

# The Impact of Participatory Leadership on The Quality of Life in Secondary Schools in The Dammam Education District

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This study aimed to reveal the impact of participative leadership practice on the quality of life of teachers in secondary schools in the Dammam Education district. To achieve the objectives of the study, a tool was developed to collect the responses of the study sample that dealt with two sections: the first section (participative leadership) and the second section (quality of life). The study sample consisted of 350 individuals, of whom 313 responded and the study was conducted on secondary school teachers in the Dammam area Education Department in the Kingdom of Saudi Arabia. The results of the study reveal a high degree of appreciation by teachers for practicing participative leadership with the “strongly agree” degree, while the degree of appreciation for the level of quality of life prevailed with the “Agree” degree. The study also reveals a statistically significant relationship between the degree of participative leadership practice and the level of quality of life prevailing in secondary schools for the dimension of human relations only. In light of the results, the study recommends: 1) increasing interest in the participation of teachers in the decision-making process, by expanding the circle of discussions related to studying those decisions and accepting constructive criticisms that are in line with the goals and aspirations of the school leadership, and; 2) holding more training courses for school leaders to increase awareness of the concept of participative leadership as a modern method that enables them to develop leadership practices more effectively.



**Key words:** *Participative Leadership; Quality Of Life; Secondary Schools.*

## **Introduction**

The concept of quality of life has emerged to keep pace with policies of change and leadership and organisational development, to alleviate the tension and anxiety that has prevailed among employees, whether for fear of having their services and jobs dispensed with or their financial and social benefits reduced. In addition, it has grown alongside institutions' keenness to achieve job satisfaction with employees' commitment, and maximise the importance of using and rationalising the performance of human resources as one of the effective strategies in achieving institutional excellence.

The concept of quality of life has included a wide range of leadership and administrative trends, whether in its total and objective form or as one of their dimensions, as the concept indicates the need for educational institutions to provide the factors for better work-life, commensurate with the aspirations of employees and their practical aspirations. This matter requires a clear approach for human resources policies to satisfy the needs and desires of employees on the one hand and to achieve better performance for the organisation on the other, as indicated by Ammar (2017) and Nanjundeswaraswamy and Swamy (2012: 582-594).

Attention to the quality of work life aims to achieve the desired goals pursued by organisations and institutions, the quality of work life is one of the basic elements that contribute to achieving the progress of the institution by enhancing motivation, satisfaction, responsibility and career commitment among employees, as a good quality of work life provides a democratic career climate for employees, and empowers them to participate in decision-making in order to improve the performance of the institution (Farahbaksh, 2012).

The quality of work life also helps the institutions to continue to attract and maintain employees in the work environment; the quality of work life is considered a comprehensive program designed to enhance the job performance of employees, improve the learning process in the work environment and facilitate development and career transition for employees (Shanmugam, & Ganapathi, 2017: 244-288).

In this context, Senol (2019) believes that the role of educational leaders has undergone many changes due to the diverse needs and expectations of stakeholders in education. This increases the educational leaders' need for continuous professional development to perform their new roles, due to its great impact on school culture formation, school improvement, student learning and achievement, whereby their professional development has become crucial to their continued success as leaders. Educational leaders who participate with their employees are distinguished by the updating and expanding of their knowledge and the improvement of their

performance at work through their sharing of new and varied knowledge and experiences to apply the best educational practices in schools. Multiple variables have emerged in the leadership and administrative styles prevalent in the professional life of employees, which have created great pressures on them and the organisations as a whole. The multiplicity of these styles gives a variety of methods used to accomplish tasks and achieve goals. Participative leadership has emerged as one of the most important directions of modern educational leadership, concerned as it is with achieving balance and reconciling the views of employees within the framework of respecting opinions, believing that in every work environment some individuals and employees have different ideas and aspirations that have a direct impact on the methods of work, which opens the way for employees for innovation, distinction and creativity through their openness to development and renewal to keep pace with changes. This can only be achieved through working to improve the level of the work environment and the employees' sense of stability and job satisfaction, and perhaps educational institutions are leading the way of such organisations, because of their important and fundamental role in the advancement of society and the achievement of its aspirations being represented in schools (Bashiwa, 2016).

The leadership role of the school leader differs according to the different practices undertaken by the leader in light of the activation of the participative leadership theory, in terms of the size of the powers delegated to the employees, the percentage of the leader's participation in decision-making and implementation, as well as the available communication channels between the leader and the teacher, which represent the main nerve of the educational institution's work. All this is alongside the leader's role in activating the aspect of human relations with subordinates, which plays a vital and prominent role in achieving the goals of educational institutions, as it works to alleviate the burden of the excessive mechanics of the work and the routine methods that make work often complicated and boring. Participative leadership is one of the most important approaches that are used to achieve the trend towards decentralisation as a strategy for decision-making with absolute freedom and independence, and with the participation of all concerned parties. Through its orientation towards participatory leadership, the educational institution aims to activate its ability to face the environmental changes that surround it in order to respond in an appropriate manner, and its ability to develop its goals, which helps adapt to the internal and external challenges that the institution may face (Al-Harbi, 2008: 132, and Abu Al-Ula, 2013).

Pearce and Conger (2003:1-18) describe participative leadership as "a dynamic and interactive process of influence between individuals in groups that aims to lead one another to achieve the goals of the group or organisation". Leadership involves interacting with others within the group and manifests itself in behaviours such as communicating, influencing, making suggestions and holding people accountable (Aime, Humphrey, De Rue, & Paul, 2014: 327-352).

When you practice participative leadership with subordinates and employees in educational institutions, you find that followers feel the quality of life in their work, perform well and

succeed in their work more than when working under dictatorial leadership, and the quality of students is one of the indicators of the effectiveness of this leadership style in school (Boonla, Treputtharat, 2014, p. 992).

### **Research Problem**

School leadership in the Kingdom of Saudi Arabia faces a set of challenges, the most prominent of which is related to the leadership style used by those involved in leading schools. This may be the result of deficiencies in their preparation and qualification programs on the one hand, and by the applicable criteria for selecting these leaders on the other, especially as they are teachers more than leaders. The results of Al-Mutairi's study (2015) show that the degree of school principals' practice of participative leadership was of a moderate degree, while (Koklu's study (2012) reveals that teachers' participation in decision-making processes was rare. The dimension of participation in decision-making is one of the most important constants that contributes to the success of the participative leadership style, and the issue of participation in decision-making has become a controversial issue for finding a consensus between the employees in educational institutions and the goals of these institutions. Most of that research took place in developed as well as developing countries, and the studies are still very limited in educational institutions in the Kingdom of Saudi Arabia, despite the potential importance of participative leadership in work, in the effectiveness of groups and organisations, and the quality of life in organisations. However, previous research results did not show the existence of consistent and compelling evidence of the impact of participative decision making on quality of life in educational institutions and teachers' work performance (Sukirno & Siengthai, 2012, p. 495-496).

The literature also indicates that participative leadership is a dynamic process (Pearce & Conger: 2003). Therefore, the research on the dynamics of participative leadership and the consequences thereof on the quality of life still needs more depth and lacks an insightful view of the dynamics of participative leadership by researchers. This is indicated by Al-Bardawil and Al-Muzain (2018), Al-Sayed (2018) and Drescher et al. (2014).

This current study contributes to the relevant literature. This study may add great value to the literature of participative leadership by developing a vision through which the participative leader can maximise the behaviour of participative leadership, in order to maximise the quality of life for teachers in educational institutions in Saudi Arabia. In light of the above, the problem of the study can be identified as the following:

1. What is the degree of participative leadership practice among secondary school leaders in the Dammam Education district, from the teachers' point of view?
2. What is the level of quality of life prevailing in the secondary schools in the Dammam Education district, from the teachers' point of view?

3. Is there a statistically significant relationship at the level of significance (0.05) between the degree of participative leadership practice and the level of quality of life prevailing in secondary schools, from the viewpoint of teachers?

### **Study Objectives**

1. To identify the degree of participative leadership practice among secondary school leaders, from the teachers' point of view.
2. To identify the prevailing quality of life in secondary schools, from the teachers' point of view.
3. To reveal the existence of a statistically significant relationship at the level of significance (0.05) between the degree of participative leadership practice and the level of quality of life prevailing in secondary schools, from the viewpoint of the study sample.

### **Study Significance**

The significance of this study stems from the importance of its topic, that is, the level of participative leadership practice among school leaders, as well as the level of quality of life prevailing in the educational environment, which is important because the progress of education systems depends to a high degree on the level of school leadership. It is anticipated that the results of the study will contribute to enhancing the impact of participative leadership on quality of life in school by presenting some recommendations that may help to enhance participation and quality of life for all secondary school employees in the education departments in the Kingdom of Saudi Arabia. The importance of the study lies in being the first study (within the limits of the researcher's knowledge) that deals with the impact of participative leadership on the quality of life in secondary schools.

### **Study Scope**

This study focuses on the participative leadership practice of secondary school leaders from the point of view of the study sample, in the fields of participation in decision-making, delegation of authority and human relations, and examines the level of quality of life in dimensions of quality of psychological life, quality of social life and quality of professional life. The study was applied during the first semester of the academic year 2020 – 2021, to male and female teachers in the public secondary education schools in the Dammam Education District, with a study sample size of 315 male and female teachers.

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## Study Procedural Terms

Researchers define ‘participative leadership’ procedurally as: a leadership style that depends on building human relationships between the school leader and the teachers, through which the leader allows effective participation in goal setting and decision making, and in conducting the educational process, which allows teachers to participate in a manner that suits the responsibilities of the school leader so that the school has effective communication systems that help to invest in the creative and innovative energies and capabilities of teachers.

The researchers define ‘quality of life’ procedurally as: the practices, activities and efforts made by school leaders to provide adequate work conditions for teachers that contribute to improving their psychological, professional and social lives and help them alleviate their psychological pressures and administrative problems, thus creating a positive work environment that works to achieve the goals of the schools.

## Theoretical Framework

The participative leadership in a school is based on the relationship between the school leader and the staff, with their participation in the leadership processes such as decision making, and also the leader’s keenness to motivate them to achieve the required educational goals; this is considered one of the most effective types of leadership, where schools are independent in carrying out their educational and administrative tasks and duties ( Al-Ajmi, 2013).

Participative leadership in educational institutions is defined as the participation of employees in the educational process in making decisions, and the actual participation by setting goals and needs, setting priorities, implementing them, and following up on the educational process. (Johns, 1996).

Regardless of the multiplicity of definitions of participative leadership, whether it is in organisations in general or educational institutions in particular, they meet in several characteristics, including that participative leadership is a collective process in which subordinates participate in decision-making, and that it is based on building positive human relationships between the leader and the subordinates, and among the subordinates with each other. It is also agreed that it is concerned with respecting the personality of the individual and encouraging people to present their views and ideas related to work, and to take them seriously in proportion to the situation. Also, that it works to train subordinates to take responsibility and to deal with different circumstances, studying the problems facing the organisation and creating possible solutions by presenting collective opinions, discussing and analysing them to choose the best ones (Al-Rifai, 2009).

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### ***Objectives of Participative Leadership***

The goals of participative leadership are numerous, including ensuring the application of the principles of comprehensive quality in the educational institution, thus achieving distinct educational outcomes, strengthening the relationship between the educational institution and those interested in education issues from the local community surrounding the educational institution. This is in addition to activating the role of the educational institution in the community so that it becomes a developmental centre that allows the community members to participate in the decision-making process. By working to strengthen the relationship of the educational institution with other institutions in the community, it strengthens the self-empowerment of employees in the educational institution, and encourages self-evaluation. It also helps in predicting the future and dealing with its variables to maintain social constants values. (Botha, 2006).

### ***Characteristics of Participative Leadership***

Participative leadership is characterised by the delegation of authority, involving employees in the process of decision-making, developing and implementing policies according to their capabilities, enhancing mutual trust between the leader and employees, motivating employees to work with a team spirit, helping them develop their skills, in addition to the clarity of goals, work methodology and policy, and finally, the availability of effective communication channels between the leader and the staff (AL-Hariri, 2008).

### ***Quality of Work Life***

Over recent years, the quality of work life has become an important tool in attracting the best employees within institutions, as organisations seek to use various methods to enhance the quality of life in order to enhance employee retention and attract more skilled and talented employees. This is because the use of the traditional reward system has become easily simulated and no longer has an effect on employees, especially in a knowledge-based economy, in which institutions should seek appropriate methods to enhance the quality of work life (Sojka, 2014).

### ***The Concept of Job Quality***

The concept of quality of work life has many definitions that researchers have mentioned in previous studies.

Bouzak (2018) defines quality of work life as the extent to which satisfactory work conditions are provided for the employees of the organisation that encourage them to provide better performance for the organisation. Chib (2012) defines the quality of work life as the appropriate conditions and environments for the workplace that support and enhance the

satisfaction of employees by offering them rewards and achieving job security and growth opportunities. Nassar (2013) also defines quality of life as a set of policies and benefits provided by the institution to ensure and improve the career and personal life of employees, which positively affects the performance, commitment and loyalty of employees. Vijaimadhavan and Reju (2013) refer to the concept of quality of work life as the quality of the relationship between employees and the overall work environment, while Kelbiso, Woldie and Belay (2017) believe that the concept of the quality of work life assists employees and the leaders in the organisation to work better together, in order to improve the quality of life of the work team and the efficiency of the organisation, at the same time.

By extrapolating the above, it becomes evident that the quality of work life is those practices, activities and efforts made by organisations and institutions to provide satisfactory working conditions for their employees that contribute to improving the psychological, professional and social life of employees and help relieve psychological stress and psychological burnout, thus creating a positive work environment that helps to achieve the goals of organisations and institutions.

### ***Goals of Quality of Work Life***

The quality of work life aims to humanise the workplace, increase trust and affiliation among employees and enhance the competitiveness of the organisation through a more flexible workforce and motivation to work (Abu Hamid, 2017). Attention to the quality of life aims to achieve the desired goals that organisations and institutions pursue, as indicated by Soliman (2017). It also seeks to improve the work environment to achieve employee satisfaction, meet the material and moral needs of employees, and aims to support the health and well-being of employees.

Srivastava and Kanpur (2014) refer to a set of goals for the quality of life as follows: increasing productivity and individual commitment, enhancing teamwork and communication, improving employee morale, reducing psychological stress, improving job relations, developing job satisfaction and good management for continuous change and transformation.

By extrapolating the above, it becomes clear the importance of quality of life, which aims to humanise the workplace, increase trust and affiliation among employees, and enhance the competitiveness of the organisation, aiming as it does to achieve a balance between the requirements of career and the requirements of the personal and family life of employees.

### ***Dimensions of Quality of Work Life***

The dimensions of quality of life include: job satisfaction, motivation and support, rewards and wages, effective communication, professional growth, cooperation and teamwork. For



effective leadership, the dimensions of the quality of life are varied, as these dimensions consist of organisational commitment, work teams and reducing work stress (Moawad, 2017).

Ngcamu (2017) and Al-Dahdouh (2015) indicate that the quality of life dimensions include: independence at the workplace; the ability to make judgments and participate in making decisions and proposals related to education; the use of skills and performance management standards; overcoming obstacles in the work environment; bearing various responsibilities; strengthening relationships and appreciation between employees; implementation of activities, and ; the functional contribution to achieving the objectives of the organisation and the participation of employees in the institutional decision-making processes. Therefore, the dimensions of quality of life are as follows: human relations, participation in decision-making, sense of job satisfaction, and the physical and health of the school environment.

## Literature Review

Al-Azizi and Zaid's (2020) study aimed at identifying the reality of the quality of work life, and to reveal the effect of the quality of work life on reducing the phenomenon of job burnout at Azal University for Human Development. The most important study results are the existence of a significant decrease in the level of quality of work life and that there is a negative effect of the physical, moral and organisational work environment on reducing the phenomenon of job burnout, which affects the quality of life of employees.

The Hammadneh study (2019) aimed to identify the quality of work life of the faculty members at the Jordan University of Science and Technology. The most important results of this study were that the quality of the work life of faculty members at the Jordan University of Science and Technology was very high for all fields of study, and the tool, as total.

The study by Al-Matroud (2019) aimed to identify the impact of the quality of life on the practices of secondary school principals in the State of Kuwait, and the effect of the variables of gender, academic qualification, job title and years of experience. The results conclude that the effect of quality of life on the practices of secondary school principals in the State of Kuwait was of a high degree from the viewpoint of the sample members. There was an absence of statistically significant differences in the response of the study sample individuals about the impact of the quality of life on secondary school principals in all dimensions and the total score attributed to the study variables.

Hajji (2019) sought to determine the role of organisational factors in improving the quality of work life, and in order to reach this goal, several colleges of the University of Duhok represented by its faculties were selected to be a sample for the study. One of the most important results is the existence of a significant correlation between organisational factors and the quality of work life, and the presence of a significant impact of organisational factors on the quality of work life in the faculties studied.

The study by the Al-shakhs (2019) aimed to reveal the degree of participative leadership practice among primary school leaders. The most important results of the study are that the degree of participative leadership practice among primary school leaders from the point of view of their teachers was of a high degree, and the level of organisational culture prevailing in primary schools was of a high degree. The study also revealed the presence of a direct correlation between the degree of participative leadership practice and the level of organisational culture prevailing in primary schools, from the teachers' point of view. Mustafa's (2015) study aimed at identifying "the effect of servant leadership characteristics on the quality of work life, a comparative study on the banking sector". The results of the study indicate that there are statistically significant differences between public sector banks and private sector banks in terms of the altruism characteristic, and there are also statistically significant differences between public sector banks and private sector banks in terms of the emotional containment characteristic.

The study by Al-Bardawil and Al-Muzain (2018) aimed to identify the level of quality of school life among secondary school teachers from the teacher's point of view, reaching the following results: the level of school life quality from the point of view of secondary school teachers was at a mean level, while the level of job affiliation was relatively high. There are no statistically significant differences between the mean scores of the sample's estimate of the quality of school life among secondary school teachers for the study variables, however there are differences in the specialisation variable in favour of the human sciences. There is no statistically significant relationship between the quality of school life and the level of affiliation.

Al-Sayed (2018) aimed at researching to improve the quality of the work life of teachers of general secondary education schools in light of the approach of participative management. The following results were reached: the presence of a non-stimulating school environment in which human relations deteriorate as a result of the large number of disagreements and conflicts among teachers, which makes them unable to work together. The results also reveal a low level of teachers' satisfaction with work, school administration bureaucracy that does not allow teachers to participate in decision-making, and poor physical and health aspects of the school environment as a result of the school's lack of capabilities and equipment. It also concludes that a set of mechanisms can be implemented to improve the quality of life of teachers of general secondary education schools in light of the approach of participative management, which can increase their job satisfaction and increase their motivation towards work.

Al-Zahrani (2015) conducted a study entitled: "Participative leadership among school principals and its relationship to the school climate in al-Makhwah governorate," which aimed to identify the degree of school principals' practice of participative leadership in the al-Makhwah governorate and its relationship to the school climate. The results show a statistically significant correlation between participative leadership and the school climate. The researcher

made several recommendations, including the need for school principals to activate the principles of participative leadership towards parents and the local community.

In a study conducted by Al-Mutairi (2015) entitled: “The degree of secondary school principals’ practice of participative leadership and its relationship to organisational loyalty of teachers”, the most important results show that the degree of school principals’ practice of participative leadership was of a moderate degree and that the level of organisational loyalty among teachers was a moderate degree as well, and there is a positive statistically significant correlation between the degree of participative leadership practice and the level of organisational loyalty.

Koklu’s (2012) study entitled: “Participation in decision-making, willingness to participate, job satisfaction and conflict management techniques for secondary education teachers” aimed to determine the opinions of teachers who work in secondary education schools in the event of participation in decision-making processes, participation requirements, job satisfaction, methods of managing conflict, and whether there is a strong relationship between those views. The study found a set of results, the most important of which were the following: that teachers’ participation in decision-making processes was rare, that teachers are looking to participate in school management processes, and that there are significant differences between the levels of teachers’ participation in the decision-making process and their desire to do so according to administrative and educational decisions. Also, there is a positive relationship between participation in the decision-making process and job satisfaction.

Masumoto and Brown (2009) conducted a study entitled: " The Most Effective Leadership Styles on Student Performance." The study sample consisted of three secondary schools in California, which were suffering from poverty, had non-English speaking students, and limited resources. The results of the study show that despite these schools suffering from limited resources and class differences for students, the achievements and outcomes were more positive when applying participative leadership, as it was noted after the research that the general performance of the schools improved upon the participation by the school’s teachers and students with principals in educational decisions.

It is noted that from the relevant available literature, the majority of the studies discussed reveal that leadership style and the organisation's quality of life are interlinked. Thus, leadership styles can affect the quality of work life, as indicated by the studies of Al-matroud (2019), Alsayed (2018), Alsayed (2015) and al-Zahrani (2015). Nevertheless, this should be studied further by addressing the quality of work life dimensions, with different leadership styles, and in different sizes of educational institutions with different backgrounds.

## **Methodology**

The descriptive-survey approach was used to achieve the objectives of the study.

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### ***Study Population***

The study population consisted of all the teachers of public secondary schools in the Dammam Education district, who numbered (2800) teachers.

### ***Study Sample***

The size of the sample was estimated using the Herbert Arkan equation, according to the statistical group. The number of the study sample was 350 teachers from public secondary schools in the Dammam Educational Region, and out of them, 313 teachers responded.

### ***Study Tool***

A questionnaire was developed to collect data. The questionnaire went through the following practical steps:

1. Determining the general purpose and objectives of the questionnaire: where the goal was to detect the existence of a statistically significant relationship at the level of significance ( $\alpha \leq .05$ ) between the degree of participative leadership practice and the level of quality of life prevailing in secondary schools, from the teachers' point of view.
2. Reviewing research tools, the scientific thesis and previous studies such as the studies by Al-Hmoud (2010), Al-Mutairi (2014) and Al-Shakhs (2019), which aimed to reveal the impact of practicing the participative leadership on the quality of life in local Arab, and foreign educational environments, according to a five-point grading scale.
3. Determining the sections and dimensions of the study tool: the questionnaire consisted of two sections. The first section: participative leadership, consisted of three dimensions of participation in decision-making, delegation of authority and activation of human relations. The second section: quality of life, consisting of three dimensions of quality of social life, quality of psychological life and quality of professional life.

### ***Study Tool Validation***

To verify the validity of the study tools, they were presented in their initial form to eleven (11) specialists in educational administration and leadership, and psychological and educational counselling, measurement, and evaluation, and in light of their opinions, the researcher made the necessary adjustments to the study tools.

### ***Internal Consistency Validity***

The validity of the questionnaire was calculated by the correlation between the dimension and the total of the section to which it belongs. The results are as shown in the following table.

Table (1): The correlation coefficients of the degree of each dimension with the total degree of the section to which it belongs, and the level of significance.

Dimension	Correlation coefficient of the dimension with the first section	Level of significance
First dimension: participation in decision-making	0.875	0.01
Second dimension: delegation of authority	0.927	0.01
Third dimension: activation of human relations	0.893	0.01
Dimension	Correlation coefficient of the dimension with the second section	Level of significance
First dimension: Quality of social life	0.699	0.01
Second dimension: Quality of psychological life	0.939	0.01
Third dimension: Quality of professional life	0.877	0.01

It is evident from the above table that all the values of the correlation coefficients are positive and significant at the level of significance 0.05, which indicates a strong relationship between the sections and the dimensions to which they belong.

The correlation coefficients of the degree of each section with the total degree of the questionnaire were calculated, and the results are as shown in the following table.

Table (2): The values of the correlation coefficients of the degree of each section with the total degree of the questionnaire, and the level of significance.

Section	Correlation Coefficient	Level of Significance
First	0.9	Significant at 0.01
Second	0.844	

It is evident from the above table that the correlation coefficients between the sections of the questionnaire and its total degree were significant at a significance level of 0.01, which confirms the consistency of the questionnaire.

### ***Reliability Of The Study Tool***

To verify the reliability of the study tools, the reliability coefficient was calculated using the "Alpha Cronbach" equation, as follows:

The Alpha Cronbach reliability coefficients for the questionnaire directed at teachers about the degree of their appreciation for the level of participative leadership and the prevailing quality of life of school leaders in secondary schools, as shown in the following table.

Table (3): The Alpha Cronbach reliability coefficients for the sections and the questionnaire as a whole.

Dimension	Number of items	Reliability coefficient
First dimension: Participative Leadership	28	0.951
Second dimension: Quality of Life	25	0.843
Overall Questionnaire	53	0.934

It is evident from the above table that the study instrument has high stability.

## Results and Discussion

*The answer to the first question:*

1. *What is the degree of participative leadership practice of secondary school leaders, from the teachers' point of view?*

To answer this question, arithmetic means, standard deviations, and ranks were calculated for the responses of the study sample individuals to the degree of practicing participative leadership among secondary school leaders in the Dammam Education district. The results are as shown in Table (4).

Table (4): Teacher responses about the degree to which secondary school leaders exercise participative leadership for the dimensions as a whole.

#	Participative leadership dimensions	Means	SD	Rank	Degree of practice
1	First dimension: participation in decision-making	4.4	0.792	2	Large
2	Second dimension: delegation of authority	4.32	0.587	3	Large
3	Third dimension: activation of human relations	4.47	0.612	1	Large
Overall mean		4.4	1.02	Large	

It is evident from the above table that the arithmetic means of the respondents' responses from the point of view of teachers in secondary schools in the Dammam Education district regarding the degree of participative leadership practice among secondary school leaders was to a large degree of practice, as the general arithmetic means of their responses was (4.4). That is, they see that all the participative leadership dimensions applied are very effective; the dimension of activating human relations ranked first with an arithmetic mean of 4.47, the participation in decision-making with an arithmetic mean of 4.4, then the dimension of delegation of authority with an arithmetic mean of (4.32).

*The answer to the second question:*

2. *What is the level of quality of life prevailing in secondary schools, from the point of view of male and female teachers?*

To answer this question, the arithmetic means, standard deviations, and ranks of the responses of the study sample individuals to the quality of life level of secondary school leaders in the Dammam Education district were calculated, and the results are as shown in Table (5).

Table (5): The responses of the study sample to the level of quality of life of secondary school leaders in the Dammam Education district to the dimensions of the quality of life.

#	Quality of life dimensions	Means	SD	Rank	Degree of Practice
1	Quality of psychological life	3.71	0.762	3	Moderate
2	Quality of social life	4.57	0.671	1	Large
3	Quality of professional life	3.9	0.69	2	Moderate
Overall mean		4.06	0.893	Moderate	

It is evident from the table that the arithmetic means of the responses from the point of view of teachers in secondary schools in the Dammam Education district regarding the degree of the quality of life prevailing among secondary school leaders was with a medium degree. The overall arithmetic mean of the responses was 4.06, which means that they see that the level of quality of life regarding all dimensions of the section is high: the level of quality of social life ranked first with a mean of 4.57, the dimension of quality of professional life is second with a mean of 3.9, then third the dimension of quality of psychological life with a mean of 3.71.

*The third question:*

*Is there a statistically significant relationship at the level of significance (0.05) between the degree of participative leadership practice and the level of quality of life prevailing in secondary schools, from the viewpoint of the study sample?*

To answer this question, the researcher used the multiple regression analysis, to identify the effect of the degree of participative leadership practice and the level of quality of life prevailing in secondary schools, which Table (6) illustrates.

Table (6): Results of multiple regression analysis of the effect of the degree of participative leadership practice and the prevailing quality of life in secondary schools.

R	R <sup>2</sup>	Adjusted R <sup>2</sup>	F value		Level of significance	
0.608	0.369	0.363	60.35		0.01	
Practicing participative leadership dimensions		B	Standard error	Beta	T value	Level of significance
Constant		53.37	3.49	-	15.294	0.01
Second dimension: delegation of authority		0.01	0.264	0.006	0.039	Not significant
Third dimension: activation of human relations		0.549	0.216	0.308	2.538	0.05
Practicing participative leadership		0.534	0.131	0.868	4.07	0.01

It is clear from the above table that the explanatory and predictive ability of the degree of participative leadership practice and the level of quality of life prevailing in secondary schools is 36.3%, the statistical value (F) was 60.35, which is a statistically significant value at the level of significance 0.01. This indicates the existence of a statistically significant relationship between the degree of participative leadership practice and the level of quality of life prevailing in secondary schools. As evidenced by Table (6), by extrapolating (T) values of the independent variables, the dimensions of participative leadership practice (the third dimension: human relations - and the degree of participative leadership practice) have a statistically significant impact on the level of quality of life prevailing in secondary schools, where the calculated (T) values reached (2.538 - 4.07), which are statistically significant values at a significance level of 0.05, and no effect was found for the second dimension (delegation of authority), or the first dimension (participation in decision-making).

## **Conclusion**

The current study investigates the effects of participative leadership on quality of life. The results provide an important basis for understanding subordinates' attitudes toward leadership behaviour in the educational environment. It is noted from the available literature, related studies, and the results of the current research that leadership style and quality of life of the organisation are interlinked. Thus, leadership styles can affect the quality of work life. Moreover, the results show how participative leadership behaviour has different effects on subordinates in relation to the quality of life prevailing in educational organisations (schools). The participative leadership style can also create a culture in the organisation that can enhance the quality of life for teachers, which may enhance their commitment to the educational services provided in these educational institutions.

## **Recommendations**

Through the results of the study we recommend the following:

1. School leaders should maximise the interest in teachers' participation in the decision-making process by expanding the circle of discussions related to studying those decisions, and by accepting constructive criticism that is in line with the requirements of achieving the goals and aspirations of the school leadership.
2. Holding more training courses for school leaders to increase awareness of the concept of participative leadership as a modern method that enables them to develop their leadership practices more effectively.
3. Ensuring uplifting interaction and diversifying social interactions between teachers and school leaders, knowing the needs of and meeting the desires of teachers, and enabling them to perform their educational and practical roles efficiently and competently.





4. Implementing diversified and targeted counseling programs to enhance the quality of work life in its various dimensions, especially the dimensions of the quality of the social and professional life of secondary school leaders.
5. Conducting studies to assess the impact of parents' participation in participative leadership to develop the quality of life in schools.



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