



# **The Degree Of Practicing Sustainable Leadership Among High School Leaders In West Of Dammam From The Teachers' Perspective**

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**Abstract:** The study aimed to identify the degree of practicing sustainable leadership and its dimensions among high school female leaders in west of Dammam from the female teachers' perspective and investigate the nature of the differences at the level of significance ( $\alpha \leq 0.05$ ) in the responses of the sample members about the degree of practice among school female leaders according to the study variables. In order to achieve the study objectives, the descriptive survey method was adopted, and a questionnaire based on Hargreaves and Fink's Sustainable Leadership model was designed. The questionnaire included the following dimensions: Learning and Success Sustainability, Sustainability of Leadership among others, Distributed Leadership, Conservation of Material and Human Resources, Justice, Long-Term Perspective, Learning from the Lessons of the Past. It was applied to all the study community consisting of (657) female teachers and the retrieved questionnaires were (321). The study concluded many results including that the degree of sustainable leadership practice among high school leaders in west of Dammam was very high. The results also indicated that there were statistically significant differences at the level of (0.05) or less in the direction of the study members about the degree of sustainable leadership practice among high school leaders in west of Dammam from the teachers' perspective due to (qualification, school type, years of experience) variables. The researcher reached many recommendations based on the study's results such as increasing training courses.

**Keywords:** Sustainable Leadership; High School Leaders and Human Resources.

## **Introduction**

Leadership is an essential pillar and axis to which various sectors are entrusted, especially in the modern era. Throughout history, leaders have been the key to positive and impactful change for the societal renaissance. In light of the 2030 vision and the tremendous scientific development, it has required a different qualitative leadership to achieve the requirements, develop and renaissance the nation and achieve the ambitious vision. The rapid changes that the Kingdom of Saudi Arabia is going through in various economic, social, environmental and technological fields affect and create challenges for educational institutions (Al-Sahli, 2009), which necessitated adapting to them to ensure survival and continuity, and since the educational process is the basis for building Societies and peoples, within an integrated system capable of managing and leading the educational process to achieve the hopes and aspirations of societies, this requires developing

countries that seek progress and development to give very great importance to education, by paying attention to those in charge of managing educational systems and those who perform the educational process, In addition to paying attention to the methods and practices in order to enhance and improve the results (Ishtiwi, 2017). Moreover, education sector faces a problem in the quality of leaders and the reason for this is the increase in work pressure, insufficient school funding, and the diversity in the abilities of the growing students (Hargreaves & Fink, 2006).

Leadership topics are among the topics that have attracted the attention of scholars and researchers, which at the present time requires conscious leadership capable of achieving the requirements of the modern era, and able to face future challenges from radical transformations in various aspects of life and capable of continuity and sustainability (Eid, 2015). Leadership is considered one of the administrative processes, it is one of the most influential on individuals' motivation to perform, their behaviors, attitudes, loyalty, and work satisfaction. It is also a major focus of the relationship between employees, as the leader is the engine of the work team (Al-Ghamdi, 2011). It is the foundation of the organization and the essence of the administrative process, through its formulation of the organization's vision, mission and future goals, raising the efficiency of human and material resources, and consolidating values (Al-Hijn, 2017).

Hargreaves & Fink (2003) point out that sustainability includes an integrative, holistic and environmental way of thinking, and that it is an intellectual view of the world that takes the complexity of human and natural systems for granted and is necessary to address the complexities of the knowledge society. Leaders develop sustainability through the way they engage with, commit to and protect deep learning in their schools, through the way they support others in their efforts to promote and support this learning, and through the way they support themselves in their work, so they can persevere in their vision and avoid burnout, besides making sure that the improvements they make will continue over time and especially after they are gone.

We find that sustainable leadership from the point of view of Hargreaves and Fink is able to achieve many advantages that can be listed as follows (Grooms & Reid-Martinez, 2011): Sustainable leadership creates and sustains sustainable learning. It also ensures success over time. It also addresses sustainable leadership issues of social justice, and sustainable leadership works to develop human and material resources instead of depleting them. In addition to developing environmental diversity and capacity. Finally, sustainable leadership undertakes the participation of activists with the environment.

That leadership has an important role in achieving balance and sustainability and has become more urgent to face environmental, social and economic challenges, which are difficult to achieve sustainability due to restrictive rules and procedures, short-term perspective and conflict of interests (Sotarauta et al., 2012), it is easy to suggest change in education but it is difficult to implement, and very difficult to maintain (Hargreaves & Fink, 2006), and Boe & Hognestad (2019) point out that sustainable improvements in educational environments depend on successful leadership, and Sutaruta also points out that the human factor must be better taken since they are the ones who make leadership and change in sustainable development, leaders are the actors who have more power than others in society. It is necessary to overcome bureaucratic constraints, so that we find their influence working outside the traditional limits of authority, and that sustainable leadership works flexibly, interconnectedly, interactively, collaboratively and cares about the impact on the surrounding environment. and society (Sotarauta et al., 2012).

To overcome this, sustainable leadership has come to be considered in the current era as a modern leadership approach, used to address the challenges of traditional leadership, which has become unable to face the many challenges and increasing complexities in educational systems, and as sustainable leadership directs educational institutions towards the importance of shifting from the traditional approach to education aims to expand the administrative and sustainable leadership systems, by following a long-term approach that

makes the development of managers and administrators in educational institutions a part of the organizational development process, and to ensure that all elements of organization internally and externally in educational institutions are sustainable, which contributes to improving performance and educational outcomes, as well as increasing competition between educational institutions (Al-Hadrawi et al., 2018).

Sustainable leadership refers to those behaviors, practices, and systems that create lasting value for all stakeholders in organizations including investors, the environment, future generations, and society. It is a concept that obliges institutions to change their behavior and systems, and transform them into sustainable systems, as a means to conserve their human, material and natural resources (Al-Tablawy, 2018). It revolves around finding solutions to organizational, social, and economic problems change and development, and its ability to influence and motivate workers and society by imposing sustainable knowledge in its principles without neglecting the past, which leads to improving the present and the future (Zulkiffli & Latifi, 2016). The results of many Arab studies also confirmed that the use of traditional leadership styles is not commensurate with the development of the educational process in light of global changes, including the Shehadeh study (2008), which showed that there is a weakness in the participation of workers in the decision-making process and their interaction with the rapid changes with the external environment.

The role of educational institutions at the present time is no longer limited to the transfer of knowledge, research and manufacture, but one of the forces for economic growth and a tool for transferring the accumulated cultural and scientific experiences between learners and workers. A study (Awadallah, Michael, & Aidaros, 2019) indicates that sustainable leadership is a leadership style that cares about aspects of the educational process, and also various leadership studies indicate that school principals play a major role in the quality of education in schools (Bush, Kiggundu & Moorosi, 2011; De Villiers & Pretorius, 2011; Drysdale, Goode & Gurr, 2009). The sustainability approach to education goal is to develop a long-term vision that includes maximizing economic values and creating a positive and supportive environmental impact of social development on society.

### **Study Problem**

Through reviewing the literature, previous studies and research related to the subject, the importance of the role of school leaders in the educational system, their role in the development of educational institutions and the need to qualify, train and adopt modern administrative trends to make their role in the educational process successful is obvious. Recent trends have emerged, including sustainable leadership that seeks investment Optimizing the material and human resources, investing opportunities, and setting a long-term vision for continuous improvement and providing quality education.

The importance increases with the current trends of the Kingdom of Saudi Arabia that crystallized in the 2030 vision. This was confirmed in the Human Capacity Development Program for the necessity of developing the capabilities of all citizens of the Kingdom, building an integrated educational journey and lifelong education and training, improving equal access to education, and developing a solid educational foundation for everyone contributes to instilling values from an early age, preparing young people for the future local and global labor market, enhancing their work culture, developing citizens' skills by providing lifelong learning opportunities, and improving educational outcomes (Saudi Arabia Vision 2030, 2017).

Despite the efforts made in the educational system to develop school leaders, the reality of schools, as indicated by some local studies (Hawala & Al-Mutairi, 2019; Al-Mahraj, 2018; Al-Tawala, 2020) is due to the shortcomings in the performance of school leaders in the Kingdom, the weak roles, and the lack of qualified leaders As the plan of the Human Capacity Development Program indicated, there are challenges in the educational system, most notably governance, short-term planning, centralization of decision-making,

weakness in the teaching profession and school leadership, low quality, low student participation in enrichment activities, weak infrastructure and transportation, and the difference in performance between public schools. eligibility, and a lack of alignment between curricula and programs and the needs of the labor market. (Implementation Plan for the Human Capacity Development Program, 2020). Hence, it was necessary to adopt a modern leadership style that works to improve leadership practices to support leaders, as sustainable leadership depends on continuous improvement, as it is the cornerstone for developing and achieving sustainability.

Sustainable leadership is important as a leadership style concerned with the development of leaders and educational staff, and this has been confirmed by studies such as (Lambert, 2011; Conway, 2015) because of the importance of this style and its effectiveness in improving and changing organizations. Cook's study (2014) indicates the importance of Sustainable leadership and the need for it to maintain the academic growth of students and the professional growth of teachers. The study of Awadallah, Aidaros & Mikhail (2019) stresses the need for a sustainable strategy to improve schools and that sustainable leadership aims to improve the educational process, also the study in (Ishtiw, 2017), which indicated the importance of the practice of sustainable leadership by education directors in Gaza governorates, for this reason the researcher seeks in this study to reveal the degree of sustainable leadership practice among school leaders, in light of the scarcity of studies that dealt with sustainable leadership in schools at the local and Arab levels, especially the studies that dealt with sustainable leadership confirmed that it is possible to benefit from sustainable leadership in developing educational work.

Based on the foregoing, the importance of sustainable leadership in educational institutions appears. By looking at our educational institutions, we find that the solutions that are provided are temporary and solve a specific problem in a specific time only. The contribution of sustainable leadership to strengthening relationships and strengthening team spirit is in addition to the future vision and long-term planning. It may contribute significantly to improving the levels of learning and teaching processes in educational institutions in general and schools in particular.

That is why the current study came to fill that scientific gap in this field, and to support the development of school leaders. The problem of the current study is to answer the following two questions:

- What is the degree of sustainable leadership practice among secondary school leaders in the western city of Dammam from the teachers' point of view?
- Are there statistically significant differences at the significance level ( $0.05 \alpha \leq$ ) in estimating the degree of sustainable leadership practice among secondary school leaders in western Dammam from the point of view of the teachers due to the study variables (number of years of experience, educational qualification, specialization)?

### **Objectives of The Study**

The current study sought to reveal the degree of sustainable leadership practice among secondary school leaders in the western city of Dammam from the female teachers' point of view, in addition to that. The researcher aimed to achieve several goals, the most important of which are the following:

- Revealing the degree of female leaders' practice of sustainable leadership and its dimensions for female secondary school leaders in western Dammam from the point of view of the teachers.
- To reveal the nature of the differences at the significance level ( $\alpha \leq 0.05$ ) in the responses of the study sample members, about the degree of sustainable leadership practice among secondary school leaders in western Dammam from the point of view of the female teachers, due to the study variables (number of years of experience, educational qualification, specialization).

### **Study Significance**

The importance of this study stems from the importance of the role of the leader, which concentrates on building and developing societies, refining individuals' personalities, and developing their skills within the educational institution, as sustainable leadership may help those in charge of preparing and planning for the development of leadership competencies in the educational field by holding workshops, seminars and training courses. It is hoped that the results of the study will contribute to raising awareness of educational institutions, by introducing the direction of sustainable leadership; To work on the development and success of educational institutions, improve the environment, and activate educational technologies to serve them and achieve a vibrant society.

### **Objective Limits**

The current study was limited to a number of limits related to the topic of the study as follows:

The study is based on measuring sustainable leadership practices on the "Hargreaves and Fink" model, and it includes the following main dimensions: education and sustainable learning, leadership sustainability (career succession), leadership of others (distributed leadership), societal justice, diversity, conservation of human and material resources, and learning from the past (Hargreaves & Fink, 2006), and revealing the degree of sustainable leadership practice among secondary school leaders of the Department of Education in the West Dammam office.

**Spatial limits:** The spatial boundaries of the current study were limited to secondary schools affiliated to the Education Office, west of Dammam, in the Kingdom of Saudi Arabia.

**Time limits:** The current study was implemented during the first academic year of 1441-1442 AH.

**Human limits:** The research community consists of all female teachers affiliated with the West Dammam Education Office in government public education schools for girls, whose number is (657) female teachers (Ministry of Education, 1442 AH).

### **Terminology of Study**

**Sustainable leadership:** Procedurally, sustainable leadership is defined as that contemporary leadership style that adopts practices that help it develop teachers' skill, optimize the use of material, human and technical resources to achieve a socially effective environment and through it focus on the sustainability of learning, and the development of leadership skills for the educational institution, through the response of the study sample members to the paragraphs of sustainable leadership dimensions (sustainability of learning and success, sustainability of leadership among others, distributed leadership, conservation of material and human resources, justice, long-term perspective, learning from past lessons) in the questionnaire prepared in this study, which is based on the Hargreaves and Fink model with its seven principles that fit with the special nature of schools as an educational institution.

### **Previous Studies**

Nartgün, Limon & Dilekçi, (2020) study: “The relationship between sustainable leadership and perceived school effectiveness: the mediating role of work effort.” It aimed to determine the extent to which the role of teacher effort influences the relationship of sustainable leadership and perceived school effectiveness. Its sample consisted of 411 teachers, and a questionnaire was used to collect data. Three different scales were used in the study: the “Sustainable Leadership Scale”, the “Perceived School Effectiveness Scale” and the “Work Effort Scale”, according to the descriptive correlative approach, and its most prominent results are that the sustainable leadership degrees for school administrators as above average except for social sustainability. The teachers also saw that their school was effective and that their work effort was above average. It was found that there are high and medium-level correlations between the variables of the study. In light of this, sustainable leadership has a statistically significant effect on: perceived school effectiveness, and teachers' work efforts. However, it was found that work efforts did not have a mediating role in the relationship between sustainable leadership and perceived school effectiveness, which means that the effect of sustainable leadership does not occur through teachers' work efforts.

Hawala and Al-Mutairi's study (2019) entitled: “The reality of applying the dimensions of sustainable leadership for female leaders of public secondary schools in the north of Riyadh.” It aimed to reveal the level of application of government secondary school leaders to the dimensions of sustainable leadership in the north of Riyadh from the point of view of the teachers, and also aimed to identify the statistically significant differences for the following variables: (qualification, years of service, and number of training programs), and its sample consisted of (291) female teachers. And the questionnaire tool was used to collect data according to the descriptive survey method, and one of its most prominent results was that the application of sustainable leadership dimensions is done through estimating school projects for community service, and that the link between the content of academic results and the lives of students contributes to achieving the dimensions of sustainable leadership and develops the students' continuous learning skills.

Ishtiwi study (2017) entitled: “The degree to which education directors in Gaza governorates practice the sustainable leadership style and ways to develop it.” It aimed to reveal the extent to which educational leaders in Gaza Governorate practice sustainable leadership patterns. Its sample consisted of (122) administrators and heads of departments in the directorates of education in the governorates of the Gaza Strip. It used a questionnaire of (48) items according to the descriptive analytical approach, the most prominent results was that the relative weight of practicing sustainable leadership styles reached (78.2%). ) from the point of view of the research sample members, besides that, the results confirmed the absence of statistically significant differences due to each of the variable job title, academic qualification and years of experience in the arithmetic mean of the research sample members The extent to which education administrators in the research community practice sustainable leadership styles. Its most prominent results were the need to increase interest in holding training courses and programs that are concerned with developing the skills of the deputy director, by transferring some of the experiences possessed by managers, in addition to assigning them to assume part of the responsibilities.

Al-Rashidi and Al-Azmi study (2016) entitled: "Evaluation of the leadership practices of school principals in the State of Kuwait in light of the principles of sustainable leadership". It aimed to study the compatibility of leadership practices with the principles of sustainable leadership among middle school principals in the State of Kuwait. In addition to identifying the principles of sustainable leadership among middle school principals. Its sample consisted of (7) principals of middle schools in Kuwait. To achieve this, the survey approach was used, and the interview tool was used with (7) principals of middle schools in Kuwait. One of its most prominent results was that there are no statistically significant differences at the level of significance in the opinions of the study sample members about the compatibility of leadership practices

with the principles of sustainable leadership among middle school principals in Kuwait City due to the variables (educational qualification, gender, experience years, specialization), in the light of the researchers recommended a set of recommendations, the most important of which was the necessity of taking care of applying the ideas of tacit knowledge management and employing them in developing the experiences of administrators and teachers in schools in the State of Kuwait.

Conway Study (2015) "Sustainable Leadership for Sustainable School Results: Focus on Building School Leadership Capacity." It aimed to study the role of sustainable leadership in influencing school outcomes, as well as focusing on building school leadership capabilities. The research sample consisted of (30) schools, and the study tool used three stages: first, analysis of the results of standardized regular tests, then school reports, and finally the case study, and to achieve this, the descriptive analytical approach was used. One of its most notable results was that teachers and school administrators should plan together to provide the best arrangements and opportunities that lead to educational improvement through a broad approach. Principals and teachers must support the development and transformation of a professional learning community that has the potential to be a strategic, self-aligned reflector of educational institutions and schools, seeking to improve contextually and culturally relevant educational institutions and schools.

Cook's study (2014) entitled: "Sustainable School Leadership: Teachers' Perspective". It aimed to identify the importance of sustainable leadership for principals and teachers in educational institutions and schools. Its sample was represented by (220) graduates of the educational management program in the study community, and it used the questionnaire tool, according to the descriptive analytical approach, and among its most prominent results is that it can help teachers achieve sustainable leadership; This is done by assuming leadership responsibilities and supporting and developing students and their capabilities. One of its most prominent results was that the school principal is the main leader in the sustainable leadership process. This is because he is the first and last person responsible for making decisions and developing plans and ideas.

Kadji et al., (2013) study entitled "Sustainable School Leadership: Exploring the Role of Primary School Principals". It aimed to identify the types of leadership likely to support education for sustainable development effectively in primary schools. The study sample consisted of (320) school principals in Cyprus for the primary stage, and the questionnaire tool and interviews were semi-structured according to the descriptive analytical method. One of its most prominent results was that some of the enabling factors for implementing sustainable development, such as encouraging teachers to engage in sustainable development programs, cooperation with others and other support methods that reflect what is usually expected of school principals without seeking deep change. Limiting factors included principals' mistrust in the management skills of sustainable schools, limited willingness to challenge the status quo, limited participation in important actions in support of ESD activities and features of a national education policy.

## **Study Methodology**

This study used the descriptive survey method, for its relevance to the nature of the study, as it is the best method to know the degree of sustainable leadership practice among secondary school leaders in the western city of Dammam.

## **Study Population and Sample**

The study population consists of all the female teachers working in the West Dammam Education Office in the public education schools for girls, whose number is (657) female teachers (Ministry of Education, 1442 AH).

### The Study Samples

The study tool, the questionnaire, was distributed to all members of the population in an electronic way, and the total sample amount was (321) female teachers, with a percentage of (48.8%) of the original study population.

### Study Tool

The researcher chose the questionnaire as a study tool for data collection, after reviewing the literature and previous studies and by referring to the method used, he questions, objectives and hypotheses of the study; This is due to its relevance to the study's objectives, methodology, and society, and to answer its questions. The tool (the questionnaire) was built, it consisted of (31) items, divided into seven dimensions (education and sustainable learning, sustainability of leadership (career succession), leadership of others (distributed leadership, community justice, diversity, conservation of human and material resources, learning from the past).

### The validity of the study tool

#### The face validity

The questionnaire was presented to (12) faculty members in its initial form, in order to identify the face validity of the questionnaire, and to ensure that it measures what it was designed to measure), the questionnaire was arbitrated in terms of its ability to Measure what was prepared to be measured, its relevance to the objectives of the study, and expressing what they see as modification, deletion, or addition of items.

#### Validity of the internal consistency of the questionnaire

The Pearson's correlation coefficient was used to verify the internal consistency of the questionnaire, by calculating the Pearson's Correlation Coefficient; to identify the degree to which the items of each dimension are related to the total degree of the dimension to which the expression belongs, as in Table No. (1).

Table 1: Pearson correlation coefficients for the items of the first dimension: teaching and sustainable learning with the total score of the dimension.

Item number	Item	Correlation coefficient with the dimension
1	The school's vision includes a commitment to continuous education and learning.	**0.708
2	The leader encourages teachers to develop higher-order thinking skills for students.	**0.901
3	The leader encourages the teachers to develop the skills of self-learning among the students.	**0.889
4	The leader instructs the teachers to use the various evaluation methods.	**0.904
5	The leader suggests references and scientific resources to enhance the educational curricula in teaching.	**0.863



Item number	Item	Correlation coefficient with the dimension
6	The leader seeks to develop and improve the professional growth of her teachers.	**0.843

\*\* Significant at the significance level of 0.05 or less

\*\* Significant at the significance level 0.01 or less

Table 2: Pearson's correlation coefficients for the second-dimension items: Leadership sustainability (career succession): with the total score of the dimension.

Item number	Item	Correlation coefficient with the dimension
1	The leader plans leadership succession by imparting expertise to agents and teachers	**0.897
2	The leader works to prepare female leaders who can take responsibility.	**0.929
3	The leader contributes to training teachers to practice leadership skills.	**0.945
4	The leader provides the teachers with feedback to improve their performance.	**0.852

\*\*Significant at the significance level of 0.05 or less

\*\* Significant at the significance level 0.01 or less

Table 3: Pearson's correlation coefficients for the third dimension items: Leading others (distributed leadership): with the total degree of the dimension.

Item number	Item	Correlation coefficient with the dimension
1	The leader delegates some of her powers to the teachers to exercise leadership tasks.	**0.859
2	A leader cares about everyone's participation in the decision-making process.	**0.928
3	The leader trusts the teachers' ability to carry out their responsibilities efficiently	**0.880

\*\*Significant at the significance level of 0.05 or less

\*\* Significant at the significance level 0.01 or less

Table 4: Pearson correlation coefficients for items of the fourth dimension social justice: with the total degree of the dimension.

Item number	Item	Correlation coefficient with the dimension
1	When implementing organizational measures, the leader maintains good relations with the local community.	**0.920
2	A leader puts the public interest ahead of the private interest.	**0.914
3	School leadership contributes to solving societal problems.	**0.883
4	The leader instills the principle of fairness in the educational environment.	**0.918
5	The leader promotes among her employees the value of social responsibility.	**0.908

\*\*Significant at the significance level of 0.05 or less

\*\* Significant at the significance level 0.01 or less

Table 5: Pearson correlation coefficients Fifth dimension items: diversity with the total degree of the dimension.

Item number	Item	Correlation coefficient with the dimension
1	School leadership benefits from local resources to support learning and schooling.	**0.900
2	The leader supports interactive communication between the school and the family.	**0.925
3	The leader promotes creativity and innovations in education and teaching methods according to the multiple types of intelligence.	**0.921
4	The leader supports professional learning communities.	**0.904

\*\*Significant at the significance level of 0.05 or less

\*\* Significant at the significance level 0.01 or less

Table 6: Pearson's correlation coefficients for the sixth dimension items: Conservation of human and material resources with the total degree of the dimension.

Item number	Item	Correlation coefficient with the dimension
1	The leader encourages the teachers to work together towards achieving the set goals.	**0.866
2	The leader considers the capabilities of the teachers while assigning them tasks.	**0.935
3	The leader appreciates the efforts of the teachers and commends them.	**0.925
4	The leader provides a suitable work environment for her teachers according to their needs.	**0.944
5	The leader is keen to make optimum use of the available resources.	**0.913

\*\*Significant at the significance level of 0.05 or less

\*\* Significant at the significance level 0.01 or less

Table 7: Pearson's correlation coefficients for the seventh-dimension items: Learning from the past with the total degree of the dimension.

Item number	Item	Correlation coefficient with the dimension
1	The leader works on archiving information and data within a technical program to benefit from them at any time.	**0.894
2	The leader seeks information through feedback to improve work processes.	**0.948
3	The leader encourages teachers to use the results of previous decisions in solving current problems.	**0.949
4	The leader seeks to benefit from the experiences of other schools in improving teaching methods.	**0.910

\*\*Significant at the significance level of 0.05 or less

\*\* Significant at the significance level 0.01 or less

It is clear from the above that the values of the correlation coefficient of each of the item with its dimension are positive, and statistically significant at the significance level (0.05) or less, where the values ranged (0.708-0.949); Which indicates the internal consistency between the questionnaire statements and their dimensions, and their validity to measure what they were prepared to measure.

### Reliability of the questionnaire

To ensure the Reliability of the questionnaire, the reliability coefficient of Cronbach's Alpha ( $\alpha$ ) was calculated.

Table 8: Cronbach's alpha coefficient to measure the reliability of the study tool.

Dimensions	Reliability	Number of items
The first dimension: education and sustainable learning	0.923	6
Second Dimension: Leadership Sustainability (Job Succession)	0.927	4
Third Dimension: Leading Others (Distributed Leadership)	0.864	3
The fourth dimension : societal justice	0.947	5
The Fifth Dimension: Diversity	0.932	4
The sixth dimension: the conservation of human and material resources	0.952	5
The seventh dimension: learning from the past	0.944	4
Total reliability	0.985	31

It is clear from Table No. (14) that the reliability coefficient is high, reaching (0.985), which is consistent with the dimensional reliability coefficient, this indicates that the questionnaire has a high degree of reliability that can be relied upon in the field application of the study.

## Results

### **The main question: What is the degree of practicing the dimensions of sustainable leadership among secondary school leaders in the western city of Dammam from the point of view of the teachers?**

To determine the degree of sustainable leadership practice among secondary school leaders in the western city of Dammam from the point of view of the teachers, the arithmetic mean and standard deviation of its dimensions and the rank of each dimension were calculated, and Table (9) shows the results.

Table 9: The responses of the study sample about the degree of sustainable leadership practice among secondary school leaders in western Dammam from the female teachers' point of view.

Item number	Dimension	Arithmetic mean	SD	Rank
1	The first dimension: education and sustainable learning	4.36	0.704	2
2	Second Dimension: Leadership Sustainability (Job Succession)	4.13	0.904	6
3	Third Dimension: Leading Others (Distributed Leadership)	3.96	0.971	7
4	The fourth dimension : societal justice	4.30	0.815	3
5	The Fifth Dimension: Diversity	4.37	0.733	1
6	The sixth dimension: the conservation of human and material resources	4.28	0.851	4
7	The seventh dimension: learning from the past	4.21	0.839	5
The degree of sustainable leadership practice among secondary school leaders in the western city of Dammam from the female teachers' point of view		4.25	0.763	Very high

Table 9 shows the responses of the study sample about the degree of sustainable leadership practice among secondary school leaders in western Dammam from the female teachers' point of view with arithmetic mean of 4.25 out of 5 degrees which falls in the first category of the five-point Likert scale, which indicates very high. This practice of sustainable leadership was addressed through seven dimensions, five of which came with arithmetic means indicating a very high degree of practice. The researcher attributes this to the awareness of the Ministry of Education about improving the environment and its educational institutions in addition to its outputs. The Ministry is working to achieve its vision of building a knowledge society, it launched a number of initiatives related to sustainable development (Ministry of Education, 2018), this agrees with the study of Ishtawi's (2017), which dealt with the degree to which education directors in Gaza governorates practice sustainable leadership style and ways to develop it, which stated that the relative weight of the practice Patterns of sustainable leadership reached (78.2%), and Kennedy's study (2011), which dealt with sustainable leadership in an elementary school, confirmed that the school leader achieved sustainable leadership by organizing efforts and integrating various resources to achieve common goals. It has also realized that it has maintained leadership through the leadership development movement. The participating teachers noted that sustainable leadership is achieved through communication and cooperation in an atmosphere of trust and appreciation at the individual and collective levels, and the study of Kantaputra and

Saratun (2013), which dealt with the reality of sustainable leadership practices at the oldest university in Thailand, and its results showed that most sustainable leadership practices were achieved.

While it differed with the results of the Al-Ardan study (2020), which found that the degree of academic leaders' performance in the light of sustainable leadership came to a medium degree, and Al-Rashidi and Al-Azmi study (2016), which evaluated the leadership practices of school principals in the State of Kuwait considering the principles of sustainable leadership, at a medium degree, with an arithmetic mean of (2,633).

The fifth dimension: Diversity ranked first among these dimensions with an average of 4.34, which is a very high degree of practice, followed by the first dimension: education and sustainable learning with an arithmetic mean of 4.34, then the fourth dimension of societal justice with an arithmetic mean of 4.3, and in the fourth rank came the sixth dimension: conservation of human and material resources with arithmetic mean of 4.28, then the seventh dimension: learning from the past with a mean of 4.21, all of which indicate a very high degree of practice, while the second dimension: leadership sustainability came in the sixth rank with a mean of 4.13 with a high degree of practice, finally the third dimension: Leading others as the least practiced dimensions with an arithmetic mean of 3.96 which means a high degree of practice only, while the standard deviations of these dimensions were large to indicate a difference in the opinions of the study sample about its statements, the responses to the items of the dimensions came as follows:

**The answer to the second question: To what extent are there statistically significant differences at the significance level (0.05 or less) in the degree of sustainable leadership practice among female secondary school leaders in western Dammam from the point of view of the teachers due to the study variables (qualification, years of experience, type of school)?**

### Differences according to the qualification variable

To identify whether there were statistically significant differences in the responses to the study items according to the difference in qualification, the T-TEST test was used; To show the significance of the differences in the responses to the study items according to the difference in the qualification variable, and the results came as shown in table 10.

Table 10: The results of the T-TEST test for the differences in the responses to the study items about the degree of sustainable leadership practice among secondary school leaders in western Dammam from the point of view of the teachers according to the (qualification) variable.

Dimension	Qualification	number	Arithmetic mean	SD	T value	Degree of freedom	Level of significance
The first dimension: education and sustainable learning	Bachelor and less	310	4.388	0.689	3.393	319	0.001
	Postgraduate	11	3.667	0.799			
Second Dimension: Leadership Sustainability (Job Succession)	Bachelor and less	310	4.151	0.891	2.533	319	0.012
	Postgraduate	11	3.455	1.036			
	Bachelor and less	310	3.990	0.955	2.848	319	0.005

Dimension	Qualification	number	Arithmetic mean	SD	T value	Degree of freedom	Level of significance
Third Dimension: Leading Others (Distributed Leadership)	Postgraduate	11	3.152	1.099			
The fourth dimension: societal justice	Bachelor and less	310	4.335	0.794	3.738	319	0.000
	Postgraduate	11	3.418	0.948			
The Fifth Dimension: Diversity	Bachelor and less	310	4.399	0.714	3.447	319	0.001
	Postgraduate	11	3.636	0.924			
The sixth dimension: the conservation of human and material resources	Bachelor and less	310	4.303	0.834	3.010	319	0.003
	Postgraduate	11	3.527	1.009			
The seventh dimension: learning from the pas	Bachelor and less	310	4.235	0.834	2.433	319	0.016
	Postgraduate	11	3.614	0.801			
The degree of sustainable leadership practice among secondary school leaders in the western city of Dammam from the teachers' point of view	Bachelor and less	310	4.278	0.746	3.307	319	0.001
	Postgraduate	11	3.516	0.888			

It is clear from the results shown in Table 10 that there are statistically significant differences at the level of (0.05) and less in the study items trends about the degree of sustainable leadership practice among secondary school leaders in western Dammam from the point of view of the teachers according to the (qualification) variable for all dimensions and for the dimension as a whole, as if the direction of differences for all dimensions is in the direction of the bachelor's qualification or less.

### Differences according to the type of school

To identify whether there were statistically significant differences in the study items responses according to the different type of school, the T-TEST test was used; To show the significance of the differences in the study items responses according to the difference in the type of school, and the results came as illustrated in the following table

Table 11: The results of the T-TEST test for the differences in the responses to the study items about the degree of sustainable leadership practice among secondary school leaders in western Dammam from the point of view of the teachers according to the variable (type of school).

Dimension	Type of school	number	Arithmetic mean	SD	T value	Degree of freedom	Level of significance
The first dimension: education and sustainable learning	Public school	302	4.389	0.651	2.621	319	0.009
	Private school	19	3.956	1.235			

Dimension	Type of school	number	Arithmetic mean	SD	T value	Degree of freedom	Level of significance
Second Dimension: Leadership Sustainability (Job Succession)	Public school	302	4.169	0.859	3.368	319	0.001
	Private school	19	3.461	1.297			
Third Dimension: Leading Others (Distributed Leadership)	Public school	302	3.998	0.922	2.691	319	0.007
	Private school	19	3.386	1.467			
The fourth dimension: societal justice	Public school	302	4.345	0.777	3.717	319	0.000
	Private school	19	3.642	1.111			
The Fifth Dimension: Diversity	Public school	302	4.397	0.710	2.384	319	0.018
	Private school	19	3.987	0.984			
The sixth dimension: the conservation of human and material resources	Public school	302	4.309	0.797	2.768	319	0.006
	Private school	19	3.758	1.396			
The seventh dimension: learning from the pas	Public school	302	4.243	0.795	2.506	319	0.013
	Private school	19	3.750	1.312			
The degree of sustainable leadership practice among secondary school leaders in the western city of Dammam from the teachers' point of view	Public school	302	4.285	0.719	3.108	319	0.002
	Private school	19	3.711	1.118			

It is clear from the results shown in Table (11) that there are statistically significant differences at the level of ( 0.05) and less in the study items trends about the degree of sustainable leadership practice among secondary school leaders in western Dammam from the point of view of the teachers according to the variable (school type) for all dimensions and for the axis as a whole, and the direction of differences for all dimensions and the dimensions as a whole was in the direction of public school versus private schools. This can be interpreted as due to the different procedures and goals that public schools seek, and the way they employ material and human resources.

### Differences according to years of experience

To identify whether there were statistically significant differences in the responses to the study items according to the difference in years of experience variable, the "One Way ANOVA" was used; To show the significance of the differences in the responses to the study items according to the variable years of experience, and the results came as shown in the following table (12):

Table 12: Results of "one way ANOVA test" of the differences in the study items responses about the degree of sustainable leadership practice among female secondary school leaders in western Dammam from the teachers' point of view, according to the variable years of experience

Dimension	Source of Variance	Sum of Squares	Degrees of Freedom	Mean of Squares	F value	Statistical significance	Comment
The first dimension: education and sustainable learning	between groups	5.959	2	2.979	6.210	0.002	significant
	within groups	152.565	318	0.480			
	total	158.524	320				
Second Dimension: Leadership Sustainability (Job Succession)	between groups	7.581	2	3.790	4.751	0.009	significant
	within groups	253.683	318	0.798			
	total	261.264	320				
Third Dimension: Leading Others (Distributed Leadership)	between groups	11.547	2	5.773	6.334	0.002	significant
	within groups	289.868	318	0.912			
	total	301.415	320				
The fourth dimension: societal justice	between groups	8.444	2	4.222	6.572	0.002	significant
	within groups	204.282	318	0.642			
	total	212.726	320				
The Fifth Dimension: Diversity	between groups	2.248	2	1.124	2.104	0.124	Not significant
	within groups	169.891	318	0.534			
	total	172.139	320				
The sixth dimension: the conservation of human and material resources	between groups	4.034	2	2.017	2.818	0.061	Not significant
	within groups	227.641	318	0.716			
	total	231.675	320				
The seventh dimension: learning from the past	between groups	4.516	2	2.258	3.250	0.040	Significant
	within groups	220.947	318	0.695			
	total	225.463	320				
The degree of sustainable leadership practice among secondary school leaders in the western city of Dammam from the	between groups	5.757	2	2.879	5.074	0.007	Significant
	within groups	180.415	318	0.567			
	total	186.172	320				



Dimension	Source of Variance	Sum of Squares	Degrees of Freedom	Mean of Squares	F value	Statistical significance	Comment
teachers' point of view							

\*\* significant at a level of 0.01 or less

\* significant at a level of 0.05 or less

It is evident from the results shown in Table (12) that there are statistically significant differences at the level (0.05) and less in the study items trends about the degree of sustainable leadership practice among secondary school leaders in western Dammam from the point of view of the teachers according to the variable (years of experience) for all Dimensions and for the dimensions as a whole, except for the fifth dimension: diversity, and the sixth dimension: the conservation of human and material resources, where the significance level for them was greater than the significance level 0.05, to find out the direction of the hypotheses, Scheffe's post-test was used, the trend for years of experience was from 5 years or more. These results differed with the results of Younes study (2017), which confirmed that there were no statistically significant differences in the degree of practice due to the study's variables: gender, academic qualification, years of service, which also coincided with the study of Ishtiwi (2017), which confirmed the absence of Statistically significant differences attributable to each of the variables of job title, academic qualification and years of experience in the arithmetic mean of the research sample members' estimation of the extent to which education directors in the research population practice of sustainable leadership patterns, the study of Al-Rashidi and Al-Azmi (2016) Which confirmed that there were no statistically significant differences.

### Recommendations

1. Increasing training courses and workshops on sustainable leadership for secondary school leaders in western Dammam regarding the dimension of distributed leadership and succession; The results revealed that the level of school leaders' application of these dimensions is lower than the rest of the dimensions of sustainable leadership.
2. Urging the teachers that sustainable leadership is a shared responsibility to be applied successfully and effectively. Sustainable leadership cannot be the responsibility of the sustainable leader only, but subordinates at all levels must participate with him in the decision-making processes.
3. Enhancing the level of application of secondary school leaders in western Dammam to the dimension of distributed leadership, by increasing the leaders' confidence in the teachers' ability to carry out their responsibilities efficiently, increasing their interest in the participation of everyone in the decision-making process, and working to activate the delegation of authority by the leader with some of powers to teachers to exercise leadership tasks, and provide the opportunity for the independence of teachers in the implementation of school activities.

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