The Actualization of Administrative Governance in Public Secondary Schools and its Difficulties in Implementation

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Abstract

The study aimed to determine the degree to which public secondary school principals practice the governance principles and the obstacles to their application from the point of view of the principals. It also aimed to reveal the differences in the reality of its application and the related obstacles according to the two variables (type - years of service). To achieve this purpose, the researcher used the descriptive survey approach and prepared a questionnaire consisting of (33) paragraphs. After verifying the validity and reliability of the tool, it was applied to the entire research population. The percentage of responses was (60.9%). One of the most prominent results was that the degree of managers' practice of governance is Very High in all principles:(Transparency, Accountability, Responsibility, Justice, Rational decision-making). The degree of governance obstacles realization was also high. The results showed that there were no statistically significant differences at the level of significance (α ≤ 0.05) between the responses of public secondary school principals in the eastern region towards the reality of governance practice and the obstacles to its application according to two variables (type, years of service). In light of the results, the researchers provided a set of recommendations.

Introduction

The term governance has been commonly used in the last ten years at least. This term has been addressed by various studies, conference recommendations, and announcements at all levels (Vymetal, 2007). Because of their unwillingness to completely adopt governance concepts, modern businesses suffer from a gap between reality and concrete results (Al-Fawzan, 2017). Practices for applying governance principles vary from one country to another. Governance is an organizational variable that is not easy to detect and manage (Alfaryan, 2020). The concept of governance in education has emerged due to a serious crisis experienced by educational institutions, which is represented in the gap between the objectives and the mechanism of their application (Al-Qurashi,2020). Developing countries are focusing their efforts on improving education through governance reform (Duflo et al., 2014). Reforming the educational system requires focusing on the concepts of governance, the knowledge economy, and its requirements, and making a qualitative leap in the management of the educational institution (Akhdar,

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2020). Most education systems around the world lack serious accountability, and the line between corruption and mismanagement is blurry. Governance aims to reduce corruption in the educational system and raise performance, which will lead to an increase in the efficiency of educational services and improve the student learning process. (Lewis & Gelander, 2009).

The Arab League Educational, Cultural, and Scientific Organization (ALECSO) (2013) has clarified that in the modern thought of management, the principal must play his role as a wise leader and supervisor by applying good governance. Some studies addressed the governance term as an alternative to management. Thus the school's performance in fulfilling its goal is linked to its governance style and management, which is directly related to the leader's personality, competencies, and capacities. We discover in the central system that school reform includes governance changes, such as the redistribution of administrative activities, and that this change does not remodel the administrative organizational structure but requires a change in the internal organizational feature. (DiGaetano, 2017). Governance, on the other hand, must ensure that any gaps or overlaps in tasks and responsibilities at different levels are filled or at least harmonized. (World Bank, 2013).

School leadership can be viewed as a governance instrument insofar as schools examine themselves under administrative procedures that transparently record their data. (Gooby & Wilkins, 2020). One of the conditions for successful governance in the school is the presence of strong and powerful leadership, and the leader needs to grasp his position in governance structuring. (Leechman et al., 2019). School leaders must also reconsider their duties and actions, and one of the most significant methods they must employ is the ability to influence and manage followers efficiently and effectively. This relates to decision-making, and strong governance ensures the quality of decision-making and taking, which is also necessary for the school principal to achieve transparency, fairness, and accountability. (Supriadi et al., 2021). Several studies have shown that the application of governance in education faces several challenges, including the gap between commitment and application (Al-Qa'oud, 2016). One of the governance challenges is the low administrative level of the school (James et al., 2013). Giving school principals greater responsibilities, including recruitment, development, and evaluation decisions, enhances their capacities for successful governance at the school level (Paletta & Bezzina, 2016).

At the launch of the KSA's 2030 vision, it confirmed that building the education system is one of the most important requirements for economic development, and the principles of governance came in its document as an effective performance system by promoting responsibility, accountability, transparency, and empowerment to meet challenges and invest opportunities (vision2030, 2016). The Ministry of Education in the Kingdom of Saudi Arabia seeks to improve education outcomes by identifying the improvement of governance, leadership, and educational policy among its strategic objectives (Ministry of Education, 1438). The Ministry of Education announced a comprehensive change in its secondary education system and the development of new paths that serve the labor market according to an approved system of governance (Ministry of Education, 1442). Change is a global phenomenon for all organizations. To ensure its sustainability, changes must be made in individuals, policies, and products. The success of change is not easy and is always linked to many challenges (Alghamdi, 2016). We must note that institutional governance in the Kingdom of Saudi Arabia is a new concept, particularly in education, so the application of governance principles and the success of change is dependent on school principals, their awareness, and their ability to apply these principles when exercising their leadership role.

Research Problem and Questions:

In addition to the foregoing, the Administrative Development Conference's recommendations called for research to activate governance and make recommendations and legislation to implement it(Institute of Public Administration, 2016). The reality of the educational field in Saudi Arabia also reflects a weakness in the application of the principles of governance due to central regulations and systems and poor coordination with school principals (Al-Qa'oud, 2016). In his study, Balharith (2015) proposed more research to explore the obstacles to establishing governance and solutions to treat it. There is a lack of research and studies on school governance in Saudi Arabia, which has raised the researchers' concerns about the reality/nature of governance practice in secondary schools, as well as the readiness and preparedness of the school administration to shift to the new track system according to the governance system adopted by the Ministry of Education under the general centralization of decision-making in the education system. Based on the foregoing, the study's problem was highlighted in the major question, "What is the reality of secondary school principals' practice of governance principles, and what are the obstacles to their application?" This question has been divided into two questions:

1 -   From the perspective of the principals themselves in the Eastern Province, how do the principals of public secondary schools practice good governance?
2 -   What are the obstacles facing the Eastern Region's principals in implementing governance in public secondary schools?
3 -   Are there statistically significant differences between the responses of the sample population towards the extent of governance practice and the obstacles to its application at the level of significance ($\alpha \leq 0.05$) attributed to the school principals' gender and the years of service from their point of view?

Practical Importance of the Study:

The findings of this study, the researchers hope, will help in the following:

1.   Informing education officials about the reality of governance of public secondary schools in the Eastern Province, which will enable them to overcome negative practices and promote positive practices by providing training and development programs for principals, which will reflect on the effectiveness of their future performance.
2.   Providing feedback to decision-makers on the obstacles to applying the principles of governance in schools, which may help them develop plans and draw up appropriate policies and legislation to avoid obstacles to their application.

Limits of the Study:

Spatial Limit: Public secondary schools for boys and girls in the Eastern Province.

Human Limit: Principals of public secondary schools for boys and girls in the Eastern Province.

Objective Limit: The research was limited to the topic of practicing the principles of governance and the obstacles to their application.

Time Limit: This research was conducted in the second semester of the academic year 2021-2022 and the first semester of the year 2022-2023.

Conceptual Framework

Governance is not a modern term. However, there is some disagreement on the novelty of applying this concept in social organizations (Ben Hussein, 2015; Tayeb 2020). The definition of governance must be dynamic to suit the change in societies (Paul, 2012). Governance is defined as the institution's ability to activate transparency, organization,

and justice, and the participation of its members in making problem-solving decisions, providing all accounting methods within the administration, reducing administrative corruption of its forms, and following up on the performance of its employees (Balharith, 2015). Governance is nothing more than controls and laws that assure openness, justice, and accountability while also limiting administrative corruption and power abuse. (Al-Fawzan 2017).

There are many principles on which governance is based to ensure the improvement of performance, raise the effectiveness of employees, and determine the policies and regulations of the administration. The OECD (2015) pointed out that there is no unified method of governance, but what determines the sound methods of the organization are some common elements of companies. The principles of governance are concerned with the interests of employees and stakeholders together. The principles are connected with other factors that are taken into account when making decisions, such as ethical and environmental issues. These principles are not binding and do not seek to give detailed guidance for national legislation and policies, but rather aim to define and clarify objectives to propose alternative ways to achieve.

Several governance principles have been set in studies and the literature of writers and academics. Hutton (2015) highlighted five basic principles, which were described by the United Nations Development Program in 1995, namely (responsiveness and appropriateness that govern performance, voice and legitimacy for the participation of all stakeholders, the tendency to develop a strategic vision of the nature of good governance, accountability for decision-makers at all levels, fairness). The study of Bashir (2019) and Al-Qurashi (2020) combined three principles, namely transparency, accountability, and participation, while the study of Al-Qashan (2020) identified them as transparency, accountability, participation, and integrity. The study by Al-Nisr and Awaidat (2021) added the principle of empowerment. Al-Roudhan study (2021) dealt with responsibility, transparency, and accountability. Governance frameworks as mentioned by Yüner and Burgaz (2019) are participation, accountability, effectiveness, equality, strategic vision, rule of law, and responsiveness.

The importance of school governance is highlighted in its ethical dimension. Kandie (2017) stated that governance is based on human rights concepts and the participation of stakeholders, teachers, students, and beneficiaries in making their own decisions while empowering them. The PISA report (2011) stated that students in countries with high levels of responsibility and accountability, as well as those who are independent, have obtained greater performance results. Governance ensures the improvement of any educational institution's outcomes quality, protects it from financial and administrative corruption, guarantees employees' rights objectively and fairly, and improves the institution's ability to develop and progress (Al-Zaidi, 2020). Educational governance requires the participation of all stakeholders from the local community, parents, professionals, educators, and non-governmental institutions in the education process. This explains the link between governance and quality as it ensures its presence in any system and any country (Panza, 2015M).

In implementing governance, the school administration faces some challenges and difficulties, including the school principal's lack of knowledge and financial management skills. Another obstacle is the lack of cooperation and the reluctance of managers to share responsibility so that they do not lose their authority (Xaba, 2011). One of the biggest governance challenges in the centralized education system is the lack of delegation of authority. The most important authority that must be given to schools is financial authority. For the development of education for sustainable development, discussions must be held at all levels of management with school teachers and students, predetermining rules and performance measures (Algraini & Mcintyre, 2017).

Study Approach:

The approach of this study is the descriptive survey approach. This approach is defined as an investigation of one of the present phenomena, of the members of the original population or a sample thereof to determine the current state of this population. This aims to disclose and diagnose their aspects and determine their relationship to other occurrences (Suleiman, 2014).

Research Population and Sample Size

The population of this study consisted of (328) female and male principals in all public secondary schools located in the Eastern Province, one of the largest regions in the Kingdom of Saudi Arabia according to the Development and Training Department statistics. The data was collected using the complete census method and the response ratio was (60.9%) at a Confidence Level: = 95%. The percentage of female participants was (41.5%), and the male percentage was (58.5%), while the percentage of the participants whose service was less than five years (36.0%), whose service was from five to ten years was (19.5%), and percentage of the participant whose service was more than ten years was(44.5%).

Study Tools:

The tool was built in its initial form after referring to the theoretical literature and previous relevant studies, such as the study of Al-Ghamdi (2020), Karwani (2016), (2014), and Kilicoglu Yilmaz. The tool consisted of two basic dimensions: The first is adopted know the degree of governance principles among the leaders of secondary general education schools, and it included (19) paragraphs distributed among (5) areas:(Transparency, Accountability, Responsibility, Justice, Rational decision-making)

The second aspect is adopted to know the degree of obstacles to the application of the principles of governance among the leaders of secondary education schools. The paragraphs of this dimension consisted of (14) paragraphs, divided into three areas: (Human difficulties, Organizational difficulties, Material difficulties). To answer the questionnaire items, a five-point Likert scale was used.

Validity of the Tool:

- Face Validity: The face validity of the study tool was verified based on the opinion of a team of (10) faculty members of experts in the field of educational administration. The study tool was presented to this team in its preliminary form, and several amendments were made according to the opinion of the referees.
- Validity Content: Concerning the first aspect of the tool (the practice of governance principles), it is clear from the following table (1):

Table No. (1) Correlation coefficients for each of the questionnaire paragraphs and axes

The first axis: Application of Governance

Correlations

Rational Decision-Making	Justice	Responsibility	Accountability	Transparency	Item No.
.868**	.923**	.760**	.915**	.804**	1
.750**	.912**	.883**	.909**	.729**	2
.879**	.930**	.794**	.844**	.819**	3
.825**	-	.829**	.902**	.702**	4
.907**	.883**	.919**	.863**	.828**	Total

The Second axis: Difficulties of Application of the Governance

Material difficulties	Organizational difficulties	human difficulties	Item No.
Correlations			
.733**	.711**	.828**	1
.847**	.646**	.686**	2
.784**	.737**	.738**	3
.781**	.630**	.694**	4
-	.719**	.612**	5
.856**	.835**	.778**	Total

* * Statistically significant at a significance level of less than (0.01)

*Table prepared by the two researchers based on the outputs of the SPSS software

The existence of strong direct correlation coefficients between each of the sub-axis paragraphs and its axis, where the value of correlation coefficients came in the range (0.702– 0.930). The results also showed that there are strong correlation coefficients between each dimension of the governance principles practice axis with the total score of the questionnaire as a whole, where the value of correlation coefficients came in the range (0.828– 0.919). It was also found that there are strong correlation coefficients between each of the paragraphs of the second axis "obstacles to the application of governance" and the total score of the dimension, as the value of correlation coefficients came in the range (0612– 0.847). This indicates that there is consistency between each of the paragraphs and the axes of the questionnaire and that the paragraphs can measure the variable for which it was developed. This is at a significance level of 1%.

Reliability:

The reliability of the study tool (the questionnaire) was verified. the Cronbach's Alpha coefficient was relied upon to measure the reliability of the study tool, and the following table (2) shows the reliability coefficient for each of the study's main and secondary axes, and the entire questionnaire, which shows that there is a high-reliability coefficient, whether at the level of the study main and secondary axes, or the tool as a whole.

Table No. (2) Reliability coefficients for each of the questionnaire axes *

The first axis: Application of Governance

Axis		Item No.	Cronbach's Alpha
1-	Transparency	4	.726
2-	Accountability	4	.914
3-	Responsibility	4	.818
4-	Justice	3	.910
5-	Rational decision-making	4	.842
Total of the first axis		19	.949

The Second axis: Difficulties of Application of the Governance

Axis	Item No.	Cronbach's Alpha
human difficulties	5	.746
Organizational difficulties	5	.719

Material difficulties	4	.781
Total the Second axis	14	.853
Total of the instrument	33	.902

*Table prepared by the two researchers based on the outputs of the SPSS software.

Analysis and Discussion of Findings of the Study

To answer the first study question "From the perspective of the principals themselves in the Eastern Province, how do the principals of public secondary schools practice good governance?", then means, standard deviations, rank of means, and the degree of governance principles practice were extracted. The following table (3) shows this:

Table No. (3) Weighted average, standard deviation, and ranking for the principles of governance practice axis*

Secondary axis	Number of paragraphs	Mean	Deviation	Ranking	Direction (degree of governance practice)
Responsibility	4	4.46	0.591	1	Very High
Accountability	4	4.42	0.598	2	Very High
Justice	3	4.42	0.741	3	Very High
Rational Decision-Making	4	4.35	0.650	4	Very High
Transparency	4	4.30	0.661	5	Very High
Degree of governance principles practice axis		4.39	0.567	-	Very High

*Table prepared by the two researchers based on the outputs of the SPSS25 software.

From Table (3), it is clear that all dimensions of governance principles practice came at a Very High level and means ranging from (4.30-4.46) from the leaders' perspective. This may be explained by the centrality of the educational system, as there is organizational and procedural evidence defining common tasks and responsibilities among schools. The school's accountability system follows this evidence and there are specific performance measures and criteria to regulate their application in schools and their education offices. This has made it objective and unbiased, as well as electronic systems such as Noor and Faris, facilitating the flow of information and circulars regulating organizational communication actions. The Ministry is also pursuing the National Transformation Strategy for Public Education (1438) to support the independence of schools and decentralization in the development of operational plans for schools and their managers, decisions are taken in the light of the rational achievement of this goal and the participation of school staff to gain their consent and support. The progress of responsibility in the ranking of the principles may be because there is direct supervision from the education offices over the principal of the school. It can be interpreted that the Ministry of Education, in collaboration with the Education and Training Evaluation Commission, publishes secondary school rankings based on students' achievement in standard tests for students, which reinforces this principle in principals' practices.

The following table (4) illustrates the specifics of each principle.

Table No. (4) The weighted average, standard deviation, ranking, and score estimation of public secondary school principals' practice of governance principles from their point of view in the Eastern Region at the dimension of each principle

Statement	Mean	Deviation	Ranking	Degree of Practice
Informing teachers of administrative decisions related to their work.	4.63	0.712	1	Very High
Providing access to databases.	4.47	0.729	2	Very High
Providing important information to employees promptly.	4.35	0.895	3	Very High
Announcing the operating budget and its disbursement items to the employees.	3.75	1.198	4	High
Transparency Dimension	4.30	0.661		Very High
Providing employees with a description of duties and rights for all tasks assigned to them.	4.60	0.577	1	Very High
Activating and clarifying the oversight role in organizational structures.	4.47	0.743	2	Very High
Using multiple assessment methods such as Forms, Periodic Meetings, Suggestions, and Complaints Box.	4.34	0.712	3	Very High
Sharing with employees pieces of evidence and procedures for evaluation and accountability.	4.29	0.847	4	Very High
Accountability Dimension	4.42	0.598		Very High
Promoting values to raise the morale of school staff	4.60	0.610	1	Very High
Delegate powers to employees and committees necessary to carry out their tasks.	4.47	0.656	2	Very High
Investing material resources to achieve the quality of service for the beneficiaries.	4.43	0.842	3	Very High
Following up on errors and holding officials accountable according to the regulations.	4.35	0.866	4	Very High
Responsibility Dimension	4.46	0.591		Very High
The rules and regulations apply to everyone without exception.	4.47	0.826	1	Very High
Objectivity in the distribution of educational resources and references to employees.	4.42	0.852	2	Very High
Distributing tasks among employees without discrimination.	4.37	0.881	3	Very High
Justice Dimension	4.42	0.741		Very High

Statement	Mean	Deviation	Ranking	Degree of Practice
Encouraging school staff to submit developmental suggestions.	4.52	0.687	1	Very High
Supporting teachers in choosing classroom activities and teaching aids appropriate to the educational process.	4.36	0.863	2	Very High
Providing an opportunity for workers to create and develop action plans.	4.28	0.898	3	Very High
All stakeholders share sufficient information that helps in making management decisions.	4.25	0.824	4	Very High
Rational Decision-Making Dimension	4.35	0.650		Very High

Table (4) shows that the highest phrase was "informing teachers of administrative decisions related to their work", followed by two phrases " providing employees with a description of duties and rights for all tasks assigned to them" and " promoting values to raise morale among school employees", which indicates the managers' keenness to inform teachers of regulations and laws. This may explain why there is a ministerial supervisor on the director who verifies the signature record of informing teachers of the regulations, their rights, and duties at the beginning of each academic year. It also shows that the lowest phrase was "announcing the operating budget and its disbursement items to the employees". This may be because some managers think that teachers are unconcerned with money or because they don't want to look foolish while announcing the distribution items and testing the disbursement priorities.

-        To answer the second study question, "What are the obstacles facing the Eastern Region's principals in implementing governance in public secondary schools?" The mean, standard deviation, ranking, and score estimation were used, and the two tables (5) show the results as follows:

Table No. (5) Weighted average, standard deviation, ranking, and score estimation for obstacles to the application of governance in public secondary schools from their point of view in the Eastern Region

Dimension	Mean	Deviation	Ranking	Grade
Human Constraints	4.21	0.617	1	Very High
Physical Constraints	4.04	0.815	2	High
Organizational Constraints	3.68	0.837	3	High
Axis of Governance Implementation Obstacles	3.97	0.633	-	Very High

It is clear from Table (5) that the dimension of human obstacles records a (Very High) degree and a mean of (4.21), while the physical and organizational obstacles record a (High) degree and a mean of (4.04) and (3.68) respectively. The score of human obstacles may explain that there is a lack of recruitment of teachers and to fill this deficit, teachers are assigned to schools, which puts pressure on managers to distribute tasks fairly between school committees and teachers. It can be brought on by teachers' differences, their disapproval of accountability or openness, transparency, or both. In the following, the details of the obstacles are specified in Table (6):

Table No. (6) The mean, standard deviation, ranking, and score estimation for obstacles to the application of governance in public secondary schools in the Eastern Region from the point of view of their principals at each dimension of obstacles

Statement	Mean	Deviation	Ranking	Grade
Lack of powers granted to the principal of the school by the Department of Education.	3.87	1.118	1	High
Conflict of some policies and legislation regulating work.	3.70	1.085	2	High
The rigidity of the school's organizational structure.	3.64	1.174	3	High
Weak communication and coordination between the school principal and senior leaders in the educational administration.	3.60	1.152	4	High
There is no clear structure in place for administrative accountability of staff.	3.59	1.191	5	High
Organizational Constraints Dimension	3.68	0.837	-	High
Lack of financial incentives for employees.	4.36	0.863	1	Very High
Lack of resources available to train and develop workers professionally.	4.07	0.919	2	High
The operational budget is insufficient to meet the needs of the school.	3.93	1.082	3	High
Lack of technical means and learning resources.	3.80	1.261	4	High
Physical Constraints Dimension	4.04	0.815	-	High
Lack of awareness of some employees about the principles of governance and its applications.	4.35	0.767	1	Very High
Some workers resistance to change.	4.31	0.738	2	Very High
Some employees are afraid to assume responsibilities.	4.19	0.697	3	High
Some employees are unwilling to pursue professional growth.	4.11	0.873	4	High
Accountability measures place psychological constraints on people.	4.10	0.891	5	High
Human Constraints Dimension	4.21	0.617	-	Very High

To answer the third study question, "Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the responses of public secondary school principals in the Eastern Region towards the reality of governance practice and the obstacles to its application according to (type, years of service) variables?"

The Independent Samples Test was used to identify differences according to the variable (type) shown in Table (7), and the One Way ANOVA test to identify differences according to the (years of service) variable shown in Table (8)

1. Differences according to (type) variable:

Table No. (7) The Results of the Independent Samples Test for independent groups to identify the differences between the responses of public secondary school principals in the Eastern Province towards the reality of governance practice and the obstacles to its application according to the (type) variable

Dimension/ Axis	Gender	Number	Arithmetic Mean	Standard Deviation	(T) value	Level of Significance
Transparency	Male	117	4.33	0.637	.769	.443
	Female	83	4.26	0.695		
Accountability	Male	117	4.40	0.620	.488	.626
	Female	83	4.45	0.569		
Responsibility	Male	117	4.41	0.611	1.416	.158
	Female	83	4.53	0.558		
Justice	Male	117	4.36	0.698	1.244	.215
	Female	83	4.49	0.795		
Decision-Making Support	Male	117	4.36	0.658	.231	.817
	Female	83	4.34	0.643		
Degree of governance principles practice axis	Male	117	4.37	0.572	.489	.626
	Female	83	4.41	0.563		
Organizational Constraints	Male	117	3.69	0.873	.238	.812
	Female	83	3.66	0.789		
Physical Constraints	Male	117	4.00	0.829	.684	.495
	Female	83	4.08	0.797		
Human Constraints	Male	117	4.26	0.634	1.311	.191
	Female	83	4.14	0.591		
Axis of Governance Implementation Obstacles	Male	117	3.98	0.663	.236	.813
	Female	83	3.96	0.592		

2. Differences according to the "years of service" variable

Table No. (8) The Results One Way ANOVA test to identify the differences between the responses of public secondary school principals in the Eastern Province towards the reality of governance practice and the obstacles to its application according to the (years of service) variable

Dimension/ Axis	Source of variance	Sum of squares	Degrees of freedom	Mean squares	F value	Level of Significance
Transparency	Between Groups	.026	2	.013	.029	.971
	Within Groups	86.936	197	.441		
	Nephrology	86.962	199			
Accountability	Between Groups	.324	2	.162	.450	.638
	Within Groups	70.874	197	.360		
	Nephrology	71.197	199			
Responsibility	Between Groups	1.304	2	.652	1.882	.155
	Within Groups	68.251	197	.346		
	Nephrology	69.555	199			
Justice	Between Groups	1.141	2	.570	1.039	.356
	Within Groups	108.137	197	.549		
	Nephrology	109.278	199			
Decision-Making Support	Between Groups	.609	2	.305	.719	.489
	Within Groups	83.516	197	.424		
	Nephrology	84.125	199			
Degree of governance principles practice axis	Between Groups	.261	2	.131	.404	.668
	Within Groups	63.746	197	.324		
	Nephrology	64.007	199			
Organizational Constraints	Between Groups	3.199	2	1.600	2.311	.102
	Within Groups	136.375	197	.692		

	Nephrology	139.574	199				
Physical Constraints	Between Groups	1.092	2	.546	.821	.442
	Within Groups	131.002	197	.665		
	Nephrology	132.094	199			
Human Constraints	Between Groups	1.604	2	.802	2.129	.122
	Within Groups	74.216	197	.377		
	Nephrology	75.820	199			
Axis of Governance Implementation Obstacles	Between Groups	1.701	2	.851	2.149	.119
	Within Groups	77.987	197	.396		
	Nephrology	79.688	199			

It is clear from Tables (7) and (8) that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the responses of public secondary school principals in the Eastern Region towards the reality of governance practice and the obstacles to its application according to (type, years of service) variables." This can be explained by the fact that it is their task to apply the Ministry's regulations and the unified work regulations between schools, regardless of the gender of the school or their years of service.

Limitations

In this study, a survey tool is one of the potential weaknesses applied to a sample of principals that may constitute a limitation. Respondents' high ratings for each principle of governance practice may indicate that they tend to overestimate their leadership behaviors and have self-bias. Further questions and in-depth interviews may be required to interpret the results. Moreover, the results can't be compared to other types of school leaders in other communities such as the leaders of private and international schools in the Eastern Province. All our conclusions are limited to the Public High schools.

Conclusion

Among the most prominent results is that the practice of governance principles in secondary schools is very high, which indicates the awareness of principals of the importance of leadership behaviors in applying these principles.

It also achieved a high degree of approval of the research sample about the difficulties in applying the principles, which indicates the awareness of managers of the importance of overcoming obstacles to enhance the application of governance principles.

The results showed that there were no significant differences in the degree of practicing the principles of governance and the obstacles in applying them according to the variables of the six managers and their years of service.

Implications and Suggestions of the Study

This study has shown some important results that have an impact on leaders' practices of governance in schools. We recommend that senior leaders grant school principals more powers and invest generously in training programs for school leaders to practice the principles of governance, support senior leaders' communication with leaders of educational institutions, and encourage teachers to involve their abilities and skills in work. Furthermore, we recommend to education policymakers that clear mechanisms and facilitated procedures be put in place to reduce constraints to the implementation of governance; to enhance the continuity of its high level of application while reconsidering teachers' material incentives and sources of training to reduce teachers' resistance and enhance their responsibility. We also urge that educational disciplines relevant to governance principles be included in educational programs at national institutions to empower graduates later when assuming their educational leadership roles. For future research, we recommend that professionals and scholars submit similar studies on the topic, but with the addition of other governance principles, and apply them in locations other than the Eastern Region.

It is critical to underline that governance is a variable that must be considered in terms of both the attitudes of leaders and instructors toward their work and the effectiveness of schools.

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