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### LEADERSHIP PRACTICE AND COMPETENCE OF ADMINISTRATORS OF THE STRATEGIC PARTNERSHIP INSTITUTES OF TECHNICAL AND VOCATIONAL TRAINING CORPORATION (TVTC) IN THE KINGDOM OF SAUDI ARABIA

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#### **ABSTRACT**

The study's goal was to determine the extent of the leadership practices and competence of the administrators of the Technical and Vocational Training Corporation (TVTC) Strategic Partnership Institutes (SPIs) in the Kingdom of Saudi Arabia. In the research, the descriptive-correlational design was used with the use of the questionnaire as the key tool to collect data from nine (9) administrator-respondents and three hundred and four (304) teacher-respondents. Descriptive statistics such as percentage, frequency, and weighted mean were used in explaining the collected data. Pearson r and t-test were used to evaluate essential relationships and significant differences between the analysis variables. TVTC administrators' Strategic Partnership Institutes (SPIs) have a high level of leadership practices and competence; there is a significant relationship between management practices and administrator competence; and when examined by teacher-respondents among TVTC SPI administrators in the Kingdom of Saudi Arabia, there is no significant difference in the level of leadership practices. To strengthen the leadership and competence of TVTC's SPIs in the Kingdom of Saudi Arabia, the proposed training and development program should be adopted and implemented as soon as possible.

## INTRODUCTION

*"Effective schools do not happen by chance. They are designed and maintained by leaders who have a thorough understanding of factors that contribute to organizational effectiveness and the characteristics that make a school the institution emulated. A major factor in effective schools is a strong instructional leader who stirs the organization towards achieving the school mission, which revolves primarily around meaningful learning and growth. To effectively carry out the tasks of institutional leadership, leaders need to have essential competencies. With this development, the 21st-century teachers are required to have a command of various knowledge bases - academic, pedagogical, social, and cultural and to be reflective problem-solving professionals."*

Educational institutions worldwide are now expected to provide an efficient leader with the ability to handle change with the amalgam of post-industrial society, post-business society, and information age. The extent of educational change is so immense that the gap between capacity and academic expectations set by education widens. *"The causes for failures in educational programs were inadequate leadership activities around the world"* (Razik and Swanson, 2000).

Improving the leadership practices and management skills of the administrators of the Technical and Vocational Training Corporation (TVTC) Strategic Partnership Institutes (SPIs) is in line with the vision of developing a culture of excellence that would harness the potential and prepare Saudi youth for the technical and vocational qualifications needed by the government.

"In the Philippine environment, Solomon (2002) pointed out that" educational realities frequently challenged administrator leadership practices with issues of overall class size, no classroom, insufficient facilities, and many other problems experienced, affecting not only the performance of students but also the health of teachers and students.

In the local climate, the administrators of the SPIs at TVTC-Kingdom of Saudi Arabia were confronted with difficulties in exercising leadership capabilities and managerial competence that hindered quality education forces such as poor understanding and examination, lack of follow-up of parents, very poor study habit, absenteeism, and perseverance and patience of teachers.

An excellent learning institution is the product of good leadership. In turn, successful management depends on a clear understanding of the true management theory and the ability to put the theory into practice, even more significantly. Rulers are not perfect people, like any other corporation. They've got vulnerabilities and shortcomings. Therefore, the action is taken to ensure that the objectives and the company are achieved efficiently and effectively, delivering guidance.

School administration, especially in a growing company like the TVTC SPIs, has been a complex activity. Then, as an academic manager of a learning institution under the accreditation and oversight of TVTC, the researcher desires to examine the leadership practices and management skills of TVTC administrators' SPIs to optimize their strengths and establish and introduce initiatives to overcome their weaknesses. This research can become a useful guide for the SPIs in achieving their target of quality, technical, and vocational education, and appropriate qualifications.

## METHODOLOGY

The descriptive-correlational method of research was employed in this analysis. As it analyzed the extent of management activities and the level of managers' level of competence, this research is descriptive. This correlational analysis will assess whether there is an established association between management activities and administrative competence.

The administrators and teachers of nine (9) TVTC SPIs in the Kingdom of Saudi Arabia were the subjects of this report. Two sets of questionnaires, the Leadership Practices Questionnaire, and the Competence Questionnaire, were used in this inquiry. This research used the Leadership Practices Questionnaire created by the Rollins in 1999 and implemented worldwide in many studies in discussing an organization's leadership practices. On the other hand, the second questionnaire is a Department of Education, Culture and Sports Service Manual Structured Management Competence Questionnaire (DECS, 2000) survey for administrators that evaluated the level of their competence in staff management and growth, resource management, curriculum management, and development, teaching and learning, developing supportive learning.

To fit this report's intent, both the Leadership Practices Questionnaire and the Competence Questionnaire were submitted for validation. The Leadership Practices questionnaire validation results have a mean score of 4.80, defined as very high validity. The Questionnaire on Leadership Practices was divided into five indicators: modeling the way, encouraging a shared vision, allowing others to act, questioning the process, and fostering the spirit. There are 6 item statements in each indicator. On the other hand, there were eight metrics with ten item statements allocated to each one for the competence questionnaire. The proficiency has a mean validity score of 4.80 with a very high validity descriptive counterpart.

The researcher followed the following protocol in collecting data for this study. Upon approval, the researcher personally distributed the following questionnaires during the monthly scheduled meeting to the Academic Manager / Academic Coordinator / Academic Director of each TVTC SPI and will be administered by the Academic Manager / Academic Coordinator / Academic Director of each TVTC SPI of each institute and will be returned during the next monthly meeting.

The information collected and gathered was registered, tabulated, and interpreted confidentially and accordingly. In the analysis, the following statistical instruments were used; Percentage, Weighted Mean, Pearson Product Moment of Correlation (Pearson r), and Coefficient Correlation Significance Test.

## **RESULTS AND DISCUSSION**

The following describes the profile of the administrator-respondents in terms of age, length of service in the institution, highest academic achievement, number of years of experience as administrator and training related to the position as administrator; the extent of management activities and level of competence of the administrators of the TVTC SPIs in the Kingdom of Saudi Arabia.

### ***Administrator-respondents' profile***

**Age.** Out of nine administrator-respondents five (5) or 55.56% whose age are from 40 - 44; two (2) or 22.22% are from age ranges 35-39 and 45 - 49; and zero (0) or 0% for 50 - above.

**Length of Service.** Out of nine (9) respondents, there were seven (7) or 77.78% whose length of service is from 1 -4 years; two (2) or 22.22% were having 5 - 9 years of experience; and zero (0) or 0% for 10 - above the length of service.

**Highest Educational Attainment.** There were seven (7) or 77.78% whose highest educational attainment was bachelor's degree; two (2) or 22.22% were master's degrees, and zero (0) or 0% was a doctorate's degree graduate.

**Specialization.** Out of nine (9) respondents, there were seven (3) or 33.33% whose specialization was BS in Business Administration; and one (1) or 11.11% each of the following specializations, Master in the Arabic Language; Master in Information System; BS Engineering in Applied Mechanical; BS Engineering in Industrial System; BS in Computer Science; and BS in Instrumentation and Control Engineering Technology; respectively.

**Number of Years of Experiences Administrator.** Out of nine (9) respondents, there were seven (7) or 77.78% whose number of years of relevant experiences as administrator is from 1 -4 years; two (2) or 22.22% were having 5 – 9 years of relevant experiences as administrator; and zero (0) or 0% for 10 – above years.

**Training Attended Relevant with the Position as Administrator.** Out of nine (9) respondents, none of them (0) or 0% having training attended relevant to the administrator position.

### *Extent of leadership practices*

Under these variable leadership activities, as measured by the teacher-respondents, the weighted means of five metrics are as follows: Encouraging the Heart, 3.15; Modeling the Way, 3.14; Enabling Others to Act, 3.14; Inspiring a Shared Vision, 3.13; and Challenging the Process, 3.06. All had a "Moderate" quantitative definition.

While the weighted means of five metrics as rated by the administrator-respondents under this variable leadership practice are as follows: Encouraging the Heart, 3.91; Challenging the Process, 3.85; Inspiring a Shared Vision, 3.83; Enabling Others to Act, 3.76; and Modeling the Way, 3.59. All had a "high" quantitative definition.

### *Level of competence*

The weighted means of eight indicators under this variable competence as rated by the teacher-respondents are as follows:

School Planning and Development, 2.83; Curriculum Management and Development, 2.64; Community Building, 2.61; Teaching and Learning, 2.55; Resource Management, 2.54; Conducive Learning Environment, 2.52; Staff Management and Development, 2.46; and Leadership, 2.44. Five indicators have quantitative description of "Low" and three are "Moderate". While the weighted means of eight indicators under this variable leadership practices as rated by the administrator-respondents are as follows: Resource Management, 4.23; Community Building, 4.22; Teaching and Learning, 4.02; School Planning and Development, 3.98; Leadership, 3.89; Conducive Learning Environment, 3.86; Curriculum Management and Development, 3.62; and Staff Management and Development, 3.50. All had quantitative description of "High".

### *Significant relationship between the leadership practices and competence of the administrator*

There are four indicators under Encouraging the Heart which are Very Low Correlations and Not Significant and one under Enabling Others to Act. These are the following: Resource Management between Encouraging the Heart having an  $r$  of  $-.225$  and  $.109$  probability; Curriculum Management and Development between Encouraging the Heart having an  $r$  of  $.103$  and  $.466$  probability; Community Building between Encouraging the Heart having an  $r$  of  $.212$  and  $.132$  probability; School Planning and Development between Enabling Others to Act having an  $r$  of  $.246$  and  $.057$  probability; and School Planning and Development between Encouraging the Heart having an  $r$  of  $.239$  and  $.087$  probability, respectively.

### ***Significant difference in the assessment of teachers and administrators on leadership practices***

The hypothesis that there are no significant differences in the extent of leadership practices among TVTC SPI administrators in the Kingdom of Saudi Arabia is rejected; the probability value is, therefore, statistically significant. The metrics are as follows: modeling the path with a probability value of 0.001; enabling others to act with a probability value of 0.001; inspiring shared vision with a probability value of 0.002; challenging the process with a probability of 0.003, and encouraging the heart with a probability of 0.003.

### ***Significant difference in the assessment of teachers and administrators on competence***

The hypothesis of there is no significant difference on the extent of competence among the administrators of SPIs of TVTC in the Kingdom of Saudi Arabia is rejected; hence the probability value is statistically significant. The following are the indicators: staff management and development with probability value of 0.007; resource management with a probability value of 0.000; curriculum management and development with a probability value of 0.004; teaching and learning; conducive learning environment; community building; school planning and development; and leadership having all a probability of 0.000, respectively.

### ***The proposed training and development program towards enhancing the level of leadership and competence of the administrators of the SPIs of TVTC in the Kingdom of Saudi Arabia***

#### ***The training and development program***

In an ever changing and fast paced corporate world, training and development are indispensable functions. Training refers to the process of acquiring the essential skills required for a certain job. It targets specific goals, for instance understanding a process. Training allows employees to acquire new skills, sharpen existing ones, perform better, increase productivity and be better leaders. Career development, on the other side, puts emphasis on broader skills, which are applicable in a wide range of situations. This includes decision making, thinking creatively and managing people.

In a school set-up, school administrators must develop not only the essential management skills but also pertinent leadership skills so that they can sustain their functions in managing and promoting quality education and in the same time leading the faculty and staff in fulfilling their roles and responsibilities in a way that they are happy and satisfied. Thus, they Human Resources Department must continue to expose them to various training and development programs.

The findings of this study gauged the significant relationship between leadership practices and competence of the administrators. This is the basic foundation of this proposed training program that aims to address the weak links in the administration of the strategic partnership institutions in the Kingdom of Saudi Arabia. The plan is to propose several short courses programs strategically designed to help school administrators attain the desired efficiency and effectively in managing and leading their institutes.

It has to be noted that all technical-vocational institutes in the Kingdom of Saudi Arabia is administered by the Ministry of Education thru the Office of the Technical and Vocational Training Corporation (TVTC). Thus, the format of these proposed short courses follows the implemented design approved by TVTC.

The first course is the Management and Leadership Training. The basic goal is for the participants to either acquire new skills or sharpen existing skills in school administration. The second course is on Strategic Organization Change. This course aims to accustom the participants on the essential components of leading and motivating faculty and staff in accepting and addressing change in the organization.

The training and development program shall be conducted in a four-Saturday schedule from 8:00 A.M to 5:00 P.M. The program shall be given by batch in order composed of twenty participants in order to better facilitate the training.

### **Trainings**

#### **Training A**

<b>Management and Leadership Training for Administrators</b>			Course Name
3	Number of Training Days	24	Number of Training Hours

#### *Course description*

Effective Management and Leadership Skills are acquired skills. The ability to lead and manage a business means that the person in charge of the business effectively leads and manages his team in attaining the vision and goals of the company. To be both a leader and manager is a challenging job especially with the goals to be attained. The challenges involve not only in attaining the goals but to make the people he manages leads to perform the necessary task and responsibilities as one team. As the key person in the business, the school administrator must continue studying and attending advance courses and training in management leadership and leadership. This course is designed to further enhance the skills of business leaders and managers by providing them with a review of leadership and management concepts as well as updates about the latest trends in leadership and management. The topics included in this short course are arranged in a way that the participants will be able to either develop or enhance their leadership and management skills and effectively apply them in their respective institutes.

#### *General objectives*

After the training, the school administrators are expected to gain new skills in managing and leading their institutions.

#### **Specific Objectives**

1. An Overview about Management and Leadership  
Objectives:
  - 1.1 Define management and leadership
  - 1.2 Distinguish the difference between management and leadership
2. Leadership Presence  
Objectives:
  - 2.1 Appraise one's leadership presence
  - 2.2 Enumerate personal ways in developing leadership presence
3. Strategic Leadership  
Objectives:
  - 3.1 Identify the elements of strategic leadership
  - 3.2 Summarize the skills necessary in developing strategic leadership
4. Empowered Leadership  
Objectives:
  - 4.1 Describe the characteristics of an empowered leadership
  - 4.2 Enhance skills in empowering employees
5. Problem Analysis and Decision-Making

**Objectives:**

- 5.1 Improve their skills in identifying, analyzing and solving work-related problems
- 5.2 Increase management, staff & customer commitment to their decisions

**6. The Delegation Process****Objectives:**

- 6.1 Recall the usual implemented process in delegation
- 6.2 Systematize the delegation procedure in the organization

**7. The Communication Strategies****Objectives:**

- 7.1 Analyze the communication process in one's workplace.
- 7.2 Implement the correct steps in the communication process

**8. Appreciative Inquiry****Objectives:**

- 8.1 Learn the concepts under appreciative inquiry
- 8.2 Demonstrate knowledge in appreciating the main purpose of appreciative inquiry

**Training B**

Strategic Organizational Change			Course Name
1	Number of Training Days	8	Number of Training Hours

**Course description**

This course is intended for employees in the higher management like senior directors who are involve in the organization's strategic planning and operations managers who are responsible for minimizing the cost of change.

Change and leadership are closely linked. All organizations must change and adapt to the various forces that may affect the existence and stability of the business. To implement and manage change, senior managers must be equipped with the proper leadership. Progress only happen when an organization is able to seize the opportunity to change.

**General objectives**

After the Training, the participants are expected to fully the various concepts and principles involving Strategic Organizational Change and implement the skills in their organizations as strategic leaders, enabling the staff to embrace the change and promote better staff and client satisfaction.

**Specific Objectives****1. The Eight-stage Process of Strategic Change Management****Objectives:**

- 1.1 Explore the processes involving strategic change management
- 1.2 Give the importance of properly analyzing the need to change

**2. Critical Systems Thinking****Objectives:**

- 2.1 Describe the process of critical systems thinking
- 2.2 Identify the challenges in doing critical systems thinking

**3. Systematic Leadership Approach****Objectives:**

- 3.1 Differentiate the various principles of leadership
- 3.2 Identify the tasks of systematic leaders

**4. Adaptation, the Call to Lead the Change****Objectives:**

- 4.1 Appraise the various situations that demand change
- 4.2 Suggest own ways in adapting to challenging business situations

**5. Leading The Change**

Objectives:

- 5.1 Assess the possible impacts of doing and not doing change
- 5.2 Apply appropriate decision making in an uncertain time

#### Developmental Program

Objectives	Strategy	Activities	Performance Indicators
1.To sustain and enhance proper utilization of acquired resources	Change workplace resource mind set  Corporate Social Responsibility  Multidisciplinary workplace research	Increasing workplace resource awareness in demand side by creating an up-to-date capacity and demand data  Update methods and tools for appropriate utilization of workplace resources like water, electricity, papers and etc.  The conduct of an evidence based workplace resource research	Integrated workplace resource programs and processes  Implementation of a policy that promotes a more sustainable utilization of non-renewable resources  Reviewed current policies on resource acquisition, utilization and maintenance
2. To improve curriculum management and development policies	Creation of a curriculum management and development core group that includes faculty representative in all subject areas	Establishment of a curriculum management and development core group that establishes guidelines and procedures for the development, revision, deletion, enrichment and evaluation of the written curriculum in all subject areas in a manner that is coordinated, collaborative, coherent, and consistent with the vision, mission and goals of the kingdom.	Adoption of an up-to-date and well-balanced curriculum that will be embraced and owned by every teacher/trainer handling the subjects



<p>3.To create a more solid presence in the community</p>	<p>Harness employee advocates</p> <p>Connect clients and employees</p> <p>Use contest to incentivize participation</p>	<p>Create a policy that allows employees to post in their social media account the activities, achievements and innovations of the institute. The policy will also enumerate those that can't be posted.</p> <p>Replace content-marketing with Consumer and Employee generated content: Replace corporate messaging with humanized and personalized posts that resonate with employees and their network.</p> <p>Participate in skills competition that will showcase the development of the various technical-vocational skills of the students/trainees</p> <p>Creation of working committees that that review and codify existing policies, practices and procedures</p>	<p>Development of a more committed employees influenced and motivated by the encouragement of the management</p> <p>A faster brand sharing and the development of a more personalized employee-client relationship that is founded in mutual trust.</p> <p>Creation of an impression that the institute is true to the fulfillment of its, vision, mission and goals, thus, create an image of brand trust and loyalty.</p>
<p>4. To heighten faculty participation in school planning and development</p>	<p>Increase teachers and employees level of decision-making especially in the areas of curriculum, instruction and assessment</p>	<p>Continues conduct of needs assessment of the teacher and employees to specifically target and prioritize the more immediate needs and demands for training and development</p>	<p>Development of the "Sense of Ownership" that will enhance the values of participation and performance of the teachers translated and observable in their day-to-day teaching intercourse</p>

	<p>Higher involvement of teachers and employees in the design of their developmental program</p> <p>Greater involvement of teachers in the development of the material resources</p>	<p>Creation of a committee involving teachers on the acquisition, elimination and repair of learning resources</p>	<p>Higher probability of eliminating gaps between current skills and the skills needed to perform the job, thereby, increase work production</p> <p>Highly utilized material resources</p>
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### CONCLUSIONS

The following are the conclusions taken from the research findings:

The TVTC administrators' Strategic Partnership Institutes (SPIs) have a high degree of leadership practice.

The TVTC administrators' Strategic Partnership Institutes (SPIs) have a high degree of competence.

There is a significant relationship in the Kingdom of Saudi Arabia between leadership practices and the TVTC SPI administrators' competence.

In the study of teacher-respondents among administrators of TVTC SPIs in the Kingdom of Saudi Arabia, there is no significant difference in the level of leadership practices.

### RECOMMENDATIONS

The following suggestions are given based on the study's results and conclusions:

As the central governing body of technical and vocational institutions in the Kingdom of Saudi Arabia, TVTC can plan and improve sustainable programs that use the results as baseline knowledge that could enhance more leadership practices and skills that could lift them to the highest level. In implementing the Proposed Training and Development Program, activities led by TVTC can also generate a standardized period of control and order. Some of the events that could serve the function may be conferences, training, workshops, writing shops, professional development studies, linkages, benchmarks.

In terms of their leadership practices and integrity, teacher-respondents will provide honest to goodness input for administrators' power and weakness. As managers of their respective institutes, this will help them hone, improve, and give them opportunities to establish themselves in their field and effectively fulfill their duties and responsibilities.

To further strengthen their leadership and grow their competence properly, the SPI administrators should engage in training related to their role as administrators.

To strengthen the leadership and competence of TVTC's SPIs in the Kingdom of Saudi Arabia, the proposed training and development program should be adopted and implemented as soon as possible.

Another research may have been carried out to resolve other factors that may impact introducing the proposed TVTC training and development program in the Kingdom of Saudi Arabia in the SPIs.

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