



Educational Performance Values for Managing the Public Schools in Saudi Arabia

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ABSTRACT: The study aims to find out the educational performance values required for managing the secondary schools in Saudi Arabia. The study has followed the descriptive approach, and its objectives were achieved by using an observation form. The study has been conducted on a random stratified sample of (129) school leaders and deputies. The most important results include; making a list of educational performance values required for managing the secondary schools in Saudi Arabia, and that performance values are (highly) required with a mean of (3, 74), the value of “confirmation of principles and parameters” was in the top place with a mean of (4, 57) and the need was estimated as (very high). The value of “The comprehensiveness and balance of education” came last, with a mean of (2, 84), and estimated as (medium) need. The study has also found that there were no significant differences in the degree of need for educational performance values on the basis of the study variables.

Keywords: Administrator, values, educational performance, public schools, Saudi Arabia

I. INTRODUCTION

The importance of education and the importance of school increase due to the acceleration of the contemporary societal changes which challenge these communities. This very challenge highlights the values of educational performance of the school management in a more elaborated way and the necessary attention as it is the broad solid base for resisting these variables and then going into future. The management of the school remains the first direct field of education and the first practitioner of the values of education. It is also the most important link between the educational policies, values and principles. No doubt that the values of educational performance of the school management are considered important guides for educational work with all its components and levels, so it is important to address this area of study and application.

These visions are compatible with the outcome of many studies. Some studies, such as DA SILVA and Ana (2010), suggest that ‘the organizations values’ have an important role to play in guiding their goals and guiding others’ behavior towards them, as they are supportive to the employees towards the commitment and loyalty to the organization, and motivates employees to perform better [10]. The study of Balour (2015), shows that the value system has a reciprocal and overlapping role with social responsibility that supports the management of the institution [6]. The study of Al Murad and Younis (2013) indicates that there is a correlation and effect between values and performance [3]. Zagher (2015) mentions that paying attention to the values and ethics by highlighting and enhancing them has great role in preventing and reducing corruption in the departments of organizations [15].

Al-Ani (2014) and Saleh (2014) believe that the lack of performance values has caused a disruption in the administrative process, which calls for urgent measures to address this imbalance. They concluded that the spread of violence among young people was a result of fluctuating of the educational values [1,16].

The first conference of the Prince Nayef bin Abdul Aziz Council for Ethical Values (2013) stated that it is necessary to work on building a system of shared values, consolidating and strengthening them in individuals and groups [23].

The problem of the study: The problem of the present study is to find out the values of educational performance necessary for the management of secondary schools in the Kingdom of Saudi Arabia. Through reviewing the previous visions, and accessing to research efforts in the field of study, and through the researcher’s contact with the reality of education, the researcher ensures the need to investigate the problem.

The questions of Study: 1. What are the most important educational performance values for the management of secondary schools in the Kingdom of Saudi Arabia?

2. Are there statistically significant differences at the level of $(0,05 \geq \alpha)$ between the results of the observation of the educational performance values necessary for the management of secondary schools in Saudi Arabia due to the variables of the study (gender, experience, occupation, region)?

The importance of studying: The present study is important because it:

1. Lists of the most important educational performance values for the management of secondary schools in the Kingdom of Saudi Arabia.

2. It is an indicator that leads school leadership in the Kingdom of Saudi Arabia to adopt the values of educational performance.

3. Enhances the role of values in improving the performance of secondary school leaders.

4. Demonstrates the value leadership model.

Objectives of the study: This study aims at revealing the values of the educational performance necessary for the management of secondary schools in the Kingdom of Saudi Arabia.

Determinants of the study: The study is limited to the following:

- Human Boundaries: The application was confined to secondary school leaders and deputies in some areas of Saudi Arabia.
- Time Limits: The study was conducted during the academic year 2018.
- Place boundaries: The study was applied in secondary schools (primary, intermediate and secondary) for boys and girls in some areas of Saudi Arabia (Central, Eastern, Western, Asir, and Al-Jawf).
- Methodological determinants: The results of this study are determined by the tools used, the degrees of sincerity and consistency, according to the data collection tools, validity and reliability in accordance to the responses of the community members.

Study concepts: Values differ in terms of nature and function. Hence the difference in the concept of values, where multiple angles of dealing, the term values is used in multiple meanings and synonyms, although the values in general meet on another in many other points bringing about inclusion and value integration.

Al-Ashawi (2002) defines values as "the standards and beliefs that a person uses when he/she is faced by a situation that he must choose. Therefore, values are the sum of what he likes and dislikes, tendencies, rational and irrational judgments and his/her interpretation of the world around him [20].

Al-Dirdeeri and Zahed Mohamed (2011) defines values as "the beliefs that people agree with their values and abide by their contents. These values define the acceptable and the rejected behavior, the right and the wrong, and are characterized by relative stability" [33].

Performance:

Among the multiple definitions of performance Wheelman and Hunger (2012), define performance as the "end result of the activity" [14]. Kalda (2012) defines performance as "the degree to which the individual fulfills the tasks entrusted to him according to the effort, quality and quality achieved while reducing the cost of the resources used" [24].

Performance values: Performance values can be defined as "the set of values created by human resources which are linked to functional relationships, to govern their behavior, performance of their business, and to use them for the resources available in the organization in which they operate" (Mustafa and Sayed, 2005) [25].

The school leader: Abdo (2000) defines the school leader as "the educational leader who is characterized by the features and skills required by the nature of the roles that he is expected to practice in managing the school to achieve its desired goals in an atmosphere of security and satisfaction" [26].

The importance of values: The values of performance reflect the ideological background of work, organization and individuals. The importance of performance values is as mentioned in Al-Kubaisi (2002) and (Rabab, 2003) [22, 13]. They improve the overall performance of the organization, provide an appropriate human resources environment, enhance the morale of human resources, increase employment. In addition, it increases the job satisfaction, loyalty and belonging, works to satisfy needs, and unleashes capacities and knowledge. It improves capabilities, increases efficiency, helps innovation and creativity, and has an impact on the use of available behavioral and scientific knowledge. It also has a prominent role in the survival and development of organizations.

Characteristics of Values: Abdel Fattah (2005) notes that the characteristics of values are subjective stemming from the desire and inclination of the human being. They are also objective, in other words, they are external to the

individual and society. They are relative and they differ from one individual to another and from one society to another; they are hierarchical with priority that some of which control others. They added that the characteristics of the values of stability are constant and do not change by time and place, and are comprehensive of all aspects of life, taking into account the human side and its dignity, and binding on the individual and the community by performance [27].

The philosophy of values: Al Humaidan (2007) explains that human thought has dealt with values in ancient and modern times. If the ideal philosophy is the right, the good, the beauty, and the goals of education are still influenced by this philosophy in what is called moral education [28].

Values in realist philosophy (reverse to idealism) are constant, constant and general, in the sense that values are moral standards that govern the movement of man in general, and that they are the means of reasoning, they guide the course of life, and the foundations of human existence.

The values in the school of pragmatism are the behavior of man towards things and this determines its value. Values do not have an absolute nature they are a way to clarify ideas, or a tool to reach the truth. There are modern schools of thought with their own values, such as Marxism, Capitalism and Existentialism.

As for the values in the Islamic school they are a product of a human, based on a divine source, they constitute total worship in goal and application.

Theories of Values: Najm (2006) explains that Fulmer has collected that in four theories of values, they are - The Empirical Theory which is derived from the human experience and general agreement, Retinal Theory in which the mind has the ability to determine what is good and what is bad, intuition theory which believes that values possess instinctively and automatically to distinguish between what is right or wrong, and finally the theory of Revelation which believes that the determination of right and wrong is higher than the human being and that God tells man what is right and what is wrong. They added that the values are derived from a number of sources, including: religion, society; customs and principles, the political system and the economic system [29].

Al-Shaikhli (2003) emphasizes that organizations are a part of the society that it influences and is influenced by and its sources of internal values are the organization's objectives, regulations, and procedures, formal and informal behaviour [30]. According to Mustafa and Sayed (2005) systems of rights, duties, powers, responsibilities and incentives contribute to the building the values of the organizations [25].

Entrances to the values of performance: Najm (2006) indicates that there are entries for performance values, most notably: Ethical Trait Approach which is based on the fact that the employee possesses characteristics and attributes and high ethics that distinguish him from the others. The second is the (Ethical Standards Approach), which is based on a set of common values that elevate the level of administrative work. The last is the (Obligation to a formal principle) which is based on achieving moderation and balance between the parties of interest in favour of the broader and more important party through the order of priorities [29].

The need of the values of performance: (Al-Ashari 2004) emphasizes that the administrator needs a set of values stemming from the person himself and his/her environment, and therefore there are values that control the performance of the manager in general and the

school leader in particular. The most important ones are; the values of relationship that control the relationships between the leader and his subordinates, his superiors, his colleagues and his clients [31].

Al Taweel and Abdul Rahman (2001) emphasizes a number of principals' values: consultation, justification of decisions, promotion of creativity, objectivity, appreciation and respect for others, their views, accountability, partnership and development [32].

Rabab (2003) referred to the values of the American Association of School Administrators (AASA), which are as follows: taking care of the interests of students, honesty in work, protecting the rights of others, respecting the constitution and laws, applying policies and regulations, not exploiting his status, ensuring professional development, respecting commitments with others, responsibility, loyalty to the public interest [13].

Previous studies: A number of studies have been conducted in the field of performance values, and here is a review of some of the studies that have been accessed. The study of Khzali (2010) aims to deduce the educational values in the positivism educational philosophies and compares them with the Islamic perspective. The descriptive analytic method was used to derive educational values for the content analysis. The results of the study indicate that there is a difference between the positivism educational philosophies because they depend on the human resources that need to be tested to verify their validity, and the values of the positivist philosophies are consistent with Islamic values [11].

The study of Buchko and Buchko (2012) aims to identify and compare two models in the literature of organization values and administrative performance, and is found that values in the "value-based management" model affect the professional performance, and therefore the management performance depends on the strength of the values of the organization. In the Performance Values Matrix model, it is found that organizational values and the professional performance are considered to be separate structures [7].

The study of Basheikh (2012) aims to identify the structural and functional aspects of the value structure of students belonging to Alzawia institution [4].

The study followed the descriptive method using a questionnaire on a sample of (98) students. The study concluded that the student's value structure is influenced by the theoretical values and exploits the aesthetic values, and that this format is centered on the values of loyalty and holiness of the elders and is purely religious.

The study of Bakuradze (2013) aims at classifying the values of educational administration. After analyzing the theoretical content of the values proposed by some thinkers it is classified values into: values of ownership activities (the lowest level of values), procedural values, human performance values, efficiency and effectiveness, (the highest level of values). By analyzing the activities of educational organizations, the study confirmed that the values of the Department of Education belong to the category of social values, and stressed that the ranges of values vary according to the characteristics of the people, which should be considered by the education sector because they lead to different estimates [5].

The study of Mueller (2013) is intended to reveal a description of the theoretical reality of organizational values in different literature, how they are defined and expressed, and their theoretical characteristics in the procedures and policies of the administration of university student services [12]. Al-Ghawali and Abdel (2014) were compared models and a general model of organizational

values based on the results was reached. In this analytical approach, the result is that there is a structural linguistic deficiency in the expression the values of the organizational, and that most of the understanding and practice of organizational values is personal rather than formal. It also shows the effect of values in saving effort and time, and financial and human resources and their investments [21].

The study of Al-Ghawali and Abdel (2014) aims to know the clarity of the teachers' central values of work and the extent of change in the system of work values among teachers and compare them in this system. The social survey method was used by a questionnaire was applied to the comprehensive survey of the study society. It was found that the values of the relative weight of teachers' working values ranged between 91% and 50%. It also found that there is a difference in the values of teachers' work according to all variables of study (sex, residence, age, marital status, experience, income) [21].

Sufia (2014) aims at understanding the reality of organizational values prevailing within some secondary education institutions, using the descriptive method, through a measure of organizational values applied to a random sample of four secondary schools. The results have shown that the prevailing level of values ranges from average to acceptable in addition to the emergence of some values such as discipline and order values and the absence of a large number. It was also found that the level of organizational values varies among the institutions according to the results of their ranking in the bachelor degree [17].

Basheikh (2012) aims to analyze the basic values found in the philosophy of basic education in Oman and use them to establish a standard for directing the administrative work and performance in secondary schools. The descriptive survey method was used and a questionnaire was applied to a random sample (449). The results have shown that highest frequencies went to "community partnership" and lowest to the "vision and mission of the school" and there were (44) combined value in the management practices of the basic education department and that experienced managers are interested in values and create an appropriate environment through training [4].

The study of Abdel & Bel (2016), aims at understanding the prevailing administrative values and their impact on the organizational behavior. The descriptive associative method was used and the tool was a questionnaire the sample was (138) administrator. The study concluded that there was availability of dimensions and indicators of the studied values, the values of organizational rationality are superior to personal and human values, the level of the organizational behavior is superior to the rest of the other levels, and the behavior of social relations ranked last. It was found that there is an impact of some of the administrative values on organizational behaviour [19].

The study of Coman and Bonciu (2016) aims at identifying elements of organizational culture that determine the identity, purpose, objectives and mission of higher education institutions. The comparative analytical approach was used to compare Harvard University and University of Bucharest to achieve a better organizational culture. Results have shown that University of Bucharest needs to inspire, stimulate and urge immediate action to be a leader in higher education [9].

Al-Ani and Al-Harhi (2017), aims to identify the educational values of Omani school principals [2]. The study has followed the method of the interview to collect data from 44 school principals. The study found that the perceived values of Omani school principals were

classified into three categories of values based on the Hodgkinson classification.

The most recognized values are the values of cooperation, dedication and originality, all of which fall within the limits of consensus, that there is a disparity in their practice. The personal values are dominant, and the values are essential for the development of education, and concerted efforts are needed to discuss and exchange views to reach a deeper understanding of the values of education.

Sufia (2014) aims to investigate the views of young practitioners of sports and Chinese martial arts, on the prevailing educational values, and study them in the light of some variables, and compare between these athletes. The study followed the descriptive analytical method by means of a developed scale of values; some results have shown that the highest values are the moral ones, and finally aesthetic ones. And that the values were all saturated and high and that there are no differences attributed to the variables except for the income variable in favor of low and middle income [17].

Comment on the studies: The time span of the reviewed studies has been extended for approximately ten years with a diversity of geographical distribution. The types varied between theoretical and qualitative or quantitative. There was a diversity of objectives between induction, conclusion, classification and impact study. This has led to different research approaches. There was descriptive and analytical descriptive approach and the comparative. Different tools such as the questionnaire and the interview and metrics of values were applied to achieve the objectives. In contrast to this diversity, the present study is distinguished from these studies as an analytical study aimed at building a list of the values of educational performance through the practice of School leaderships using an observation card designed for this purpose.

The current study has benefited from these studies in the theoretical framing and the identification of problem, the formulation of the questions, the definition of variables, the definition of the methodology, the building of the tools, the interpretation of its results and the formulation of its recommendations.

II. MATERIAL AND METHODS

The study has followed the descriptive approach (survey) through an observation card prepared by the researcher in the light of the theoretical literature of the field, to

identify the degree of need of high school leaders in Saudi Arabia for the values of educational performance.

The Study community: The study society consists of the leaders and deputies of the government secondary schools for boys and girls in a number of governorates of the Kingdom of Saudi Arabia.

Study Sample: The sample of the study was selected from the community determined by the method of the stratified sample where (5) randomly selected areas were identified (Riyadh, Qassim, Juff, Eastern Province, Asir) from (13) administrative districts. (16) Primary schools, (8) intermediate schools, (4) secondary schools (140 schools in total) from all governorates, with (140) leaders and (217) deputies, out of whom (129) responded (37% of the target number).

This number corresponds to the tool (observation) used for the data collection the sample is considered enough to study, and to achieve its objectives. The following Table 1 and Fig. 1 describe the distribution of the study sample according to their variables.

Table 1 and Fig. 1 show the sample spread and its geographical coverage in the regions and governorates of the Kingdom of Saudi Arabia. Of these, 16% were from Wadi Al-Dawasir, 25% from Abha, 17% from Jubail, 29% of Taif and 12% from Al-Qurayyat. It is noticed that the number of deputies is higher compared to school leaders. That is because of some leaders' assentation due to their duties. Of these, 19% are school leaders and 81% are deputies.

It is noticed that, there is an increase in the participation of men versus women due to the difficulty of communicating with the female component. The researcher has assigned women observers. From the sample, 60% are men and 40% are women out of whom 46% with less than 10 years of experience and 29% with 10 to 20 years of experience and 26% with experience more than 20 years.

Study Tool: To achieve the objectives of the study, an observation card including a list of the most important educational performance values for the secondary school administration has been designed using the theoretical literature of the field. the Field is left open at the end of the card for other values not included in the list. The aim of the card was to note the most important values of educational performance required by secondary school leaders through the observation of their daily working attitudes and practices and the documented files and records of these attitudes and practices.

Table 1: The distribution of the sample of the study according to the variables.

Position	Experience	Region and gender										Total
		Wadi Al-Dawasir		Abha		Al-Jubail		Al-Taif		Al-Qurayyat		
		Males	females	Males	females	males	females	males	females	males	females	
Leader	Less than 10 years	1	0	0	1	1	1	1	1	1	1	8
	10 and less than 20 years	1	1	1	0	1	1	1	1	1	0	8
	More than 20 years	1	1	1	1	1	0	1	1	1	1	9
	Total	3	2	2	2	3	2	3	3	3	2	25
Agent	Less than 10 years	5	5	6	6	6	4	6	6	5	2	51
	10 and less than 20 years	2	1	6	3	2	2	6	5	2	0	29
	More than 20 years	2	1	6	1	2	1	6	3	2	0	24
	Total	Total	7	18	10	10	7	18	14	9	2	104
Total		12	9	20	12	13	9	21	17	12	4	129

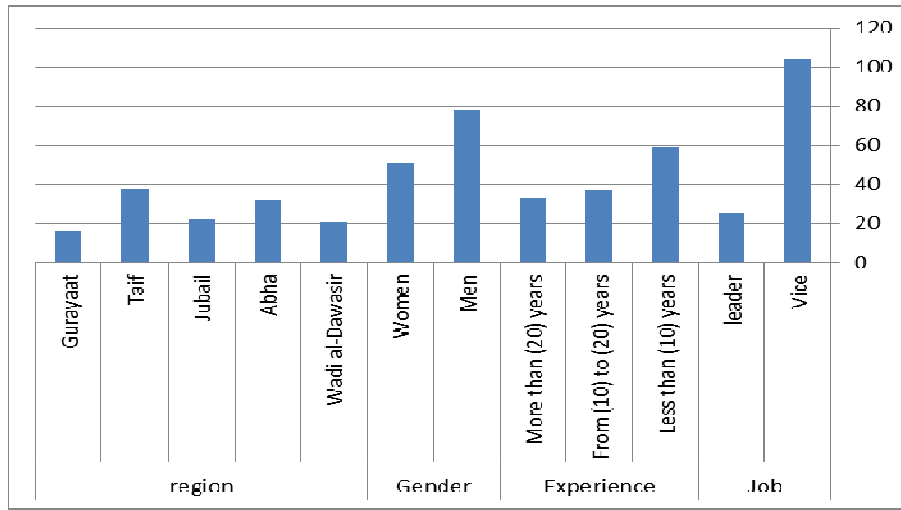


Fig.1.The distribution of the sample of the study according to the variables.

Validity of the observation Card: The validity of the observation card has been confirmed by presenting it to 5 specialists and experts in the educational administration. In order to judge the items of the card in terms of structure, order, importance of the phrase, and the possibility of using the card to observe the performance of high school leaders in Saudi Arabia. The majority of the referees agreed upon the items, and the observation card has been approved by more than (70%) of the referees so that the final form is released.

Contents and components of the observation card in its final form: The final draft of the observation card has

been stabilized in two parts. The first part contains information on the name of the school, the name of the leader, the date of observation, gender, experience, region, governorate and function. The second part covers 20 of the required values of the educational performance for the management of secondary schools in the Kingdom of Saudi Arabia, in addition to opening up the possibility of adding other values which were not included in the list but can be among the needs of school leaders. There was a column (according to the fivefold Likert Scale) to tick the situation observed, according to the following model (as an example) in the Table 2.

Table 2: An observation card for the values of educational performance required for the management of secondary schools in the Kingdom of Saudi Arabia.

S. No.	The values	Repetition of value frequency						Value assessment			notes			
		1	2	3	4	5	more	High	Medium	low	Administrative	Educational	Social	Personal
								4	3	2				
1	Confirmation of constants and principles													
2	Consideration of needs and differences													
3	Partnership and integration in work													
	Other not mentioned values													
21														
22														

The validity of the observation card: A number of (5) school leaders and deputies from outside the study sample were visited for testing the reliability of the observation card. The observation card was confirmed by using the method of agreement of the observers. Then the performance of (10) school leaders and deputies has

been observed in cooperation with other (5) observers (as a pilot sample). The coefficient of agreement among the observers was calculated using the Cooper equation, and the coefficient of agreement among the observers as shown in the table below (3).

Table 3: Calculation of the coefficient of agreement between observers in the application of observation card using the Cooper equation.

Observation	1	2	3	4	Average
2	0,87				0,88
3	0,89	0,86			
4	0,86	0,89	0,91		
5	0,91	0,87	0,89	0,85	

The degrees of agreement of the observers ranged between (0.85, 0.91) with a general average of 0.88, allowing us to accept the stability of the tool. This confirms that the tool has a high degree of stability to make it applicable and to produce reliable results.

Procedures for applying the observation card: After the official correspondence and selecting the sample of the study, each school leader was visited individually in the second semester 2018. At least one working day was spent for each school, according to a time plan prepared for that. At the beginning of the visit it was clarified that the goal of the visit was purely research, During the visit, the school leader's performance was observed and immediately the frequencies of need for each educational value were recorded in addition to his/her records from

the files and folders. The results of this observation were also recorded according to the criteria in Table 4.

Statistical methods: The study has used frequencies, percentages, arithmetic averages, standard deviations, the equation (Cooper), Test (t), T-test, and mono-contrast analysis test (One way ANOVA).

III. RESULTS AND DISCUSSION

The answer to the first question: the results of the observation of the educational performance values required for the management of secondary schools in the Kingdom of Saudi Arabia in the observation card are illustrated in table 5:

Table 4: Estimating of the degree of need for the values of educational performance.

Mark	Frequency	Range	Grade
5	(5) And more	From 4.20 To 5.00	Very high need
4	(4)	From 3.40 To 4.20	High need
3	(3)	From 2.60 To < 3.40	Medium need
2	(2)	From 1.80 To < 2.60	Low need
1	(1) And less	From 1.00 To < 1.80	Very low need

Table 5: The average, standard deviation, relative importance and assessment of the results of the observation of the educational performance values required for the management of secondary schools in Saudi Arabia.

Rank	Number	Items	Arithmetic mean	Standard deviation	The relative importance	Assessment of Need
1	1	Confirmation of constants and principles.	4,57	0,920	91,40	Very high
2	5	Sincerity and responsibility.	4,52	0,850	90,40	Very high
3	7	Justice, equality and objectivity.	4,24	0,860	84,80	Very high
4	9	Dealing positively with attitudes.	4,19	0,890	83,80	high
5	6	Quality and workmanship.	3,94	0,600	78,80	high
6	10	Communication and continuous interaction	3,94	0,740	78,80	high
6	17	Investment of motivation to raise morale and incentive.	3,89	0,920	77,80	high
8	4	Purposeful and organized work.	3,89	0,849	77,80	high
8	8	Follow-up and self-censorship.	3,88	0,861	77,60	high
10	16	Diversity and diversity in alternatives and options.	3,86	0,889	77,20	high
11	2	Taking into consideration trends, needs and differences.	3,83	1,120	76,60	high
12	13	Teamwork as a team.	3,81	0,990	76,20	high
13	15	Clarity of standards and transparency.	3,73	1,100	74,60	high
14	12	Sustainable and continuous self-development.	3,68	1,230	73,60	high
15	14	The student's priority as a hub, client and producer.	3,58	0,600	71,60	high
16	11	An active and effective learning environment.	3,53	0,740	70,60	high
17	20	Measurement and evaluation 'means not an end'.	3,05	1,120	61,00	medium
18	19	Cultivate trust and self-reliance.	3,00	0,990	60,00	medium
19	3	Partnership and integration in work.	2,89	1,100	57,80	medium
20	18	Inclusiveness and balance of education.	2,84	1,230	56,80	medium
The general average of the educational performance values			3,74	0,930	74,86	high

Table 5 shows that the general average of the educational performance values required for the management of secondary schools in Saudi Arabia was (3.74), with a standard deviation of (0.930) and a relative importance of (74.86) and (high) assessment of need.

(12)Of educational performance values above the general average was 60% ranged between (4.57) and (3.81). While (8) of the educational performance values were below the general average (40%), which ranged between (3.73) and (2.84). While (3), (15%), of the values of educational performance were estimated (very

high) need and their average ranged between (4, 57) and (4, 24), and the number (13) by (65%), of values Educational performance was estimated the need as (high), (4), of the values of educational performance were estimated with a (medium) need, their percentage was (20%), the average ranged between (3,05) and (2.84). The value number (1), the "confirmation of constants and principles", came first with a mean of (4, 57), and a standard deviation of (0.920), a relative importance of (91, 40) While the value (18), "the comprehensiveness and balance of education", came last with an average of 2.84, a standard deviation of 1,230 and a relative importance of 56, 80 and a medium estimation need.

It is noted here the rise and convergence of averages, relative weights and estimated need resulting from the observation of the values of educational performance.

This is due to the great importance of all observed values which are considered to be of great importance in both administrative and educational work. The cultural homogeneity of the study community has had an impact on that.

It is worth noting here that the age and practical experience in the study community are close, which makes this justification even more valid. This is confirmed by the study by Bakuradze (2013) that the ranges of values change and correspond to the change and homogeneity of people's cultural and environmental characteristics and others.

The field of religious worship can also have an effect on the study's finding of convergence and increase in relative averages, weights and estimates of the need resulting from observing the values of educational performance

The study of Khazali (2010) confirmed that Islam links values with Islamic legislation.

This finding lined with the findings of the Al Ghawail study (2014), which found that the relative weights of teachers' working values ranged from 91% to 50%. Al-Ani (2014, p.19) showed that most school leaders seek to create an environment based on the values of the organization of learning [1]. The study of Abdul Wahab (2016) reached a large availability of dimensions and indicators of value studied.

This finding differed from the findings of the study of Mueller (2013, p.33) that stated that there was a structural deficiency of language on the expression of organizational values, and that, most organizational values practices are due to personal aspects and not related to the institution's policies and official strategic plans. As per the study of Sufia (2014), it pointed out that

the prevailing level of values ranged from average to acceptable. She pointed to the severe absence of a number of values. This study also differed from the study of Al-Ani and Al-Harhi (2017, p.23), which indicated that educational leaders need to make concerted efforts to reach a deeper understanding of the values of education. It is noted that the studies which coincided with this result were all descriptive surveys and they were similar to this study in nature, methodology and tools. As for the studies that differed with this result of the study were considered qualitative studies of an analytical nature and deepen the research.

The answer to the second question: Regarding the differences between the results of the observation of the values of educational performance according to the variables of the study were as follows:

Gender: To identify the differences in the results of the observation of the values of educational performance necessary for the management of secondary schools in the Kingdom of Saudi Arabia according to the gender variable, the researcher used the test (T) to indicate the differences between the two independent groups as follows.

In table (6), it is shown (T) to indicate the differences in the results of the observation of the values of educational performance according to different gender.

Table 6 shows that the value of (t) which was calculated for the difference between the mean of the observation results was (0,023), at the level ($\leq 0, 05$) and the level of the (t) significance was (0.98)which is not higher than (0.05). This means that there are no statistically significant differences in the results of the observation of the values of educational performance according to the different gender, indicating that they need these values in a similar manner.

Occupation: To identify the differences in the results of the observation of the values of educational performance necessary for the management of secondary schools in the Kingdom of Saudi Arabia according to the variable of function, the researcher used the (T) test to indicate the differences between two independent groups, as follows.

Table 7 shows that the value of (t) calculated for the difference between the means of the results of the observation was (-0.4), which is not statistically significant at (00, 05) (0.05). This means that there are no statistically significant differences in the results of the observation of the educational performance values according to the different function, indicating that they need these values in a similar manner.

Table 6.

Field	Groups	Frequencies	Mean	Standard deviation	Mean of differences	T value	Degree of freedom	Level of significance	notes
Results of the observation of the values of educational performance	males	78	3.74	5.84	0.024	0.023	127	0.98	No significance
	females	51	3.74	5.52					

Table 7: (T) Test to indicate the differences in the results of the observation of educational performance values according to the different occupation.

Field	Groups	Number	Mean	Standard deviation	Mean of differences	T value	Degree of freedom	Level of significance	Comment
Results of the observation of educational performance values	Leader	25	3.79	6.9	2.28	-0.4	127	0.7	No significance
	Deputy	104	3.73	5.39					

Experience: To identify differences in the results of the observation of the values of educational performance necessary for the management of secondary schools in the Kingdom of Saudi Arabia according to the variable experience, the researcher used the test of the analysis of the unilateral variance to indicate differences between more than two independent groups as follows. Table 8 shows the analysis of the unilateral variance to indicate the differences in the results of observation of educational performance values according to different experience.

Table 8 shows that the value of (F) calculated for the difference between the means of the results of the

observation was (0.416), this means it is not statistically significant at the level of 00, 05. This means that there are no statistically significant differences in the results of observing performance values Educational due to the different experience, indicating that they need these values to a similar degree.

Region: To identify the differences in the results of the observation of the values of educational performance according to the region variable, the researcher used a single-variance analysis test to denote differences between more than two independent groups.

Table 8.

Field	Source of contrast	Total squires	Levels of freedom	Mean of squires	Value F	Level of significance	Significance
The results of the observation of educational performance values	Among the groups	27.18	2	13.6	0.416	0.66	No significance
	Inside the groups	4118.4	126	32.7			
	Total	4145.5	128				

Table 9: Analysis of the unilateral variance of Significance of differences in the results of the observation of educational performance values according to region.

Field	Source of contrast	Total of squires	Degree of freedom	Mean of squires	(F) Value	Level of significance	significance
results of the observation of educational performance values	Among the groups	211.1	4	52.8	1.66	0.16	No significance
	Inside the groups	3934.5	124	32.7			
	Total	4145.5	128				

Table 9 shows that the value of (F) calculated for the difference between the mean of the results of the observation was (1.66), which is not statistically significant at the level (00,05≤), meaning that there are no statistically significant differences in the results of observation Values of educational performance vary depending on the region, indicating that they need these values to a similar degree.

The absence of statistically significant differences in the results of the observation of the values of educational performance according to gender, experience, region, and function may be attributed to the prevailing culture among the almost semi-agreed-upon members of the study community. And that was due to the teacher training program.

The intensive centralization of the supervision of the work of school leaders and the Ministry of Education and Educational Supervision in the educational departments may play a role, as the directives and regulations are largely centralized. This conclusion was consistent with the findings of the study of Zaghab (2015, p.31), that there are no differences between the average values of educational values due to the gender variable [15]. This result differed with the findings of the Al Ghawail study (2014, p.25) although there is a difference in the work values of Teachers depending on the difference (gender, residence, age, marital status, experience, income).

This study also differed with the findings of the Bakuradze (2013, p.41) that the ranges of values change and correspond to the change and homogeneity of people's cultural, environmental and other characteristics and lead to different estimates of the importance of values. It also differed with the findings of the Al-Ghawail study (2014), that there is a difference in the values of work among teachers according to the difference of all the variables of the study.

IV. CONCLUSION

Values play an important role in solving conflicts and making decisions, especially when values are similar or shared by all parties in the school. By contrast, when values are not comparable, conflicts arise among members of the organization, leading to instability and chaos. Core values play a greater role in deciding the nature and shape of the relationship between students and their teachers. Quality of the administrative process in schools mainly depends on values practiced by the administrative personnel of the school in performing operations such as planning, organizing, leadership, control and evaluation. Good management of the values of quality performance is reflected in the valuable investment of the human resources. The aim of this study is to analyze the core values embedded in the philosophy of Education in KSA. Those values are used to develop a standard to guide the administrative work and performance related to teaching and learning in public schools in KSA. The study has followed the descriptive approach through an observation card to recognize the extent of need of high school leaders in Saudi Arabia for the values of educational performance. The absence of statistically significant differences in the results of the observation of the values of educational performance according to gender, experience, region, and function may be attributed to the prevailing culture among the almost semi-agreed-upon members of the study community. It has been shown that most school principals, their assistants and senior teachers, are aware of the core values of education. This study lists the most important educational performance values for the management of public schools in the KSA.

The recommendations proposed by this study are to develop a reference value system to be used as a guide for educational, administrative and supervision practices.

It also suggests conducting workshops for teachers to develop their abstract concepts of the core values of education and raise their teaching practices and classroom management. Core values of basic education like values of dialogue, coexistence, problem solving and respect should be spread among students with the help of information and communication technology and these values must be integrated in educational activities.

V. RECOMMENDATIONS

Based on the findings, the study recommends the following:

1. While this study identified a number of values of educational performance, the process of investigating the importance of these values and the possibility of their activation and practice by school leaders still needs to be examined and studied.
2. Senior leaderships should adopt for the values of educational performance through activating them in the general policies and guidelines of schools.
3. Developing training programs in the colleges of education in light of the values of educational performance.
4. Disseminating and confirming the values of educational performance among the school leaders through regular visits, training courses, formal sessions, formal communications, and the media and publishing.
5. Confirming the values of educational work through the regulations of management and evaluation of work in secondary schools.

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