



# Role of Saudi School Leaders to Achieve the Visual Management

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The purpose of this research was to identify the role of school leaders to achieve the requirements of visual management in Dammam and Khobar Governorates from male and female teachers' perspectives. To achieve the goals of the research, a descriptive-analytical approach was conducted. Data were collected using a questionnaire. The research sample included 378, (male =179) and (female =199) teachers who were chosen randomly. The participants teach at the public and private schools (primary, preparatory, and secondary). The results showed an average degree of approval among the members of the research sample on the role of school leaders to achieve the requirements of visual management at Dammam and Khobar schools. Results showed statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the participants' responses on the role of school leaders to achieve the requirements of visual management attributed to gender variable, in favour male teachers. There are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the participants' responses on the role of school leaders to achieve the requirements of visual management attributed to the years of service, and the training in the field of visual management.

**Keywords:** *School leaders, visual management, requirements of visual management.*



## Introduction

The developments and changes in all aspects of social, economic, political, and cultural life have been increased. This is due to the explosion of knowledge and technology, in addition to the growing trends towards reforming social systems, especially the educational system. Such developments are the true measure of the civilization and progress of nations. Likely, individuals can achieve the determined goals, visions, and policies at the required time. This will only happen through building an effective educational system that sets clear standards and indicators. Hence, the practices of its members become closer towards achieving educational goals (Al Rasbi, 2017). To ensure this, a wise institutional leadership is necessary to weigh matters in the balance of the public interest and to ensure the progress of human practices towards achieving educational outcomes that are consistent with the goals and objectives of the educational system.

School leadership is one of the most important components of an effective educational system. It is the main engine that directs the educational process in the required manner. Also, it is the morale that derives its dynamism and effectiveness from the leader who has the ability - derived from his sources of strength - to influence others and direct individuals and groups to achieve their determined vision (Al-Hurr, 2017). Therefore, the successful leader is the one who can spread an atmosphere of values and trends that support creativity and innovation among his subordinates and colleagues. This is the essence of leadership responsibility because of the influence of the leader on the behavior of individuals and groups (Ali & Abbas, 2015).

Those rapid changes imposed on institutions sectors generally, and on educational institutions, in particular, lead to a transformation in their work and the ways of thinking of their leaders, in terms of standards governing work and its tools. Many educational institutions have moved towards applying the visual management system to improve the organizational performance; it adds a new domain to the administrative process and the current organizational systems and structures. Moreover, it adds visual depth and consistency to the organization message about its mission and goals, using all the graphic imaging techniques through which all the organization information and performance data are converted into graphic presentations that no one can ignore (Liff & Posey, 2004).

The importance of visual management lies in which is to provide workers with clear communication that they can understand through the transmission of directions and instructions and the dissemination of performance data through visual means, which may be words, paper and electronic images, or non-verbal practices (Mestre et al., 1999). To effectively implement a visual management system, school leadership must recognize the importance of visual communication, as it is a vital requirement for conveying information to staff accurately and understandably. They need to analyze the school's internal environment to ensure the necessary requirements are met and promote a culture of visual management among employees by sharing success stories from other institutions and encouraging innovation and creativity. Thus, exploring the role of school leaders in achieving the requirements of visual management is essential for improving institutional performance.



### ***Research problem***

The school leader plays a crucial role in implementing policies that contribute to the progress of the school. The involvement of all school staff in planning programs and systems is necessary to achieve desired goals. Visual management requires the availability of various requirements to establish a new organizational culture based on visual management concepts. The most crucial of these requirements is the school leader's ability to take risks, promote innovation and creativity, and encourage all staff to build a culture focused on improving performance. Organizational culture has become a primary objective for most programs. The school leadership must recognize the importance of visual management and strive to modify and enrich the organizational culture in line with the school's future vision.

This was confirmed by the results of the study of Hussein and Al-Balawi (2017), who indicated that the role of school leaders in achieving the educational goals of the National Vision 2030 in the Kingdom of Saudi Arabia was moderate. This prompted the researchers to present a proposed vision that includes mechanisms and procedures to activate the role of school leaders towards achieving National Vision 2030. The results of Suleiman (2014) also indicated the low degree of the school leadership's contribution to spreading the project's culture among the actors in the school system, and its lack of awareness of this principle, which is required in any change process that occurs within the school. Suleiman's (2014) study confirmed that a successful leader must start spreading the culture of the project before he starts implementing it. Moreover, the results of the study of Al-Sulaiman and Al-Habib (2017) indicated that the most important requirements for developing the performance of school leaders, which are to support activities, methods and tools that are directed at the school towards development and improvement, to spread the culture of developing and evaluating school performance, to adopt flexible policies based on delegation of powers and to empower and motivate workers. Accordingly, this research aims to achieve the following objectives:

- 1- Identifying the role of school leaders in achieving the requirements of the visual management in Dammam and Khobar Governorates from the point of view of male and female teachers.
- 2- Detecting the statistical differences in the participants' responses on the role of school leaders in achieving the requirements of visual management in Dammam and Khobar Governorates, according to (gender, years of service, and training in the field of visual management).

### ***Research questions***

- 1- What is the role of school leaders in achieving the requirements of the visual management in Dammam and Khobar Governorates?
- 2- Are there statistically significant differences between the average responses of the participants on the role of school leaders in achieving the requirements of visual management in Dammam and Khobar Governorates attributed to gender, years of service, and training in the field of visual management?



## Literature review

### School leaders

The school leader is the main figure who can implement the educational policy that seeks to bring about progress in the school. Here comes the importance of the participation of his employees in setting the programs, activities and systems that he wishes to implement and achieve in the school to bring about the desired change. It is difficult to implement and achieve the desired goals if the employees do not respond to him and share with him. The school leader bears a great burden in managing his school and achieving its educational goals. In fact, his role in bringing about the change and achieving goals is greater than that of any other individual in the school, as he is the primary responsible for orchestrating the educational goals (Azab, 2009).

Consequently, the importance of school leadership appears because it is the morale that derives its dynamism and effectiveness from the efficient leader and the process that targets the thoughts, feelings and behavior of employees in all its cognitive, emotional and kinetic forms in order to achieve the desired goals (Al-Badri, 2001; Sezlaki & Wallace, 1991). The leader is the one who assists teachers in the curricular development process and supervises them. He is the one who identifies the best required educational practices, directs and supports them, monitors students' achievement levels, and the extent to which they achieve curriculum learning outcomes. In addition, he takes appropriate measures to deal with the results (Al-Hurr, 2017).

Some researchers in the educational field in the Kingdom of Saudi Arabia (e.g., Al-Hamid, 2018; Al-Harbi, 2013; Al-Hazmi, 2016) have agreed on the importance role that school leaders do. One states that "the administrative apparatus whose members consist of the principal and the agent or whoever acts on their behalf in guiding and supervising the development, raising and improving the level of performance in business and administrative practices" (Al-Harbi, 2013, p. 3). In the same context, Al-Hazmi (2016) later confirmed that the school leadership is represented in the school leader and the administrative, technical and social functions he exercises in the areas of school work. Al-Hamid (2018) followed this with a more specific definition for school leaders, as he indicated that they are the "principals and agents of general education schools in all its primary, intermediate, and secondary levels." (p. 7). These definitions of school leaders come within the framework of the recommendations of the first school leadership forum, which was held on February 24-26, 2015 in Jeddah. The forum focused on the need to change the name of the school principal to a school leader, which was approved by the Minister of Education. Accordingly, the name was modified in the third edition of the organizational and procedural manual on October 22, 2015, and was modified in the organization of the School Leadership Committee (Ministry of Education, 2015).

Accordingly, it can be said that the term school leadership expresses the ability of the school (manager/leader) to have an organized positive impact on teachers within the school, so that he can benefit from their energies and abilities and direct them appropriately to serve the school community to achieve the set goals (Al-Maliki, 2014). It also reflects the ability of (principals/leaders) of schools



to motivate the teachers working in the school to work and to provoke their efforts and raise their performance levels to achieve the educational goals (Al-Wadhiani , 2014).

School leaders are defined procedurally as the leadership represented by the leaders of public and private schools of general education, at all academic levels, in Dammam and Khobar governorates, who are responsible for achieving the requirements of visual management.

### **Visual management**

Since the beginning of time, people have been sending each other visual signals, such as smoke that was used to indicate danger or to gather people in a known area. They also used cave drawings as a tool for visual communication, but scientific and technological progress has led to innovation in advanced methods for visual communication. Visual communication plays an important role in today society. Although visual communication systems are available in other aspects of our lives, the benefits of visual systems have not yet been achieved as desired in many institutions and business organization; many visual signals are built to influence the physical actions resulting from thought processes. The visual signals are presented in an engaging manner that aims to immediately grab workers' attention and demand specific actions. In many cases, the visual elements are accompanied by a set of audible elements, and collectively these methods represent the visual management system (Ortiz & Park, 2018).

Visual management is a management technique that seeks to improve organizational performance that can be used in almost any type of organization to focus attention on what is important and improve performance in all areas. It also adds a new domain to the management process, systems and organizational structures that make up the organization by using powerful graphic imaging techniques to increase its focus on performance. This innovative management style adds visual depth and consistency to the organization's message about its mission and goals. It also keeps the information about mission, goals, and performance in front of employees at all times by transforming information about the organization, its customers, and its performance into graphic representations that employees cannot ignore (Liff & Posey, 2004).

The visual management style descends from the Japanese Kaizen methodology, which assumes that our way of life, whether work, social or home life needs continuous improvement (Imai, 1986). Michailolidis (2006) pointed out that there is a lot of controversy About what the term "Kaizen" stands for.

Liff and Posey, (2004) believed that visual management is a system that seeks to improve the performance of an organization by linking its vision, core values and objectives with other system elements, work procedures, workplace elements and stakeholders, through stimuli that act directly through one or more of the five human senses: (sight, hearing, touch, smell, and taste). While Galsworth, (2017) defined it as: a management strategy that increases the availability of information on a large scale in remote communication, removes impediments to the flow of information and helps



provide individuals with sensory aids. It also monitors organizational results and displays them in flat/two-dimensional (2D) formats in the work environment.

A visual management system aims to increase work efficiency and reduce costs (Hagedorn-Hansenb & Oosthuizenc (2016) (Steenkampam), and it seeks to help managers see and understand what is happening in the organization more accurately and objectively (Galsworth, 2017).it helps them also to improve control and performance in the business environment (Bauer *et al.*, 2014). Moreover, visual management can gather information from multiple sources, use intelligent processing techniques based on past operations and future projects, and create intelligent resource management scheduling to track the progress of work tasks (Steenkampam *et al.*, 2016). In addition to frame important results data, so that they are clearly understood, and making adjustments if necessary (Galsworth, 2017). It can also be used as a communication tool between the managers and employees of institutions, and between the institution and other institutions, or between the institution and customers because it contributes to the growth of business and by collecting data on potential activities of business systems (Steenkampam, *et al.*, 2016). It would also enhance administrative integrity and transparency at the administrative levels of the institution (Mikusz, 2014).

In order for an organization to be called a "visual organization", this requires the following five elements:

- **Visual leadership:** Galsworth believes that effective leadership can be developed through the application and mastery of a set of visual tools that help executives do the same things they have to do such as decision-making and leadership (Galsworth, 2017).
- **Visual management team:** The main function to form an administrative work team is to direct the process and leadership of the organization. It aims to create the organizational culture that is in line with the directions and vision of the future institution. This is by drawing its policies and defining the goals to be achieved by designing systems and aligning them with resources, ensuring consistency in the links between the past, present and future (Liff & Posey, 2004).
- **Organizational culture:** In order to build a new culture based on the visual management approach, several requirements must be met, represented in the ability of the visual leader to take risks, encourage creativity, and the participation of all workers in building a culture oriented towards improving performance. Thus, the responsibility of both leaders is to allow employee to develop their interests, use their unique talents, develop tasks that they will recognize, motivate and praise them, and feel that their work is meaningful and has a positive impact on achieving the goals of the organization (Claver *et al.*, 1998).
- **Visual communication:** It relates to the process by which the organization messages are created and transmitted through visual means. It may be verbal, such as words, whether printed or electronically presented or images and non-verbal practices (Mestre *et al.*, 1999).
- **Human, technical, financial, informational, and physical resources:** Visual management supports human resource systems by focusing on performance at all levels, ensuring individuals are aware of their performance evaluation in comparison to their team members. It also identifies employee training needs, tracks financial movements, analyzes financial reports, and assesses the institution's ability to handle the transitional phase of visual management. Additionally, visual



management ensures compatibility between financial and human resources and emphasizes the integration of technical systems, such as information technology, computer science, and management, for efficient workflow, decision-making, and information sharing. These systems must work harmoniously to achieve optimal results (Liff & Posey, 2004).

Accordingly, the requirements of visual management are procedurally defined as achieving the requirements for the application of visual management in its various domains including visual leadership, organizational culture, visual work teams, visual communication, and the provision of “human, technical, financial, informational, and material” resources. They were measured by the overall score obtained by respondents on the questionnaire statements that were answered.

### **Previous studies**

Many researchers have focused on addressing the visual management style in their research. They seek to achieve and answer the research questions. These studies were as follows:

**Abdel-Fattah's (2008)** study aimed to identify the requirements for implementing visual management in the university system to improve management quality at Suez Canal University. Using a descriptive-analytical method, a questionnaire and interviews were conducted with 50 individuals selected through purposive sampling. Results indicated a high interest in work rules and diagnosing problem causes, as well as eliminating waste (lean management). No differences were found based on educational qualification, experience, or gender, but differences were attributed to job location, favoring department managers.

**Brahmin (2012)** sought to determine the performance level of Saudi universities under the visual management of Japanese Kaizen quality concepts, as perceived by university administrators and their agents in Saudi Arabia. Using a descriptive survey method, a questionnaire was administered to 19 university directors and 66 agents across various disciplines. Results revealed excellent performance in administrative, social, and political domains, and good performance in the economic domain, with overall performance reaching an excellent level.

**Jacaa et al. (2014)** examined the use of visual management in companies in the Basque country and explored various tools for improvement. Using a descriptive-analytical method, a notecard was prepared to determine the extent of visual management use in 52 randomly selected companies. Results indicated a moderate application of visual management, with weaknesses in visual control and statistical differences between the implementation of visual management and the level of improvement in companies.

**Al-Agha (2018)** examined the extent to which visual management strategies were applied in food industries companies in the Gaza Strip and their relationship with fostering creativity. The study included 96 employees selected through intentional sampling from food industry companies in the



Gaza Strip. The findings revealed a moderate direct relationship between visual management strategies and creativity in these companies.

**Saeed (2017)** explored the concept of visual management and its impact on organizational culture. The study surveyed 61 employees, chosen through random sampling from the research and development department of the Ministry of Higher Education and Scientific Research. The results indicated that visual management could be applied within the department, meeting both management and technical requirements. Senior management encouraged communication and information exchange among training personnel, and employees recognized the importance of strategic planning in the department as a fundamental aspect of visual management.

**Abu Hazeem (2020)** investigated the extent to which secondary school principals in the Marka District practiced visual management and its relationship with institutional excellence from the teachers' perspective. A questionnaire was administered to 285 randomly selected teachers from the study population. The results showed that the degree of visual management practiced by secondary school principals in the Marka district was significantly high. Statistically significant differences were found due to gender and years of service variables, favoring females and those with more than 10 years of experience. However, no significant differences were found based on the educational qualification variable. The level of institutional excellence among secondary school principals in the Marka district was found to be high.

**Al-Awamleh and Harahsheh (2021)** examined the relationship between visual management and administrative excellence among secondary school principals in Al-Balqa Governorate, as perceived by their teachers. Data were collected from 222 randomly selected male and female teachers using a questionnaire. The study concluded that both the level of visual management and administrative excellence among secondary school principals in Al-Balqa Governorate were at a medium level. Furthermore, a positive, statistically significant correlation was found between the level of visual management and administrative excellence from the teachers' perspective.

### *Commenting on previous studies*

The current research differs from these studies in terms of the target research field. On the other hand, it agrees with many studies that came in the field of education, such as, Al-Awamleh and Harahsheh study (2021), Abu Hazeem (2020), Saeed (2017), Al-Hathli (2015), Brahmin (2012), Abdel-Fattah (2008). Although it agrees with these studies in targeting the field of education, it differs in that it is concerned with school leaders. It can be said that this research has been distinguished from other previous studies in terms of its focus on the role of school leaders in achieving the visual management requirements in Dammam and Al-Khobar Governorates. It is also one of the first research studies that dealt with this subject in the school environment.



## Methods

In this study, a descriptive-analytical approach was employed to investigate the role of school leaders in achieving the requirements of visual management, taking into account factors such as gender, years of service, and training in visual management. The research involved 179 male and 199 female teachers from general education schools in Dammam and Al-Khobar Governorates, who were surveyed using a questionnaire. The questionnaire addressed various aspects of visual management, including the role of school leaders, visual leadership, organizational culture, visual work teams, visual communication, and the provision of resources. The study aimed to provide insights into the relationship between variables and the nature of the data, contributing to a better understanding of visual management in schools.

## Results

**RQ1:** What is the role of school leaders in achieving the requirements of the visual management in Dammam and Khobar Governorates?

Table 1 shows the total mean scores ( $M=3.27$ ) with a standard deviation of ( $Std=1.06$ ). This indicates that there is a medium degree of agreement among the participants on the role of school leaders in achieving the visual management requirements in Dammam and Al-Khobar Governorates. Table 1 shows that the visual leadership requirement came first with a mean of ( $M=3.41$ ) and a standard deviation of ( $Std=1.05$ ), followed by organizational culture ( $M=3.38$ ,  $Std=1.10$ ). Then the requirement of visual communication ranked third ( $M=3.30$ ,  $Std=1.13$ ), followed by the requirement of visual work teams ( $M=3.24$ ,  $Std=1.14$ ). Finally, the requirement of providing "human, technical, financial, informational and material" resources scored ( $M=3.01$ ,  $Std=1.16$ ).

Table 1. The role of school leaders in achieving the requirements of visual management

No.	Domain	Mean	Std
1	Visual leadership	3.41	1.05
2	Organizational culture	3.38	1.10
4	Visual communication	3.30	1.13
3	Visual management team	3.24	1.14
5	Human, technical, financial, informational, and physical resources	3.01	1.16
<b>Overall</b>		<b>3.27</b>	<b>1.06</b>

**RQ2:** Are there statistically significant differences between the average responses of the participants on the role of school leaders in achieving the requirements of visual management in Dammam and Khobar Governorates attributed to gender, years of service, and training in the field of visual management?

Table 2, shows that there are statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the average responses of the participants on the role of school leaders in achieving the requirements of the visual management in Dammam and Khobar Governorates and its sub-domains i.e. visual leadership, organizational culture, visual work teams, visual communication, and provision of human, technical, financial, informational, and material resources according to the gender. Table 2 shows that the participants scored in for the total score of the domain ( $M=3.41$ ). They scored in the domain of visual leadership ( $M=3.53$ ) the domain of organizational culture ( $M=3.52$ ), the domain of visual work teams ( $M=3.37$ ), for the domain of visual communication ( $M=3.46$ ). They scored in the domain of providing "human, technical, financial, informational, and material resources", ( $M=3.18$ ). This result indicates that the male teachers have more positive perceptions than the female teachers on the role of school leaders in achieving the requirements of the visual administration in the Dammam and Khobar Governorates and its sub-domains represented in visual leadership, organizational culture, visual work teams, visual communication, and providing "human, technical, financial, informational, and material" resources). The difference is significant ( $Sig= 0.011$ ). The reason for the emergence of this result may be that male teachers tend to be disciplined and focus on management procedures related to leadership aspects, and male teachers may be more inclined to the bureaucratic style of leadership in contrast to female teachers who tend more to the human, emotional, social and decentralization aspects of authority and may also be inclined to a democratic style of leadership.

Table 2. The role of school leaders in achieving the requirements of visual management, according to the gender variable

Domains	Gender	number	Mean	Std	"t" value	Sig.
Visual leadership	Male	179	3.53	1.03	2.072	0.039
	Female	199	3.30	1.07		
Organizational culture	Male	179	3.52	1.06	2.462	0.014
	Female	199	3.25	1.12		
Visual management team	Male	179	3.37	1.09	2.147	0.032
	Female	199	3.12	1.18		
Visual communication	Male	179	3.46	1.07	2.571	0.011
	Female	199	3.16	1.17		
Human, technical, financial, informational, and physical resources	Male	179	3.18	1.12	2.753	0.006
	Female	199	2.86	1.19		
Overall	Male	179	3.41	1.00	2.546	0.011
	Female	199	3.14	1.09		

#### *Years of service*

In order to find out if there are statistically significant differences between the average responses of the members of the research sample about the role of school leaders in achieving the requirements of

the visual administration in Dammam and Khobar Governorates, according to the variable years of service, the One Way ANOVA analysis was used, as shown in Table 3.

Table 3 shows that there are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) between the average responses of the participants about on the role of school leaders in achieving the visual management requirements in Dammam and Al-Khobar Governorates and its sub-domains (i.e., visual leadership, organizational culture, visual work teams, visual communication, and provision of "human, technical, financial, informational, and material" resources according to the variable years of service. The value of the significance level for the domains was (Sigs= 0.710, 0.241, 0.360, 0.299, 0.3533) respectively, and for the total degree (Sig=0.411). All of which are values greater than (0.05), which is not statistically significant. This result indicates the differences of the responses of the participants in years of service did not have any impact on the role of school leaders in achieving the visual management requirements in Dammam and Al-Khobar Governorates. The reason for the emergence of this result may be due to the awareness teachers of the importance of applying the visual management method in the school environment despite the varying years of service.

Table 3. One Way ANOVA analysis of participants' perceptions on visual requirements according to years of service

<b>Domains</b>	<b>Groups</b>	<b>Frequency</b>	<b>DOF</b>	<b>MS</b>	<b>F value</b>	<b>sig.</b>
Visual leadership	Between groups	0.762	2	0.381	0.342	0.710
	Inside groups	417.791	375	1.114		
	Total	418.553	377			
Organizational culture	Between groups	3.439	2	1.719	1.430	0.241
	Inside groups	450.867	375	1.202		
	Total	454.306	377			
Visual management team	Between groups	2.677	2	1.339	1.025	0.360
	Inside groups	489.719	375	1.306		
	Total	492.397	377			
Visual communication	Between groups	3.103	2	1.552	1.212	0.299
	Inside groups	480.188	375	1.281		
	Total	483.291	377			

Human, technical, financial, informational, and physical resources	Between groups	2.832	2	1.416	1.044	0.353
	Inside groups	508.539	375	1.356		
	Total	511.371	377			
Overall	<b>Between groups</b>	<b>1.998</b>	<b>2</b>	<b>0.999</b>	<b>0.892</b>	<b>0.411</b>
	<b>Inside groups</b>	<b>419.812</b>	<b>375</b>	<b>1.119</b>		
	<b>Total</b>	<b>421.810</b>	<b>377</b>			

### *Teachers training in the field of visual management*

To find out if there are statistically significant differences between the average responses of the participants on the role of school leaders in achieving the requirements of the visual administration in Dammam and Khobar Governorates, according to the variable of training in the field of visual management, one Way ANOVA was used. This is clarified in Table 4 which indicated that there are no statistically significant differences between the average responses of the participants on the role of school leaders in achieving the requirements of visual management in Dammam and Khobar Governorates, and its sub-domains (i.e., visual leadership, organizational culture, and visual work teams, visual communication, and provision of "human, technical, financial, informational and material" resources) according to the variable of training in the field of visual management. The values of the significance level for the domains respectively were (0.808, 0.477, 0.725, 0.595, 0.341) and for the total average (Sig= 0.605). All are greater than (0.05), which is not statistically significant. This result indicates the convergence of the responses of the participants who received training courses and those who did not receive training courses in the field of visual management on the role of school leaders in achieving the requirements of visual management in Dammam and Khobar Governorates. The reason for the emergence of this result may be due to the fact that all teachers have prior knowledge of visual management and realize the importance of applying this method in the school environment, regardless of the different number of courses they attended in this field.

Table 4. The role of school leaders in achieving the requirements of visual management according to training

Domains	Groups	Freq	DOF	MS	F value	Sig.
Visual leadership	Between groups	0.475	2	0.237	0.213	0.808
	Inside gropes	418.078	375	1.115		
	Total	418.553	377			
Organizational culture	Between groups	1.791	2	0.896	0.742	0.477
	Inside gropes	452.515	375	1.207		
	Total	454.306	377			
Visual management team	Between groups	0.844	2	0.422	0.322	0.725
	Inside gropes	491.553	375	1.311		
	Total	492.397	377			
Visual communication	Between groups	1.337	2	0.669	0.520	0.595
	Inside gropes	481.954	375	1.285		
	Total	483.291	377			
Human, technical, financial, informational, and physical resources	Between groups	2.923	2	1.461	1.078	0.341
	Inside gropes	508.448	375	1.356		
	Total	511.371	377			
Overall	Between groups	1.128	2	0.564	0.503	0.605
	Inside gropes	420.682	375	1.122		
	Total	421.810	377			

## Discussion

This study showed that the participants have a medium perceptions on the role of school leaders in achieving the visual management requirements in Dammam and Al-Khobar Governorates with mean scores ( $M=3.27$ ,  $Std=1.06$ ). These result are in agreement with the results of previous studies (Al-Awamleh & Harahsheh, 2021; Agha, 2018; Jacaa et al., 2014). Jacaa *et al.* (2014). found that



companies in the Basque country use visual management to an medium degree. Likely, Agha (2018) concluded that the application of visual management strategies in food industries companies in the Gaza Strip came to a medium degree. Moreover, Al-Awamleh and Harahsheh (2021) indicated that the level of visual management of secondary school principals in Al-Balqa Governorate was moderately high. On the other hand, this result differs with the result of (Abu Hazeem, 2020; Al-Hudhali, 2015; Brahmin, 2012). Brahmin (2012) found that the performance of Saudi universities under the visual management with Kaizen concepts of quality was very high. Likely, Al-Hudhali (2015) revealed that the possibility of applying visual management in education offices in Makkah Al-Mukarramah region came to a large degree. Abu Hazeem (2020) also found that the degree of visual management practiced by secondary school principals in Marka district was very high. The study also explored whether there are difference in the participated teachers' perceptions on the requirement of visual management attributed to some variables. The study found a significant differences attributed to male participapnts. This finding differs with the result of the study of Abdel-Fattah (2008), which concluded that there were no statistically significant differences in the estimates of the participants of the requirements for applying the visual management style due to the gender variable. It also differs with the study of Abu Hazeem (2020) who found that there are statistically significant differences between the average response of the participant to the requirement of visual management among government school principals due to the gender variable in favor of females.

Futhermore, this study found that there is not difference in the perceptions of participatns on the role of school leaders in achieving the visual management requirements and its sub-domains attributed to the year of services. This result is confirmed by the study of Al-Hazmi (2016), which reported that there are no statistically significant differences between the views of the female teachers towards the reality of the application of ICT school leadership due to the variable years of experience in education. Al-Hathli (2015) concluded that there are no statistically significant differences on the possibility of applying the management and technical requirements of visual management in education offices in the Makkah region due to the variable of years of experience. On the other hand, this result differs with the result of Abu Hazeem (2020) which revealed that there are statistically significant differences between the response averages of the study sample members to the degree of visual management among government school principals due to the variable of (years of service) in favor of those whose experience was more than 10 years.

Results of this study showed that there are no statistically significant differences between the average responses of the participants on the role of school leaders in achieving the requirements of visual management in Dammam and Khobar Governorates, and its sub-domains (i.e., visual leadership, organizational culture, and visual work teams, visual communication, and provision of "human, technical, financial, informational and material" resources) according to the variable of training in the field of visual management. This result agrees with the results of Al-Hazmi (2016), which concluded that there are no statistically significant differences between the views of the female teachers in the study sample towards the reality of the application of school leadership for information and communication technology due to the variable of training courses in the field of information and communication technology. It also in line with Al-Hadhali (2015), which found that there are no

differences between the responses of the sample members, about the possibility of applying the technical requirements of visual management due to the variable of training courses.

### ***Conclusions and recommendations***

The research reached many conclusions, which are summarized as follows:

1. There is a medium degree of agreement among the members of the research sample on the role of school leaders in achieving the visual management requirements in Dammam and Al-Khobar Governorates.
2. There are statistically significant differences at the significance level of ( $\alpha \leq 0.05$ ) between the average responses of the participants on the total degree of the role of school leaders in achieving the visual management requirements in Dammam and Al-Khobar Governorates. Also, its sub-domains represented in: (visual leadership, organizational culture, visual work teams, visual communication, provision of "human, technical, financial, informational, and material" resources) are attributed to the gender variable for the benefit of the research sample members of the teachers.
3. There are no statistically significant differences at the significance level of ( $\alpha \leq 0.05$ ) between the average responses of the research sample members about the total degree of the role of school leaders in achieving the requirements of the visual management in Dammam and Khobar Governorates and its sub-domains represented in: (visual leadership, organizational culture, and Visual work, visual communication, provision of "human, technical, financial, informational, and material" resources) according to the variables of years of service, and training in the field of visual management.

### ***Rrecommendations***

In light of the findings of the two researchers, they recommend the following:

- Implementing training courses that correspond to the training needs of school leaders to achieve the requirements of visual management in general education schools in all educational stages in Dammam and Al-Khobar Governorates.
- Providing a flexible organizational structure that allows accommodating the variables of the school environment, and the requirements for moving from leadership in the current situation to leadership in the light of visual management.
- The necessity of semi-intensively spreading the culture of visual management among school leaders and teachers of general education schools in the Dammam and Khobar Governorates, in preparation for the actual implementation of visual management.
- Searching for self-financial resources to cover the expenses that may result from the application of the visual management method such as: (re-designing the interior and furnishing of the school, equipping the visual meeting room, graphic designs, providing visual presentation techniques, etc.).



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