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Title: EFFECTIVENESS OF INSTITUTIONAL PERFORMANCE OF PUBLIC SCHOOLS IN THE EASTERN REGION OF SAUDI ARABIA FROM THE PERSPECTIVE OF SCHOOL ADMINISTRATORS.

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Abstract: This study aimed at evaluating the institutional performance in secondary school in the Eastern Region ,the study sample were comprised of 90 school principals during the academic year 2008/2009. The study concluded that the efficiency of the institutional performance is week also concluded that there no significant differences in the institutional performance due to qualification and experience. [ABSTRACT FROM AUTHOR]
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EFFECTIVENESS OF INSTITUTIONAL PERFORMANCE OF PUBLIC SCHOOLS IN THE EASTERN REGION OF SAUDI ARABIA FROM THE PERSPECTIVE OF SCHOOL ADMINISTRATORS

Introduction:

This study aimed at evaluating the institutional performance in secondary school in the Eastern Region ,the study sample were comprised of 90 school principals during the academic year 2008/2009. The study concluded that the efficiency of the institutional performance is week also concluded that there no significant differences in the institutional performance due to qualification and experience.

Many of the government institutions lack the institutional spirit, which we aspire to, in their dealings. They don't have among their priorities the approach of continuity, partnership, responsibility and objectivity. This happens in some educational institutions. This is where the concern for the spread of institutional culture and training of its officials comes from, so it becomes effective and efficient institutions (Al-Khatib 2006, p. 225). School is considered as a an important basic educational institution, of a mission to develop the character of student and work in the development and integration of its creative energies, and pledge their talents and innovations (Al Abullah,2002 p. 21). As the objectives of school change and become of a wider prospective to form the cornerstone in the educational process to achieve the desired goals, school administration becomes part of the educational administration and in reduced scale a reflection of its organization structure. Thus, intelligibility in approach of its management and determining of diminutions becomes the backbone to the success of the school in carrying out its mission. (Abu Nasser, 2008, p. 7).

Effective administration aimed at improving the educational process and promotion of performance (Ahmed 1999). School Administration should include the planning, organization, follow-up, evaluation, development, and changing process. School effectiveness can be judged by the positive atmosphere and cooperative action-oriented, in addition to providing a system of feedback and evaluation system in place. The institution of school should utilize the optimal use of human and technical capabilities available to them and to their communities (Al-Abdullah, 2002, p. 25, Ahmad 2000, p. 4)

Kingdom of Saudi Arabia always striving for educational development to include all aspects of the

educational process, and stressing the importance of selecting the educational leaders, and training and qualifying them.(Abu Nasir 2008). Orloski, 1984 and others made it clear that there are five factors lies within the direct responsibility of school principle : strong leadership, providing the appropriate atmosphere, school emphasizes on skills learning, and teachers' expectations and providing performance monitoring system.

Effectiveness according to AlBura'mi (2005) is the school ability to achieve its fulfilled goals according to aspects predetermined by the school, but Hammad (1995) believes that effectiveness of the school is related to the optimal power of the used elements in peruse of achieving the determined objectives. (Nashwan) sees that ithe effectiveness increases among organizations if individuals feel their own personal goals are linked to those of the administrative organizations (Nashwan, 2004, p. 213) In general, the concept of the effectiveness of the school refers to an organizational unit, that is expressed in the form of school output, measured in the light of the average achievement of students (Mamari, 2004, p. 3).

Redden mentioned in Nashwan(2004, p. 214)made it clear that there are three types of effectiveness: Management Effectiveness, Personal Effectiveness, and Apparent Effectiveness. Several studies by (Alki, Daillah and White, 1997) suggest that nothing matches personal involvement to achieve success and provide effectiveness. Effectiveness of the school principal can be measured through several models i.e. Direct-effects model or Moderated- effects model or Mediated- effects model, or Reciprocal-effect modal (Eberts, et at., 1988; Silins, 1994; Pitner, 1988; P.106; Rowan, et al, 1984;Lethwood, et al., 1990; Litner, 1994)

Several studies emphasized the importance of leader development for school principals (EmadEdin 2004) (Zemmer Man, 2005) (Bencivenga&Elias, 2003)

Several studies suggest the absence of differences due to the variable of experience or qualifications such as studies for (Azam, 2006) , (Alamayreh and Abu Tamrah,2004), (Karasnih,2003), (Alfanik, 2003), (Alburo' mi, 2005), (AlMajdi, 2004) (AlMisa'eed, 2006) (Gene, 2004) study established a slight relationship between administrative reform and bureaucratic performance. A study by (Swaminathan, 2004) pointed out the need for school focus on creating educational experience relationships between employees. Many studies confirmed that the conscious planning develops school. (Price, 2004), (Kyria; Ides, 2004). Studies by (Wrighey, 2003), (Carney, 2003), (Garber, 2003), (Doltan, 2003), (Kristian, 2002) all confirmed the importance of democratic growth in improving effective institutional performance.

The Issue of Study:

The core of this study is to understand the level of effectiveness of institutional performance in government schools in Al-Ahsa in Saudi Arabia. The researcher started off this study with the feeling that there are a number of weaknesses and imbalances in school performance, particularly in secondary schools, which qualify students for higher education and the labor market. The Researcher depends on his personal experiences in the coaching sessions for school administrators for five years and through the field work in such schools.

Objective of the study and its importance:

This study aims at identifying the degree of effectiveness of institutional performance in secondary schools in Al-Ahsa Province, from the standpoint of school administrators and selection of some of the variables related to school principle: qualifications, school, experience, and the number of training

courses. This study also aims at providing more data to the Ministry of Education of Saudi Arabia to narrow down weaknesses and shortcomings and in attempt to deal with before it gets out of control. The importance of the study lies in being one of the comprehensive studies in this field.

Questions of the Study

Study sought to answer the following

questions:

1. — What is the estimated degree of effectiveness of institutional performance in government schools in Al-Ahsa Saudi Arabia, from the standpoint of school administrators?
2. — Is there a statistically significant difference in estimating the degree of effectiveness of institutional performance in government schools from the perspective of school administrators due to the changes, qualifications, experience, and the number of training courses?

Procedural Definitions:

Effectiveness: the ability of schools to achieve their envisaged objectives in accordance with the strategic planning, school leadership, organizational climate.

Performance: The school performance of work and duties assigned to it to achieve the desired objectives in the areas of strategic planning.

Institutional Performance: Schools' performance of duties through group individuals in order to achieve the objectives in the areas of strategic planning.

The limits of the study:

The study is limited estimating the degree of effectiveness of institutional performance in Ahsa government Male Secondary School, Saudi Arabian, during the second semester 2008/2009.

Society of the study and its samples:

Society of this study includes public schools principles of Al-Ahsa province for the academic year 2008/2009. The study sample included (90) Public school principles. 85% of which was randomly selected from lists of schools principles.

Study tools:

This study utilized a questionnaire that has been developed and included (32) paragraphs in accordance with Likart five-point item in assessment of the degree of institutional effectiveness from the viewpoint of Al Hasa Public Schools Principals. Performance paragraphs as been distributed over three areas. Instrument stability factor scored (0.92) in accordance with Cronbach's alph.

Reliability of tools had been verified by using internal reliability method

The variables of the study:

— Independent variables: experience (1 to 10 years, more than 10 years), the number of training courses (1 to 5 courses, more than 5 courses).

— Dependent variable: The degree of effectiveness of the institutional performance in Al-Ahsa Public Secondary schools.

The results of the study:

With respect to the first question: estimating the degree of effectiveness of institutional performance in government schools in Al-Ahsa province, from the viewpoint of school principals?

Averages have been calculated and the computational level and the standard deviations for each of the areas and the whole instrument is shown in table (1) the results of the estimates.

Table (1) Averages and standard deviations and grades have been calculated for each area and for the instrument as whole. Table (1) shows results of estimations:

As far as Strategic Planning paragraphs has been arranged as shown in Table #2

Table (2) reveals a low rate of efficiency since effectiveness for all paragraphs ranges between (2.63 and 1.76).

In reference to school leadership, all paragraphs were arranged according to Table 3 shows that degree of effectiveness ranged between (3.59 and 2.62). This shows a Medium (average) degree of efficiency for all paragraphs.

Results Related to the Second Question

Is there a statistically significant difference in estimating the degree of effectiveness of institutional performance in government schools in Al-Ahsa province, from the standpoint of school principals? Variables: qualifications, job experience. To determine the impact of scientific qualification variable, mains and (Levenes Test) had been used to detect statistically significant differences. Table No. (7) Shows the results of the test

Table (5) shows the absence of statistically significant differences attributable to the changing qualifications. This , may be due to the fact that qualifications may not have an impact on the work environment, as is the impact on holders. That can be referred to a lack of interest in implementing what they have learned at their schools.

To demonstrate the impact of job experience, One way unilateral variance analysis have been used to identify the estimates of sample of the study on the effectiveness of the of institutional performance in government schools. Table (6) shows the results of those estimates.

The table shows that there is no statistically significant differences that can be attributed to the variable of experience at the statistical level indicator ($\alpha = 0.05$). That can be attributed to the fact that most of the school principles experience is not always real experience, rather it's a repetition of years of service that does not lead to improved performance.

Recommendations:

This study recommends that school principals be subjected to intensive training programs in order to improve their furthermore it recommends that that this study be carried out in female -students school in the same area>

TABLE (1): The Mains of each area and the whole instrument

Legend for Chart:

A - No

B - Area

- C - No of paragraphs
- D - Mains
- E - Standard Deviation
- F - Rank
- G - Effectiveness Estimate

| A | B | C | D | E | F |
|---|---|----|------|------|---|
| 1 | Schools' Organizational climate Average | 8 | 2.78 | 0.84 | 1 |
| 2 | Schools' leadership Average | 16 | 2.65 | 0.73 | 2 |
| 3 | Strategic Planning Weak | 10 | 2.13 | 0.73 | 3 |

Estimate of Tools' Effectiveness as whole

32 2.52 0.66 [*][*]

Average

Table (1) shows that estimate of degree of efficiency was "Average" for the tool as whole, and that all areas had ranked "Average" performance level except for the Strategic planning. This study agrees to that of (Abu Nassir, 2008)as

TABLE (2): Mains for the sample of study on the degree of Institutional Effectiveness in Public Schools toward the area of strategic planning

Legend for Chart:

- A - No
- B - Paragraphs of the 1st Area: Strategic Planning
- C - Mains
- D - Standard Deviation
- E - Effectiveness

| A | B | C | D | E |
|---|--|------|------|---|
| 1 | Follows-up and performs ongoing evaluation for programs and projects that school conducts. | 2.63 | 1.45 | 1 |
| 2 | School depends on variety of options and variable when establishing its future plans. | 2.32 | 1.08 | 2 |
| 3 | School takes in to account requirements, and available recourses when establishing plans and work schedules. | | | |

2.26 1.17 3

4

School utilizes follow-up and ongoing evaluation results in development of the school plans and future programs.

2.20 1.12 4

5

School depends on accurate diagnosis of the external environment (community) in future planning.

2.19 1.13 5

6

School adopts strategic planning methodology in future planning.

2.13 1.01 6

7

School depends on its accurate diagnosis of the internal environment of the school in future planning.

2.10 1.06 7

8

School conducts comprehensive and integrated programs in its strategic planning which assists the school in achieving its future goals.

1.91 0.93 8

9

School is keen to formulate a clear and precise objectives and the need for consensus and balance of these objectives with the surroundings.

1.78 0.93 9

10

Schools' strategic plan and schedules takes into consideration the actual needs for the school and the society.

1.76 0.99 10

Estimate of Tools' Effectiveness as whole

2.13 0.73 6

Table (2) reveals a low rate of efficiency since effectiveness for all paragraphs ranges between (2.63 and 1.76).

TABLE (3): Mains for the estimates of sample of study on the degree of Institutional Effectiveness in Public Schools in the area the area of strategic planning

Legend for Chart:

A - No

B - Paragraphs of the 2nd Area: school leadership

C - Mains

D - Standard Deviation

E - Effectiveness

A

B

C

D

E

11

Raise the critical thinking among the members of the school community to develop and promote the educational process

3.59 1.31 1

12

Development of a sense of loyalty and belonging to the school.

3.51 1.27 2

13

Ability to think innovatively

3.04 1.12 3

14

Use of scientific methods in problems solving and decision-making and addressing issues facing the school.

2.68 1.04 4

15

Delegate authorities to school community members and emphasizing the principle of accountability.

2.67 1.03 4

16

The ability to formulate a futuristic vision for the school, (10years vision) for instance.

2.66 1.02 4

17

Achieve justice and objectivity in evaluating the performance of the school community members and in judging their efficiency.

2.61 1.00 5

18

Conduct of periodical review of all procedures and systems by adjusting or changing them based on the results of researches, studies and evaluations.

2.60 1.29 6

19

Reinforcing principles of equality, justice and equal opportunities to raise morale of the students and teachers.

2.59 1.07 7

20

The ability to predict and address problems before they occur.

2.52 1.03 8

21

The use of constructive communication and promotion of the principle of dialogue for the development of the educational process.

2.46 1.22 9

22

Implementation of an applicable and well founded incentive program.

2.43 1.11 10

23

Optimal investment of all assets, material, financial, human and technical resources in school.

2.41 1.08 11

24

Typical employment of different research techniques and utilization of administrative information management system.

2.36 0.94 12

25

School community strive for participating in decision-making, and carry out missions effectively to achieve schools' educational goals.

2.19 1.13 13

26

Implementation of an effective monitoring system for performance and achievement evaluation.

2.14 1.08 14

Assessment of efficiency for the whole area.

2.65 0.73 2

TABLE 4: Mains for the estimates of sample of study on the degree of Institutional Effectiveness in Public Schools in the area the area of school Organizational climate

Legend for Chart:

- A - NO
- B - Paragraphs of the 2nd Area: school Organizational Climate
- C - Mains
- D - Standard Deviarion
- E - Effectiv e-ness

A

B

C D E

44

Feeling of equality, justice and equal opportunities prevails among employees

3.29 1.26 1

45

Feeling of self-fulfillment prevails among employees at school

3.08 1.27 2

46

There is a sense of complacency among workers due to the adoption of a proper financial and moral incentive system

2.84 1.17 3

47

Climate of cooperation and team work prevails at school

2.78 1.10 4

48

Workers at school have feeling of pride and belonging.

2.67 1.09 5

49

School Administration strive to achieving balance between the needs of employees and the needs of the school

2.66 1.05 6

50

Organizational climate helps in providing reassurance and sense of security and stability for employees.

2.65 1.07 6

51

Discipline and order prevails among the staff and students.

2.24 1.12 7

Assessment of efficiency for the whole area.

2.78 0.78 1

TABLE 5: LEVENESS Test Results on the differences between the average bachelor's degree holders and holders of higher than bachelor's degrees

Legend for Chart:

- A - NO
- B - Estimation of Performance Effectivanness
- C - Number
- D - Qualification
- E - mains
- F - Standard Deviation
- G - F value
- H - significant

| | A | B | C | D | E | F | G | H |
|--------------------|---|---|------|------|------|-------|---|---|
| 51 Bachelor Degree | | | 2.73 | 0.74 | 0.21 | 0.885 | | |
| 39 Above Degree | | | 2.57 | 0.72 | | | | |

TABLE 6: Unilateral variation effect on the study of functional expertise

Legend for Chart:

- A - Area
- B - Total Squares
- C - Degree of Freedom
- D - Average of Squares
- E - F value
- F - significant

| | A | B | C | D | E | F |
|-------------------|---|-----------|----|-------|-------|-------|
| Less than 5 years | | 3.169 | 1 | 0.792 | 1.323 | 0.260 |
| 5-10 years | | 3.59, 993 | 89 | 0.599 | | |
| Total | | 363.162 | 90 | | | |

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