000	2.328	20.867	42.112	0.000

E. The Differences Between Public Schools and Private Schools in Both Participative Leadership and Institutional Excellence

Table V showed that there are no statistically significant differences between the average scores of employees in public and private secondary schools in participative leadership in its dimensions (delegation of authority - decision making - human relations), as the value of (t) expressing these differences reached (0.147), (0.704), (0.704), and (0.038) respectively, which are not statistically significant values.

TABLE V. THE DIFFERENCES BETWEEN PUBLIC SCHOOLS AND PRIVATE SCHOOLS IN BOTH PARTICIPATIVE LEADERSHIP AND INSTITUTIONAL EXCELLENCE.

	private schools = 60	public schools = 185	T	Sig		
	Std. Deviation	Mean	Std. Deviation	Mean		
Delegation of authority	0.147	16.33	4.59	16.43	0.147	0.124
Decision Making	0.704	36.66	9.07	37.35	0.704	0.275
Human Relationships	0.038	23.00	10.04	23.05	0.038	0.103
Achieving Institutional Excellence	5.312	53.33	8.40	58.32	5.312	0.001

However, the average scores of staff members at public and private secondary schools in attaining institutional excellence showed statistically significant differences, where the T value expressing these differences was (5.312), which is a statistically significant value at a significance level (0.001) in favor of employees in public secondary schools. Their average score was (58.32) in achieving institutional excellence, compared to (53.33) for employees in private secondary schools.

F. The Variation in Both Participative Leadership and Institutional Excellence Depending on Academic Qualification of Secondary School Employees

Since the F-ratio expressing these differences reached (2.547), which is lower than their tabular counterparts, it is clear that there is no statistically significant difference in the average scores of secondary school staff members in the city of Hail regarding their assessment of delegation as one of the aspects of participative leadership according to academic qualification. This indicates that staff members' academic backgrounds at Hail's secondary schools did not influence the degree of difference in how they assessed the delegation of authority (Table VI).

According to the academic qualification variables in participatory leadership, it was found that no statistically significant differences in the averages of teachers' replies, [25].

However, according to [24], there were statistically significant variations in the average replies from teachers based on their academic qualifications in participative leadership, favoring the teacher with the greatest qualification.

TABLE VI. THE VARIATION IN BOTH PARTICIPATIVE LEADERSHIP AND INSTITUTIONAL EXCELLENCE DEPENDING ON THE ACADEMIC QUALIFICATION OF SECONDARY SCHOOL EMPLOYEES.

ANOVA			Sum of Squares	Df	Mean Square	F	Sig.
Delegation of Authority	Between Groups	105.130	4	52.565	2.547	.102	
	Within Groups	4994.054	240	20.637			
	Total	5099.184	244				
Decision Making	Between Groups	2250.248	4	1125.124	18.539	.000	
	Within Groups	14686.486	240	60.688			
	Total	16936.735	244				
Human Relationships	Between Groups	7185.538	4	3592.769	52.081	.000	
	Within Groups	16694.054	240	68.984			
	Total	23879.592	244				
Achieving Institutional Excellence	Between Groups	7956.503	4	3978.252	121.161	.000	
	Within Groups	7945.946	240	32.834			
	Total	15902.449	244				

The study revealed a significant difference in the average scores of secondary school employees in Hail regarding their evaluation of participative leadership, its dimensions of decision-making, and achieving institutional excellence based on academic qualifications, where the F ratio expressing these differences reached (18.539), (52.081), and (121.161) respectively, which are larger values than their tabular counterparts. The academic qualifications of secondary school employees in Hail City have contributed to varying evaluations of participative leadership in decision-making dimensions, resulting in a variation in institutional excellence. In light of these results, Tukey's test was applied to determine the direction of variance (Table VI).

Participative leadership places a strong emphasis on involving different stakeholders in decision-making procedures, encouraging teamwork, and advancing an

organization's feeling of accountability and ownership. Numerous studies have demonstrated the value and efficacy of participative leadership in educational environments, especially when it comes to raising management standards and general academic achievement.

When used properly, participative leadership may greatly increase management effectiveness, according to research [26] at the Adiwiyata Islamic Boarding School. Participative policies improved the learning environment by including all members of the school community in decision-making processes. This inclusive strategy enhanced managerial effectiveness and significantly influenced students' character development.

By actively including teachers and staff in decision-making, participative leadership empowers them, according to [27]. Although the school principal still has the last say in decisions, including employees in the process can result in creative solutions, more employee motivation, and better organizational operations. Within the school community, this shared decision-making paradigm promotes a feeling of common responsibility and ownership.

Numerous authors' studies have demonstrated the beneficial relationship between goal accomplishment in schools, teacher motivation, and participative leadership, [28], [29]. School quality is greatly impacted by teacher motivation and participative leadership, as shown by [30]. Motivated teachers who actively participate in making decisions are more inclined to pursue professional growth, use effective teaching strategies, and provide personalized student support; this - in turn - raises student achievement and the overall quality of the school.

According to studies like [31] and [32], instructors who experience participative leadership are more likely to be loyal to their organizations, be more satisfied with their jobs, and be more motivated to work toward shared objectives. Additionally, better goal accomplishment in schools can result from strengthening shared governance, participative decision-making procedures, and responsibility delegation. These results emphasize how crucial it is for principals to engage in ongoing professional development to successfully apply participative leadership techniques.

Our results are consistent with research that highlights the vital significance of participative leadership in educational settings [27], [30], [31], [32]. Participative leadership fosters teamwork, trust, and shared decision-making, which improves management effectiveness and fosters a great school climate, better communication, and excellent teaching and learning opportunities. Adopting participative leadership techniques can result in revolutionary school reforms that eventually benefit students, staff, and the whole school community.

V. CONCLUSION AND RECOMMENDATIONS

In conclusion, the researcher proposes the following recommendations:

- 1) Taking steps to improve and elevate the performance of school principals by enrolling them in leadership training programs, particularly in the area of participative

leadership, honing their skills in participation techniques, and fostering a positive organizational culture within the school by enhancing the school environment system, creating a comfortable work environment, building strong relationships with all members of the school community, and developing an environment that promotes excellence and achievement.

- 2) Applying the principle of increased teacher participation in school decision-making is essential, particularly since many educational issues are addressed by policies and rules without providing teachers with the chance to find the best solution. This -in turn- would boost their morale and strengthen their bond with the school, thereby elevating the level of school organizational culture.
- 3) Reducing the workload for school principals by expanding the delegation of authority, involving teachers in the implementation of effective leadership tasks that can be delegated, and altering the common perception of the lack of faith in teachers' leadership skills.

DECLARATION OF GENERATIVE AI AND AI-ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

The author wrote, reviewed and edited the content as needed and the author has not utilised artificial intelligence (AI) tools. The author takes full responsibility for the content of the publication.

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