



The Role of Participatory Leadership in...

Dr. Tahani Moussa Al- Fayez

Humanities and Educational
Sciences Journal



مجلة العلوم التربوية
والدراسات الإنسانية

ISSN: 2617-5908 (print)

ISSN: 2709-0302 (online)

The Role of Participatory Leadership in Developing Creativity and Increasing Teachers' Motivation toward Teaching in Saudi Schools(*)

Dr. Tahani Moussa Al- Fayez

Assistant Professor of Educational Leadership
Department of Education, College of Education
University of Hail, Saudi Arabia

تاريخ قبوله للنشر 2/9/2024م

<http://hesj.org/ojs/index.php/hesj/index>

(*) تاريخ تسليم البحث 5/8/2024م

(*) موقع المجلة:

العدد (42)، شهر نوفمبر 2024م

1134

مجلة العلوم التربوية والدراسات الإنسانية



The Role of Participatory Leadership in Developing Creativity and Increasing Teachers' Motivation toward Teaching in Saudi Schools

Dr. Tahani Moussa Al- Fayez

Assistant Professor of Educational Leadership, Department of Education, College of Education, University of Hail, Saudi Arabia

Abstract

This study examines the relationship between participatory leadership, creativity development, and teacher motivation in Saudi schools, addressing a gap in the theoretical literature.

The aim of this study is to understand how leadership styles impact educational outcomes.

A descriptive quantitative research design was utilized, involving a thorough review of relevant literature and the administration of a closed-ended questionnaire to a sample of 100 teachers.

The questionnaire was designed based on previous studies and validated through a pilot study, achieving a Cronbach's alpha of 0.897 for overall reliability.

The results indicate a strong positive relationship between participatory leadership and both creativity development and teacher motivation, with a correlation coefficient of 0.974 ($p = 0.000$).

This finding is consistent with existing literature that emphasizes the benefits of collaborative decision-making and professional development in enhancing job satisfaction and organizational success.

The high level of agreement among teachers (mean = 4.09) underscores the significance of participatory leadership in fostering a supportive and innovative educational environment.

In conclusion, the study highlights the pivotal role of participatory leadership in enhancing teacher motivation and creativity, which are essential for improving educational outcomes in Saudi schools.

The study recommends that school principals adopt participatory practices, involve teachers in decision-making, and offer professional growth opportunities.

Training programs on participatory leadership should be implemented, and further research should examine the long-term impacts on student performance and overall school effectiveness.

Keywords: Participatory Leadership; Creativity; Teachers' Motivation



دور القيادة التشاركية في تنمية الإبداع وزيادة دافعية المعلمين نحو التدريس في المدارس السعودية

د/ تهاني موسى الفايز

أستاذ القيادة التربوية المساعد بقسم التربية
كلية التربية بجامعة حائل - المملكة العربية السعودية

الملخص

تبحث هذه الدراسة في العلاقة بين القيادة التشاركية وتنمية الإبداع وتحفيز المعلمين في المدارس السعودية، ومعالجة الفجوة في الأدبيات النظرية. والهدف هو فهم كيفية تأثير أنماط القيادة على النتائج التعليمية. تم استخدام تصميم بحثي كمي وصفي، يتضمن مراجعة شاملة للأدبيات ذات الصلة وإدارة استبيان مغلق لعينة من 100 معلم. تم تصميم الاستبيان بناءً على دراسات سابقة وتم التحقق من صحته من خلال دراسة تجريبية، وحقق ألفا كرونباخ 0.897 للموثوقية الإجمالية. تشير النتائج إلى وجود علاقة إيجابية قوية بين القيادة التشاركية وتنمية الإبداع وتحفيز المعلمين، مع معامل ارتباط 0.974 (ص = 0.000). وتتوافق هذه النتيجة مع الأدبيات الموجودة التي تؤكد على فوائد اتخاذ القرار التعاوني والتطوير المهني في تعزيز الرضا الوظيفي والنجاح التنظيمي. إن ارتفاع مستوى الاتفاق بين المعلمين (المتوسط = 4.09) يؤكد على أهمية القيادة التشاركية في تعزيز بيئة تعليمية داعمة ومبتكرة. وفي الختام تسلط الدراسة الضوء على الدور المحوري للقيادة التشاركية في تعزيز دافعية المعلمين وإبداعهم، والتي تعد ضرورية لتحسين النتائج التعليمية في المدارس السعودية. وتوصي الدراسة بأن يتبنى مديرو المدارس ممارسات تشاركية، ويشركوا المعلمين في صنع القرار، ويقدموا فرص النمو المهني. يجب تنفيذ برامج تدريبية حول القيادة التشاركية، ويجب أن تدرس المزيد من الأبحاث التأثيرات طويلة المدى على أداء الطلاب وفعالية المدرسة بشكل عام. الكلمات المفتاحية: القيادة التشاركية؛ الإبداع؛ دافعية المعلمين.



1. Introduction

Increasing teachers' motivation in schools is an important issue for any school leadership to maximize all efforts towards achieving school mission and goals.

When teachers feel that they are encouraged and motivated, they start to work with full potentiality and creativity so as to fulfill all the tasks and aims of the school.

In this regard, school leadership plays an important factor in affecting the educational process positively by seeking methods and leadership practices so as to impact the educational outcomes.

Many research studies shed the light on participatory leadership practices and increasing teachers' motivation and creativity.

Employees are now actively involved in organizational decision- making since it is challenging for organizational leaders to make prompt and effective decisions on their own in the digital era due to the significant changes in the competitive business environment (Suyono, 2021). In addition, there is a bottom- up flow of information within the company as a result of the use of contemporary information technology, such as computer networks and system integration, and these multifaceted, cross- level "employee opinions" are becoming more and more significant in leadership decision- making.

Employee involvement in decision- making is becoming more and more important for enhancing a company's performance, sustainable development objective, and competitive advantage (Junaris, 2023).

According to Suyono (2021), because of their fundamental and essential function in preparing future generations for the activities and educational processes that support the implementation of education policies and programs that advance society, schools serve as the cornerstones of educational systems.

In order for a school to succeed as an educational institution, it needs an engaged principal.

Throughout his tenure, the leader contributes significantly to the experiences and career development of his subordinates.

In highlighting its role, the Ministry of Education expressed interest in school leadership.

The initial step was to rename principal school leaders in accordance with the circular (Da'as, 2023).



One of the most crucial elements in the growth of education is school leadership, which shapes the beliefs and actions of staff members in order to help the school reach its objectives.

In addition to overseeing staff, the school head is accountable for keeping the institution intact as a fundamental social and educational unit.

According to conventional wisdom, the one- school leader ruled supremely in the past because he was the one person in charge of everything (Zega, 2022).

Concern shifted more toward participative leadership using more democratic techniques as knowledge advancement progressed.

Academicians and practitioners use and broadly embrace the notion of participation.

As a result, a leader's approach to leadership is now a combination of traits, abilities, and actions that they use when dealing with their staff (Da'as, 2023).

According to Zega (2022), one of the techniques utilized in schools is participatory leadership, which is a democratic style that emphasizes student involvement in school decision- making.

Scholars have noted that successful achievement is implied by participative leadership, which is challenging to achieve within a school's conventional hierarchical structure.

Although some other research suggested that this leadership can put more pressure on teachers, it also offers several opportunities for school improvement and numerous advantages for teachers.

Therefore, school leadership must collaborate with teachers to accomplish the objectives of the institution and its staff, which include fostering creativity and boosting teachers' motivation by giving them the tools and experiences necessary to improve their performance through a variety of initiatives and programs.

The goal of professional development, a complete process encompassing legal, training, preparatory, cognitive, and legislative systems, is to improve teachers' job performance and workload, according to previous studies, (Junaris, 2023; Zega, 2022).

This study fills a vacuum in the theoretical literature by examining the relationship between motivation and creativity development and leadership style in Saudi Arabia.



It also offers insights for the field of education.

The majority of earlier research did not tackle the topic from as many angles as this study did (Al- mekhlafi, 2020).

2. Objectives of the study

The current study aims at:

- 1- Examining the relationship between participatory leadership, creativity development, and teacher motivation in Saudi schools.
- 2- Exploring the effect of leadership styles on educational outcomes.
- 3- Highlighting the importance of participatory school leadership in enhancing teacher motivation and creativity.
- 4- Discussing the relationship between teachers' creativity and school leadership practices.

3. Significance of the study

The study is significant due to the following reasons:

- 1- It explains the relationship between participatory school leadership and motivation among the teachers in Saudi schools.
- 2- The study tries to highlight the effect of participatory school leadership on Saudi schools' learning outcomes.
- 3- The study is among one of the few studies that addressed participatory leadership in Saudi schools.

4. Literature Review

4.1 Participatory Leadership

School leaders play an important factor in maximizing the school learning outcomes by adopting effective leadership practices.

The school leadership should be aware of the various leadership styles that may affect learning outcomes and the relationships with the teachers and students as well.

In this regard, participatory school leadership can help the school leaders in affecting the teachers' motivation and creativity so as to maximize the school learning outcomes.

By giving up some of their authority and utilizing their creativity, this leadership style suggests that a portion of the staff and the local community take part in managing the school and making decisions that affect it.



Employee consultation and involvement in decision- making and problem-solving are further aspects of leadership (Prasetyo, 2023).

To practice participatory leadership, one must avoid total centralization.

It teaches workers how to take charge of their work and facilitates their advancement into administrative and professional roles.

Other members of the management team, particularly employees, participate in debates and decision-making related to the organization or teamwork (Zega, 2022).

Specializations in collaboration, group dynamics, teamwork, synergy, shared vision, network interaction, firefighting, motivation, unifying, and influencing are among the most crucial elements of leadership, along with the different definitions that stress the need for everyone to work together to achieve the goal.

It indicates that there is leadership present in the teamwork.

Leadership has a clear vision for future tactics and the roadmap and is associated with foresight (Ramzan, 2023).

Another important aspect of leadership is the influencing process, which makes it easier for the supporter to become activated in the synergistic task.

These days, "command and control" power is less crucial for effective leadership than influence.

The secret to influence is to be both compassionate and persuasive at the same time, to listen rather than speak, and to gain people's respect (Zega, 2022).

According to (Junaris, 2023; Suyono, 2021; Ramzan, 2023), five school-level elements are frequently listed by academics to describe successful schools.

These factors include collaborative planning and collegial work, as well as parental and community participation.

Effective school attributes that enable the adoption of participatory governance include "high levels of parental involvement and support, collaborative collegial instructional planning, individual school autonomy, and the resulting flexibility.

"Participatory management has been a feature of efforts to improve organizational effectiveness since the 1990s.

Achieving the benefits of education requires securing the "participation of communities."



The tendency of participants to feel a sense of ownership over change initiatives and subsequently offer increased support to fulfill such efforts' aims is another important effect of participatory management.

The following advantages of putting participatory management techniques into practice are also well- known: heads are less able to control people Teachers feel more in charge of their professional lives; Power imbalances are corrected; and The Organization has access to more resources (Clapp, 2019).

Participatory leadership has a positive impact on education by raising trust levels in the school community.

The development of relational trust within a school community sets off the efficient interaction of different elements that lead to academic production. Certain elements of participatory activities are crucial for building trust.

These behaviors include candid communication and a leader who acts in a cooperative and encouraging manner (Zega, 2022).

In order to effectively increase employees' sense of ownership and actively integrate their personal aspirations into organizational goals, the literature study defines participative leadership as democratic leadership that involves subordinates in organizational decision- making and management.

As a result, leaders actively apply "participation management" for their subordinates in the course of their everyday work, including communicating important values, actively planning reports, and using other adaptable promotion techniques (Al-mekhlafi, 2020).

Other characteristics of participatory leadership include: (1) democratic consultation to resolve organizational challenges; (2) leaders and subordinates being on an equal footing and having complete trust in one another during the process of employee engagement in decision- making. Second, while many employees participate in decision- making processes under participative management, leaders ultimately make the final call (Da'as, 2023).

Many academics have acknowledged that more encouragement and assistance are needed for employees to participate in decision- making processes and to share ideas and information.

This is what is meant by participatory leadership.

It is clear that motivating staff members to take part in organizational decision- making is at the heart of participative leadership, and that a



fundamental component of the leadership process is assigning management responsibilities like seeking input from staff members prior to making choices (Al-mekhlafi, 2020; Da'as, 2023; Zega, 2022).

Participatory leadership is defined as a set of leadership behaviors that enable subordinates to take part in decision- making by providing them with a certain amount of discretionary power, useful information, and other resources, along with care and encouragement.

This allows them to be sufficiently consulted before making decisions to solve work- related problems together.

This definition is based on numerous prior studies and real- world experiences (Al-mekhlafi, 2020).

4.2 The Role of Participatory Leadership in Education

A nation's path of growth and advancement is determined by its national development process, of which education is a crucial component.

Our ability to compete in the globalization era and live the life of an enlightened nation will depend on the national education system's progress (Fatima, 2017).

According to Prasetyo (2023), the goal of education is to create morally upright individuals because having a sharp mind alone will not get you far in life.

Education is constantly undergoing adjustments, advancements, and improvements due to advancements in all facets of life.

Education implementers, curricular materials, educational facilities and infrastructure, the quality of education administration, particularly modifications to learning styles, techniques, and strategies, and more creative leadership are all important factors in changes and advances in education.

According to Junaris (2023), the primary player in structuring the educational process for students is the teacher's presence.

In order for pupils to mature and be able to perform their obligations, it is the duty of the instructor to guide or aid them in their spiritual and physical development.

Education is the process of preserving and advancing moral principles, and teaching is a job that calls for specialized knowledge and abilities.

In social interactions, leadership refers to the process of exerting influence over subordinates or other members of a group or organization.



One topic that is frequently debated in today's world is the problem of leadership.

A leader is a motivator, someone with the power to guide others, and leadership is a skill that a person must have in order to persuade others to behave within the confines of the same group, in this case, the organization (Suyono, 2021).

The world's leadership styles have changed significantly over time.

A coercive leadership style establishes the leader as the exclusive decision- maker within the organization.

A humanitarian leadership strategy gives the organization a chance to foster positive interpersonal interactions among its members.

A leadership style also emphasizes developing a supportive workplace culture where employees feel empowered and inspired to attempt new things and grow with the company as it grows (Al-mekhlafi, 2020).

Based on the staff's involvement in leadership processes like decision-making and the leader's desire to inspire them to meet the necessary learning objectives, participatory leadership in schools is regarded as one of the most successful models of leadership, allowing schools to function independently in both administrative and instructional capacities (Da'as, 2023).

The definition of participatory leadership in educational institutions is when staff members actively participate in the decision- making process by identifying needs and goals, prioritizing tasks, putting them into action, and monitoring the process.

Participatory leadership is synonymous with autocratic, consultative, collaborative approaches of decision- making.

A leader who uses this participatory leadership model typically incorporates subordinates and actively engages with a variety of parties, including teachers, students, and other community members.

Due to the high morale value of using participatory leadership, this will influence productivity, according to (Prasetyo, 2023; Da'as, 2023).

The significance of a leader's attitude will be greatly impacted by the many perspectives on it.

The principle is in charge of leadership in educational institutions, and they are responsible for ensuring that the mission, vision, and goals are met (Clapp, 2019).



Thus, in a unique setting, leadership is the interplay between leaders and followers. It is the process of persuading people to support the objectives and vision of the company.

It's a route mapping procedure with predetermined objectives.

In the context of education, leadership is the process of guiding educational establishments through goal- setting and general leadership procedures to accomplish the objective (Zega, 2022).

To fully utilize the capacities of all relevant parties, a leader practicing participatory leadership must not only be able to foster community engagement but also be able to organize all teachers and staff members in educational institutions.

Additionally, prior researches suggest that teacher effectiveness is impacted by participative leadership.

A trusted individual will employ participatory leadership; that is, they will inspire teachers to join them in making decisions by projecting confidence and credibility.

Teacher performance is significantly impacted by participatory leadership; thus, the more participatory leadership, the better the teacher's performance (Nwachukwu, 2020).

One of the leadership philosophies employed by trustworthy individuals is participative leadership.

That is, persons who participate in decision- making are motivated by credibility and trust.

Improving teacher competency is a strategic function for the principal as a leader (Clapp, 2019).

Gender must have an impact on participative leadership since the principle has the power to motivate teachers to keep raising their game. Male principals in terms of how much time they devote to working alone in a specific field.

Compared to their male counterparts, female school principals spend less time working alone on goal- setting and planning.

Teacher performance is significantly impacted by participatory leadership; thus, the more participatory leadership, the better the teacher's performance (Junaris, 2023).



4.3 The Effect of Participatory

Leadership on Creativity in Saudi Schools In both practice and study, leadership has been shown to be an effective instrument for achieving organizational success (Da'as, 2023).

While there are many different types of leadership, participatory leadership is today recognized as a technique for inspiring employees and enhancing organizational performance.

Employee participation in decision- making processes that directly impact their working lives is encouraged by participatory leadership.

Additionally, research shows that a participative leadership style enhances worker productivity and job happiness.

Examining the circumstances and situations in which participative leadership might improve employee job results is recommended by recent research (Zega, 2022).

The title "leader" alludes to a position of power that enables a leader to accomplish objectives.

Personal qualities and characteristics of the leader are implied by leadership as a person.

Therefore, the focus of leadership is on how well the leader performs in terms of achieving predetermined goals.

The idea that leadership is a process highlights the interaction that takes place between leaders and their followers.

One may argue that leadership is a two- way process including a dynamic and interactive relationship between the leader and the followed (Clapp, 2019).

To improve business performance, innovation in an organization refers to the introduction of new technologies by individuals or a group of individuals.

To remain competitive in today's globalized and innovative marketplace, businesses require innovative staff members.

Proactive employees are more inclined to implement positive improvements (Nwachukwu, 2020).

The main cognitive processes involved in creativity are those that center on idea generation.

Opportunities for problem- solving and innovative thinking across the entire company are examples of creativity.



Depending on the worker or the circumstance, creativity may vary.

A creative employee is one who is innovative in both his work and work manner (Prasetyo, 2023).

Prior studies have demonstrated the role that creativity plays in organizational innovation, growth, survival, performance of new products, and worker job satisfaction.

The ability to solve problems creatively is essential for effective leadership. An individual, a group, or organizations can all exhibit creativity.

It might be argued that creative individuals are more productive and have greater physical and mental energy.

Participation in the creative process is said to enhance creative performance management (Prasetyo, 2023; Nwachukwu, 2020).

Coming up with fresh, practical ideas are a key component of creativity.

It helps educational institutions identify the most cost- effective solutions to challenging issues.

Schools that are dedicated to keeping up with contemporary trends understand how important it is to help their staff reach their full potential and build their strategies accordingly.

They try to encourage teachers and other staff members to be more inventive and creative.

Today's educational climate makes creativity an art form that cannot flourish under conditions of fear of punishment or indifference to failure (Prasetyo, 2023).

According to (Fatima, 2017; Ramzan, 2023), an environment where workers are not penalized for attempting to think beyond the box is necessary for creativity.

On the other hand, it requires the drive to value the experience of something greater.

While creativity is a valuable tool for enhancing organizational performance, it also plays a significant role in the expansion of organizations.

As a result, creativity develops swiftly in workplaces as they try to incorporate new ideas.

In order to overcome the obstacles that businesses encounter, team innovation is crucial.



Scholars have commenced investigating the potential benefits of collective creativity in augmenting organizational efficacy.

Because there are both favorable and unfavorable precedents and implications for team creation.

The value of creativity in businesses has been extensively studied, and both individually and in teams have connections to different origins.

In educational environments, creative development is greatly aided by participatory leadership (Al- mekhlafi, 2020; Fatima, 2017; Prasetyo, 2023).

Researches indicated that employee creativity, which may be fostered through participative leadership, is the foundation for organizational creativity and innovation.

However, in reality, it is a well- known fact that not all employees can be shown to be equally creative, not even in the presence of participative leadership.

The variation can be related to the individual variances among the staff members (Fatima, 2017; Ramzan, 2023).

A leader that practices participatory leadership encourages staff members to take part in decision-making and problem-solving inside the company.

Under the PL approach, employees must assume some responsibility in the workplace.

In educational settings with participatory leadership, instructors experience a psychological sense of empowerment that boosts their engagement, organizational commitment, and intrinsic motivation while also encouraging organizational citizenship behavior and high- quality student services (Prasetyo, 2023).

Additionally, it has been discovered that participatory leadership lessens the severity of student absences from school.

This body of research demonstrates the significant influence that participatory leaders have on teachers' performance and behavior (Junaris, 2023).

Using social cognitive theory in Saudi education is seen as participatory leadership since it influences teachers' creative behavior through contextual factors (culture, methods, communication policies, effect on others, etc.).

This theory states that all employees who work in a participative leadership environment are more creative because they feel more ownership over the



decisions they make and believe their suggestions are valuable for the company.

As a result, they strive to be more creative and innovative in order to help their company stay competitive in a volatile environment (Fatima, 2017).

4.4 The Role of Participatory Leadership on Teachers' Motivation in Saudi Schools

One of the main forces influencing educational institutions' role as a source of human resources is the need to raise educational standards (Da'as, 2023).

A key factor in achieving competitive education should be the development of exceptional human resources in education.

According to survey results, productivity is determined by education effectiveness, which also improves labor quality through HRD methods (Prasetyo, 2023).

An efficient driver is required for the process to continue until superior output is produced, and one such driver is a participative principle.

Teachers contribute to raising the standard of education in their schools; leaders can do this by involving their subordinates in the decision- making process through participatory leadership.

Motivating teachers to elevate the school is essential.

Therefore, optimizing school quality improvement requires a focus on teacher job motivation (Clapp, 2019).

According to Al- mekhlafi (2020), in Saudi schools, it is crucial to systematically build school quality through the synergy of education system components.

Building excellent schools is greatly impacted by participatory leadership.

Work motivation affects the quality of schools, and a good school's size is dictated by its amenities and infrastructure.

According to (Zega, 2022; Prasetyo, 2023), teachers are highly motivated to improve the quality of their performance by the participative leadership of the principal.

Since teachers have the most direct interaction with students during the teaching and learning process in educational institutions, their performance will have a significant impact on the quality of educational outcomes.

The leadership style and interpersonal communication of the principal have a significant impact on teacher performance.



Therefore, the capacity to carry out teaching responsibilities is optimal teacher performance.

Teachers who are highly motivated at work will put up their best effort to advance the school.

Increasing motivation at work will undoubtedly affect incentives for performance that are attained through fair remuneration (Junaris, 2023).

According to earlier research, a teacher's performance is determined by their capacity to carry out a variety of learning activities in the classroom.

The results of students' learning activities indicate a teacher's effectiveness.

Principals in particular need to be able to enhance teacher effectiveness in addition to managing schools effectively and efficiently (Nwachukwu, 2020; Prasetyo, 2023; Da'as, 2023).

5 Research Method

This section of the study clarified the methodology used in order to cover the study objectives.

Research design is considered as a guide that enable researchers to arrange their thoughts and knowledge, and to conduct research with valid results and within the expected duration (McBurney & White, 2010).

A descriptive quantitative method is employed in this study.

The descriptive method represented through reviewing several related literatures to this study topic including books, theses, journals and other reliable sources.

This theoretical secondary data source basically depends on reviewing concepts and arguments related to the role of participatory leadership in developing creativity and increasing teachers' motivation toward teaching, which could help the researcher to formulate conceptual ideas about the study subject and design the data collection instrument (questionnaire) (Yin,2009:24).

On the other hand, the quantitative method was used by distributing the closed- ended questionnaire to the study sample and then analyzing the collected data.

The questionnaire considered as a tool that could enable researchers to collect a huge amount of data from the study sample within an adequate time



and in a flexible, easy to use way and that is what justify the utilization of this tool particularly (Creswell, 2009:5).

The study questionnaire was designed by the researcher based on previous similar studies and literature.

It consisted of several related questions that cover the study objectives and answer its questions.

The study questionnaire was divided into three main sections.

First section dealt with the respondents' demographic data including gender, age, and years of experience, while the second section contain (24) statement intended to evaluate the role of participatory leadership in developing teachers' creativity toward teaching in Saudi schools, and the third section consisted of (23) statements intended to evaluate the role of participatory leadership in increasing teachers' motivation toward teaching in Saudi schools.

The fifth Likert Scale was utilized to gather the responses of the study sample.

However, it is necessary to verify the reliability and validity of the study tool.

The validity of the questionnaire was achieved as long as its statements were taken from questionnaires published in peer- reviewed and reliable previous studies and papers.

However, for the reliability of the questionnaire, it was verified by conducting a pilot study on a sample of (30) teachers working in Saudi schools.

The reliability of the tool and its components was determined by SPSS' Alpha Cronbach test before distributing the tool to the original study sample members and conducting the real study.

6. Data Analysis

In this part, the data of the questionnaires that were collected from a sample of teachers working in Saudi schools were analyzed, using averages and standard deviations to obtain the level and ranks of the items related to the study, as well as the Pearson correlation test to predict the relationship between participatory leadership, creativity and increasing teachers' motivation.

Table 1 shows the Cronbach alpha values for the overall questionnaire and its different parts.

**Table 1:** The results of Cronbach' alpha reliability test

No.	Variable	Number of Items	Cronbach's alpha value
1	Evaluating the role of participatory leadership in developing teachers' creativity toward teaching in Saudi schools	24	0.885
2	Evaluating the role of participatory leadership in increasing teachers' motivation toward teaching in Saudi schools	23	0.794
Overall Tool's Items		47	0.897

As shown in Table 1, Cronbach's alpha was determined to be (0.885) for elements of the first scale and (0.794) for elements of the second scale.

Moreover, it was (0.897) for the overall instrument elements, which means that the reliability of the tool is acceptable, and that the results that will be obtained from this questionnaire are valid and will be the same if the questionnaire is redistributed to another random sample, as long as Cronbach's Alpha value is higher than (0.7) (Graham, 2006).

The study population in the current study consisted from all teachers that works at Saudi schools.

Due to the impossibility of covering the entire study population, a random representative sample of the study population consisting of (100) teachers was selected, and the questionnaire was sent to them electronically via e- mail.

The following Table 2 shows the socio- demographic description of the members of the study sample according to (age, gender, and years of experience):

Table 2: The socio-demographic characteristics of the study sample

Variable	Categories	Frequency	Percentages
Gender	Male	55	55%
	Female	45	45%
Age	26-30 Years	27	27%
	31-35 Years	22	22%
	36-40 Years	35	35%
	More than 40 Years	16	16%
	1-5 years	23	23%
Years of Experience	6-10 years	51	51%
	More than 10 years	26	26%



The descriptive statistics of the socio- demographic data of the study sample shows that the study participants were divided equally between males in a ratio of (55%) and females by a ratio of (45%).

The most participated age category in this survey was 36- 40 years old with a percentage of (35%), followed by (27%) individuals of 26- 30 years old, (22%) teachers of 31- 35 years old and lastly (16%) teachers whose age are older than 40 years as shown in Table 2 above.

According to years of experience, Table 2 shows that teachers with 1- 5 years of experience are few, representing only (23%) of the sample.

On the other hand, the vast majority of the study sample possesses more than 5 years of experience with a percentage of (77%); including (51%) with 6- 10 years of experience and (26%) with more than 10 years of experience, which indicates that the study sample is composed from highly qualified people who have knowledge in the field of the study, and this shows their ability to answer the research questions with credibility and high efficiency.

The researcher utilized SPSS (23) software program to analyze the primary collected data from the questionnaires, and then presenting the results and conclusions raised from this study.

7. The results of the study

7.1 Results related to the role of participatory leadership in developing teachers' creativity toward teaching in Saudi schools

In order to evaluate the role of participatory leadership in developing teachers' creativity toward teaching in Saudi schools from the perception of their teachers, the descriptive statistics (means and standard deviation) of the responses and their ranks, which were elicited using a five- point Likert scale were calculated via SPSS, where means ranging from (1-1.80) were considered very low, from (1.81 to 2.60) were considered low, from (2.61- 3.40) were considered moderate, from (3.41-4.20) were considered high and from (4.21-5.00) were considered very high.

Table 3 below shows the descriptive summary of the responses to the questionnaire's items used to measure those difficulties.



Table 3: Summary of participants' responses to items measuring the role of participatory leadership in developing teachers' creativity toward teaching in Saudi schools (N=100)

Statement	Mean	Std. Deviation	Rank	Level
1. The school principal is keen to develop teachers' sense of the importance of mastering work	4.23	8.874	2	Very High
2. Develops teachers' communication and communication skills when holding school meetings	4.00	0.984	20	High
3. The school principal is keen to establish friendly relations with teachers, students and their parents.	4.13	0.981	9	High
4. He makes creativity the basis of his management, his approach to dealing, and the basis of his relationships with teachers.	4.02	1.010	18	High
5. The school principal encourages teachers to work as a team.	3.96	0.909	24	High
6. It focuses on the human energies and human spirit of teachers to raise their level of commitment to school goals and achieve them	4.29	0.856	1	Very High
7. It is concerned with the human dimensions in the methodology of administrative dealing with teachers, considering that individuals are tools of creativity.	4.10	0.969	12	High
8. Develops a love for the profession among teachers by meeting their needs and working to improve them.	3.97	1.039	23	High
9. Encourages teachers to communicate with teachers from other schools to learn about the experiences they have.	4.11	0.930	11	High



Statement	Mean	Std. Deviation	Rank	Level
10. Applies administrative instructions flexibly with teachers and without discrimination.	4.07	0.999	13	High
11. The school principal encourages teachers to collect information and ensure its accuracy in the classroom.	4.00	1.063	21	High
12. The school principal urges teachers to make developing students' creativity a priority in the teaching process.	4.04	0.952	16	High
13. The school principal encourages teachers to use modern technological means and techniques in teaching	4.01	1.049	19	High
14. The school principal encourages teachers to use modern technological means and techniques in teaching	4.05	1.028	15	High
15. The school principal encourages teachers to use creativity strategies and develop critical thinking among students.	4.21	0.856	4	Very High
16. The school principal encourages creative teachers for continuous professional development and growth.	4.22	0.847	3	Very High
17. He constantly works to unleash the creative potential in the hearts of teachers.	3.98	0.947	22	High
18. The school principal urges teachers to use multiple methods to uncover creative students.	4.16	0.800	7	High
19. The school principal urges teachers to create pioneering development projects in the school	4.19	0.960	5	High
20. The school principal encourages teachers to use scientific laboratories that rely on	4.12	0.897	10	High



Statement	Mean	Std. Deviation	Rank	Level
experimentation and investigation.				
21. The school principal encourages teachers to use the school facilities (theatre, library, and laboratories) to develop students' creativity.	4.15	0.833	8	High
22. He works to create a school environment that encourages creativity in all its fields.	4.03	0.948	17	High
23. It provides the means and tools that creative teachers need to increase and develop their creativity within the classroom	4.18	0.841	6	High
24. It meets all the material needs of teachers to help them create and excel.	.406	0.966	14	High
Overall	4.09	0.911		High

It is clear from Table 3 above that the arithmetic means that measure the role of participatory leadership in developing teachers' creativity toward teaching in Saudi schools were high and very high ranged from (3.96- 4.29).

It can be noticed that item (6) which stated: "It focuses on the human energies and human spirit of teachers to raise their level of commitment to school goals and achieve them ", represents the highest agreed mean statement (4.29, St. = 0.856) and was followed secondly by item (1) in which it stated: "The school principal is keen to develop teachers' sense of the importance of mastering work " with a mean (4.23, St.= 0.874), followed thirdly by item (16) which it stated that: "The school principal encourages creative teachers for continuous professional development and growth" with a mean (4.22, St.= 0.847), followed fourthly by item (15) which stated: "The school principal encourages teachers to use creativity strategies and develop critical thinking among students " with a mean (4.21, St.= 0.856), and followed lastly by item (5) with lowest mean and rank which stated: "The school principal encourages teachers to work as a team." with a mean (3.96, St.= 0.909).



Furthermore, the overall mean for this axis was (4.09) which shows that most of the study sample is highly agreed with the items of this part of study. These findings align with existing literature emphasizing the impact of participatory leadership on organizational success.

Leaders who adopt a participatory approach facilitate a collaborative decision- making process, enhancing employee commitment and job satisfaction (Da'as, 2023).

This style of leadership, as seen in the encouragement of creativity and professional development, directly contributes to improved organizational outcomes (Zega, 2022).

Furthermore, the emphasis on creativity and innovation, supported by leaders who inspire and guide their teams, is crucial for navigating the complexities of the modern educational landscape.

In essence, fostering a culture of creativity and teamwork within schools not only improves teacher engagement and performance but also aligns with broader organizational goals of innovation and continuous improvement (Prasetyo, 2023; Nwachukwu, 2020).

7.2 Results related to the role of participatory leadership in increasing teachers' motivation toward teaching in Saudi schools.

In order to evaluate the role of participatory leadership in increasing teachers' motivation toward teaching in Saudi schools, a set of questions were asked and respondents' answers were ranked according to Likert scale of five points, and the results of the descriptive analysis were as shown in Table 4:

Table 4: Summary of participants' responses to items measuring the role of participatory leadership in increasing teachers' motivation toward teaching in Saudi schools (N=100)

Statement	Mean	Std. Deviation	Rank	Level
1. The school principal delegates his routine tasks to some teachers	4.04	0.973	8	High
2. The school principal grants teachers the necessary powers that enable him to complete the work.	4.06	0.919	6	High
3. The school principal authorizes teachers to solve administrative problems.	4.22	0.773	1	Very High



Statement	Mean	Std. Deviation	Rank	Level
4. The school principal provides the opportunity for teachers to gain experience that will help them develop their work.	3.86	1.279	17	High
5. The school principal encourages teachers to participate in decision-making.	3.75	1.113	20	High
6. The school principal involves the teachers in organizing the various schedules.	3.67	1.333	23	High
7. The school principal involves teachers in developing the school's strategic plan	3.69	0.917	21	High
8. The school principal provides an optimistic atmosphere	3.76	1.026	19	High
9. The school principal uses praise as a motivational method.	4.01	0.870	10	High
10. Involves teachers in leading school activities.	3.81	0.849	18	High
11. Teachers are involved in forming committees within the school.	3.93	1.066	13	High
12. Involves teachers in organizing school work schedules.	3.93	1.075	14	High
13. Teachers are involved in preparing the school's strategic plan.	3.87	0.991	16	High
14. It enhances teachers' teamwork.	4.10	1.123	4	High
15. The school principal involves teachers in decision-making.	3.68	1.023	22	High
16. Collaborates with teachers in identifying their training needs.	3.94	1.212	12	High
17. Consults with teachers in setting the agenda for meetings.	3.91	0.954	15	High
18. Involves teachers in the performance evaluation process.	4.21	0.856	2	Very High
19. Involves teachers in the shift schedule when needed.	4.05	1.179	7	High
20. Teachers participate in waiting periods when necessary.	4.02	1.014	9	High



Statement	Mean	Std. Deviation	Rank	Level
21. The school principal attaches teachers to training programs in leadership, communication and outreach	4.00	1.210	11	High
22. Involves teachers in identifying needs for professional development.	4.18	1.076	3	High
23. The school principal encourages teachers to participate in external conferences and meetings	4.09	1.100	5	High
Overall	3.95	0.832		High

It is clear from Table 4 above that the arithmetic means that measure the role of participatory leadership in increasing teachers' motivation toward teaching in Saudi schools were high and very high ranged from (3.67-4.22).

It can be noticed that item (6) which stated: "It focuses on the human energies and human spirit of teachers to raise their level of commitment to school goals and achieve them", represents the highest agreed mean statement (4.29, St. = 0.856) and was followed secondly by item (1) in which it stated: "The school principal is keen to develop teachers' sense of the importance of mastering work" with a mean (4.23, St.= 0.8474), followed thirdly by item (16) which it stated that: "The school principal encourages creative teachers for continuous professional development and growth.

" with a mean (4.22, St.= 0.847), followed fourthly by item (15) which stated: "The school principal encourages teachers to use creativity strategies and develop critical thinking among students." with a mean (4.21, St.= 0.856), and followed lastly by item (8) with lowest mean and rank which stated: "Develops a love for the profession among teachers by meeting their needs and working to improve them." with a mean (3.97, St.= `1.039).

Furthermore, the overall mean for this axis was (4.09) which shows that most of the teachers of the study sample strongly agree on the importance of the role of participatory leadership in increasing teachers' motivation toward teaching in Saudi schools.

These findings align with existing research emphasizing the role of participative leadership in enhancing educational quality.

Effective educational leadership involves motivating teachers to improve their performance and actively involving them in decision- making processes (Da'as, 2023).



By adopting participative leadership, principals can foster a supportive environment that enhances teachers' job motivation, which is crucial for improving the quality of education (Clapp, 2019).

Furthermore, motivated teachers are likely to perform better, directly impacting the quality of educational outcomes (Prasetyo, 2023).

The results indicate that participative leadership significantly influences teachers' motivation and performance, leading to better educational standards and outcomes.

This underscores the importance of fostering a positive work environment and providing opportunities for professional growth and innovation to achieve superior educational quality (Zega, 2022; Prasetyo, 2023).

7.3 The Relationship between participatory leadership and developing creativity and increasing teachers' motivation.

The correlation between the first variable (V1): participatory leadership and the second variable (V2) which is: developing creativity and increasing teachers' motivation was tested through Pearson correlation in SPSS, where results are as shown in the following Table 5:

Table 5: The person correlation between the study variables

Variables	r (Pearson correlation value)	significance
V1 & V2	0.974**	0.000

** Correlation is significant at the 0.01 level (2 tailed)

Table 5 shows that there is a strong significant positive relationship between participatory leadership and developing creativity and increasing teachers' motivation, ($r = 0.974$, $p = 0.000 < 0.05$).

This finding aligns with existing research that highlights the crucial role of participative leadership in educational settings.

According to Da'as (2023), participatory leadership, which involves engaging teachers in decision- making processes, significantly enhances their commitment and job satisfaction.

Furthermore, Prasetyo (2023) asserts that such leadership fosters a supportive environment that encourages creative problem- solving and professional growth. Zega (2022) also found that participative leadership leads to higher levels of teacher motivation by providing a sense of ownership and involvement in school activities.



Consequently, this leadership style not only boosts teachers' intrinsic motivation but also enhances their creative capacities, ultimately contributing to improved educational outcomes.

8. Conclusion

The study's findings strongly suggest that participatory leadership plays a crucial role in developing creativity and increasing teachers' motivation in Saudi schools.

With an overall mean of 4.09, the results indicate a high level of agreement among teachers on the importance of this leadership style.

This aligns with existing literature, which underscores the positive impact of participatory leadership on organizational success by fostering a collaborative decision- making process that enhances employee commitment and job satisfaction.

By encouraging creativity and professional development, participatory leadership directly contributes to improved organizational outcomes, making it an essential strategy for navigating the complexities of the modern educational landscape.

The emphasis on creativity and innovation, guided by inspiring leaders, not only improves teacher engagement and performance but also aligns with broader organizational goals of continuous improvement and innovation.

9. Recommendations

The study recommended that school principals in Saudi Arabia adopt and enhance participatory leadership practices to further boost teachers' motivation and creativity.

This can be achieved by actively involving teachers in decision- making processes and providing opportunities for professional growth and creative problem- solving.

Additionally, creating a supportive and positive work environment is essential for fostering intrinsic motivation among teachers, leading to better educational outcomes.

Training programs and workshops on participatory leadership should be implemented to equip school leaders with the necessary skills and knowledge to effectively engage their teams. Further research could explore the long-term impacts of participatory leadership on student performance and overall



school effectiveness, providing a comprehensive understanding of its benefits in the educational sector.

Furthermore, it recommends expanding the research scope to include student's perspectives beside teachers and use qualitative methods by conducting interviews with Saudi students and teachers in a way that adds comprehensiveness and generality to the results of this study.

References:

- AL-mekhlafi, e. (2020). The Impact of Participatory Leadership on The Quality of Life in Secondary Schools in The Dammam Education District. *International Journal of Innovation, Creativity and Change*, 14(12), 1-20.
- Clapp, H. (2019). Participatory Creativity: Supporting Dynamic Roles and Perspectives in the Classroom. *Creativity Theory and Action in Education*, 4, pp.27-46
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Los Angeles: Sage publications.
- Da'as. (2023). Teacher's engagement in creativity: The role of school middle leaders' values, team diversity and team knowledge self-efficacy. *Thinking Skills and Creativity*, 49.
<https://doi.org/10.1016/j.tsc.2023.101346>
- Fatima. (2017). Participative Leadership and Employee Creativity: Moderating Role of Need for Achievement. *International Journal for Business and Management*, 12(1), pp. 1-14.
- Graham, J. M. (2006). Congeneric and (essentially) tau-equivalent estimates of score reliability: What they are and how to use them. *Educational and psychological measurement*, 66(6), 930-944.
- Junaris. (2023). The Influence of Participatory Leadership and Teacher Competence on Performance with Organizational Commitment. *AL-HAYAT Journal of Islamic Education*, 7(1), 98.
- McBurney, D. H., & White, T. L. (2010). *Research Methods*. Belmont: Wadsworth.
- Nwachukwu, H. (2020). Creative Leadership and Creativity: An Overview. *he 36th International Business Information Management Association Conference (IBIMA)*.



- Prasetyo, K. (2023). Participatory Leadership and Teacher Motivation in Improving School Quality. *Jurnal Pendidikan Islam*, 11(2), 1-16.
- Ramzan, Z. M. (2023). Shared Leadership and Creativity in Teams: Moderating Role of Team Engagement. *Journal of policy research*, 9(1), 72-82.
- Suyono, e. (2021). The Role of Principal's Participatory Leadership in Increasing Creativity Among Islamic Religious Education Teachers. *Knowlege E Journal* .Pp.86–595.
- Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage.
- Zega. (2022). Principal Participatory Leadership Management in Improving Teacher Performance. (*Jurnal Pendidikan Indonesia*), 11(4), 1-16.