

## **The Distributed Leadership of the Royal Commission Schools in Jubail Principals and its Relationship to the Application of School Accreditation Standards from the Point of View of Teachers**

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### **Abstract**

*The study aimed to identify the degree of the Royal Commission schools in Jubail principals' practice of distributed leadership and the degree of application of school accreditation standards in the Royal Commission schools in Jubail Industrial City. The study also aims to reveal the nature of the relationship between distributed leadership and the application of school accreditation standards. The study applied the descriptive survey approach. To achieve the objectives of this study, the questionnaire was used as a tool to study a population of (1072) teachers. The study sample included (296) teachers selected simply randomly. The study found that the degree of the Royal Commission schools in Jubail principals practice from the point of view of teachers is (high) at a mean of (3,91) and the degree of application of school accreditation standards in the Royal Commission schools in Jubail from the point of view of teachers is (high) at a mean of (4,07). The study also revealed a positive correlation between the principals of distributed leadership and the application of school accreditation standards in the Royal Commission schools in Jubail from the point of view of teachers. There is also no impact of the school stage variable on the degree of the Royal Commission schools in Jubail principals' practice of distributed leadership or the degree of application of school accreditation standards. The study recommended that relevant leaders urge school principals to expand in giving informal leaders more leadership roles and disseminating distinct experiences and practices in the educational field. The study also recommended the importance of involving teachers and the local community in building the school's strategic plan.*

**Keywords:** *Distributed Leadership; School Accreditation Standards; and Royal Commission Schools.*

### **Introduction**

Human societies hold high hopes on education to advance and achieve their development aspirations. This requires educational institutions to perform their duties with all quality and mastery and also requires the parties to the educational process to carry out their responsibilities according to the high standards of educational and administrative performances that enable achieving the desired aspirations. From this point, the Kingdom

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of Saudi Arabia has paid great attention to education and has sought to ensure that it keeps pace with modern global practices. It allocated all means to provide an attractive educational environment that stimulates creativity and innovation, to build a knowledge society that keeps pace with the requirements of development, and the needs of the labor market, and contributes to achieving the Saudi Vision 2030.

Given the importance of the role played by the school in preparing human capital cognitively and professionally according to labor market requirements, the educational institution is regarded as the most important element of the educational system, as it plays an essential role in shaping societal trends. This can only be accomplished by an excellent school administration that works to achieve the goals of social, economic, and political growth according to the limitations of the available resources (Abdeen, 2001).

The principal is the driver, guide, and coordinator of teachers' efforts and energies toward achieving the desired goals, and the competent leader is the one who can employ his potential in facing changes, overcoming challenges, and solving problems through his influence on the behavior of individuals and groups to achieve the common goals between them and the organization (Al-Mekhlafi, 2017; Murtada et al., 2015).

We can say that effective leadership is a successful leadership at the same time. This is explained by both Hersey & Blanchard (1982) and referred to in Al-Mekhlafi (2017) that leadership may be successful, but not effective, which means that the leader succeeds in achieving the goals of the organization, but without caring about achieving the goals of those working with him and satisfying their needs. An effective leader seeks to achieve the goals of the organization by achieving the goals of those who work with him.

(Alshuaiby, 2009), referred to in (Al-Duwaihi and Al-Mekhlafi, 2020), believes that good leaders take steps to create and maintain a comfortable learning environment for teachers, which raises the quality of education in the classroom. This was confirmed by (Lynch 2009) that the reason for the success of educational institutions lies in the existence of effective leadership that develops and improves the leadership skills of its teachers. This affects the educational environment, its values and culture, students' academic achievement, and overall school improvement (Schmitt, 1990; Quin et al., 2015).

Relevant reports such as the report of the United Nations Educational, Scientific and Cultural Organization (UNESCO): "Towards Quality Assurance in Education" have confirmed the need to give schools more powers to manage their affairs, hence the interest in reforming education from the bottom of the pyramid to the top, which means starting from the school (Al-Hussein, 2007), and finding a leadership approach that keeps pace with the contemporary challenges faced by educational institutions. The traditional leadership style from the top of the pyramid to the bottom is no longer a leadership style suitable for today's schools. At that time, distributed leadership was a bold step toward the future, which focused on achieving further educational reform, development, and continuous improvement by reducing the centralization of hierarchical organization and relying on the practice of decentralized horizontal organization (Harris, 2013). Their emphasis on mutual trust and the leader's voluntary assignment of some of his leadership tasks ensures that most organizational-level employees participate in power-sharing, decision-making, and assuming responsibility within educational institutions (Al-Yacoubia et al., 2015).

#### The Concept of Distributed Leadership and its Importance

Distributed leadership is not practiced by a single individual, but is shared among several people in the organization (Storey, 2004). (Al-Qahtani, 2008) defined it as "the ability of the school principal to open full communication channels with employees, give them full confidence and participation in decision-making and encourage them to express their opinion in a way that serves and benefits the group" (p. 81)., while (Harris, A. 2009) considers it as "a way of practicing leadership inside the organization and encompasses

all formal and informal forms, and is not limited by a hierarchy” (p. 5). As for Al-Shathri (2010), he considers it as "a procedural approach based on assigning the school leader several formal and informal leadership roles for teachers, through participation in decision-making, cooperation and participation in achieving the goals of the school and improving its performance and development" (p. 19).

The practice of distributed leadership is an opportunity for school leaders to improve the achievement level of students and the organizational effectiveness of the school (Smith, 2007), as it relieves the burden on school leaders (Murph, 2005), and allows everyone to participate in decision-making as the school leader and teachers form one team (Lunenburg & Ornstein, 2004). Several studies also emphasize the importance of school leaders' practice of distributed leadership, such as the study by (Al-Zaki and Hammad, 2011; Hargreaves & Fink, 2006; Harris, 2004; Leithwood et al., 2004; Waters et al., 2004).

Sharaiha and Al-Sarirah (2020) also pointed out that the importance of distributed leadership lies in the fact that it enables teachers and workers to participate in making decisions related to their work, and in developing the work in the educational institution, which enhances their principles of cooperation and assuming responsibilities. This in turn leads to create a stimulating and stable environment that helps them in the development of educational institutions, strengthens the human relations and bonds resulting from cooperative work, develops team spirit among individuals, provides teachers and workers with new experiences, and develops their professional and leadership skills through good learning opportunities. The practice of distributed leadership in the school promotes social growth in students by following the example of teachers and principals. Distributed leadership boosts a teacher's sense of belonging and commitment to his or her educational institution. The distribution of responsibilities and tasks among individuals increases the speed and efficiency of achievement, as well as combining their efforts to achieve targets and assuming responsibilities.

(Harris, 2013) explained that distributed leadership is not limited to the participation of all workers in decision-making and the distribution of responsibilities, but extends beyond that as it includes: Total quality management in the school, as well as the development of employees' leadership abilities, which will result in more productive and responsive schools to the needs of students. (Stoll 2009) also asserts that this will lead to the spread of schools in which everyone is committed to collective responsibility, which positively affects the school climate and leads to more cooperation in launching school initiatives, opening channels of communication between teachers and the rest of the school members to participate, and cooperate in managing the internal operations of the school (Galvez et al., 2016).

The concept of school accreditation and its importance

The International Encyclopedia of Higher Education defines accreditation as "the public recognition of a school, institute, college, university, or specialized study program that meets certain officially recognized educational qualifications and standards". Recognition includes an acceptable quality scientific evaluation of educational institutions to encourage and develop towards a better status.

Al-Rais (2015) defines it as “the school obtaining an accreditation certificate by one of the local, regional, or global school accreditation bodies in order to achieve the standards of this body” (p. 24). (Azhari, et al., 2021) defined it as “a series of activities to assess school eligibility, based on criteria determined by the competent authority” (p. 2). While (Lopez, 1999) believes that accreditation is "a process to ensure that the school can achieve the objectives it seeks, by realizing a minimum level of quality, it is not realized in full of the recognized specifications and conditions that must be met in similar schools in order to be able to do its work." Or it is a process through which the educational institution is granted recognition that it has met the required conditions and

specifications, provided that this is done according to predetermined criteria and by a third party.

School accreditation is one of the means of ensuring quality in schools, and it is one of the most important means of measuring school performance because it is directly responsible for its outcomes. The participation of leadership and teachers in the application of school accreditation standards contributes to improving the school's performance, improving outcomes, and achieving development and improvement of all aspects and components of the school (Al-Rais, 2015). Therefore, the Kingdom of Saudi Arabia established the "Education and Training Evaluation Commission" to evaluate, measure, and approve qualifications in education, to raise its quality, adequacy, and contribution to serving the economy and national development under the KSA's vision (2030) (Education and Training Evaluation Commission, 2016).

Recently, UNESCO designated Jubail Industrial City as the first Saudi learning city to receive international accreditation. This reflects the city's efforts to achieve the sustainability of learning and education and to spread its culture throughout all segments of society, which will work to prepare a reference framework for future learning cities in the Kingdom (Ministry of Education, 2020). A group of Royal Commission schools in Jubail over the past few years has obtained school accreditation from the AdvancED, USA, which is the largest educational community in the world, and thus these schools are the first public schools in the Middle East that obtain such accreditation.

#### Distributed Leadership Models and Theories

Some numerous theories and models explain distributed leadership, as the definition of distributed leadership varies from theory to theory and model to model, with some focusing on the interaction between leaders and subordinates, others on the distribution of responsibilities and the multiplicity of leadership, and others depending on standards and institutional reform. Among the most famous models of distributed leadership are the following: Spillane's DL Model (1), Gronn's DL Model (2), and Elmore's DL Model (3)

#### Study Problem

The success of educational institutions depends on the style, efficiency, and effectiveness of their administrative leadership, and the school leader's success is determined by the breadth of his professional and cognitive competencies (Morsi, 2020).

Changing the leadership styles used in school reality is required for school leaders to improve teacher performance, and there are specific leadership styles that are more effective in practical use than others (Webb, 2007). According to Al Subaie's (2009) study, educational institution leaders should use participatory leadership styles and give their members more confidence and freedom. Accordingly, the leaders of educational institutions realized the need to shift from the traditional leadership style to the participatory leadership style and empower teachers to face contemporary challenges. This was confirmed by the Al-Mekhlafi and Al-Shahri study (2019) referring to the prevalence of the participatory leadership style in the schools of the Eastern Province. This is a positive step in the educational institution leaders' journey toward distributed leadership and what distributed leadership entails in making the educational institution more like a vertical and horizontal cooperative society in the process of practicing leadership, and allowing experts to engage in leadership work at all organizational levels and make decisions in solving problems confronting their institutions. (Al-Subaie, 2018) referred to in (Al-Qahtani, 2020).

Distributed leadership is also one of the contemporary trends that are based on the principle of mutual trust between the members of the organization and their participation in the leadership of the educational institution, making and taking decisions, which in turn leads to the development of the skills and administrative and professional capabilities of teachers. Distributed leadership also contributes to the development of their spirit of

initiative and belonging, and helps to solve many of the problems and difficulties facing educational institutions (Al-Shathri, 2010). However, the distributed leadership practice by the leaders of educational institutions is still less than hoped for, as evidenced by the study by Daradka and Zafari (2014); Al-Zahrani and Sayegh (2019); Al-Sharifi and Abdullah (2017).

According to Al-Sherbini's (2013) research, leadership style plays a significant role in the application of school accreditation standards and thus achieving quality assurance in education. This was confirmed by Al-Khatib and Al-Otaibi's study (2020) of the need to get rid of leadership styles that hinder the application of school accreditation standards. According to Al-Ghamdi's (2016) study, there is a low level of application of school accreditation standards in educational institutions, and it is recommended that efforts be made to develop school leaders and qualify student counseling through specialized courses.

The researcher believes that there is a scientific gap in knowing the nature of the relationship between distributed leadership and school accreditation standards, and we hope that this research will fill this scientific gap. Hence, the problem arises in revealing the nature of the relationship between distributed leadership and the application of school accreditation standards.

#### Study Questions

1. What is the degree to which principals of Royal Commission schools in Jubail practice distributed leadership from the teachers' point of view?
2. What is the degree of school accreditation standards application in the schools of the Royal Commission in Jubail from the point of view of teachers?
3. Is there a statistically significant correlation at  $\alpha \leq (0.05)$  between the means of the responses of the study sample towards the principals of the Royal Commission schools in Jubail practice of distributed leadership and the application of school accreditation standards from the point of view of teachers?

#### Study Aims

Based on the problem and questions, the research sought to achieve the following objectives:

1. Identify the degree to which principals of Royal Commission schools in Jubail practice distributed leadership from the teachers' point of view.
2. Identify the degree of school accreditation standards application in the schools of the Royal Commission in Jubail from the point of view of teachers.
3. Identifying the nature of the relationship between the average responses of research sample members and the degree to which school principals practice distributed leadership dimensions: (School organization – school vision – school culture - educational program – results - teachers as leaders – leadership practices), and the average responses of the members of the research sample to the extent of applying the standards of school accreditation of its dimensions (school leadership – teaching and learning - learning outcomes - school environment).

#### Importance of Study

The following examples demonstrate the study's practical significance:

1. The study's findings can assist competent authorities in establishing a mechanism to track and evaluate student achievement, as well as issues related to the quality of the educational process and the performance of teachers and educational workers in general, and in the Royal Commission in Jubail in particular.

2. The study's findings will also assist the Royal Commission authorities concerned with education in seriously considering the adoption of the principle of participation as a pattern of distributed leadership in the field of school management, which will activate the level of performance of the administrative and technical work of the school administration in the Schools of Royal Commission in Jubail.

3. Assisting those in charge of the Royal Commission in Jubail and those who are interested in making the Commission's schools more competitive so they can further activate and attain a competitive advantage in education by energizing the practical applications of quality assurance and school accreditation standards and strengthening the principals' capacities. This is in keeping with the Kingdom of Saudi Arabia's vision (2030) to elevate the status of educational institutions on a local, regional, and international scale.

#### Limits of the Study

- **Objective Limit:** The study was limited to identifying the degree of application of distributed leadership in terms of the following dimensions: (School Organization – School Vision - School Culture - Educational Program – Results – Teachers as Leaders - Leadership Practices), and the degree of application of school accreditation standards in terms of the following dimensions: (School Leadership – Teaching and Learning – Learning Outcomes - School Environment) from the point of view of teachers.
- **Time Limit:** This study was applied in the second semester of the 2023 academic year.
- **Spatial Limit:** This study was applied to the boys' schools of the Royal Commission in Jubail (Boys) in the Eastern Province of the Kingdom of Saudi Arabia, which are (29) schools of various stages.
- **Human Limit:** The study included all 1,072 teachers of the Royal Commission in Jubail (Statistics of the General Education Department of the Royal Commission in Jubail, 2023).

#### Study Terms

**Distributed Leadership:** Harris considers it as “a way of practicing leadership inside the organization and encompasses all formal and informal forms, and is not limited by a hierarchy” (Harris, 2009, p. 5).

The researcher defines distributed leadership procedurally: This is a modern leadership approach where the leader delegates some of his responsibilities to the teachers. It was based on the shared responsibility and trust principle. It involved using the teachers' skills and experiences to help the school achieve its goals, which were determined by the study sample members' responses to the tool paragraphs prepared for this research.

**School Accreditation:** Al-Rais (2015) defines it as “the school obtaining an accreditation certificate by one of the local, regional, or global school accreditation bodies to achieve the standards of this body” (p. 24).

School Accreditation is defined procedurally as: The school conducts the self-assessment process under the standards of the recognized accreditation bodies, and its conformity with the standards is verified through external evaluation processes, according to which the school obtains an accreditation certificate from that body, which can be identified through the responses of the study sample members to the tool paragraphs prepared for this research.

## **Methodology and Procedures of the Study**

### **Study Approach**

The descriptive approach was used in the survey, which is appropriate given the goals and nature of the study. and it "depends on the study of the reality and is interested in describing the phenomenon accurately and expresses it in qualitative or quantitative terms. Qualitative expression describes the phenomenon and clarifies its characteristics, while quantitative expression gives a numerical description that clarifies the magnitude and size of the phenomenon" (Obaidat et al., 2012, p. 180).

### **Study Population**

The study population consisted of teachers of the Primary, Intermediate, and Secondary Schools of the Royal Commission in Jubail Industrial City, which are 1,072 teachers, according to the statistics of the General Education Department of the Royal Commission in Jubail.

### **Study Sample**

The study sample consisted of a simple random sample of (296) teachers from the Royal Commission schools in Jubail Industrial City. The sample represented 27.6 percent of the study population during the second semester of the academic year 1444/1445 AH, according to the indicative table developed by Kerrjciec & Morgan (Al-Khalili, 2012).

### **Study Tools**

Based on the nature of the data, and the methodology of the study, the researcher found that the most appropriate tool to achieve the objectives of this study is the "questionnaire".

#### **Validity of Tool (Questionnaire):**

**Validity of the Interraters (Face Validity):** Therefore, the two researchers presented the study tool (the questionnaire) to several experienced interraters in the field of educational administration and school accreditation, and their number reached (11) interraters, and they were asked to kindly express their views on the questions of the tool and the extent to which it covers the elements of the topic, as well as the adequacy or need for addition or amendment, as well as the clarity of the paragraphs and the soundness of their language formulation. After the arbitrators interraters their opinions, the two researchers made the amendments according to their opinions, so that the questionnaire reached its semi-final form, and then the researcher ensured the validity of its internal consistency and reliability, as follows:

- **Internal Consistency:** The validity of the study tool (the questionnaire) was verified by measuring the validity of the elements of the questionnaire axes, by finding the correlation coefficient between each dimension and the total degree of the aspect to which it belongs, by applying the questionnaire to a sample consisting of (30) parameters, and the result was as in the following table:

Table No. (1) Correlation coefficients for each dimension to the total degree of the aspect to which it belongs

Aspect	Dimension	Correlation Coefficient
Distributed Leadership	School Organization	0.917**
	School Vision	0.922**

	School Culture	0.871**
	Educational Program	0.917**
	Results	0.913**
	Teachers as Leaders	0.825**
	Leadership Practices	0.930**
School Accreditation	School Leadership	0.924**
	Teaching and Learning	0.953**
	Learning Outcomes	0.953**
	School Environment	0.868**

Table No. (1) shows that all dimensions were significant at the level of (0.01), as the values of the correlation coefficients for the dimensions of the aspect of the degree, to which the Royal Commission schools in Jubail principals practice the distributed leadership, ranged between (0,825, 0,930), all of which are high correlation coefficients, and this gives an indication of the high coefficients of internal consistency and also indicates high validity indicators that can be trusted in the application of the current study tool.

Table No. (1) shows also that all school accreditation dimensions were significant at the level of (0.01), as the values of the correlation coefficients for the dimensions of the aspect of the degree, to which the school accreditation standards are applied in the Royal Commission schools in Jubail, ranged between (0,868, 0,953), all of which are high correlation coefficients, and this gives an indication of the high coefficients of internal consistency and also indicates high validity indicators that can be trusted in the application of the current study tool.

Reliability of Tool (Questionnaire): The reliability of the tool is intended to ensure that the answer will be relatively standard if it is repeatedly applied to the same individuals at different times (Alassaf, 2012, p. 430), and to measure the reliability of the research tool, the reliability coefficient ( $\alpha$ ) ((Cronbach's Alpha), was used, and the results are as follows:

Table No. (2) Values of reliability coefficients for the dimensions and aspects of the questionnaire

Aspect	Dimension	Cronbach's Alpha coefficient
Distributed Leadership	School Organization	0.882
	School Vision	0.901
	School Culture	0.871

	Educational Program	0.872
	Results	0.896
	Teachers as Leaders	0.896
	Leadership Practices	0.931
	Distributed Leadership as a Whole	0.976
School Accreditation	School Leadership	0.927
	Teaching and Learning	0.926
	Learning Outcomes	0.917
	School Environment	0.906
	School Accreditation as a Whole	0.970

Table No. (2) shows that the scale of the study tool has statistically acceptable reliability, as the value of the total reliability coefficient (alpha) for the aspect of the degree to which the principals of Royal Commission schools in Jubail practice distributed leadership (0,976), which is a high degree of reliability, and the reliability coefficients of the study tool ranged between (0,871, 0,931), which are high-reliability coefficients that can be trusted in the application of the current study tool. We conclude from the results of the validity and reliability tests that the tool is valid in measuring what it was developed to measure, and it is also reliable to a good degree. also Table No. (2) shows that the scale of the study tool has statistically acceptable reliability for the aspect of school accreditation standards application in the Royal Commission schools in Jubail, as the value of the total reliability coefficient (alpha) is (0,970), which is a high degree of reliability, and the reliability coefficients of the study tool ranged between (0,906, 0,927), which are high-reliability coefficients that can be trusted in the application of the current study tool. We conclude from the results of the validity and reliability tests that the tool is valid in measuring what it was developed to measure, and it is also reliable to a good degree.

#### Criteria for Judging the Study Findings

To determine the length of five-point scale cells used in the study aspects, the range (5-1= 4) was calculated, then divided by the number of cells of the scale to obtain the correct cell length ( $4/5= 0.80$ ), and then this value was added to the lowest value on the scale, to determine the upper limit of this cell, and thus the length of the cells becomes as shown in Table No. (13), as follows:

Table No. (3) Determine the Categories of the Five-Point Graded Scale

Very High Degree	High Degree	Medium Degree	Low Degree	Very Low Degree
4.21 – 5.00	3.41 – 4.20	2.61 – 3.40	1.81 – 2.60	1 – 1.80

#### Statistical Methods Used in the Study

To achieve the objectives of the study and the analysis of the collected data, the Statistical Package for Social Science was used, through which the iterations methods and percentages, Pearson Correlation, Cronbach's Alpha ( $\alpha$ ), mean, standard deviation, and Independent-Samples T test were used to compare averages between two groups of independent samples, as well as One-way ANOVA to compare averages for more than two groups.

### Presentation, Analysis, and Discussion of the Results

The First Question: What is the degree to which principals of Royal Commission schools in Jubail practice distributed leadership from the teachers' point of view? To answer this question, the means and standard deviations of the respondents' responses were calculated in terms of the degree to which the principals of the Royal Commission schools in Jubail practice distributed leadership. The results are shown in the following table:

Table No. (4) Arithmetical means and standard deviations for the study sample responses on the Degree to which the Principles of the Royal Commission schools in Jubail practice the Distributed Leadership

Dimension	Mean	Standard Deviation	Degree of Practice	Ranking
School Organization	3.81	0.912	High	5
School Vision	3.80	0.958	High	6
School Culture	4.27	0.767	Very High	1
Educational Program	4.02	0.837	High	3
Results	4.04	0.851	High	2
Teachers as Leaders	3.59	1.027	High	7
Leadership Practices	3.83	0.948	High	4
Distributed Leadership	3.91	0.809	High	-

It is clear from Table No. (4) that the school culture dimension obtained the highest mean with a value of (4.27) and a standard deviation of (0.767) with a very high degree of practice, followed by the results dimension with a mean of (4.04) and a standard deviation of (0.851) with a high degree of practice, then the educational program dimension with a mean of (4.02) and a standard deviation of (0.837) with a high degree of practice, then the leadership practices dimension with a mean of (3.83) and a standard

deviation of (0.948) with a high degree of practice, then the school organization dimension with a mean of (3.81) and a standard deviation of (0.912) with a high degree of practice, then the school vision dimension with a mean of (3.80) and a standard deviation of (0.958) with a high degree of practice, while teachers as leaders dimension obtained the lowest mean of (3.59) and a standard deviation of (1.027) with a high degree of practice.

Table No. (4) also shows that the total dimensions obtained a mean of (3.91) and a standard deviation of (0.809) with a high degree of practice. This indicates that the Royal Commission schools in Jubail principal's practice of distributed leadership recorded a high degree from the point of view of teachers.

The second question: What is the degree of school accreditation standards application in the schools of the Royal Commission in Jubail from the point of view of teachers? To answer this question, the means and standard deviations of the respondents' responses were calculated in terms of the degree of school accreditation standards application in the schools of the Royal Commission in Jubail. The results are shown in the following table:

Table No. (5) Arithmetical means and standard deviations for the study sample responses  
What is the degree of school accreditation standards application in the schools of the Royal Commission in Jubail

Dimension	Mean	Standard Deviation	Degree of Application	Ranking
School Leadership	4.03	0.909	High	2
Teaching and Learning	3.98	0.877	High	4
Learning Outcomes	3.99	0.861	High	3
School Environment	4.28	0.848	Very High	1
School Accreditation as a Whole	4.07	0.808	High	

Table No. (5) shows that the school environment dimension obtained the highest mean with a value of (4.28), a standard deviation of (0.848), and a very high degree of application, followed by the school leadership dimension with a mean of (4.03), a standard deviation of (0.909) and a high degree of application, followed by the learning outcomes dimension with a mean of (3.99), a standard deviation of (0.861) and a high degree of application, followed by teaching and learning dimension with a mean of (3.98), a standard deviation of (0.877) and a high degree of application.

Table No. (5) also shows that the total dimensions obtained a mean of (4.07) and a standard deviation of (0.808) with a high degree of application. This indicates that the application of school accreditation standards in the Royal Commission schools in Jubail recorded a high degree from the point of view of teachers.

The result of the current study agreed with the study of Al-Ghamdi and Abdul Alfi (2020), which concluded that the availability of the requirements for the application of institutional accreditation in the schools of the Al-Baha region in light of the standards of the National Commission for Academic Accreditation and Assessment (NCAAA), recorded (high) degree. Al Moukayed's study (2018) concluded that the reality of the application of quality and school accreditation standards recorded a (high) degree. Ayesh study (2017) concluded that the degree of availability of accreditation and quality

standards recorded a degree of (effective), and the Al-Ghamdi study (2016), concluded that the degree of application of school accreditation standards recorded a degree of (high).

This result differed from the study of Abu Ra'yan (2021), which concluded that the degree of application of quality assurance standards and academic accreditation in the Educational Administration Master Program at the Faculty of Educational Graduate Studies at King Abdulaziz University from the point of view of faculty members, recorded a degree of (medium). The study of Al-Ghamdi and Al-Mekhlafi (2021) concluded that the degree of application of academic accreditation standards at Imam Abdulrahman Bin Faisal University is (medium) from the point of view of faculty members. The study by Al-Maliki (2019) concluded that the reality of applying school accreditation to public education schools in Jeddah Governorate recorded a degree of (low). The study by Al-Mutairi (2016) concluded that the possibility of applying school accreditation standards in public education schools in light of CITA standards recorded a degree of (medium).

The third question: Is there a statistically significant correlation at a level less than (0.05) between the means of the responses of the study sample towards the principals of the Royal Commission schools in Jubail practice of distributed leadership and the application of school accreditation standards from the point of view of teachers? To answer this question, the Pearson correlation coefficient was used, as shown in the following table:

Table No. (6) Pearson correlation coefficient values to verify the correlation between average responses of members of the study sample regarding the Royal Commission schools in Jubail principals' practice of distributed leadership and the application of school accreditation standards

Distributed Leadership Practice		Application of School Accreditation Standards				
		School Leadership	Teaching and Learning	Learning Outcomes	School Environment	School Accreditation as a Whole
School Organization	Correlation Coefficient	0.750	0.769	0.750	0.633	0.786
	Level of Significance	0.000	0.000	0.000	0.000	0.000
School Vision	Correlation Coefficient	0.821	0.806	0.805	0.660	0.837
	Level of Significance	0.000	0.000	0.000	0.000	0.000
School Culture	Correlation Coefficient	0.774	0.775	0.749	0.695	0.810
	Level of Significance	0.000	0.000	0.000	0.000	0.000
Educational Program	Correlation Coefficient	0.798	0.802	0.790	0.666	0.827
	Level of Significance	0.000	0.000	0.000	0.000	0.000
Results	Correlation Coefficient	0.816	0.848	0.832	0.709	0.867

	Level of Significance	0.000	0.000	0.000	0.000	0.000
Teachers as Leaders	Correlation Coefficient	0.672	0.698	0.695	0.503	0.695
	Level of Significance	0.000	0.000	0.000	0.000	0.000
Leadership Practices	Correlation Coefficient	0.824	0.833	0.827	0.664	0.852
	Level of Significance	0.000	0.000	0.000	0.000	0.000
Distributed Leadership as a Whole	Correlation Coefficient	0.865	0.877	0.865	0.715	0.900
	Level of Significance	0.000	0.000	0.000	0.000	0.000

It is clear from Table No. (6) that all values of significance levels were less than (0.05) and all correlation coefficients were positive, and this means that there is a statistically significant direct correlation between the means of the responses of the members of the study sample regarding the Royal Commission schools in Jubail principals practice of distributed leadership and the application of school accreditation standards from the point of view of teachers. This indicates that the higher the level of the Royal Commission schools in Jubail principals' practice of distributed leadership, the greater the application of school accreditation standards and vice versa.

The Fourth Question: Are there statistically significant differences at the level of less than (0.05) among the sample members in the degree of the principals of the Royal Commission schools in Jubail practice of distributed leadership and the application of school accreditation standards, attributed to the school stage? To find out if there are differences, One Way ANOVA test t was conducted and the results were as follows:

Table No. (7) One Way ANOVA test t to find out the significance of differences in the degrees of the distributed leadership practice by the principles of the Royal Commission Schools in Jubail as well as in the degrees of application of school accreditation standards according to the variable of the school stage

Aspect	Dimension	Source of variance	Sum of squares	Degree s of freedom	Mean square s	F value	Level of Significanc e
Distributed Leadership	School Organization	Between Groups	0.098	2	0.049	0.058	0.943
		Within Groups	245.334	293	0.837		
		Total	245.432	295			
	School Vision	Between Groups	1.839	2	0.919	1.002	0.368
		Within	268.92	293	0.918		

	Groups	1				
	Total	270.76 0	295			
School Culture	Between Groups	0.001	2	0.001	0.001	0.999
	Within Groups	173.48 5	293	0.592		
	Total	173.48 6	295			
Educational Program	Between Groups	1.178	2	0.589	0.840	0.433
	Within Groups	205.41 7	293	0.701		
	Total	206.59 4	295			
Results	Between Groups	0.286	2	0.143	0.196	0.822
	Within Groups	213.47 4	293	0.729		
	Total	213.76 0	295			
Teachers as Leaders	Between Groups	1.993	2	0.997	0.944	0.390
	Within Groups	309.34 8	293	1.056		
	Total	311.34 1	295			
Leadership Practices	Between Groups	1.051	2	0.525	0.583	0.559
	Within Groups	264.27 5	293	0.902		
	Total	265.32 6	295			
Distributed Leadership as a Whole	Between Groups	0.491	2	0.246	0.374	0.688
	Within Groups	192.49 6	293	0.657		
	Total	192.98 7	295			

School Accreditation	School Leadership	Between Groups	1.461	2	0.730	0.884	0.414
		Within Groups	242.188	293	0.827		
		Total	243.648	295			
	Teaching and Learning	Between Groups	0.579	2	0.290	0.375	0.688
		Within Groups	226.278	293	0.772		
		Total	226.857	295			
	Learning Outcomes	Between Groups	1.443	2	0.721	0.974	0.379
		Within Groups	217.109	293	0.741		
		Total	218.552	295			
	School Environment	Between Groups	1.592	2	0.796	1.106	0.332
		Within Groups	210.789	293	0.719		
		Total	212.381	295			
	School Accreditation as a Whole	Between Groups	0.891	2	0.445	0.681	0.507
		Within Groups	191.699	293	0.654		
		Total	192.590	295			

It is clear from Table No. (7) that the values of the levels of significance were greater than (0.05) in all dimensions. This indicates that there are no statistically significant differences in the degrees of the Royal Commission schools in Jubail principals' practice of distributed leadership, as well as in the degrees of application of school accreditation standards attributed to the school stage variable. This indicates the similarity of teachers' views about the degrees of the Royal Commission schools in Jubail principals' practice of distributed leadership and the degrees of application of school accreditation standards, regardless of the school stage they teach. Therefore, the result of the current study differed from the study of Al-Khatib and Al-Otaibi (2020), which showed statistically significant differences between the average degrees of the study sample in terms of the practice of public education schools leaders in Al-Dawadmi Governorate, for the

following dimensions: (Community Partnership, Decision Making, Leading Teacher), which is attributed to the variation of the school stage variable, and the study of Daradka and Zafari (2014), which showed statistically significant differences between the average degrees of the study sample in terms of the practice of leadership distributed concerning the dimension of (school vision and culture) in favor of the stage category (primary, intermediate).

## Conclusion and Recommendations of the Study

### Conclusions

A number of conclusions were reached, which can be summarized as follows:

1. The degree to which the principals of the schools of the Royal Commission in Jubail practiced leadership distributed from the point of view of teachers came with a (high) degree, where the dimension of school culture comes in first place, followed by the dimension of results, and in third place comes the dimension of the educational program, then the dimension of leadership practices comes in fourth place, and the dimension of school organization comes in fifth place, and in sixth place comes the dimension of school vision, and finally comes the dimension of teachers as leaders.
2. The degree of practice of school accreditation in the schools of the Royal Commission in Jubail was (high), where all dimensions: School environment, school leadership, learning outcomes, and teaching and learning scores recorded high scores and ranked first, second, third, and fourth, respectively.
3. There is a statistically significant direct correlation between the Royal Commission schools in Jubail principals' practice of distributed leadership and the application of school accreditation standards, which is the higher the degree of the Royal Commission Schools principals' practice of distributed leadership, the greater the application of school accreditation standards and vice versa.
4. There is also no impact of the school stage variable on the degrees of the Royal Commission schools in Jubail principals' practice of distributed leadership or all its areas, which are: (School culture, results, educational program, leadership practices, school organization, school vision, teachers as leaders) and the degrees of application of school accreditation standards in all its areas, which are: (School environment, school leadership, learning outcomes, teaching, and learning) according to the variable of the stage in which the teacher works, and this indicates the similarity of teachers' views about the degrees of the Royal Commission schools in Jubail principals practice of the distributed leadership and the degrees of application of school accreditation standards, regardless of the grade they teach.

### Study Recommendations

In light of the findings of the study, the researchers recommend the following to the relevant educational leaders:

1. To urge school principals to involve as many teachers and the local community as possible in the preparation of the school's operational plan, while pushing them to grant authority to unofficial leaders to organize and lead work groups toward declared objectives.
2. To disseminate distinctive experiences by informal leaders in the educational field.
3. To activate the teacher self-assessment recently included in the job performance assessment.

4. To reach a more effective partnership with the local community, by opening meaningful channels of communication that keep pace with common modern technology.

#### Study Suggestions

1. To conduct a scientific study concerned with the challenges facing the application of distributed leadership and school accreditations in the schools of the Royal Commission in Jubail.

2. To conduct scientific studies concerned with finding the role of applying contemporary leadership trends in the privatization of learning in the schools of the Royal Commission in Jubail in light of the school's accreditation.

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