

The Degree of Application of Management by Objectives Among the Leaders of Private Schools in Al-Khobar Governorate from The Teachers' Point of View

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The study aimed to identify the degree of the application of management by objectives among school leaders from the teachers' point of view through four principles: (the principle of goal setting, the principle of participation, the principle of determining the necessary means, and methods, and the principle of performance evaluation and feedback). As well as identifying the obstacles that prevent the implementation of the management by objectives among school leaders from the teachers' point of view, revealing the statistically significant differences between the average responses of private school teachers in light of the variables of academic qualification and number of years of experience. The researcher used the descriptive survey method and designed a questionnaire to measure the degree of the application of management by objectives. The study sample consisted of 232 teachers. The most important results of applying management by objectives among the leaders of private schools in Al-Khobar Governorate from the teachers' point of view was high, the principle of setting goals came at the forefront of the principles achieved in the application of management by objectives among the leaders of private schools in Al-Khobar Governorate, then followed by the principle of evaluation and feedback, then the principle of means and methods, finally the principle of subordinate participation, the results of the study revealed statistically significant differences between the average responses of teachers about the degree of the application of management by objectives among the leaders of private schools in Al-Khobar Governorate, due to the difference in academic qualifications, and the number of years of experience, and the differences were in favor of teachers with a Bachelors' degree and teachers with less than five years' experience.



Key words: *Management by Objectives; School Leaders and Academic Qualification*

1. Introduction

The rapid scientific and technological development around the human being has made him always look to the future in an attempt to predict the new developments and events in an effort to control and adapt them to serve the human being, and ward off their evils, and this needs wise management based on foundations of scientific planning, implementation, and evaluation, and the technical ability what makes him able to achieve collective consensus towards one goal (Al-Issa, 2014).

In this context, the Kingdom of Saudi Arabia is experiencing a state of development and change that aims to keep pace with these broad global developments in various fields, through achieving the goals of the Saudi Vision 2030, and among these areas is the field of education and its policies, where the Ministry stated It seeks to raise efficiency and performance, improve and develop the administrative environment in the ministry and education departments, adopt a decentralized administrative orientation, and give powers to departments and schools to serve the educational system in general (Education and Saudi Vision, 2019).

Management needs many tools to be effective in managing the daily business, and management by objectives is one of these tools (Al-Mutairi, 2019). It is one of the most successful modern methods of achieving goals in general, and for the institutional work system (Hendi, 2018).

• Research problem

This study aims to answer the following questions:

- 1- What is the degree of applying management by objectives among the leaders of private schools in Al-Khobar Governorate from the teachers' point of view?
- 2- Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average responses of school teachers to the degree of applying management by objectives among the leaders of private schools in the Khobar Governorate from the teachers' point of view, which are attributed to the following variables: (years of experience, and academic qualification)?

• Research Objectives

The study aims to:

- 1- Recognize the degree of the applying management by objectives among the leaders of private schools in Al-Khobar Governorate from the teachers' point of view.
- 2- Identifying the statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average responses of school teachers to the degree of applying management by objectives among the leaders of private schools in Al-Khobar Governorate from the teachers' point of view, which are attributed to the following variables: (years of experience, and academic qualification).

• Study Scope

Objective boundaries: The subject of the thesis was limited to studying the degree of applying management by objectives through four principles, the principle of goal setting, participation, methods used, performance evaluation, and obstacles that prevent the implementation of management by objectives among the leaders of private schools in Al-Khobar from the teachers' point of view.

Time boundaries: The study took place in the second semester of the academic year 2020.

Place boundaries: The study was conducted in private schools in the Kingdom of Saudi Arabia, in Al-Khobar/ the General Administration of Education in the Eastern Province.

2. Theoretical Framework of The Study

• *Management by objectives concept*

Peter Drucker defined management by objectives as: “A type of management that takes objectives as a method in administrative work, at the same time is a tool based on the achievement of objectives and commitment to work, and it is the process in which people integrate within the organization and direct themselves towards achieving the goals and objectives of the institution (Kattan, 2014).

Reda (2014) defines management by objectives as: “a management philosophy aimed at increasing the internal motivation of individuals through the participation of subordinates with superiors in setting the goal and increasing subordinates' control over the decision-making process.”

Management by objectives is also defined as “an administrative method in which the president and subordinates at all administrative levels participate in defining the goals that those administrative units must achieve, then determining the responsibility of each employee with the results expected to be achieved, and then writing a single plan to achieve those desired results” (Al-Banna, 2013).

While (Shawish, 2017) defined it as: “setting the goals of the organization or part of it as a basis for achieving more efficiency and creating the motives and incentives for managers, in addition to diagnosing the factors that impede the achievement of goals to overcome them and review the results periodically, and set new goals if necessary.”

Also, J. Humble defined management by objectives as “a dynamic system that unites the needs of the organization to achieve its goals in production and growth, and the needs of the administrator in participation and development of himself (Al-Amayreh, 2012).

The authors in (Shoghari, 2018; Certo & Trevis, 2013; Al-Mashhadani & Al-Obaidi, 2013) indicated that there are basic elements of management by objectives represented in setting goals, developing an action plan, doing a periodic review, evaluating the annual achievement, researchers believe from the above, that the elements of applying management by objectives will be successful if applied appropriately with the participation of subordinates according to priorities.

It is believed by (Al-Ajmi, 2018) that management by objectives has several principles, including that employees in organizations tend to know and understand the goals expected to be achieved by them, they want to participate in the decision-making process that affects their interests and their future, and they want to know their performance in the organization, also, the clarity of goals, the possibility of achieving goals, believing in goals and soundness of decisions taken to achieve them, the hierarchy of goals, the principle of participation.

These principles indicate the importance of the human element in the method of management by objectives goals, as it is the vital element in management, and it is he who drives them, sets plans, and implements them. The authors in (Kattan, 2014; Ahmed, 2011; Al-Ateeq, 2017) added a set of the following principles: the support of senior management, clarity of policies, the importance of the human element, continuous development, agreement of interests, diversity of methods. Raj (2012) also referred to several principles of management by objectives in the organization, including the following: support and endorsement from all employees, acceptance of leaders to implement management by objectives in the organization, leader training, participation.

- ***Objectives of the management by objectives:***

Al-Issa (2014) indicated that there are goals of management by objectives represented in building strong human relationships between all employees in the organization, empowering employees with all the basic work skills, taking advantage of the capabilities of the internal and external environments of the institution, increasing the productivity of the institution, taking into account the high quality of production, building a system of evaluation based on evaluating workers more accurately, dealing positively with indicators of change by identifying existing and current problems.

Al-Hariri (2014) added a set of other goals, such as achieving coherence and integration between the annual medium-term goals, and the long-term future goals, measuring performance and judging it on a continuous and objective basis through periodic review, individual meeting between the supervisor and workers being supervised to set performance-related goals, which means that the organization has its goals and the individuals working in it also have goals, laying the basis or general framework for planning, organizing, staffing, directing, and evaluating, helping the organization to cover the gap between its current level of performance and the performance of the competing organizations, while (Hareem, 2014; Al-Halalmah & Al-Madadha, 2010) indicate a set of goals of management by goals in the school represented in increasing the institution's ability of surviving and continuity, achieving the goals of the institution in the form of results to be achieved, balancing the individual's performance, goals and interests, and the goals of the school, encouraging creativity, innovation, and renewal, measuring and judging performance on a continuous and objective basis, narrowing the gap between its current level of performance and its old level of performance, improving ways and methods of communication between school leaders, and all of its employees, setting educational decisions within the school in a cooperative and participatory manner, linking the daily routine performance with achievable goals, increasing the effectiveness of the school and achieving the desired alignment with the external environment, giving the school the ability to develop, and move to a new situation using a new administrative style in line with trends, enabling principals to develop and develop their school management, achieving the goals of the school, form a more efficient administrative team, and making decisions that work on the development of the school, and bringing about the desired change in it, linking the performance of the individual with their goals, and the goals of the organization, raising the level of efficiency through the participation, contributing to achieving coordination and effective control, providing opportunities for workers to express their goals and taking into account individual differences.

Number of researchers (Ahmed, 2011; Al-Ateeq, 2017; Hammoud & Al-Lozi, 2008; Shbair, 2015; Tracy, 2013) achieving these goals requires a number of requirements, such as adopting the method of comprehensive and complete delegation of the powers granted to workers, the actual contribution of workers in Setting goals, planning and implementing, adopting the method of changing the proven procedures if necessary for achievement, and following the

principle of flexibility in organization, limiting control to a certain amount with the need to maintain a simple form of its practice to follow up on achievement, adopting a method or reward system, and motivating workers, adopting Self-management system, or self-discipline, following an advanced information system that ensures effective feedback, commitment of senior management to the procedures and steps of the management approach to goals, setting appropriate goals for the organization, providing a good organizational climate that supports organizational education, and contributes to increasing the morale of the employees and make them feel job satisfaction, flexibility in the implementation of goals, providing the necessary human and material resources to achieve the agreed goals, and training working individuals on how to set plans and start its implementation, the agreement of both the manager and employees on the individual goals, and that the employees must feel that these individual goals are appropriate and can be achieved when the individual exerts the required effort, defining and formulating goals for the organization in cooperation with the Council of Management, the distribution of powers and responsibilities among the heads of the higher departments, the distribution of tasks to everyone equally and clearly.

By achieving the goals, several advantages are achieved (Abdullah, 2013; Synnott, 2017; Kattan, 2014), including that it enables each subordinate to exercise self-control in performance, which can be measured quantitatively and qualitatively for each goal, for superiors to work with their subordinates to clarify performance objectives that correspond to the objectives of the organization as a whole. When this process is applied in the organization, the process of management by objectives helps clarify the hierarchy of goals.

Management by objectives is a systematic, humane, and motivating process for people, whereby subordinates make greater efforts to achieve the goals that they have set themselves by mutual agreement. It is also a process that encourages the principles of democratic management, identifies the best methods to achieve the agreed results during the fiscal year, encourages subordinates to solve their problems, train them on leadership and taking responsibility, enable the administrative head to evaluate the results according to the specific goals, enable individuals to be able to use visualization, and innovation to achieve the set goals, on the allotted time and cost.

3. Methodology

The researcher used the descriptive survey method, which aims to “study the phenomenon as it exists in reality, and describes it accurately and expresses it quantitatively or qualitatively” (Obaidat, 2004).

Study population and sample: The study population consisted of all 543 private school teachers in Al-Khobar, during the first semester of the academic year 2020/2021. The study tool was applied to a random sample of 49% of the study population. Table (1) shows the

characteristics of the sample members according to variables of academic qualification and number of years of experience in education.

Table (1): Distribution of teachers in private schools in Al-Khobar Governorate according to academic qualification and years of experience variables.

Variable	Variable categories	Number	percentage
Academic Qualification	Diploma	27	10.1
	Bachelor's	174	65.2
	Postgraduate	66	24.7
	Total	267	100
Number of years of experience	less than 5 years	69	25.8
	5 to 10 years	87	32.6
	More than 10 years	111	41.6
	Total	267	100

- **Building the Study Instrument**

The study instrument was built in the light of several instruments from previous studies on the subject, such as the studies of (Al-Farra & Al-Hindi, 2018; Shbair, 2015; Issa, 2014; Khawalda, 2012; Noah, 2011; Lindberg & Wilson, 2011; Wenceslaus, 2010).

- **The Validity of The Study Instrument**

- *The face validity of the instrument:*

The researcher presented the study tool in its initial form to the jury, where arbitrators are asked to judge the extent to which each item belongs to the dimension in which it was mentioned, the integrity of the phrasing of the item, and what they see as adding, modifying or deleting, in light of the arbitration results and their observations were taken into account.

- *Internal Consistency Validity:*

The internal consistency of the questionnaire was confirmed by applying the questionnaire to a pilot sample of 30 teachers, calculating the Pearson Correlation coefficient between each of the questionnaire's items and the sub-dimensions in which it was mentioned. Table (2) presents the Pearson Correlation coefficient results.

Table (2): Pearson correlation coefficient between the items expressing the degree of the application of management by objectives among the leaders of private schools with the degree of the sub-dimensions in which it was mentioned.

Setting Goals		Subordinate Participation		Means and Methods		Evaluation and Feedback	
Item	Correlation Coefficient	Item	Correlation Coefficient	Item	Correlation Coefficient	Item	Correlation Coefficient
1	.681**	9	.911**	17	.739**	25	.735**
2	.681**	10	.809**	18	.859**	26	.700**
3	.782**	11	.932**	19	.900**	27	.897**
4	.899**	12	.826**	20	.843**	28	.833**
5	.909**	13	.726**	21	.878**	29	.726**
6	.731**	14	.699**	22	.872**	30	.858**
7	.839**	15	.829**	23	.780**	31	.898**
8	.881**	16	.781**	24	.709**	32	.880**

**significant at 0.01 level

Table 2 indicates that the correlation values in the principle of setting goals ranged between 0.681-0.909, in the principle of subordinate participation ranged between 0.699 - 0.932, and ranged in the principle of means and methods between 0.709 - 0.900 and ranged in the principle of evaluation and feedback between 0.700 - 0.898, which are statistically significant values at 0.01 significance level.

- **Reliability of The Study Instrument**

The reliability of the questionnaire was confirmed by Cronbach's alpha coefficient in light of the responses of the five-point Likert scale. Table (3) shows the result of the Cronbach's alpha test.

Table (3): The reliability coefficient of the dimension of the degree of the application of management by objectives and its sub-principles.

Dimension	Number of items	Reliability
Setting goals	8	0.919
Subordinate participation	8	0.923
Means and methods	8	0.928
Evaluation and feedback	8	0.924
The application of management by objectives	32	0.973

It is clear from table 3 that the dimension of the degree of the implementation of management by objectives among the leaders of private schools have a very high degree of reliability, where the value of reliability reached 0.973, the values of the reliability coefficient Alpha Cronbach in each of its sub-principles ranged between 0.919 and 0.928.

- **Correction of The Questionnaire and The Criterion of Judgment**

The number of the questionnaire's items was 45, the respondent has to choose between one of five options in front of each item, which measures the degree of the application of management by objectives among the leaders of private schools in Al-Khobar, and its obstacles, these options are as follows: Always (5), Very Often (4), Sometimes (3), Rarely (2), Never (1).

The following criterion was also used to measure the degree of the application of management by objectives among the leaders of private schools in Al-Khobar, and their obstacles, by determining the range of the categories of a pentagonal scale, calculating the range by $5-1 = 4$, and dividing it by the largest value in the scale to obtain the length of the category, i.e. ($4/5=0.80$), then adding this value to the lowest value in the scale to determine the upper limit for this category. The weighted averages can be determined for the study as shown in table 4.

Table (4): Weighted averages for the study according to the five-step graded scale.

Weighted average	Answer	degree of agreement
From 4.21 to 5	Always	Very large
From 3.41 to 4.20	Very Often	large
From 2.61 to 3.40	Sometimes	medium
From 1.8 to 2.60	Rarely	weak
From 1 to 1.80	Never	Very weak

- **Statistical Analysis Methods**

Several appropriate statistical methods were used to analyze the data, including Pearson's correlation coefficient to measure the validity of internal consistency, Cronbach's alpha to measure the reliability of the questionnaire, and arithmetic means, to measure the degree of the application of management by objectives among the leaders of private schools in Al-Khobar Governorate and its obstacles. Also, the Standard deviations determine the extent to which teachers' responses deviate from the mean. One-way analysis of variance test (ANOVA One way) to reveal the significance of differences in teachers' responses about the degree of implementing management by objectives among private school leaders in Khobar, and their obstacles, according to the variables of academic qualification and experience.

4. Results and Discussion

- *The answer to the first question, its analysis, and discussion*

The first question was as follows: *What is the degree of the application of management by objectives among the leaders of private schools in Al-Khobar Governorate from the point of view of teachers?*

To answer this question, the arithmetic means, and standard deviation was calculated for each of the sub-dimensions expressing the degree of the implementation of management by objectives among the leaders of private schools in Al-Khobar Governorate, and for the questionnaire as a whole, as shown in Table (5).

Table (5): The degree of the application of management by objectives among the leaders of private schools in Al-Khobar Governorate, in descending order According to the arithmetic means.

Dimension	Arithmetic Mean	SD	Degree Of Agreement	Rank
Setting goals	3.95	0.87	Large	1
Evaluation and feedback	3.94	0.87	Large	2
Means and methods	3.91	0.84	Large	3
Subordinate participation	3.90	0.83	Large	4
The application of management by objectives	3.92	0.78	Large	-

It is clear from table 5 that the application of management by objectives among the leaders of private schools in Al-Khobar Governorate from the teachers' point of view was large, as the average of their responses to the total items of this dimension was 3.92, and the standard deviation was 0.78. The arithmetic means for each of its sub-principle ranged between 3.90 and 3.95).

The principle of setting goals came at the forefront of the principles achieved in the application of management by objectives among the leaders of private schools in Al-Khobar Governorate, with a mean of 3.95, followed by the principle of evaluation and feedback, with a mean of 3.94, then the principle of means and methods, with a mean of 3.91. And finally, the principle of subordinate participation, with a mean of 3.90. The researcher attributes these results to the awareness of the leaders of private schools in Al-Khobar Governorate of the importance of management by objectives as one of the modern and effective administrative methods that allow for the employment of all available resources in the school, and allow subordinates to participate the school leader in setting organizational goals, and following up and evaluating the performance of school staff according to the achieved results, it contributes to increasing the effectiveness of the planning process, develops and raises the morale of school staff, and

then achieves the set goals and achieves the desired results. This is confirmed by the study in (Wenceslaus, 2010), which showed that the method of management by objectives is useful for continuous improvement in secondary school administration.

This is also due to school leaders having the necessary powers that authorize them to apply this modern administrative method in the school, as well as to their benefit from professional growth programs and training courses in the field of management by objectives method in school leadership. This is also because the leaders of private schools in Al-Khobar Governorate possess the characteristics of a consultative democratic leader who believes in human relations, and is keen to provide an atmosphere of security, respect, and trust between him and the school staff on the one hand, and among workers on the other hand, which are necessary for applying the method of Management by objectives.

This may also be attributed to the school leaders' keenness to bring about positive change and organizational development to move the school from the current level to a higher and better level at the level of administrative management and educational work, and their keenness to convince the school's employees to do so, to implement the administration by objectives which is a system that contains different degrees of change and necessitates creating the appropriate conditions for it.

This is also due to the growing social, cultural, cognitive, and technological challenges and changes, the increase in student demand, the expansion of study programs, and the increase in research activities. All of this led to the expansion of school administration activities, which necessitated the search for modern methods of administration to make it perform its mission to the fullest, and keep pace with the requirements of the era and its continuous changes.

- ***The answer to the second question, its analysis, and discussion***

The second question was as follows: "Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the average responses of school teachers to the degree of practicing management by objectives among the leaders of private schools in Al-Khobar Governorate, which are attributed to the following variables: (Academic qualification, number of years of experience)?"

To answer this question, a one-way ANOVA test was used, and the results are as follows:

First: Studying the differences according to the Academic qualification variable: One-way analysis of variance (ANOVA) was used; To reveal the significance of the differences between the average responses of the study sample about the degree of the practice of management by objectives among the leaders of private schools in Al-Khobar Governorate, due to the difference in academic qualifications, and table (6) illustrates this.

Table (6) The results of the one-way ANOVA test to reveal the significance of the differences between the average responses of the study sample about the degree of the practice of management by objectives among the leaders of private schools in Al-Khobar Governorate, due to the difference in academic qualifications.

Dimensions	Source of variance	Sum of squares	Degree of freedom	Mean squares	F value	P-value
Setting goals	Between groups	9.333	2	4.667	6.345	.002 significant
	Within groups	194.182	264	.736		
	Total	203.516	266			
Subordinate participation	Between groups	4.748	2	2.374	3.535	.031 significant
	Within groups	177.269	264	.671		
	Total	182.017	266			
Means and methods	Between groups	6.666	2	3.333	4.822	.009 significant
	Within groups	182.458	264	.691		
	Total	189.124	266			
Evaluation and feedback	Between groups	6.522	2	3.261	4.443	.013 significant
	Within groups	193.768	264	.734		
	Total	200.290	266			
The application of management by objectives	Between groups	6.696	2	3.348	5.632	.004 significant
	Within groups	156.949	264	.595		
	Total	163.645	266			

The results of Table 6 show that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average responses of the study sample about the practice of management by objectives among the leaders of private schools in Al-Khobar governorate in general, and in its various dimension (setting goals, subordinate participation, means and methods, evaluation and feedback), due to the difference in academic qualification, where the values of significance associated with the P-value were less than the level of significance ($\alpha \leq 0.05$).

To find out the source of the variances, the Scheffe test for dimensional comparisons was applied, and the following was found:

The principle of setting goals: regarding the principle of setting goals, it became clear that the differences were in favor of teachers who obtained a bachelor's degree, as their average response to the items of this principle was 4.08, meaning that they see that the application of the principle of setting goals in the field of management by goals among the leaders of private schools Al-Khobar Governorate is very large, compared to teachers with higher qualifications.

Subordinates' participation principle: The differences at the level of significance (0.05) were in favor of teachers with a bachelor's degree, as their average response to the items of this principle was 3.99 which is higher compared to teachers with higher qualifications.

The principle of means and methods: It became clear that the differences at the level of significance (0.05) were in favor of teachers who obtained a bachelor's degree, where the average of their responses to the items of this principle was 4.01, they see that the application of the principle of means and methods in the field of management by objectives among the leaders of private schools Al-Khobar Governorate is high, compared to teachers with higher qualifications.

The principle of evaluation and feedback: it became clear that the differences at the level of significance (0.05) were in favor of teachers who have a bachelor's degree, where the average of their responses to the items of this principle was 4.05, they see that the application of the principle of evaluation and feedback in the field of management by objectives among the leaders of private schools in Al-Khobar Governorate is high, compared to teachers with higher qualifications.

The application of management by objectives as a whole: it became clear that the differences at the level of significance (0.05) were in favor of teachers who obtained a bachelor's degree, where the average of their responses to the sum of the items of the principle of subordinate participation was 4.03, they see that the application of management by objectives among the leaders of private schools in the governorate of Al Khobar is high, compared to teachers with higher qualifications.

The researcher explains the previous results that teachers with higher qualifications may possess more information and have a greater knowledge of the requirements for applying management by objectives, given that they benefit from postgraduate programs at masters or doctoral degrees. This may be because teachers who have higher qualifications may not get incentives that meet their needs, aspirations, and professional hopes, and are not commensurate with the academic qualifications they possess and are not commensurate with the amount of experience and educational practices they provide in the field of work, which makes their appreciation for the application of management by objectives in private schools less than others.

Second: Studying the Differences According to The Variable Number Of Years Of Experience In Education

The one-way ANOVA test was used to reveal the significance of the differences between the average responses of teachers about the practice of management by objectives among the leaders of private schools in Al-Khobar Governorate, due to the difference in the number of years of experience in teaching, and Table (7) illustrates this:

Table (7): The results of the one-way ANOVA test to reveal the significance of the differences between the average responses of teachers about the application of management by objectives among the leaders of private schools in Al-Khobar Governorate due to the difference in the number of years of experience.

Dimensions	Source of variance	Sum of squares	Degree of freedom	Mean squares	F value	P-value
Setting goals	Between groups	6.929	2	3.465	4.653	.010 Significant
	Within groups	196.587	264	.745		
	Total	203.516	266			
Subordinate participation	Between groups	2.763	2	1.382	2.035	.133 Not significant
	Within groups	179.253	264	.679		
	Total	182.017	266			
Means and methods	Between groups	5.348	2	2.674	3.841	.023 significant
	Within groups	183.777	264	.696		
	Total	189.124	266			
Evaluation and feedback	Between groups	2.965	2	1.483	1.984	.140 Not significant
	Within groups	197.324	264	.747		
	Total	200.290	266			
Subordinate participation	Between groups	4.087	2	2.043	3.381	.035 significant
	Within groups	159.558	264	.604		
	Total	163.645	266			

The results of the previous table show that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average responses of teachers about the degree of the application of management by objectives among the leaders of private schools in Al-Khobar Governorate in general, and related to setting goals, and means and methods, due to the variances in the number of years of experience. The P-value was less than the level of significance ($\alpha \leq 0.05$). While the differences were not statistically significant in the principle of subordinate participation, evaluation, and feedback.

To find out the source of the variances between the categories, the Scheffe test for dimensional comparisons was applied, and the following was found:

The principle of setting goals: it turned out that the differences were in favor of teachers who have less than five years of experience, as their average response to the sum of the items of the principle of setting goals was 4.08. This is more compared to teachers whose experience ranges from five to ten years.

The principle of means and methods: To find out the significance of the differences between the average responses of teachers in the principle of means and methods, the Scheffe test for dimensional comparisons were used, and it turned out that the differences were in favor of teachers whose experience is less than five years, where the average of their responses to the sum of the items of the principle of means and methods was 4.04. They see the application of the principle of means and methods in the field of management by objectives among the leaders of private schools in the Khobar Governorate to a greater extent compared to teachers whose experiences range from five to ten years.

The degree of the application of management by objectives as a whole: To find out the significance of the differences between the average responses of teachers in the degree of the application of management by objectives as a whole, the Scheffe test for dimensional comparisons were used, and it became clear that the differences were in favor of teachers whose experience is less than five years, where the average of their responses to the total of the items of the application of management by objectives 4.03, they see the application of management by objectives among the leaders of private schools in Al-Khobar Governorate, in general, more than that of teachers whose experiences range from five to ten years.

The researcher explains the previous results since teachers with short experiences may find more attention, care, and follow-up from school leaders while applying the principles of management by objectives, compared to others with medium and long experiences, given their need for continuous guidance and counseling, informing them of what is required of them and urging them to self-monitor and provide feedback to them, as they still lack the necessary experience that makes them face difficulties that hinder their performance of tasks and roles required to achieve the accurately set goals.

5. Recommendations

Considering the findings, the researcher recommends the following:

- Increasing the school leaders' interest in involving teachers in building executive action plans for the various administrative units.
- Developing training plans for teachers to develop their professional performance in line with the requirements of the administration by objectives.
- Providing material and moral incentives to enhance teachers' participation in implementing management by objectives as desired.
- Enlightening the school's staff, including staff and teachers, of the importance of the management method by objectives and its role in improving the quality of schoolwork and educational outcomes.
- Taking care of enhancing the flexibility of school regulations during the implementation of management by objectives.
- Enhancing the powers granted to school leaders regarding the application of modern administrative methods.
- Enhancing training courses for school staff, including school leaders, staff, and teachers, in the use of the management by objectives method.



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