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M. AlFagih

Education Administration, College of Education, Jazan University, Jazan, Saudi Arabia,
malfagih@jazanu.edu.sa

I. Kariri

Education Administration, General Administration of Education, Jazan Region, Jazan, Saudi Arabia,
malfagih@jazanu.edu.sa

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A Proposal to Develop the Performance of School Leaders in Saudi Arabia in the Light of Human Performance Technology (HPT)

M. AlFagih^{1,*} and I. Kariri²

¹Education Administration, College of Education, Jazan University, Jazan, Saudi Arabia

²Education Administration, General Administration of Education, Jazan Region, Jazan, Saudi Arabia

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Abstract: The present research paper aims to investigate the actual and desirable performance of school leaders in the light of human performance technology from the perspective of school leaders and teachers of the primary, intermediate, and high school grades. It identifies the way of bridging the gap between the actual and desirable performance of these school leaders. It presents a proposal to develop their performance in the light of human performance technology (HPT), regarding its dimensions including (organization, administrative jobs, and teacher professional development). The author adopted the descriptive and analytical method and applied a three-domain questionnaire of (305) school leaders and (380) teachers. The results showed the high levels of the actual performance indicators of all dimensions in the light of human performance technology. They also indicated that the dimension of administrative jobs was ranked first, the organization dimension (school) second, respectively, and the teacher professional development dimension was ranked last. They revealed the importance of the desirable performance indicators and the average gap between the actual and desirable performance of school leaders regarding the organization dimension and the teacher professional development dimension. The research paper recommends providing school leaders with much power, authority, and abilities to enhance their role in promoting teacher professional development. Moreover, it suggests conducting further studies to adopt a proposal for developing the performance of school leaders.

Keywords: Proposal, Development, Performance, School Leaders, Human Performance Technology (HPT).

1 Introduction

The Saudi vision 2030 has stressed the importance of the educational sector which is fundamental for any investment and development movement. Thus, it has the ability to cope with the international updates, and achieve sustainable development in Saudi Arabia. Educational institutions, i.e., schools are the mirrors that reflect the success of any educational vision which efficiently and effectively achieved the expected educational goals.

Al-Assaf and Al-Saryera (2011, p. 951) have defined the school leader as the educational environment leader who is responsible for achieving the goals of schools and acquires many leadership skills that promote their leadership performance concerning their behaviors, practices, educational roles, and advanced educational missions in an attempt to generally qualify and elevate the level of performance in their schools (Abu Al-Keshek, 2011, p. 297).

Despite being a general requirement for all institutions, development is especially fundamental for the educational institutions as it enhances human building and develops the

educational organizations and their leaders for being the basis of any development process (Mesbah, 2012, p. 1512). The modern school model requires an effective school leadership that realizes its role, has special skills which cope with the daily changes of life, and attempts to achieve school goals. Thus, the changes of these roles entail the development of leadership competencies, and administrative skills (Al Qabbati, 2011, p. 393).

In an attempt to develop the performance of school leadership in Saudi Arabia, the Ministry of Education adopted six strategies including the development of the administrative system by elevating the level of its abilities, promoting the integration between its different tasks, developing the professional standards for educational leaders in Saudi Arabia that are previously assumed by the Education and Training Evaluation Commission (ETEC) (2020) whose mission aimed to evaluate the performance of school leaders, as well as to raise their quality, efficiency, and their contribution to the service of the schools, as mentioned in the annual report of the Ministry of Education (2019). Despite the deep concern of the Ministry of Education with developing the performance of the educational leaders, as one of the major goals of the National Institute for Educational Development (NIED)

*Corresponding author-mail: malfagih@jazanu.edu.sa

(2019) is to generate well-qualified educational leaders (the Ministry of Education, 2019), several studies such as Alanzi (2012), Dradkah and Al- Talhi (2014), Al-Yami (2017), Al-Otaibi (2019), and Al-Ghamdi (2020) reported the insufficiency of the educational administration and governance at the local and institutional level.

On this account, the report of the Education and Training Evaluation Commission (ETEC), in coherence with the Teaching and Learning International Survey (TALIS) (2018), illustrated the low rates of educational training and development for school leaders. This survey revealed that 12.2% of school leaders in Saudi Arabia, in contrast with 29.7% of those leaders, are officially trained before being appointed. It pointed at the severe need of 38.8% of school leaders in Saudi Arabia, and 24% of their peers in TALIS for professional development. It argued that Saudi school leaders devote only 19.3% for leadership meetings and activities, designing strategic plans, participating in administration and governance activities concerning school improvement plans, which is relatively less than their peers in Singapore who devote 31.5% for conducting certain tasks (the Education and Training Evaluation Commission, 2020).

Therefore, many studies highlighted the importance of adopting human performance technology (HPT) for developing the performance of educational leaders and organizations in general, and in the business sector or the corporate sector in particular as illustrated in Al-Madraa (2010), Al-Habib and Al- Khathlan (2015) which recommended utilizing Human Performance Technology models to develop academic leadership in Saudi universities.

Human performance technology (HPT) is a comprehensive systematic approach that aims at partially or totally improving human performance in any educational organization. It implies an assessment of human performance after the training, the findings, human achievement in the labor market, and the extent of human performance development to achieve the expected goals (Pershing, 2006, p.13). Moreover, Harasha (2012, p. 6) defined human performance technology (HPT) as a flexible field of study whose items, steps, and conceptions can be easily applied in almost all educational institutions, regardless of their size, in an attempt to develop human performance.

To apply the human performance technology (HPT) approach to either all individuals or almost all organizations regardless of their type and size, several development models are adopted in an attempt to develop human performance (Al-Madraa, 2010, p. 24). The human performance technology (HPT) simple model is considered the most appropriate model for developing the performance of leaders and individuals in all different organizations (Al-

Geriwey, 2020). As a core of human performance technology (HPT) which is concerned with the performance of individuals in the labor market such as schools, the simple model of the human performance technology (HPT) is adopted in this paper. This model aimed at developing the performance of school leaders in three main dimensions including the dimension of administrative jobs, the organization dimension, and the teacher professional development dimension in coherence with the professional standards for educational leadership that are issued by the Education and Training Evaluation Commission (ETEC) (2020).

Due to the importance of developing the performance of Saudi school leaders in the educational field and improving leadership practices by utilizing new administrative entrances, as was previously recommended in various studies, the present paper aims to develop the performance of school leaders in the general administration of education in Jazan in the light of human performance technology (HPT) simple model with reference to its three dimensions of administrative jobs, the organization, and the teacher professional development. The problem of the study is defined in raising the following major question “how the performance of school leaders in Saudi Arabia can be developed in the light of human performance technology (HPT)?”

It is divided into the following minor questions:

- 1- What is the actual performance of school leaders in Saudi Arabia from the perspective of school leaders and teachers of all educational grades?
- 2- What is the desirable performance of school leaders in Saudi Arabia from the perspective of school leaders and teachers of all educational grades?
- 3- What is the gap amount between the actual and desirable performance of the school leaders in the light of human performance technology (HPT)?
- 4- What is the suggested proposal for developing the performance of school leaders in the light of human performance technology (HPT)?

Objectives

The present research paper aims to:

- 1- Identify the actual performance of school leaders in the light of human performance technology from the perspective of school leaders and teachers of the primary, intermediate, and high school grades.
- 2- Identify the desirable performance of school leaders in the light of human performance technology from the

perspective of school leaders and teachers of the primary, intermediate, and high school grades.

3- Address the gap amount between the actual and desirable performance of these school leaders in the light of human performance technology.

4-Present a proposal for developing the performance of school leaders in the light of human performance technology.

Significance

The present research paper is significant because of:

- 1- Its direction: It fits the research priorities of the Ministry of Education regarding educational professional development, and helps it achieve the expected goals such as elevating the quality of education, and fulfilling the standards of leadership excellence, as mentioned in the report of the ministry (2019).
- 2- It provides the educational training centers with the necessary information for designing training programs that are based on certified research and studies, and aimed at determining and fulfilling the actual training needs of school leaders.
- 3- It makes several proposals and offers many suitable practical solutions to bridge the gap of the performance of school leaders of all educational grades.

Limits

The study was limited to

- 1- *Object limits*: It measures the performance of school leaders in the general administration of education in Jazan in the light of human performance technology (HPT) with reference to its three dimensions of administrative jobs, the organization, and the teacher professional development.
- 2- *Spatial limits*: public administration schools, Jazan, Saudi Arabia.
- 3- *Temporal limits*: The second semester of 2021.

Definition of Terms

Development

According to the human resource glossary, development means “the act of starting from an existed object, and the gradual growth from one phase to another by analyzing the present reality into primary elements, and then conducting some planned complex processes” (Mustafa, 2013, p.222). It is procedurally defined as the planned effort that is exerted according to the human performance technology

(HPT) simple model in an attempt to develop the performance of school leaders.

Performance

According to Shenafi (2020), performance is “the individual's useful functional behavior. It is the act of conducting several activities and tasks and accurately working. It is the expected level that the individuals achieved after exerting certain efforts which have been previously assigned by their institution”(p.45). It is procedurally defined as the school leader's leading behaviors and attempts to conduct various tasks and activities in the light of human performance technology (HPT) regarding its three dimensions of administrative jobs, the organization, and the teacher professional development.

School Leader

According to Abu Alloush (2020), the school leader is “the person who is responsible for conducting all the administrative and technical works of his/her school to develop the students, and elevate their academic level by exploiting, and reorganizing the available material and human resources” (p. 58). The school leader is procedurally defined as the person who is officially in charge of conducting all the administrative and technical works of the school in coherence with the professional standards for educational leadership, that are issued by the Education and Training Evaluation Commission (ETEC), to achieve the expected goals.

Human Performance Technology (HPT)

Al-Amawi (2010) defined Human Performance Technology (HPT) as “a systematic approach that aims at creating well-qualified leaders who are conscious of the continuous changes in an attempt to improve productivity and competence. Therefore, the community has the ability to cope with the requirements of daily circumstances, and the gap between this community and other advanced communities is deliberately bridged”(p. 23). HPT is procedurally defined, according to the International Society for Performance Improvement (ISPI), as a comprehensive systematic approach for solving individual and collective problems by drawing a comparison between the actual and desirable performance of school leaders, determining the gap amount between them, finding out the effective factors on their performance, presenting the appropriate suggestions and solutions in coherence with the three dimensions of administrative jobs, the organization, and the teacher professional development.

Theoretical Framework

First: Developing the performance of school leaders

Its Definition

Development of school leadership performance denotes “the planned change for improving the effectiveness of the administration by raising the school leaders' effectiveness and providing them with the necessary capabilities to help them face all the challenges, and elevate their performance for solving problems in cooperation with the other workers in the organization” (Hamayl, 2012, p. 21). While Al-Ghamdi (2020) offered a comprehensive definition of developing school leadership performance as “achieving a paradigm shift by taking into consideration the organizational and leadership aspects as well as the overall organizational structure of the schools, and adopting several procedures, and well-planned gradual steps with regard to the planned gradient element” (p. 17). However, these two authors agreed that the development of school leaders' performance is a scientific systematic approach that aims to improve the performance and productivity of school leaders by suggesting some proposals and solutions for the obstacles that reduce their performance in the light of human performance technology (HPT) with reference to its three dimensions of administrative jobs, the organization, and the teacher professional development.

Its Objectives

The main objective of adopting any development process in any organization mainly is to elevate the individuals' performance indicating the improved performance of the whole organization, and the integration between its objectives and the individuals' goals in an attempt to efficiently and effectively achieve the final expected goals (Al-Saidi, 2018, p. 242), and rather improve the effectiveness and productivity of the whole organization that aims to make the right decisions, and achieve the expected goals by utilizing well-qualified human resources (Ayoub, 2012, p. 43). Al-Thubaiti (2007, p.18), and Al-Skarnh (2013, p. 27) reported the main objectives of developing the performance of school leaders regarding the administrative jobs and the organization dimensions of human performance technology (HPT) as:

- 1- Developing the organization culture in an attempt to improve the workers' performance and behaviors, and reorganize their relations.
- 2- Avoid making any decision that would reduce their performance, and improve their effectiveness by maintaining the stability of its organizational structure, eliminating bureaucracy, promoting democracy, and encouraging the workers for positive participation.

- 3- Determining the tasks and responsibilities of each individual through administrative empowerment, and delegation of authority.
- 4- Improving the workers' teamwork skills and enhancing their sense of confidence to elevate their performance.
- 5- Raising their sense of love for work, their affiliation with their jobs, and their loyalty.

Regarding the objectives of developing the performance of school leaders concerning the teacher professional development dimension of human performance technology (HPT), Al-Ghamdi (2020, p. 17) illustrated: finding an accurate information system about the school leaders' performance and abilities, motivating leaders and teachers for mutual communication and exchanging different opinions and experiences among themselves, enhancing them for planning to determine the expected goals and performance standards, and providing school workers with guidance. Thus, their performance is estimated by continuous evaluation and development by improving their abilities, preparing and qualifying them for the future, and providing them with the appropriate conditions and circumstances to help them feel pleased and satisfied.

For more clarification, the objectives of developing the school leaders' performance are summarized as follows:

- Professionalizing the school leadership, according to the professional standards for educational leadership that are previously assigned by the Education and Training Evaluation Commission (ETEC) (2020).
- Providing school leaders with the necessary knowledge and helping them improve their skills to efficiently practice their administrative jobs.
- Enhancing school leadership for adopting a set of certain values and principles that cope with its policy.
- Promoting school workers for effective participation in the planning process to declare its vision, mission, and objectives.
- Providing them with an appropriate educational environment that enhances creativity.
- Qualifying teachers, raising their skills and enriching their knowledge.
- Raising their sense of satisfaction and loyalty.
- Encouraging them for continuous improvement.

The effective factors on the development of school leaders' performance

According to Al Naji (2016, p. 28), the factors that have positively affected the development of the school leadership performance during the 3rd millennium are:

- The development of the administrative science as the school leaders' perception of leadership is changed. They are aware that they are appointed at certain positions rather than being the owners of these schools.

- The developments of the educational process as the students become the core of any educational process. Therefore, the role of school leadership is to achieve the expected pedagogical, social, and administrative goals instead of keeping the organizational structure of the school.
- The change of the education concept to be one of the main dimensions of life.
- The reciprocal effect of adopting the open school system on school leadership.
- The new research in the field of education, and psychology promoted the development of learning and teaching processes, and consequently affected the role of school leadership.

Concerning the factors that have negatively affected the performance of the school leadership, Assaf (2013) illustrated:

- The organization (school) has neither clear objective, nor plans for measuring its productivity and efficiency.
- The workers' low level of participation in the school management lowers their sense of responsibility and their performance as well.
- Job satisfaction as the more their satisfaction is increased, the greater level of performance is achieved.
- Lacking the organizational framework of schools which deliberately causes administrative negligence and low productivity.

Therefore, the positive and negative effective factors on the performance of school leaders are:

- Organizational factors: The stability of the school's organizational structure, its organization culture, its adopted principles and values of loyalty, and belonging in an attempt to raise productivity, and improve the performance.
- Financial factors: The financial resources and motivations have a great effect on the performance of leaders.
- Social factors: The social internal relations among the teachers, employees, and students, and the extent of their job satisfaction, as well as their external relations with the outer society, and the other related educational supportive institutions. Therefore, the modern school adopted the open educational system, and the leader becomes responsible for organizing these multiple relations and encouraging active engagement and cooperation among members.
- Personal factors: The leader's motivation for work, a realization of his role, and the accordance of his personal goals with those of his/her school.

The standards of developing the performance of school leaders

Regarding knowledge and performance, Awad Allah (2012) classified these standards into:

- Performance standards: which indicate the ability to plan for the administrative work, and create the school culture that promotes cooperation among its members in favor of its public benefit.
- Cognitive standards: which include the cognition of the principles, basics, conceptions, and new tendencies of school leadership, and the leaders' awareness of their responsibilities, tasks, and duties.

To elevate his/her performance, the school leader should acquire these four main characteristics of self-awareness, the ability for communication and influence, and learnability (Rothwell et al, 2013).

Therefore, the Education and Training Evaluation Commission (ETEC) (2020) in Saudi Arabia has developed the professional standards of school leaders, that are employed in the present research, in an attempt to develop their performance, skills, and capabilities, test their efficacy to occupy such leading positions, improve the quality of education, enhance the teachers' roles, promote their qualifications, support, train them, and rather take notes of their progression level.

Second: Human Performance Technology (HPT) Approach

The concept of Human Performance Technology (HPT)

Human Performance Technology (HPT) was first coined by the psychologist, Thomas Gilbert, the father of HPT, and founder of its basic principles. He was affected and attracted by the works of Frederick Taylor, and BF Skinner (Houmanfar et al, 2019). Therefore, sociologists and psychologists are the founders of HPT who first tackled it in their studies concerning the effective factors on the performance of family and group work (Langdon, 2006). This agrees with the studies of Bani Murtada (2010), Kang & Molenda (2018) who illustrated that HPT is originally related to various fields of study and knowledge branches, and aimed to solve any problems of human performance. In addition, Pershing (2006) defined HPT as “the attempts of study and ethical practice which aim at improving productivity by adopting some effective interventions that methodically focus on the findings” (p. 6). This reveals that HPT is not only a field of practice but rather a field of study that promotes ethical practices.

Therefore, the present paper adopts the International Society for Performance Improvement's (ISPI) definition of developing human performance which is distinctive for:

- Indicating the importance of creating a balance between organizational performance and human performance to improve the organizations' productivity.
- Referring to the main three characteristics of HPT that are concerned with the findings, inclusivity, and methodology.

- Illustrating the main processes of HPT including analyzing the performance, determining and bridging the gap, and providing the appropriate intervention.

The basic principles of Human Performance Technology (HPT)

McElwain (2012), and Van Tiem et al. (2012) demonstrated the ten main principles of HPT that are previously proposed by ISPI for having an effect on the process of developing the individual and institutional performance including:

- 1- Focusing on the measurable findings, and work procedures that improve productivity.
- 2- Considering its system curve as it follows a specific methodology.
- 3- Elevating the individuals' and organization's value.
- 4- Illustrating the partnership basic rules of any organization with reference to the collective participation and cooperation among work members, the collective engagement in determining the goals, the performance, and the methods of applying the proposed solutions, as well as the attempt to share responsibility among members.
- 5- Systematically declaring the needs and opportunities, and bridging the gap between the actual and desirable performance.
- 6- Following a particular methodology to get a closer look at the work itself, and its locations in an attempt to determine the reasons and factors that negatively affect the performance.
- 7- Adopting certain methodology to suggest several solutions and fulfill its requirements.
- 8- Enhancing the agreement of these proposed solutions, and the attempt to develop them.
- 9- Adopting a specific methodology to carry out these solutions.
- 10- Evaluating the findings and processes.

The main characteristics of Human Performance Technology (HPT)

Rothwell et al. (2013, p. 9), and Pershing (2006, p. 13) reported the main characteristics of (HPT) as:

- 1- An organizational and systematic field of study: it can be systematically applied to elevate the performance, and improve the adopted methods and procedures. It has certain inputs, outputs, procedures, and feedback.
- 2- A practical field of study: it aims to develop individuals and groups in an attempt to achieve the expected achievements.
- 3- An open field of study: it adopts a wide set of interventions and methods that are related to various fields of knowledge such as administrative science, education, psychology, instructional systems design, and human resource management.

- 4- It concentrates on the findings, and the individuals' valuable achievements, and attempts to develop human performance to achieve the expected findings.
- 5- It follows a scientific approach that relies on observation, and examination, and provides measurable and repeated findings.
- 6- It conducts the main following processes of analyzing the performance, and reasons, adopting and designing the appropriate interventions.
- 7- An organizational comprehensive approach: it aims to partially or totally develop human performance in the whole organization.
- 8- A purposeful and useful approach that seeks to develop human performance to achieve the expected findings and outputs that accord with the individuals' and organization's goals.
- 9- It is flexible as it can be applied to all kinds of individuals, groups, and organizations regardless of their type, actual activities, performances, and desirable goals.
- 10- It is a human-related approach as it is applied to humans who serve as employees in either private or public organizations.

The simple model of Human Performance Technology (HPT)

The simple model of HPT adopts certain organizational steps starting with analyzing the actual and desirable performances and bridging the gap between them by using the available capabilities of the organization. It is applied to the performance dimensions of organization, administrative jobs, and teacher professional development (Al- Geriwey, 2020, p. 42). Figure (1) illustrates the main elements of the model, its application phases, and its dimensions.

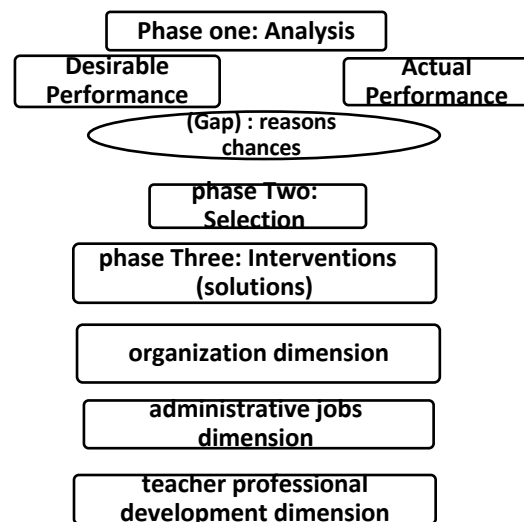


Fig. 1: Dimensions of the simple model of HPT

The author deliberately adopted HPT simple model, for being the most appropriate, in the present paper due to:

- It can be easily adopted by people, who are concerned with the development of human performance. It is considered a gate for HPT, and its effect on human performance in the labor market.
- It can be applied in all kinds of organizations such as public schools.
- It attempts to guide, correct, and improve the performance of leaders instead of replacing them.
- It qualifies school leaders to fit the requirements of the labor market.

Dimensions of the simple model of HPT

1- Organization Dimension

The public education schools, which are related to the general administration of education in Jazan for the primary, intermediate, and secondary grades, represent the organization that aims to develop its individuals, provide them with the necessary information, and the workspace to enhance their competitiveness. This paper tackled the development of school leaders' performance in coherence with the professional standards for educational leadership that are issued by the Education and Training Evaluation Commission (ETEC) (2020) concerning the organization dimension that are:

- The teachers' participation in determining the vision, mission, and ultimate goals of the school.
- The stability of its organizational structure; thus, tasks are equally distributed.
- Establishing a collective organizational culture that adopts certain organizational principles, and values.
- Encouraging teamwork and active engagement among members of the school.
- Developing the school laboratories, and labs.
- Enhancing continuous improvement culture in the school.
- Providing a safe work environment for its members.

These standards agreed with Al-Geriwey (2020) who argued that the factors of establishing an organization are: determining a clear vision, and mission, adopting a particular set of principles and values, establishing an organizational culture that accords with the adopted strategy, forming team works and groups, and attempting to encourage the workers, develop their skills and capabilities, and enhance their participation in taking crucial decisions to raise their loyalty for the organization. In addition, the environment and its requirements help achieve the organization's expected goals, improve its productivity, and elevate its performance level.

2 *Dimension of administrative jobs*

The (2.26.6) standard is adopted to measure the school leaders' performance of their administrative jobs. Regarding the dimension of administrative jobs, the professional standards for educational leadership according to the Education and Training Evaluation Commission (ETEC) (2020) are illustrated:

- 1- Defining the educational and pedagogical goals of school members.
- 2- Preparing an operational plan to achieve the school goals.
- 3- Efficiently utilizing the available educational and pedagogical programs, activities, and services.
- 4- Establishing school committees, and equally distributing tasks among school members.
- 5- Enabling them to conduct their tasks, and achieve the desired goals.
- 6- Measuring their job satisfaction.
- 7- Promoting the ideal investment of the school budget.
- 8- Applying quality standards in administrative, financial, and technical transactions (ETEC, 2020).

3 *The teacher professional development dimension*

The professional development of teachers is defined as “the school leadership's continuous systematic efforts to develop teachers' cognitive, administrative, skillful, technical, and technological capabilities; it denotes the positive changes of their behaviors and tendencies and promotes work culture for efficiently utilizing the new teaching methods” (Al-Ghamdi, 2020, p. 47). Al-Salem (2016) demonstrated the main roles of school leadership in developing the professional development of teachers in the following sections:

- 1) Academic development: it is achieved by providing the school library with the necessary books for both teachers and students, creating a close relationship between the school and the available related scientific faculties in the surrounding environment, enhancing and helping teachers join the universities' programs, encouraging them to participate in preparing for scientific seminars, and attending specialized training courses.
- 2) Professional (behavioral) development: which indicates developing the teachers in the planning field of study, new teaching methods, and means including measurement, evaluation, records organization, and the school curriculum and books content analysis.
- 3) Raising harmony among teachers by organizing visit exchange programs, encouraging them to make crucial decisions, and creatively conduct research and experiments.

Therefore, the role of school leadership in developing the professional development of teachers is summarized according to the professional standards guide for school leadership as follows:

- Consulting the educational supervisor to determine the training needs of teachers.
- Encouraging them to join training programs to develop their knowledge and skills.
- Facilitating their enrollment in the training programs that are approved in the General Administration of Education plan.
- Providing e-learning and online training opportunities to develop their performance.
- Following up the performance of the trainee to measure the effect of training on them.
- Enhancing them to conduct further studies and scientific research.
- Accepting the teachers' views, and suggestions for development.

2 Review of literature:

This section illustrated

- *The previous studies tackled the development of school leaders' performance.*

For instance, Alanzi (2012) adopted change management to develop the school administration indicating its definition, and main principles in the high schools. The findings showed the lack of annual plans for change, the low level of workers' participation in solving problems, making decisions, and utilizing technology in collecting the necessary data for properly making these decisions, and the lack of a systematic culture based on creativity and novelty. Additionally, Almatruk (2013) reported the importance of developing the performance of the primary schools' headmistresses in Riyadh in the light of administrative creativity strategies. The findings showed a high level of creativity among the primary schools' headmistresses in Riyadh. Further, Al-Ghamdi (2014) highlighted the adaptation of the curriculum system school administrations of the participative leadership regarding the following dimensions (the strategic planning, administrative regulation, taking administrative decisions, evaluation, professional development, knowledge management, student affairs, community participation, and determining the challenges and requirements of developing the administration). The findings revealed the average degree of participative leadership application in contrast with the low degree of community participation field. Al-Sabai (2016) aimed to develop the performance of high school leaders according to the self-management approach. It concluded that the performance of high school leaders in Saudi Arabia, according to the self-management approach and from the perspective of the sample members, has totally achieved the high degree of adopting the basic principles including (community partnership, participation in taking decisions, and professional development). Al-Sulaiman and Al-Habeeb (2017) identified the requirements for developing the performance of school leadership according to the professional standards for educational

leaders in Saudi Arabia that are proposed by the Education and Training Evaluation Commission (ETEC) (2020). The findings illustrated the average degree of sample members' agreement on the requirements for developing the performance of school leadership that are adopting a set of activities, methods, and tools that develop and improve the school, creating the culture of school performance development and evaluation, adopting flexible strategies that provide workers with the necessary capabilities, and encourage them to fulfill the ETEC standards. Al-Otaibi (2019) discussed the desirable performance of school leaders, and the actual performance of public schools leaders in Dawadmi to enhance the educational environment for creativity in the light of vision 2030, and get a closer look at its requirements. The findings showed the low level of the actual performance of public schools leaders, regarding developing the educational environment for creativity as a goal of vision 2030, in the questionnaire's three fields (cognitive performance, organizational performance, and physical, and financial performance).

However, Al-Ghamdi (2020) presented a proposal for developing the performance of school leadership in Saudi Arabia in the light of the international experiences from the perspective of the sample members. It attempts to reveal the actual performance of public schools leaders, the challenges, and requirements for the development of their performance. The findings indicated the average level of the actual performance of public schools leaders in Saudi Arabia in the light of the international experiences. Thus, the teaching and learning field was ranked first with a high degree, then the strategic issues management was ranked second with an average degree, the information and communication technology was ranked third with an average degree, while the field of leadership and management was ranked fourth with an average degree, and the teacher professional development field was ranked last.

- *The previous studies that tackled Human Performance Technology (HPT)*

Al-Madraa (2010) is one of these studies that adopted HPT as an administrative entry for developing the academic leadership in Saudi Universities in the knowledge economy field of study. It concluded that developing the performance of the academic leader is achieved by adopting a set of organizational individual and collective methods. Thus, updating the performance indicators and giving an effective feedback is one of the main features of the academic leaders' professional development. Bani Murtada (2010) investigated the practice degree of school headmasters of HPT in Irbid from the teachers' points of view. The findings referred to the average degree of school headmasters' practice of HPT in Irbid from the teachers' points of view. Thus, the field of management processes was ranked first, and the field of individual development was ranked last. Additionally, Baker (2015) examined the possibility of applying the basic principles of HPT to enhance adopting

the program of improving the academic quality and its effectiveness in reducing the expenses of the U.S.A. Therefore, the study recommends applying the HPT model in the academic environment as a method of reducing the continuous expenditure on improving the quality. Al-Habeeb and Al- Khathlan (2015) identified the role of HPT in developing the performance in Saudi universities, and the actual performance of human resources in King Salman International University. It provided a proposal for adopting an applicable model of HPT. A questionnaire has been conducted to collect the data. The Delphi method is utilized to achieve the proposed model. It concluded that there are not enough standards and conditions that are related to ideally employing the human resources, qualifying workers, and training them during their services as employees in King Salman International University. Moreover, Al-Geriwey (2020) offered a proposal for developing the performance in the technical colleges for girls in Saudi Arabia. It investigated their actual and desirable performance according to HPT dimensions, determined, found the reasons, and bridged the gap between them, as well as finding out the appropriate solutions. The findings revealed that the biggest gap of school leaders' performance is in the dimension of human resources development, then in the administrative processes dimension, and in the organization development dimension respectively.

Methodology

The paper adopted the descriptive and analytical method which is defined by Creswell (2019) as “the quantitative description of the society's particular opinions and views by examining a selected sample of this society. Analyzing the findings determines whether it can be generalized on the population or not” (p.275).

Population

The population covered all employees (including school leaders and teachers who are randomly distributed in the six official educational offices) of public schools (for girls and boys) in Jazan in 2021, according to the statics of the general administration of education in Jazan, as illustrated in the table (1).

Table 1: population distribution.

The position	Males	Females	Total
School leader	632	752	1384
School teacher	8760	9956	18716
Total	9392	10708	20100

Due to the difficulty of applying the tool on all population members, a random sample of the population is selected according to the Thompson equation. Frequencies and percentages of distributing sample participants are

extracted according to the research variables, i.e. gender, position, and scientific qualification, as illustrated in the table (2).

Table 2: distribution of sample participants according to the research variables.

variables	variable levels	Frequency	Percentage
Gender	Male	311	45.4%
	Female	374	54.6%
Position	Leader	305	44,5%
	Teacher	380	55,5%
Scientific qualification	Bachelor	667	97.4%
	Higher than Bachelor	18	2.6%
Total		685	100%

Tool

The author designed a questionnaire to collect the necessary data and information, and was applied to school leaders and teachers in the three educational grades in the general administration of education in Jazan. To measure the period length, the five-point Likert scale is adopted, as shown in table (3).

Table 3: distribution of the alternatives according to the questionnaire's grading.

The actual performance	Desirable performance	Scale values	Average range
not available	not important	1	less than 1.8
low availability	less important	2	from (1.8- less than 2.6)
intermediate availability	poorly important	3	from (2.6- less than 3.6)
available	important	4	from (3.4- 3.2)
very available	quite important	5	greater than 4.2

Tool reliability and validity

- The reliability of the questionnaire
The virtual reliability (reviewers' reliability) was presented to (16) reviewers who specialized in educational sciences (educational management, measurement, evaluation, education basics), and were appointed as faculty members.

Table 4: the correlation coefficients between the score of each item and the total score of the questionnaire

Section	(The dimension)	Correlation coefficients
The actual performance of school leaders	Organization	0.97**
	Administrative jobs	0.98**
	Teacher professional	0.93**

	development	
The desirable performance of school leaders	Organization	0.96**
	Administrative jobs	0.97**
	Teacher professional development	0.95**

Table (4) illustrates the correlation coefficients between the score of each item and the total score of the questionnaire at the level of (0.01), indicating the validity of the internal consistency of the tool, and its validity to measure the questionnaire.

- The validity of the questionnaire of Saudi universities. Then, the internal consistency of dimensions was calculated (the correlation coefficient between the sample responses and the total score of the questionnaire), and the questionnaire was piloted to a survey sample of (50) persons, from the original society as shown in table (4).

It was measured by applying the questionnaire to a survey sample of (50) leaders and teachers. The author calculated the correlation coefficients between the tool validity (Cronbach's alpha of the questionnaire dimensions) and the total validity of the questionnaire as illustrated in the table (5).

Table 5: Validity coefficients of the questionnaire dimensions and the total validity.

Section	(The dimension)	Cronbach's alpha coefficients
The actual performance of school leaders	Organization	0.98
	Administrative jobs	0.98
	Teacher professional development	0.95
	the total validity of the first section	0.99
The desirable performance of school leaders	Organization	0.98
	Administrative jobs	0.98
	Teacher professional development	0.98
	The total validity of the first section	0,99

As Taber (2018) has previously stated, Cronbach's alpha coefficients, that are shown in Table (5), indicated the high validity coefficients of the questionnaire and its sections which ranged (0.95-1), suggesting the validity of this questionnaire and its findings to achieve the expected goals.

3 Results and Discussion

The results of the first question

Table 6: Values of arithmetic means and standard deviations of the sample's evaluation of the actual performance of school leaders.

Dimension	arithmetic mean	standard deviation	rank	level
Organization (the school)	3.96	0.97	2	available
Administrative jobs	4.12	1.03	1	available
Teacher professional development	3.62	0.92	3	available
The total degree	3,9	0,97	-	available

Table (6) illustrated the high availability of the indicators and all dimensions of the actual performance of school leaders with an arithmetic mean of (3.9). Thus, the dimension of administrative jobs was ranked first, the organization dimension (school) second, respectively, and the teacher professional development dimension was ranked last indicating the need to qualify the teacher professional development dimension to improve the actual performance of school leaders.

Due to the public school leaders' realization of their actual tasks such as conducting their administrative jobs, enhancing the teacher professional development, and following up the new updates in their work, and the Ministry of Education's attempts to achieve the goals of vision 2030 by adopting six strategies such as the development of the administrative system, elevating the level of its abilities, and promoting the integration between its different tasks, according to the annual report of the Ministry of Education (2019), the general results revealed the high level of the school leaders' actual performance in the light of HPT.

This result agrees with the results of Almatruk (2013) and Al-Sabai (2016) that the actual leadership performance is high; however, it differs from the results of Al-Sulaiman and Al-Habeeb (2017) who argued that the actual performance and leadership is moderate, and Alanzi (2012), and Al-Otaibi (2019) who reported the low level of their organizational performance. The results of these studies differ because they adopt different practices and applications of administrative entries to develop the leadership performance, unlike the present paper tool that is based on the actual practices of school leaders, different work environments, and samples in the light of HPT.

- To answer the first question, what is the actual performance of school leaders in the general administration of education in Jazan in the light of human performance technology (HPT) from the

perspective of school leaders and teachers, frequencies, percentages, arithmetic means, and standard deviations of the sample's evaluation of the tool three and overall dimensions were calculated. Table (6) explored the findings according to the arithmetic means.

The results of the second question

- To answer the second question, what is the desirable performance of school leaders in the light of human performance technology (HPT) from the perspective of school leaders and teachers, arithmetic means, and standard deviations were calculated to rearrange the priorities of the items of the second section (the desirable performance of school leaders), and determine the approval general level of each item, and the total approval average of the dimension. Table (7) illustrated the average of the desirable performance of school leaders in all dimensions.

Table 7: Values of arithmetic means and standard deviations of the sample's evaluation of the desirable performance of school leaders.

Dimension	arithmetic mean	standard deviation	rank	level
Organization (the school)	4.30	0.84	2	very important
Administrative jobs	4.32	0.72	1	very important
Teacher professional development	4.28	0.73	3	very important
The total degree	4.30	0.76	-	very important

Table (7) showed the high importance of the indicators and all dimensions of the desirable performance of school leaders with an arithmetic mean of (4.30), and standard deviation (0.76) indicating the agreement of the responses about the desirable performance of school leaders because of their awareness of its importance. Therefore, the standard deviations of the dimensions ranged from 0.84 to 0.73. The dimension of administrative jobs was ranked first, the organization dimension (school) second, respectively, and the teacher professional development dimension was ranked last.

The results of the third question

- To answer the third question, what is the gap between the actual and desirable performance of school leaders in the light of human performance technology (HPT), the author adopted the standards of Al-Madraa (2010) to draw a comparison between the results of the first stated question and those of the second question as follows:
 - A big gap: the (important) degree in the desirable performance is (high), and the (available) degree in the actual performance is (low).

- An intermediate gap: the (important) degree in the desirable performance is (high), and the (available) degree in the actual performance is (intermediate).
- A small gap: the (important) degree in the desirable performance is (intermediate), and the (available) degree in the actual performance is (low).

The gap amount between the actual and desirable performance of school leaders in the general administration of education in Jazan in the light of HPT, according to the paper used dimensions, is:

- The gap of the organization dimension:
 - It is an intermediate gap: (high important-average available) degree indicates the importance of improving school laboratories, and labs.
- The gap of the dimension of administrative jobs:
 - There are no gaps between the actual and desirable performance.
- The gap of the teacher professional development dimension:
 - It is an intermediate gap: (high important-average available) degree indicates:

- Following up the performance of the trained teachers to measure the training effect.
- Spreading knowledge through guiding readings and handouts.
- Encouraging the teachers to conduct further studies, and scientific research.

Table 8: The expected reasons of the gap of school leaders' performance in the light of HPT.

As illustrated in table (8), the author reviewed the previous relevant literature in an attempt to explore the expected reasons of the gap.

Dimension	The gap amount of performance	The expected reasons of the gap
Organization dimension	An intermediate gap of the leadership performance: Renewing the school laboratories, and labs. The indicator, - Encouraging the school members to participate in rephrasing the school vision and mission, recorded an intermediate availability in comparison with other indicators resulting no gap in the performance.	- The leaders' disregard of the school laboratories and labs because they are not equipped enough, and hardly reactivated by the teachers, as Al-Ghamdi (2020) has argued. - According to the annual report of the Ministry of Education (2019), the student intensity in schools leads to transforming the school laboratories into classrooms. - The school

		<p>leaders' low awareness of the importance of the participative leadership and the well-organized group work, as illustrated in Alanzi (2012), and Al-Ghamdi (2020).</p> <ul style="list-style-type: none"> - According to Al-tarif (2011), Alanzi (2012), and Al-Ghamdi (2014), the low experience and efficiency of school leadership in preparing strategic plans that are based on a clear vision
The dimension of administrative jobs	There is no gap of the leadership performance.	_____
Teacher professional development dimension	<p>An intermediate gap of the leadership performance:</p> <ul style="list-style-type: none"> - Following up the performance of the trained teachers to measure the training effect. - Spreading knowledge through guiding readings and handouts. - Encouraging the teachers to conduct further studies, and scientific research. 	<ul style="list-style-type: none"> - As Mowgli (2018), and Al-Otaibi (2019) have reported, the leaders' attempts to conduct their administrative and technical tasks and follow up the work level of progression rather than spreading knowledge and neglecting the cognitive aspects. - The results of Al-tarif (2011) highlighted the leaders' low awareness of the importance of conducting further research and studies to develop teaching and learning process. - The lack of a follow-up system after training the teachers, according to Al-Ghamdi (2014). - AlQahtani (2018) illustrated that there are no facilities for teachers to join several training programs due to their few number

		in some teaching specialties.
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The results of the fourth question: what is the suggested proposal for developing the performance of school leaders in the light of human performance technology (HPT)?
First: The basics of the suggested proposal philosophy

- 1- The rapid changes in the educational institutions and school leadership field, and the newly emerged entries and tendencies in the administrative science promotes developing the performance of school leaders by utilizing new approaches such as HPT.
- 2- The severe need for developing the leadership performance by preparing new plans, bridging the gap between the actual and desirable performance of leaders, achieving the expected goals (regarding the paper dimensions of organization, administrative jobs, and the teacher professional development), and guiding the participants of developing the school leadership performance to adopt these principles in executing the current suggested proposal.
- 3- The change of the modern school's function as an educational institution; it rather seeks to provide the students with the necessary values before knowledge acquisition. This recommends developing the performance of school leadership and achieving the major goals of education.
- 4- The results of the field study: They are taken into consideration as they provided answers to the research questions concerning the gap between the actual and desirable performance in the light of HPT.

Second: The requirements for conducting this suggested proposal

- 1- Administrative and systematic requirements
 - The support of the education administration and offices for school leaders to carry out the strategic vision, and enhance the culture of the organization.
 - The availability of a horizontal organizational structure helps leaders adopt self-management, provide the teachers with the necessary capabilities, and delegate authority.
 - Providing the teachers with all the necessary information and data to encourage them to participate in strategic issues regarding preparing and rephrasing the vision, and mission of the school.
 - Establishing the dynamics of collective leadership, and enhancing the teachers to participate in taking crucial decisions by activating the performance of the school committees.

- Adopting a legislative and regulatory system that enables the school leaders to conduct their expected tasks and duties for the teacher professional development, and provide them with more capabilities.
- 2- Human requirements
- Equipping the school leaders and teachers with administrative, technical, human, and cognitive skills.
 - Creating firm cooperation between training experts from the faculty of education and school leaders to provide high qualified and sufficient training programs.
 - Establishing an effective leadership of some school leaders and supervisors who can affect others, an awareness of their tasks and duties, acquisition of communication skills, and wide knowledge of new communication and information systems, and modern techniques.
 - Enhancing the teachers' motivation for taking decisions and making initiatives.
- 3- Financial and technical requirements
- Providing an appropriate infrastructure for the school to carry out the suggested proposal.
 - The availability of the necessary financial capabilities, and the attempt to increase its resources by enhancing collaboration with the society.
 - Developing and updating the administrative communication and technical system of the school.
 - Rewarding the school members to enhance them developing their performance.

Third: The stages and mechanisms of carrying out this suggested proposal

After discussing the requirements, the general goals, and the results of the field study, this section illustrates the necessary procedures and mechanisms for developing the performance of school leaders in the light of HPT. To determine the requirements for this development and declare the stages of the suggested proposal, figure (2) is drawn as follows:

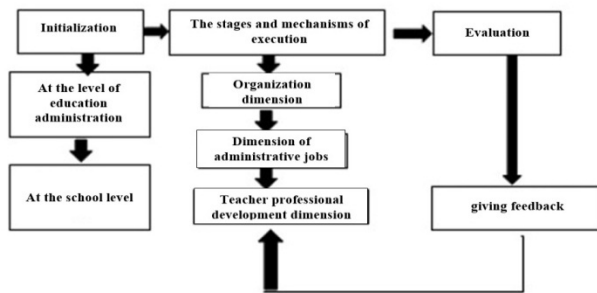


Fig.2: The stages and mechanisms of executing the suggested proposal.

The first stage: Initialization

The results of the field study, that primarily determined and bridged the gap of the leaders' performance, helped to enhance the positive practices with a high degree and improve these practices with an intermediate degree. Thus, the initialization stage is considered the starting point of conducting the proposal for developing the performance of school leaders in the light of HPT. This stage aims to provide the responsible authorities with all the necessary qualifications and decisions to apply the proposal at:

- 1- The level of education administration:
 - Preparing the executive plans of the project in the education administration i.e. the administration of educational supervision.
 - Providing school leaders and supervisors with training programs to inform them about the requirements and mechanisms of applying this proposal.
 - Providing schools with the necessary equipment such as the well-qualified halls for conducting different activities in the teacher professional development field of study, educational digital programs, and computers.
 - Encouraging the administration of educational training to employ new administrative tendencies, and techniques (regarding the school's leading guidance, and strategic plans to achieve its mission, vision, and organizational culture), and improve the school laboratories and labs to enhance learning and teaching processes, during executing these training programs.
- 2- The school level:
 - Holding a meeting between the school leader, in cooperation with the school leadership supervisor, and all teachers to inform them about the main goals of the proposal, and its executive role, and encourage them fulfilling its requirements.
 - Advocating an appropriate hall inside the school building to hold meetings, training programs, and activities that are related to the field of development of school leaders' performance.
 - Forming teamwork of some professional teachers for achieving development. The leader of this teamwork is appointed for his experience, professionalism, and leadership characteristics. This teamwork conducts the processes of planning, following-up, and evaluation. It joins the advanced training programs that are led by efficient and professional experts and trainers.

The second stage: Execution (mechanisms and suggestions for developing the performance of school leadership)

It is the process through which the proposal of developing the performance of school leaders is applied by updating their tasks and activities, regarding the organization, administrative jobs, and teacher professional development dimensions, according to clear procedures and mechanisms that enhance development and elevate their performance as well. It attempts to certify the mechanisms of evaluation and feedback that adopt certain approaches to apply the

proposal of the present paper and determine the mechanisms and procedures of developing the performance of school leaders according to HPT, as illustrated in the Table (9).

Table 9: The mechanisms, procedures, and actual suggestions of applying the proposal.

The dimension	The mechanisms, procedures, and actual suggestions of application
Organization dimension	The training programs' investigation of modern leadership skills such as participative leadership, team leadership, and professional learning communities' leadership, Servant leadership, transformational leadership, mutual vision, organizational culture, and well-distributed leadership.
	Equip the school laboratories and labs with the necessary requirements, and provide its leaders with well-equipped programs.
	The attempts of the ministry of education to handle the problem of classroom intensity by adopting a well-clarified system that is accepted by all students with an explanation and justifications of the exceptions.
	The continuous updating of its training plans according to the requirements that are posed in the accredited research and studies of the National Institute of Professional Development.
	Drawing a comparison between the actual and desirable performance of the school by developing the evaluation system of the schools' institutional performance, measuring and bridging the gap between the two performances.
	Cooperating with highly sufficient trainers in the fields of planning and administrative processes to design high qualified programs.
The dimension of administrative jobs	Phrasing clear standards for selecting the appropriate leaders in accordance with those of the Education and Training Evaluation Commission (ETEC).
	Adopting all types of well-distributed leadership, participative leadership, and encouraging the teachers to participate in taking decisions.
	The leaders' plans for developing human resources including the school teachers and members, and enhancing them to conduct further related research and studies.
Teacher professional development dimension	Relating the teachers' productivity to the training process, and comparing the amount of their productivity pre and post training.
	The existence of training halls in schools and providing school leaders with more capabilities concerning their role in the teacher professional development; therefore, the schools become training-based organizations.

	Enabling the school leaders to make crucial decisions concerning teacher professional development.
	Providing the school leaders with the appropriate programs and supervision approaches to develop their skills of knowledge management.
	Encouraging the teachers to develop their performance by adopting the principles of professional self-development, and utilizing the appropriate supervision approaches such as guiding readings.

The third stage: Evaluation and giving feedback:

- It is the role of school leadership supervisors in the education offices to evaluate the extent of achieving the expected goals, and determine the advantages of applying this proposal to enhance them, and the disadvantages to correctly handle them.
- However, it is the role of the education administration to check the reports of the education offices. It records the challenges that face the application of such a proposal and holds several workshops with related parties to presuppose guidelines and recommendations in an attempt to solve these problems.
- The supervisors of the education administration are responsible for evaluating the results of the exerted efforts for developing the performance of school leaders by measuring their tendencies and satisfaction degree.
- Additionally, the school leadership supervisors in the education offices have to prepare reports about the points of strength and weakness during the application of this proposal, the related obstacles, and the positive aspects after filtering and reviewing.
- Checking the education offices' reports, and giving the appropriate feedback.
- The accurate self-evaluation of this proposal by collecting the opinions of the participating school leaders and teachers according to certain standards to determine the points of weakness that must be well-treated and developed and the points of strength that should be enhanced.

Fourth: The obstacles of applying the proposal

- The school leaders' numerous and unlimited tasks, and responsibilities while the teachers are promoted regardless of the extent of their performance development and execution of the proposal.
- The lack of organizational culture in the schools is due to the gap between the schools' values and the teachers' actual behaviors.
- The proposed financial allocations are not entirely sufficient to meet the schools' targets and goals.
- Centralization of the schools' decision-making processes, and the low participation of the teachers in taking decisions.

- The lack of a clear adopted methodology and the planning processes to determine the training needs in an attempt to develop the teachers professionally.
- The lack of an appropriate infrastructure of the school, including the modern communication means and technology, to fulfill the requirements for adopting the proposal.

Fifth: The suggestions for overcoming the obstacles of applying the proposal

- Enhancing the school leaders for self-development.
- Enriching the organizational culture by revealing and combining the organizational values of the school teachers and leaders with those of the school to create a mutual vision of these unified values.
- Providing other additional financial resources besides the government funding by diversifying the financial resources that are devoted to developing the leadership performance, and collaborating with other private sectors in society.
- Encouraging the school leaders for adopting new leadership tendencies such as participative leadership, well-distributed leadership, and transformational leadership in an attempt to improve their capabilities.
- Preparing training courses for school leaders to develop administrative empowerment skills.
- Raising their awareness about the training requirements of school teachers.
- Intensifying the infrastructure of the schools, by utilizing modern communication means and technology, to achieve the expected development.

Recommendations

The author strongly recommends

- Supporting the school leaders' positive practices regarding the dimensions (organization, administrative jobs, and teacher professional development).
- Creating a close relationship between the teacher professional development and their duties, and expected roles.
- The continual updating of the training plans for the school leaders according to their training needs.
- Establishing clear standards for appointing the school leaders in accordance with those of the Education and Training Evaluation Commission (ETEC).
- Intensifying the training programs to design plans and strategic issues concerning (the vision, mission, and organizational culture of the school).
- Periodically measuring the teachers' degree of job satisfaction, attempting to solve their problems, and supporting and enhancing them to elevate the level of their job satisfaction.
- Providing the school leaders with more facilities to intensify their role in the teacher professional development.

- Encouraging them to plan for developing the human resources i.e. the school members, and conduct further research and studies.
- Establishing training classes inside the schools and transforming the schools to be training-based organizations.

Conflict of interest

The authors declare that there is no conflict regarding the publication of this paper.

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