

**Kingdom of Saudi Arabia
Ministry of Higher Education
Al-Imam Muhammad ibn Saud Islamic University
Faculty of Social Sciences**



Basic Capacities for the Administrators of Private General Education Schools in Riyadh City

**A Thesis submitted to the Department of Education, Faculty
of Social Sciences, Al-Imam Muhammad ibn Saud Islamic
University in fulfillment of the requirements for the Masters
Degree in Educational Management & Planning**

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Thesis Abstract

The study has been carried out in fulfillment of the requirements of Masters degree in administration and planning, department of education, faculty of social sciences, Al-Imam Mohammed ibn Saud Islamic University.

The title of study being "**Basic capacities for the Administrators of private general education schools in Riyadh city, Kingdom of Saudi Arabia**"

The study aims to identify basic capacities required in the administrators of private general education schools, in addition to identifying available capacities which are currently practiced by administrators of this type of education in Riyadh city.

The study follows a scientific approach to achieve aims of study through replying to its questionnaire. The study comprises the following chapters:

First Chapter: includes (introduction, problem of the study, questions of the study, aims of the study, importance of the study, limits of the study and terminologies of the study).

Second Chapter: evolves theoretical framework which consist of four themes:

Theme-1: discusses private education in the Kingdom of Saudi Arabia.

Theme-2: discusses administrators of private general education schools in the Kingdom. It includes leadership theories, basics for selection of admin. Leadership, missions of general education schools' administrators as provided for by rules and regulations in addition to missions of private schools' administrators.

Theme-3: discusses capacities in education, writing all concerns of educational capacities pertaining to creation, administration theory and its role in forming trend based on capacities, characteristics, factors and types of capacities and sources of their derivatives in addition to specifying capacities necessary for private school administrator and methods of developing these capacities and

difficulties facing implementation. Finally, the theme explains the Kingdom's experience in implementing capacities' project. The researcher also discussed basic capacities reached by study which are necessary for administrators of private schools comprising (91) capacities distributed among (8) main groups and (9) sub-groups as follows:

First- personal capacities, includes (8) capacities.

Second: Admin. Capacities includes (22) capacities classified into 4 sub-capacities:

A-Planning (6) capacities

B- Organization: (5) capacities

C- Execution and follow-up: (6) capacities

D-Evaluation: (5) capacities

Third: Leadership capacities: covers (7) capacities

Forth: Decision making capacity: covers (9) capacities

Fifth: Communication capacity: covers (7) capacities

Sixth: Technical capacities: covers (28) capacities, classified into (5) sub-capacities:

a- Professional development of staff, covers (6) capacities

b- Educational supervision, covers (6) capacities

c- Curriculum execution and development, covers (6) capacities

d- Students development & guidance: covers (6) capacities

e- Safety of environment, covers (4) capacities.

Seventh: knowledge capacities: covers (6) capacities

Eighth: Information technology capacity, covers (5) capacities

Theme-4: handles previous studies of two types:

- Studies about missions and responsibilities of general education schools administrators.
 - Studies about basic capacities in educational management.
- Finally, the researcher has commented on these studies and stated differences and similarities with current study.

Third Chapter: includes the study approach (analytical descriptive approach- descriptive survey approach), Population and sample of study (administrators of private school (242) in number and 139 administrator of those replied. The educational supervisors (54) and (49) of them replied in Riyadh city. This chapter deals with statistical treatment to questionnaire format.

Chapter-4: evolves data analysis and presentation of results through statistical processing using different statistical procedures (Person binding coefficient, Alpha Kronpakh, schedules, percentages, average, tests, Kai square, differentiation analysis test, Chefe test).

Fifth Chapter: included summary of study, results of study, study recommendation, proposed studies. The most important results are:

- **Researcher reached list of basic capacities required for administrators of private general education schools composed of (91) capacities distributed among the following fields:**
Personal capacities: covering (8) capacities, admin capacities covering (22) capacities distributed to sub-capacities as follows: (planning, organization, execution and follow-up, educational evaluation), LEADERSHIP CAPACITIES (7) capacities, decision making capacities (9), communication capacities (7), technical capacities (28) distributed into following sub-capacities (professional development, educational supervision, execution and development of curriculum, student guidance and safety of environment), knowledge capacities covering (6) capacities, information technology capacities covering (5) capacities.
- All basic capacities are available and well practiced by administrators of private schools as per opinions of administrators of private schools and educational supervisors.
- There is fundamental difference between opinions of administrators of private schools and supervisors of private education with regard to availability and level of practicing of basic capacities by such administrators. The capacities are seen as fully practiced contrary to the opinion of supervisors.

The most important recommendations presented by researcher are as follows:

- We should benefit from the list of basic capacities for administrators of private general education schools. Such basic capacities have been reached by researcher and legalized by experts in the ministry of education and educational institutions in the Kingdom to activate plans and different educational programs concerning educational leadership.
- Re-election and re-licensing of work in the field of school administration for administrators of private and public education. Their resumption should be conditioned by joining a training course and providing them with all new information, knowhow and skills. The course period (3- 5) years. Joining should be obligatory.

- Benefit of this study and similar studies by authorized staff in ministry of education in the Kingdom:
 - 1- Prepare reference framework for school administration constituting a basic reference in development and training for administrators.
 - 2- Prepare a specific manual for administrators of public and private education consisting of all necessary capacities to perform their job and how to apply them practically.