

Practicing Agile Leadership Among Secondary School Principals In Dammam From The Teachers' Point Of View

Ahmed Ben Sulaiman Bani Murtada¹ and Khadijah Salman S Alqareen²

¹*Department of educational administration, College of Education, Imam Abdulrahman Bin Faisal University, P.O. Box 1982, Dammam, Saudi Arabia*

²*College of Applied Studies and Community Service, Imam Abdurrahman Bin Faisal University, P.O. Box 1982, Dammam, Saudi Arabia*

Abstract: This study aimed to reveal the degree of agile leadership practice among secondary school principals in Dammam from the female teachers' point of view. The study sample was (291) female teachers from public secondary schools in Dammam, and to achieve the objectives of the study, the descriptive survey method was applied. The questionnaire was used as a tool for the study, then the study concluded that the degree of practicing the dimensions of agile leadership among principals of public secondary schools in Dammam was very high, also the absence of statistically significant differences at the significance level ($\alpha \leq 0.05$) between the averages of the responses of the study sample members to practice the dimensions of agile leadership due to the variable of years of service. The study recommended enhancing the culture of agile leadership among secondary school principals, by finding appropriate rewards and incentive systems, in addition to enrolling them in appropriate training courses and considering their administrative and technical needs.

Keywords: Agile Leadership; Secondary School and Wisdom.

Introduction

The administration is an integrated approach that aims to bring out the administrative work in the best way, and given agile leadership, its nature highlights the optimal use of human, material, and technical resources in educational institutions, the nature of this leadership is concerned with the elements of time and human relations as it contributes to the success of various administrative elements and processes, therefore, the employment of the agile leadership approach and its use of administrative and leadership processes alike is important, especially in light of the waste that we are witnessing in the resources of educational institutions, which requires the use of agile leadership to try to mitigate this waste of various kinds, thus contributing to the improvement of the administrative and leadership outcomes of these institutions.

The leadership style prevailing in schools and adopted by the school administration is considered one of the most influential factors in the extent to which the desired goals are achieved effectively. As the principal is responsible for forming the school's vision and inspiring its employees, highlighting the school's message, setting goals, and encouraging their achievement. It is worth mentioning the main functions performed by the principal are planning, organizing, directing, and controlling, for the principal to perform these functions, he must practice an effective leadership pattern, leadership patterns can be defined as the behaviors and practices pursued by the manager in the organization, which affects the followers to achieve the desired goals of the institution (Al-Jamal, 2014).

In the late twentieth century, leadership developed significantly, as several modern leadership styles emerged. Transformational leadership based on enhancing motivation, moral values, and performance among the followers in the organization emerged. Then, transactional leadership is based on the psychological commitment of each of the subordinates and leaders of the organization to what they must do towards the other based on mutual interest, developmental leadership has also emerged, which is the modified model of transformational leadership, as it refers to the behaviors that make work proceed sequentially without complexity or routine (Makhamra, 2020).

Contemporary intellectual developments in the modern leadership vision still produce multiple leadership styles. This is to achieve excellence and sustainability and to urge institutions to respond to what is distinctive and new. The most important of these patterns is the agile leadership style, as it is one of the modern styles of leadership. It has caught the attention of researchers recently and can be described as behaviors that achieve value and reduce waste in time, effort, and money, cares about productive ideas, respects time and aims to eliminate waste in time, effort, and resources. The agile leadership style is characterized by the ability to carry out administrative work with quality, in addition to adjusting the work in a manner commensurate with what is required by organizational change, and the speed of response to opportunities and challenges in the best possible way, in addition to the ability to eliminate waste in time, effort and cost (Kartat, 2019). Also, agile leadership is characterized by providing a clear positive organizational climate, in addition to correcting errors, thus reducing the impact of errors; In order to reach the desired goals and objectives of the institution (Shabat, 2020).

The importance of agile leadership is highlighted in that it aims to improve

administrative performance, provide high-quality services and eliminate waste, whether in time, cost, or effort and thus get rid of waste at work and achieve the maximum degree of customer and follower satisfaction. Agile leadership is also characterized by improving the work organizational environment, as it is concerned with work relations and encourages innovation (Al-Lahham, 2020), in the same context, the importance of agile leadership is highlighted in the results of the Cleveland (2020) study, where it concluded that activating the style of agile leadership contributes to dealing with the organizational environment flexibly despite the changing organizational environment input of the institution, as Abu Talib (2020) showed the importance of agile leadership in pre-university schools, due to its suitability in eliminating the various aspects of waste within schools.

As agile leadership has become a basic requirement in educational institutions to improve administrative performance and provide high-quality services, which requires the participation of subordinates in the institution so that agile leadership becomes an organizational culture and the institution can achieve its goals efficiently and effectively. It is worth noting that the concept of agile leadership has two perspectives, namely, the Conceptual philosophical perspective related to guiding foundations and overarching goals, and a practical applied perspective related to management practices, techniques, and tools compatible with the philosophical perspective (Jurado & Fuentes, 2014)

It is worth noting the multiple dimensions of agile leadership, which contribute to achieving the goals of the organization efficiently and effectively when they are activated, most notably: the dimension of workplace organization, continuous improvement, confidence, and wisdom in behavior. The Makhamra study (2020) recommended the necessity of applying the

dimensions of agile leadership; Because of its importance in improving performance and consequently improving the quality of services provided, as it reduces wasting time and gets rid of slack in activities that do not reflect the values of the institution. The study of Abdullah and Saleh (2022) recommended that leaders and departments should focus to a large extent on adopting and applying the dimensions of agile leadership to achieve organizational prosperity for institutions.

Based on what was mentioned in the dimensions of agile leadership, Tommy's study (2019) concluded that there is a positive correlation between organizational trust, which represented one of the dimensions of agile leadership in this study, and organizational loyalty. Namouni (2014) reported that organizational loyalty is defined as a psychological state that expresses the willingness of subordinates. The subordinates in the institution make the highest effort for the benefit of the institution, are strongly willing to stay in it, and accept it with its values and goals. The importance of organizational loyalty in schools is clear in what Al-Salem (2015) mentioned. Through the organizational loyalty of school workers, positive effects are formed in the educational process in schools, so it can be considered organizational loyalty. In addition to raising the morale and the individual's self-confidence, the feeling of enthusiasm for work and the individual's desire to stay in the institution.

In the same context, we can refer to a group of studies on agile leadership and organizational loyalty, including the Rakaj and Al-Abadla study (2017), the Owais study (2019), and the Al-Ghamdi study (2021), all of which suggested the preparation of detailed field studies on Each dimension of agile leadership to contribute to improving the quality of services and improving the quality of their output, and based on the foregoing, the need to conduct this

study came in response to the recommendations of previous studies and to reveal the reality of agile leadership among secondary school principals in Dammam and its correlation with the reality of organizational loyalty for teachers from the teachers' point of view.

Problem Statement

The Ministry of Education is making efforts to achieve the vision of the Kingdom of Saudi Arabia 2030, through the development of the educational and administrative system in the Kingdom. However, there is a continuous need to intensify these efforts to achieve continuous improvement and the desired development of educational institutions in the Kingdom. In addition the need for accurate and organized planning, therefore, requires the ministry and departments to work on addressing all undesirable practices facing educational institutions, as many practices in the administrative and educational system require limiting them to achieve continuous improvement (Al-Dajani and Al-Masoudi, 2022).

In light of the above, it should be noted some undesirable administrative practices in educational institutions, as the results of Al-Maliki's study (2014) proved that secondary school principals practice some traditional administrative patterns, such as the laissez-faire management style, and the authoritarian management style to a moderate degree from the teachers' point of view in the city. Riyadh, in this regard, the study of Youssef and Ahmed (2020) confirmed that traditional management patterns have become incompatible with the changes and developments that the era is witnessing in various fields.

It can be referred to the effective leadership style, which may be considered a solution and a way out of the previous problems, which is represented in the agile leadership style. The study by Makhmrah (2020) recommended getting rid of traditional management gradually

and replacing it with agile leadership. However, the results of some previous studies on the degree of practicing agile leadership style showed a medium degree, such as the study of Abdullah (2020) and the study of Makhmrah (2020), in addition to the results of the study of Al-Otaibi (2022) that the degree of practicing the dimension of wisdom in agile leadership in Saudi universities (Imam Abdul Rahman bin Faisal University, King Saud University, and King Abdulaziz University) From the point of view of the faculty members was moderate.

The problem of the study was to reveal the level of agile leadership practice among the principals of government secondary schools in Dammam from the point of view of the teachers.

Study Questions

1. What is the degree of practicing the dimensions of agile leadership among the principals of government secondary schools in Dammam from the point of view of the teachers?
2. Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average responses of the study members to the practice of the dimensions of agile leadership represented in (workplace organization, continuous improvement, confidence, and wisdom in behavior) among the principals of government secondary schools in Dammam due to the two variables: (Educational qualification and several years of service) from the point of view of the teachers?

Study Objectives

This study aimed at:

1. Determining the degree of practicing the dimensions of agile leadership represented in (workplace organization, continuous improvement, confidence, and wisdom in behavior) among

secondary school principals from the point of view of female teachers in government secondary schools in Dammam.

2. Clarifying the nature of the statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average responses of the study members about the degree of practicing the dimensions of agile leadership among secondary school principals from the point of view of female teachers in public secondary schools in Dammam due to the two variables (the educational qualification and the number of years of service).

Study Importance

The importance of the theoretical (scientific) study:

1. This study was launched in response to the recommendation of some previous studies on conducting studies on the dimensions of agile leadership and the factors affecting the behavior of the leader.
2. Providing information and research indicators about agile leadership in secondary schools in Dammam.

The importance of the applied study:

1. It is hoped that the results of this study will benefit decision-makers in the Ministry of Education and the administration of educational institutions in the field of practicing the agile leadership style. Which contributes to reducing the problems of wasting time, effort, and resources, and addressing the shortcomings of traditional management patterns.
2. This study may contribute to raising the competitive position of educational institutions through: the educational administration's interest

in the practice of agile leadership among teachers; Which is reflected in organizational performance and outputs.

Study Limits

Objective limit: This study was limited to the degree of practice by secondary school principals in Dammam for the dimensions of agile leadership represented in: (the dimension of workplace organization, continuous improvement, confidence, and prudence in behavior).

Time limit: This study was applied in the second semester of the academic year 2021-2022 AD.

Spatial Limit: The application of this study was limited to government secondary schools for girls in the city of Dammam in the Eastern Province of the Kingdom of Saudi Arabia.

Human Limit: The application of this study was limited to a sample of female teachers in government secondary schools in the city of Dammam.

Terminology of study

Agile Leadership:

The ability of the organization's management to provide outstanding administrative performance with the speed of response, speed of adjusting the method of work in a manner commensurate with what is required by organizational change, and speed of response to opportunities and challenges in the external environment in the best possible way (Kartat, 2019).

Agile leadership is defined procedurally as the school principal's ability to achieve a competitive advantage in cooperation with the teachers, and to make the school viable and prosperous, through the organization of the workplace, continuous improvement, confidence, and wisdom in acting; To achieve the desired goals of

the school efficiently and effectively and to get rid of waste in time, effort and cost.

Previous Studies

Study of Cojocar et al. (2022) The study aimed to assess the opportunities and challenges of technology and agile leadership and their contribution to improving teachers' education for distance physical and sports education in light of the Corona pandemic, the study followed the descriptive survey method and relied on the questionnaire tool. The study population consisted of all teachers and coaches of physical education and sports at Hart University, Ovadius University, and Craiova University. The study sample consisted of 144 participants of the teachers and trainers of physical and sports education at Hart University, Avadius University, and Craiova University. One of the most important findings of the study is that agile leadership has a positive impact on the implementation of strategies for teaching physical education and sports and employing technology in teaching physical education and sports in light of the Corona pandemic, and agile leadership facilitated the teaching process among university faculty members.

Al-Otaibi study (2022) aimed to know the degree of agile leadership practice in Saudi universities from the point of view of the faculty members, and to know the extent of statistically significant differences between the average response of the study members about the degree of agile leadership practice due to the variable number of years of experience, the study followed the descriptive approach and relied on the questionnaire tool, the study population consisted of all faculty members in three Saudi universities (Imam Abdulrahman bin Faisal University, King Saud University, and King Abdulaziz University), and their number was (16016) faculty members, the study sample were selected by a stratified random approach, the results of the study proved that the degree of agile

leadership practice in Saudi universities from the point of view of the faculty members came to a high degree, and the order of dimensions was as follows: humility, then confidence (a high degree), then objectivity, then Calmness, then patience, then wisdom (to a medium degree), in addition to that, the study proved that there were no statistically significant differences between the average responses of the study members about the degree of practicing agile leadership due to the variable number of years.

A study carried out by Al-Dajani and Al-Masoudi (2022) aimed to know the degree of agile leadership practice among secondary school principals in the city of Makkah from the point of view of female teachers whose number is (2266) female teachers, and the study sample consisted of (364) female teachers who were chosen randomly. The results of the study proved that the degree of agile leadership practice among secondary school principals in Makkah Al-Mukarramah from the teachers' point of view was high, with an arithmetic mean of the axis (3.85), with a standard deviation of (0.422).

A study conducted by Al-Sawair (2021) aimed to know the degree of agile leadership practice among government school principals in Naour District in Jordan from the teachers' point of view, to reveal the extent to which there are statistically significant differences in the previous result due to the variable number of years of service and educational qualification, the study followed the descriptive correlative survey approach, and it relied on the questionnaire tool, and the study population consisted of all public school teachers in Naour District, who numbered (1405) male and female teachers, and the study sample consisted of (302) male and female teachers. Principals of public schools in Na'our District in Jordan from the teachers' point of view were high, and the results also demonstrated the existence of statistically significant differences between the response averages of the study members about the degree of agile leadership

practice among public school principals in Na'our District in Jordan due to the variable years of service. The differences came in favor of five years, while there are no statistically significant differences between the response averages of the study members about the degree of agile leadership practice among government school principals in Naour District, due to the educational qualification variable.

A study conducted by Haha (2020) aimed to know the application of the school administrations in Jordan to the principles of agile leadership and to reveal their relationship to building an organizational reputation. The study sample consisted of (472) male and female teachers in the private schools of the university district in a stratified random sampling method and relied on the questionnaire tool. It was high and their ranking was high: the dimension of confidence in the second rank, and wisdom in the third rank. The results also showed that there are no statistically significant differences between the average response of the study members about the degree of school administrations' application of the principles of agile leadership due to the effect of the educational qualification variable, while Differences were found due to the variable years of experience in favor of the experience level of more than ten years in all dimensions of the principles of agile leadership, as the results of the studies demonstrated that there is a positive direct relationship between the application of the principles of agile leadership by the administration of private schools in the university district and the dimensions of organizational reputation - knowing that this study was based on that the dimensions of agile leadership are its principles.

A study conducted by Makhamra (2020) aimed to identify the degree to which academic and administrative leaders at Al al-Bayt University in Jordan practice agile leadership. They are (402) academics and (951) administrative staff members, the study sample

consisted of (270) administrative staff members and (200) faculty members, and they were chosen by the stratified random sampling method. The results of the study revealed that the degree of practice of academic and administrative leaders at the University for agile leadership came to a medium degree in the dimension of workplace organization and continuous improvement, the dimensions were ranked in descending order, respectively: workplace organization, continuous improvement, standard work, and multi-functional workers. The results also showed that there were no statistically significant differences between the response averages of the study individuals regarding the degree of the practice of academic and administrative leaders at Al al-Bayt University for Agile Leadership attributed to the educational qualification variable in all fields, while there are statistically significant differences between the average responses due to the variable of years of experience and in favor of the level of experience: less than five years.

A study carried out by Al-Mutairi (2019) aimed to reveal the role of agile leadership in the quality of administrative performance outputs at Kuwait University from the point of view of the faculty members, the study sample consisted of 135 members of the teaching staff at Kuwait University. Among the most important findings of the study, the role of agile leadership in the quality of administrative performance outputs at Kuwait University was average, which is attributed to the recent use of the agile leadership style at Kuwait University.

A study conducted by Rakaj and Al-Abadla (2017) aimed to find out the availability of the requirements of agile leadership represented in the organization of the workplace and continuous improvement in the Ministry of Education and Higher Education in Gaza. Administrative positions in the Ministry of Education and Higher Education in Gaza, The study followed the analytical descriptive approach and relied on the questionnaire tool, the

study population consisted of workers in administrative positions in the Ministry of Education and Higher Education in Gaza, whose numbering (4,119) employees and the study sample consisted of (430) employees based on a random sample. Among the most important results of the study, the work style in the Ministry of Education and Higher Education in Gaza based on caring for work and improving its mechanisms with attention to followers indicates its compatibility with the way the agile leadership system works and fulfills its requirements. The study also found that there are no significant Statistical differences between the responses of the study individuals about the availability of the requirements of agile management, which is attributed to the variable years of experience - noting that this study was based on the dimensions of agile leadership being its requirements.

A study carried out by Taylor (2017) aimed to know the relationship of agile leadership with the factors of curriculum reform in higher education in Washington, Maryland and Virginia, the study followed the quantitative approach with its descriptive and correlative approaches, the study population represented in all faculty members, staff and executive leaders working in universities in Washington and Maryland, the sample consisted of 124 faculty members, employees, and executive leaders working in universities in Washington, Maryland, and Virginia, and the questionnaire was used as a tool for the study. The most important recommendations of the study are to conduct future research on the relationship between agile leadership and curricular reform factors in higher education and to know the differences in the sample responses that are attributed to the variables of gender, age and education.

The current study has been distinguished from previous studies in that it is considered more comprehensive than previous studies; It focused on the areas of (workplace organization,

continuous improvement, confidence, and wisdom in behavior) which are directly related to the study sample members, and affect their performance, in addition to being the first study according to the researchers' knowledge that dealt with revealing the practice of agile leadership among secondary school principals in Dammam from the teachers' point of view.

Methodology

The researchers followed the descriptive survey approach for its relevance to the objectives of the study, which is "based on the study of reality and is concerned with describing the phenomenon accurately and expressing it qualitatively or quantitatively" (Obaidat et al., 2012, p. 180).

Study Community

The study population consisted of all female public secondary school teachers in the city of Dammam (east and west), and their number was (1110), whereas the number of female public secondary school teachers in eastern Dammam was (432), while in the west of Dammam (678) female teachers, according to statistics Information Technology Department, Planning and Development Department, Dammam, in June 2022 (Dammam Education Office, 2022).

Study Sample

based on Morgan and Krejcie's equation the sample size of (286) is the minimum acceptable sample for statistical analysis, so a simple random sample was taken from the study population during the period of conducting the study during the second semester in the academic year 1443, the electronic questionnaire was sent to female teachers in secondary schools in Dammam, and the electronic questionnaire link was opened for two months, 306 questionnaires were received, subject to analysis, and (15) questionnaires were not valid for statistical analysis as a result of bias and inaccuracy, were thus subjected to analysis.

The number of (291) statistical questionnaires represented the study sample.

Study Tool

A questionnaire with a 4-point Likert scale was used to collect data from the study sample; Due to its relevance to the nature of the study, its objectives, and questions, the questionnaire was developed after reviewing the theoretical literature and previous studies related to the agile leadership variable, such as Al-Otaibi (2022), the Al-Sawair study (2021), and the Al-Mutairi study (2019). After confirming the validity and reliability of the study tool, the questionnaire was adopted in its final form and consisted of two parts, the first is demographic data related to the study sample members, and the second measured the degree of practicing the dimensions of agile leadership among secondary school principals represented in the dimension of organizing the workplace, which included (7) items, and the dimension of continuous improvement, which included (5) items, and the dimension of wisdom in behavior, which consisted of (5) items, and the dimension of confidence, which included (8) items - which measures the teachers' point of view.

Validity of The Study Tool

The validity of the questionnaire was verified through face validity and internal consistency, as it represented the application of face validity by the arbitrators, who are the most reliable category for judging whether the questions of the questionnaire measure the characteristic that was prepared to measure it or not. The arbitrators express their opinions and observations about the questionnaire's items in terms of the suitability of the items to the subject of the study, as well as in terms of the relevance of each item to the dimension to which it belongs, referring to the notes about the questionnaire's items - if any -. It should be noted that the number of arbitrators for the questionnaire reached (21) arbitrator, and

based on the arbitrators' opinions and observations, some paragraphs were modified, and some paragraphs were added and deleted so that the questionnaire became valid for application, and the questionnaire was applied to the survey sample, which numbered (25) female

secondary school teachers in Dammam; to codify it to measure validity and reliability.

Internal Consistency: The study was applied to a survey sample consisting of 25 teachers from the study population, the results were as follows:

Table (1): Correlation coefficients of the dimensions of each domain with its total degree.

Domain	Dimension	Correlation coefficient
Agile leadership	Workplace organization	.911**
	Continuous improvement	.948**
	Wisdom	.956**
	Confidence	.917**

** The correlation coefficient is significant at the 0.05 level

It is clear from Table (1) that all the correlation coefficients between each item and the domain to which it belongs were positive and statistically significant at the level $\alpha \leq 0.05$. The table also shows the correlation coefficients of each domain with the total score of the dimension it belongs to, and all of them were positive and statistically significant, and this indicates that all the

questionnaire items were valid and measured the goal for which it was set.

Reliability of the Study Instrument

To verify the reliability of the questionnaire, the reliability coefficient of Cronbach's alpha was calculated for the dimensions and domains of the questionnaire, the results were as follows:

Table (2) Cronbach's alpha coefficients and the subjective validity of the questionnaire (sample number = 25).

Dimensions	Num of items	Cronbach's alpha coefficients	Intrinsic validity	Consistency level
Workplace organization	7	.869	.932	High
Continuous improvement	5	.882	.939	
Wisdom	5	.887	.942	
Confidence	8	.856	.925	
The second section: the agile leadership of principals of secondary schools in Dammam from the point of view of teachers	25	.959	.979	
The total study tool	34	.971	.985	

It is clear from Table (2) that the value of Cronbach's alpha coefficient for the reliability of the study tool reached 0.971, the coefficient of intrinsic validity was 0.985, and the reliability coefficients for the study tool's domains and its sub-dimensions were all high; Where it ranged from 0.85 to 0.95. The reliability analysis indicates the good reliability of the tool, and thus the confidence in the results of the field study.

Results

Results related to the answer to the first question: "What is the degree of practicing the dimensions of agile leadership among female principals of public secondary schools in Dammam from the point of view of the teachers?"

To answer the first question, the arithmetic means, and standard deviations of the dimensions of agile leadership were calculated, and the following table illustrates this.

Table (3): Arithmetic means and standard deviations of the responses of the study sample members to the degree of practicing the dimensions of agile leadership among secondary school principals from the teachers' point of view.

Dimensions	Sample number	Arithmetic mean	Percentage	SD	Order	Degree
Workplace organization	291	3.4	85.00%	0.531	4	Very high
Continuous improvement	291	3.37	84.25%	0.550	2	Very high
Wisdom	291	3.28	82.00%	0.703	3	Very high
Confidence	291	3.44	86.00%	0.615	1	Very high
Overall score for Agile Leadership Dimensions	291	3.45	86.22%	0.599	Very high	

Table (3) indicates that the degree of practicing the dimensions of agile leadership among the principals of public secondary schools in Dammam from the teachers' point of view was very high, with an arithmetic mean of 3.45, and a standard deviation (0.599), and the arithmetic means of the four dimensions ranged between (3.4-3.44) where the confidence dimension represented the first rank; It came with the highest arithmetic mean, and reached (3.44), with a standard deviation of (0.615), and a (very high degree), while the dimension of continuous improvement came in the second rank in practice, where its arithmetic mean was (3.37), and with a standard deviation (0.55), with a degree (very

high), while the dimension of wisdom came in the third rank, where it reached its arithmetic mean of 3.28, and with a standard deviation (0.703), and with a (very high degree), while the dimension of the workplace organization came in the last rank ; Where it reached an arithmetic mean (3.4), a standard deviation (0.531), and a degree (very high).

The results may be attributed to the fact that the prevailing agile leadership style supports achieving the requirements of quality, which has become a necessity that schools seek to obtain; To achieve accreditation for the school, and to achieve its continuity, and Anderson (n.d) confirms this, where it was mentioned that the

agile leadership style supports the achievement of total quality, as its importance lies in improving customer service and providing them with what they need in a timely manner. This result agreed with the study of Al-Sawair (2021); Haha (2020); Al-Dajani and Al-Masoudi (2022), where the result of the degree of practicing the dimensions of agile leadership for them was high. In contrast, the result of this study differed from the study of Al-Mutairi (2019).

The results related to the second question: "Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average responses of the study sample members to the practice of the dimensions of agile leadership represented in (workplace organization, continuous

improvement, confidence and wisdom in behavior) among public secondary school principals in Dammam due to the two variables (educational qualification and the number of years of service)?"

To answer the second question, a three-way analysis of variance (ANOVA) was conducted, which is used to test the statistical significance of the differences between several independent samples. To find the extent of differences between the averages of the responses of the study sample members to the practice of the dimensions of agile leadership among the principals of public secondary schools in Dammam due to the variable (number of years of service and educational qualification).

Years of Service Variable

Table (4): ANOVA analysis of the differences in the domain of agile leadership that are attributed to the "number of years of service" variable

Source of variances		Sum of squares	Degree of freedom	Mean squares	F value	significance
Workplace organization	Between groups	.678	2	.339	1.200	.303
	Within groups	81.351	288	.282		
	Sum	82.029	290			
Continuous improvement	Between groups	.090	2	.045	.147	.863
	Within groups	87.653	288	.304		
	Sum	87.742	290			
Wisdom	Between groups	.499	2	.250	.504	.605
	Within groups	142.810	288	.496		
	Sum	143.310	290			
Confidence	Between groups	.114	2	.057	.150	.861
	Within groups	109.740	288	.381		
	Sum	109.854	290			

The second section: the agile leadership of principals of Secondary schools in Dammam from the Point of view of Female teachers	Between groups	.228	2	.114	.377	.686
	Within groups	87.215	288	.303		
	Sum	87.443	290			

Table (4) shows that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average responses of the study sample members about the practice of the dimensions of agile leadership, due to the variable of the number of years of service; In

order to find out the weighted average values obtained by each of the categories constituting the educational qualification variable according to the agile leadership variable, the Scheffe test was conducted, As shown in Table (5).

Table (5): The results of the Scheffe test for post-test comparisons to determine the trend of the number of years of service categories for the dimensions of agile leadership.

Number of years of service	Study sample	Organizing the worksite	Organizing the worksite	Continuous improvement	Wisdom in behavior	Confidence	Agile leadership among female principals of secondary schools in Dammam from the point of view of teachers
		Subset for alpha = $\alpha \leq 0.05$					
		1					
more than ten years	157	'Arithmetic mean	3.5490	3.5299	3.4713	3.5127	3.5153
less than five years	44		3.5955	3.5600	3.5089	3.5386	3.5667
From five to ten years	90		3.6578	3.5727	3.5909	3.5567	3.5795
Sig.	.459			.894	.585	.910	.776

Table (5) indicates that the Significance level is greater than the level of statistical significance ≤ 0.05 , which confirms that there are no differences between the responses of the study sample to the practice of the dimensions of agile leadership due to the variable of the number of years of service. From the table, the second service years' category (5 to 10 years) had the highest weighted average towards all dimensions of agile leadership, as its arithmetic mean reached (3.57), this may be attributed to the progress in service in this age group. The female teachers had gained work experience and had the opportunity to highlight their performance excellence, and thus it became worth trusting them and improving them continuously, this may raise the level of

quality of organizational outputs, while the third number of years of service category (more than 10 years) had the lowest average towards the items and dimensions of agile leadership, with an arithmetic mean of (3.51), this may be due to the lack of enrollment in training courses, and the focus on training teachers who have several years of service less than 10 years, which results in female teachers feeling the monotonous routine at work. This result agreed with the result of the study of Rakaj and Al-Abadla (2017), while it differed from the study of Makhamra (2020). and Al-Sawair (2021).

Qualification Variable

Table (6): One-way variance analysis of the differences in the dimension of agile leadership that are attributed to the variable "Educational Qualification".

Source of variances		Sum of squares	Degree of freedom	Mean squares	F value	significance
Workplace organization	Between groups	1.115	2	.558	1.985	.139
	Within groups	80.914	288	.281		
	Sum	82.029	290			
Continuous improvement	Between groups	1.979	2	.990	3.323	.037
	Within groups	85.763	288	.298		
	Sum	87.742	290			
Wisdom	Between groups	3.398	2	1.699	3.738	.021
	Within groups	130.912	288	0.454		
	Sum	143.31	290			
Confidence	Between groups	1.701	2	.850	2.264	.106
	Within groups	108.153	288	.376		
	Sum	109.854	290			
The second section: the agile leadership of principals of	Between groups	1.787	2	.893	3.074	.041
	Within groups	85.657	288	.297		

Secondary schools in Dammam from the Point of view of Female teachers	Sum	87.443	290			
---	-----	--------	-----	--	--	--

Table (6) shows that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average responses of the study sample members to the practice of two dimensions of agile leadership, namely (continuous improvement - wisdom in behavior) due to the educational qualification variable as well as to the total domain of agile leadership,

where the Sig test statistic values were less than the used level of statistical significance $\alpha \leq 0.05$.

In order to find out the weighted average values obtained by all categories of academic qualifications according to the agile leadership variable, the Scheffe test was conducted, as shown in Table 7.

Table (7): The results of the Scheffe test for posttest comparisons to determine the direction of the academic qualification categories for the dimensions of agile leadership.

academic qualification	Study sample	Arithmetic mean	Workplace organization	Continuous improvement	Wisdom	Confidence	Agile leadership among female principals of secondary schools in Dammam from the teachers' point of view					
								Subset for alpha = $\alpha \leq 0.05$				
								1				
Diploma	37		3.5134	Confidence	3.3910	3.3985	3.4224					
Bachelor's	187	Arithmetic mean	3.5893	3.5690	3.4995	3.5567	3.5540					
Postgraduate	67		3.7297	3.6757	3.7081	3.6351	3.6892					
Sig.			.073	.546	.246	.096	.379					

It is clear from Table (7) that the third category of educational level (graduate studies) had the highest weighted average towards all dimensions of agile leadership, while the first category of educational level (diploma) had the lowest average towards the items and dimensions of agile leadership; Perhaps the third category of educational level (graduate studies) has the highest weighted average because teachers who have a postgraduate qualification have knowledge of agile leadership and are aware of its importance. Because it is a concept that may be part of the specialization of administration and educational leadership, and this specialization is

supportive. It does not grant a bachelor's degree, but it grants a postgraduate degree. As a result, teachers who have postgraduate qualifications were able to accurately assess the practice of agile leadership among school principals.

The result of this study differed from the result of the study of: Makhamara (2020); haha (2020); Al-Sawair (2021), where they found that there were no statistically significant differences in the degree of practicing the dimensions of agile leadership due to the educational qualification variable.

Recommendations

1. Developing the spirit of teamwork by creating joint links between secondary school principals and teachers to improve the educational and administrative process, which is reflected in the achievement of the school's educational goals and objectives.
2. Maximizing competitiveness and enhancing standard work in proportion to the capabilities and energies of teachers.

References

1. Abdel Rahman, Mohamed Abdel Hamid. (2011). Incentives and organizational loyalty in organizations. Al-Fateh University.
2. Abdullah de Ron Faridoun, and Saleh, huh, Ramy Muhammad Amin. 2022. Agile leadership and its role in achieving organizational prosperity: an analytical study of the opinions of a sample of administrative leaders in Internet companies in the province of Sulaymaniyah. Scientific Journal of Cihan University. Sulaymaniyah 6(1), 216-238.
3. Abdullah, Asmaa Abu Bakr Siddiq. (2020). The degree of university leaders' practice of the dimensions of agile management and its relationship to the effectiveness of job performance from the point of view of faculty members at New Valley University. Educational Journal (80), 636-748.
4. Abu Talib, Safaa Allam Muhammad. (2020). International models in the application of agile management in secondary schools in Egypt. Journal of Scientific Research in Education (21), 45-75.
5. Al-Ghamdi, Ayedh bin Saeed. (2021). The level of university leadership practice in the Kingdom of Saudi Arabia of agile leadership and its relationship to the quality of career: a field study from the point of view of faculty members. Arab Studies in Education and Psychology (ASEP) (138), 243-276.
6. Ali, Wafiqa. (2020). The organizational climate and its impact on the organizational loyalty of kindergarten teachers in the city of Lattakia: a field study. Chirin University Journal of Research and Scientific Studies - Arts and Humanities Series 42(2), 143-164.
7. Al-Jamal. Samir Suleiman. (2014). The prevailing leadership patterns among officials in the directorates of education in the Hebron governorate and its impact on the development of creative thinking of subordinates. Al-Quds Open University Journal for Research and Studies 2 (32), 151-186.
8. Al-Kurdi, Haifa Kamel Abdullah, and Al-Kurdi, Khawla Kamel Abdullah. (2019). The degree of servant leadership practice among school principals. The Arab Journal of Scientific Publishing AJSP, (9), 1-40.
9. Al-Lahham, Mahmoud Ashour Mohamed. (2020). The degree of academic leaders' practice of agile management at Al-Aqsa University and its relationship to the level of effective decision-making. (Master's thesis, Al-Aqsa University).
10. Al-Maliki, Omar bin Abdullah. (2014). The practice of secondary school principals of school leadership styles from the point of view of teachers in the city of Riyadh. Specialized International Educational Journal 3 (8), 144-158.
11. Al-Mutairi, Mutaira Dhaif Allah Muhammad. (2019). The role of agile management in the quality of administrative performance outputs at Kuwait University from the point of view of the faculty members themselves. Al-

- Quds Open University Journal of Educational and Psychological Research and Studies 11 (29), 83-95.
12. Al-Otaibi, Nadia bint Muharib bin Blaas. (2022). Agile leadership as an approach to improving the quality of career for faculty members in Saudi universities: (a suggested scenario). (PhD thesis, Umm Al-Qura University).
 13. Al-Salem, Maher Ali Al-Saleh. (2015). Organizational loyalty among teachers of general secondary education and its relationship to participation in decision-making (Master's thesis, Damascus University).
 14. Al-Sawair, Ibtisam Ali Abdel-Hadi. (2021). Agile leadership and its relationship to coping with work pressures among public school principals in Naour District from the teachers' point of view (Master's thesis, Al al-Bayt University) Dar Al-Manthama database.
 15. Anderson, D.J. (n.d.). Agile Management For Software Engineering: Applying the Theory of Constraints for Business Results. Eli Schragenheim.
 16. Cleveland, M & Cleveland, S. (2020). Culturally Agile Leadership: A Relational Leadership Development Approach. International Journal of Public and Private Perspectives on Healthcare, Culture, and the Environment 4 (1) ,1-9.
 17. Cojocaru, A.M.& Cojocaru, M.& Jianu, A.& Manea-Țoniș, R. B.& Paun, D. G. & Ivan, P. (2022). The impact of agile management and technology in teaching and practicing physical education and sports. Sustainability 14(3), 1237. doi:<http://dx.doi.org/10.3390/su14031237>
 18. Dajani, Noura. Al-Masoudi, Badria. (2022, 5, 18-19). The ability of agile management to predict the administrative excellence of secondary school principals in the city of Makkah. The second scientific conference “Modern Trends in Educational Sciences Conference”, University of Hail - College of Education.
 19. Haha, Hikmat Muhammad Yusuf. (2020). The degree of school administrations' application of the principles of agile leadership and its relationship to building an organizational reputation from the point of view of private school teachers in the university district (Master's thesis, Al al-Bayt University) Dar Al-Mandomah database.
 20. Hassan, Heba Badran Abdel Hamid. (2022). Activating the practice of academic and administrative leaders for transformational leadership strategies in the face of some educational and administrative problems at Mansoura University (research extracted from a PhD thesis). Journal of Specific Education Research. Mansoura University, (65), 483-542.
 21. Hussein, Walid Hussein, and Al-Zubaidi, Ghani Daham Tanay. (2021). Employing agile leadership behaviors to enhance investment in human capital. (Research from PhD thesis), Journal of Economics and Administrative Sciences 27 (126), 86-106.
 22. Jurado, P. J. M. & Fuentes, M. P.J. (2014). Agile Management, Supply Chain Management, and Sustainability: A Literature Review, Journal of Cagileer Production 85(2),1-17.
 23. Kartat, Ruqayyah Muhammad Muhammad Ahmad. (2019). Requirements and obstacles to the application of agile leadership at King Khalid University. International Journal of Economics and Business 6 (1), 37-46.

24. Makhamara, Aya Mahmoud. (2020). The degree of academic and administrative leaders' practice of agile leadership at Al al-Bayt University. (Master's Thesis, Al al-Bayt University) Dar Al-Manzmah database.
25. Mohamed, El-Tayeb Mohamed Ismail, and Mohamed, El-Tigani El-Ghazali Abdel-Khair. (2019). The mediating role of agile leadership in the relationship between total quality management and institutional performance: (a study on a sample of commercial banks in the Blue Nile State, Sudan during the year 2019 AD). *Jerash University* 21(1), 159-176.
26. Namouni, Murad. (2014). The role of loyalty in the success of the organizational change process. *The Arab Journal of Social Sciences* 3(6), 113-129.
27. Owais, Buthaina Elias Moussa. (2019). The level of organizational loyalty of school principals and its relationship to their outstanding performance. *Journal of the College of Basic Education for Educational and Human Sciences* (45), 88-106.
28. Rakaj, Yahya Muhammad, and Al-Abadla, Samar Musharraf. (2017, December, 6-7). The availability of the requirements of agile management and its role in the development of human resources in the Ministry of Education and Higher Education in Gaza. The Second Scientific Conference "Sustainability and Enhancing the Creative Environment for Technical Education", Palestine Technical College.
29. Shabat, Jalal Ismail Awad. (2020). The role of agile leadership in motivating workers in health institutions: A case study of the Union of Health Work Committees in the Gaza Strip. *Al-Quds Open University Journal of Administrative and Economic Research* 5(13), 166-178.
30. Taylor, A. (2017). An examination of the relationships between agile leadership factors and curriculum reform in higher education (Doctoral dissertation, Capella University).
31. Tommy, Nadia. (2019). The role of organizational trust in enhancing organizational loyalty among administrative workers: a field study at the Kasdi Merbah University of Ouargla, "Faculty of Economics, Commercial and Facilitation Sciences". (Master's thesis, Kasdi Merbah University of Ouargla).
32. Yildirim, Y., Uzum, H., & Yildirim, I. (2012). An examination of physical education teachers in terms of their organizational citizenship behaviors and organizational loyalty according to some demographic variables. *Procedia-Social and Behavioral Sciences*, 47, 2146-2156.
33. Youssef, Dalia Taha Mahmoud, and Ahmed, Maha Murad Ali. (2020). The prevailing leadership styles of secondary school principals and their relationship to teachers' attitudes towards total quality management: a field study. *International Journal of Educational and Psychological Sciences* 31 (50), 11-59.