

**Authentic leadership and its relationship to organizational culture
in the seventh secondary school in the city of Al-Khobar**

By :
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Abstract:

The study aimed to find out the existence of a statistically significant correlation between the degree of authentic leadership practice and organizational culture among school leaders in the seventh secondary school in the city of Al-Khobar from the point of view of the teachers and administrators. The seventh secondary school in the city of Al-Khobar, numbering (50) teachers and administrators. The Statistical Package for Social Sciences (SPSS) program was used to analyze the data. The study concluded that the degree of authentic leadership practice by school leaders at the Seventh Secondary School in the city of Khobar came with a very high degree of practice for the dimensions as a whole, and that the prevailing organizational culture among the school leaders came to a high degree. Statistically significant differences at the significance level (0.05) between the responses of the study sample about the degree of authentic leadership practice by school leaders at the Seventh Secondary School in the city of Khobar and the level of organizational culture according to the two variables (type of job - and years of experience. In light of the results, a number of recommendations were made, the most important of which is that the Ministry of Education should pay attention to the authentic leadership style of school leaders by setting conditions and standards that achieve the dimensions of authentic leadership, to raise the level of organizational culture in schools and thus achieve the desired goals for schools in general.

Keywords: self-awareness, balanced treatment, internal ethical perspective, transparency of relationships, organizational culture.

Introduction:

Our contemporary world is going through many and accelerating changes, as change has become the constant that requires us not to ignore it, but rather to acknowledge its existence, deal with it, and coexist with it, and educational institutions are at the center of this change. As we know that dealing with generations and human minds is much more difficult than dealing with material things; Since human generations and minds need quite a period of time to absorb the new and adapt to it.

These changes necessitate the educational leadership to evolve in proportion to the consequences of this change in the school educational environment. It is no longer easy for the school leadership to achieve the desired educational outcomes without developing itself to keep pace with these changes. Therefore, in recent years, many attempts have appeared to reform the school system in general and school leadership in particular, and among these attempts are the attempt to implement change leadership, participatory and transformational leadership, servant leadership, ethical leadership, and others (Al-Shammari and Al-Luqan, 2018)

It was not surprising that a new leadership style for institutional leadership emerged in the twenty-first century called "authentic leadership", especially in times of challenges resulting from social pressures and moral dilemmas. It calls for institutional leaders to adopt more ethical and transparent standards that focus on mutual respect and the use of responsible authority. To make work life characterized by the ability to face the challenges and rapid changes that institutions face in the local and global environment, which increases workers' confidence and satisfaction with the institution and its leadership. (Mahsud, & Prussia, 2010, pp. 562).

Many previous studies have shown the importance of authentic leadership in achieving a productive work environment and its positive impact in building an effective organizational climate based on mutual trust, job satisfaction, organizational citizenship, and positive psychological capital. Some of these studies showed the importance of authentic leadership in management. School leadership and its relationship to some variables, as the study (Al-Juhani, 2019) indicated that there is a correlation between the degree of practice of leaders of general education schools in Yanbu Governorate for authentic leadership behavior and the level of organizational health of their schools. As for the study (Bezzina, & Bufalino 2019), it indicated the importance of practicing authentic leadership on teachers as it encourages them to sound professional practices and explains to them their importance and value in educational work and takes care of their ideas and needs, while the study (Al-Hajjar, 2017) indicated the importance of authentic leadership in school administration from its dimensions: self-awareness, ethical perspective, transparent relationships, balanced treatment, love, and self-discipline.

The success of authentic leadership is based on the organizational cultures that the educational institution possesses that enable it to succeed, excel and achieve its objectives efficiently. Researchers confirm that organizational culture has a significant impact on academic and social success within schools. And that successful change is not only about changing the organizational structure, but it goes beyond it to include changing the culture (Ohlsom, 2009, p 103). They also stressed that the presence of a positive school culture is one of the most important reasons leading to an increase in teachers' productivity and an increase in students' academic achievement. The school culture also helps new employees to adapt within the school by acquiring the prevailing values in the school and thus behaving in an appropriate manner, that is, it works to integrate School principal's tools to take the necessary actions to achieve the goals of the school (Al-Gharib, 2005, p. 49).

Many studies have revealed the importance of organizational culture for schools, as the study (Jeddah, 2020) confirmed that building organizational values governing school work through the basic principles of required behavior and in accordance with organizational beliefs and norms is one of the most important dimensions that establish a positive and effective organizational culture. While the study (Al-Subaie, 2019) showed that organizational cultures help to accomplish work and perform efficiently. The study (Idris, 1424 AH) came to show that the patterns of organizational culture prevailing in the management of secondary schools in the city of Makkah Al-Mukarramah are: the pattern of the culture of power and the culture of systems and roles, with the preference of male and female teachers for the culture of human support and the culture of achievement.

In light of the foregoing, we conclude the importance of authentic leadership in being a new trend in the development of school administrations and leaders, and that is through adopting an effective organizational culture that guarantees the success of school leaders. By referring to previous studies, it was noted that there are few studies that dealt with authentic leadership and its relationship to organizational culture in educational institutions. Therefore, the desire came to try to shed light on this modern topic in the field of school leadership and apply it to the seventh secondary school in Al-Khobar city. By identifying the nature of the relationship between authentic leadership and organizational culture at the Seventh Secondary School in Al-Khobar.

The Problem of the study:

Organizational culture in various institutions, especially educational institutions, is linked to the leadership of those institutions, as leadership contributes significantly to determining the type of organizational culture by influencing administrative values and methods in dividing work and distributing tasks and others that pertain to the institution, as leadership values help direct and motivate behavior. And provide the desire and enthusiasm of workers. The issue of organizational culture has recently received great attention from the Ministry of Education as one of the main factors determining the success and excellence of schools, especially at the present time when education institutions are characterized by rapid changes that will affect their performance and achieve their goals and the goals of our beloved country in the vision (2030); Schools that have an adaptive and strong culture that enables its members to adhere, discipline, creativity, innovation and participation in decision-making, which leads them to achieve outstanding individual performance through which the school can achieve its goals (Al-Subaie, 2019).

Despite this interest, the current reality indicates that public schools in the Kingdom of Saudi Arabia operate within a traditional culture, as the study of (Al-Subaie, 2019) and the study of (Al-Enezi, 2017) indicate that the school culture in the Kingdom is still characterized by the inability to keep pace with development and change. The study (Al-Hamoud, 2010) indicates that the degree of availability of the characteristics of the organizational culture in public schools was weak, and the study (Al-Qahtani, 2012) and the study (Al-Nouh, 2012) indicated that the level of organizational culture in schools came to a medium degree.

In view of the scarcity of Arab studies that dealt with authentic leadership and its relationship to organizational culture in schools, the desire came to reveal the nature of the relationship between authentic leadership and organizational culture applied to the seventh secondary school in Al-Khobar city from the point of view of female teachers and administrators. The research problem was identified by the following main question: **What is the nature of the relationship between**

authentic leadership and organizational culture in the seventh secondary school in Al-Khobar city from the point of view of teachers and administrators?

Questions of the Study:

The study mainly answers the following question:

What is the nature of the relationship between authentic leadership and organizational culture in the Seventh Secondary School in Al-Khobar city from the teachers' point of view?

The following sub-questions branch out from the main question:

- What is the degree of authentic leadership in the seventh secondary school in Al-Khobar city from the point of view of teachers and administrators?
- What is the prevailing organizational culture in the Seventh Secondary School in Al-Khobar city from the point of view of teachers and administrators?
- Is there a statistically significant correlation in the degree of school leadership practice in the seventh secondary school in the city of Khobar For authentic leadership and the level of organizational culture from the point of view of female teachers?
- Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the averages of the study sample responses about the degree of authentic leadership practice by school leaders at the Seventh Secondary School in the city of Khobar and the level of organizational culture according to the variables (type of job and years of experience)?

Objectives of the study:

The main objective of the study is to identify the nature of the relationship between authentic leadership and organizational culture in the Seventh Secondary School in Al-Khobar city from the point of view of female teachers. It also seeks to achieve the following objectives:

- Identifying the degree of practicing authentic leadership in the seventh secondary school in Al-Khobar city.
- Identifying the prevailing organizational culture among school leaders at the Seventh Secondary School in Al-Khobar city from the teachers' point of view.
- The existence of a statistically significant correlation between the degree of authentic leadership practice and the level of organizational culture in the Seventh Secondary School in Al-Khobar city from the point of view of female teachers.
- The presence of statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the averages of the study sample responses about the degree of authentic leadership practice by school leaders at the Seventh Secondary School in the city of Khobar and the level of organizational culture according to the variables (type of job and years of experience).

The importance of the study:

First: the theoretical importance

- The study gains its importance from the importance of authentic leadership and its role in achieving sustainable excellence for the seventh high school in Al-Khobar.
- This study coincides with the Kingdom's Vision 2030, one of the most important strategic objectives of which is seeking to develop the capabilities of school leaders with

contemporary management skills, as well as national programs in education such as experiences programs and others.

- This study will contribute to enriching the theoretical literature for researchers in the field of authentic leadership and organizational culture.

Second: the practical importance

- This study will benefit decision makers in the Ministry of Education to reconsider the development and improvement of school administration in the light of authentic leadership.
- It may open the way for researchers to deal with authentic leadership according to other variables.
- It is hoped that this study will contribute to providing recommendations to school leaders to activate their role in line with the organizational culture based on moral values and religious beliefs.

The limits of the study:

Objective limitation: The study was limited to identifying authentic leadership with its dimensions (balanced treatment, internal ethical perspective, transparency of relationships, and self-awareness) and its relationship to organizational culture.

Spatial limitation: The study was limited to the seventh secondary school in Al-Khobar city.

Human Limit: The study was applied to all teachers and administrators of the seventh secondary school in Al-Khobar city.

Time limit: The study was applied during the second semester of the academic year 1443 AH corresponding to 2022 AD.

Terminology of the study:

Authentic leadership: it is defined procedurally as all the practices carried out by the leaders of the seventh secondary school in the city of Khobar by adopting the dimensions of authentic leadership represented by (balanced treatment, internal moral perspective, transparency of relationships, and self-awareness) in order to build an effective relationship with the teachers and administrators of that school. In order to achieve the success and distinction of the educational process.

School Leadings: Defined procedurally as the behavior of the leaders of the Seventh Secondary School in the city of Al-Khobar, who are responsible for directing and pushing female teachers within the school towards achieving the educational goals.

Organizational Culture: Defined procedurally as "the prevailing values and ideas in the Seventh Secondary School in the city of Al-Khobar, which represent the normative frameworks for the behavior and practices of school leaders in accordance with the authentic leadership style and the values that govern its policy with female teachers.

Literature review

Authentic leadership

The concept of authentic leadership

Leadership is defined as: "The educational leader's ability to influence workers and unify their efforts in order to achieve the goals of the educational organization" (Al-Khaibari, 2020, p. 54).

Authenticity is defined as: "Authenticity to the individual's possession of personal experiences, whether thoughts, emotions, needs, desires, preferences, or beliefs that lead to self-knowledge and awareness of it, which is the correspondence between the individual's actions and his true self, and self-expression in ways consistent with inner thoughts and feelings." (Mahmoud and Samuel, 2020, p. 62).

Authentic leadership is defined as "the ability of school leadership to provide an attractive educational environment by achieving the principle of justice in distributing responsibilities and tasks among teachers, achieving equality in enrollment in vocational training and promotion programs, obtaining incentives, and teachers' participation in decision-making in order to optimally achieve the goals of the school." (Al-Juhani, 2020, p. 752.)

(Al-Hajjar, 2017, p. 216) defines **authentic leadership** as "behavioral patterns that the leader performs towards teachers in order to attract and enhance both positive psychological capabilities and a positive moral climate, in order to achieve the greatest degree of self-awareness and moral perspective of self-added qualities, balanced processing of information and transparency." To promote positive self-development."

It is defined as "practices carried out by the leader of the organization out of awareness of himself and others, and works on the one hand according to its values, convictions, and credibility. On the other hand, it supports diverse viewpoints and interacts transparently, balanced handling of information, and with an ethical perspective." (Mahmoud and Samuel, 2020, p. 59).

From the foregoing, the authentic leadership is one that operates and processes self-knowledge and personal viewpoints that clearly reflect its values and beliefs, as it is characterized by its strong sense of ethics, altruism, optimism, transparency and openness within the work. There is a degree of agreement on the dimensions of authentic leadership among most researchers and scholars, as some previous foreign studies, such as the study of Bezzina, Bufalino, (2019, Bezzina, & Bufalino), the study of Karadag & Oztekin (2018, Karadag & Oztekin) and the study of Grazi and others (2013, et al Garazi) indicated that There are four dimensions: self-awareness, balanced operation, internal moral perspective, and transparency of relationships. It is the same four dimensions on which Arab studies relied as a study (Al-Hajjar, 2017); (Al-Zaidi, 2019); (Qeshta, 2019); (Al-Juhani, 2020) and the dimensions are:

(1) Self-awareness:

Self-awareness is one of the main determinants and the starting point for authentic leadership, as it is a process in which the leader realizes his strengths and weaknesses, through his dealings with others to know their impressions of him while realizing the impact of this knowledge on them, meaning that he can understand the variables surrounding him and then enhance his self-confidence. . (Walumbwa et al. 2008, p95) defines it as: the leader's vision of himself from within, including his strengths, weaknesses, and values, and the viewpoint of others on his leadership capabilities, and how they affect the work environment as a leader.

(Hajjar, 2017, p. 209) believes that self-awareness makes leaders able to speak accurately and openly about their emotions, and they are frank in acknowledging their mistakes, and they do not feel embarrassed in talking about them, and they often show a tendency to constructive criticism, while leaders with low awareness they interpret any message or request to improve their performance as a threat or a sign of failure.

(2) Balanced processing:

Balanced operation or balanced processing involves the leader analyzing all data objectively before reaching a decision, addressing situations objectively without taking sides and listening to different points of view (Walumbwa et al. 2008). Al-Khaibari, 2020 believes that balanced operation or balanced processing is the ability of the leader to carry out objective analysis of information and data before making decisions and constantly seeks to clarify the self-concept through his behaviors and actions, while maintaining a high level of integration towards the followers he is serving.

(3) Internalized Moral Perspective:

An internalized moral perspective is a form of self-regulation, in which purposefully disciplined behavior results in structured and fair decision-making that is expressed through morally directed behaviour. The internal ethical perspective refers to the degree to which a leader sets high standards of moral and ethical behavior, directs actions and actions in accordance with internal ethical standards and values, and thus expresses decision-making and behavior that are consistent with ethical values (Gardner et al., 2011). Therefore, the internal ethical perspective is represented in the actions of leaders in accordance with their internal values and standards and the conversion of their internal intentions into actions despite the pressures of others from inside or outside the organization and then making and taking decisions that are consistent with the ethical values of the organization.

(4) Relational Transparency:

Relationship transparency is defined by openness to new ideas and information that are activated through external circles. Relationship transparency expresses the degree to which a leader presents his true self to others, shares information openly, expresses his true feelings and beliefs, and enhances the level of openness with others, providing them with an opportunity. Predicting their thoughts, challenges and opinions (Rego et al., 2012).

(Al-Zaidi, 2019) believes that the transparency of relations in the school administration sets a clear vision of the form of the relationship between the school leader and his workers, meaning that the transparency of the relations of the original leaders is manifested in two parts: the school leader revealed his true motives and feelings, and the formation of relationships with teachers based on Mutual trust through disclosure and exchange of information with teachers.

From the foregoing, the essence of authentic leadership is in the conformity between the individual's actions and his true self, with the ability to express himself in ways consistent with internal thoughts and feelings, and that relationships are based on mutual trust and high transparency.

Characteristics of authentic leadership:

Authentic leadership is characterized by many characteristics and features that distinguish it from others, as (Al-Bardan, 2017, p. 32) indicated the following characteristics:

- Commitment to values and principles in dealing with others in terms of high integrity, matching words and deeds, not being affected by pressure when making decisions, and mutual trust with employees.
- Decisions are governed by ethical standards directed at them.
- Transparency that includes the actual sharing of ideas and information and their open circulation with others.

- Comfortable in presenting ideas and opinions.
- Empowerment, where the authentic leader seeks to empower his followers to show the leadership personalities that contribute to the leadership of the organization in the future.

(Mahmoud and Samuel, 2020) pointed out a number of characteristics and advantages for those with authentic leadership, as follows:

- They do not claim to be leaders simply because they are in a position of leadership, but they perform the leadership function and related activities through self-expressing actions as true leaders. When they exercise leadership, they express their true self against the expectations of others.
- They do not lead for prestige or personal rewards, but they do so with the firm belief that they have values and visions that they want to promote, and then they engage in leadership for the purpose of furthering what they believe in.
- Whoever exercises authentic leadership is an individual and part of society, affected by standards, values, social upbringing, education, and other influences.
- People with authentic leadership whose words are consistent with their actions, and are in line with their speech, words and beliefs, and they can be described as having high levels of integrity and transparency.
- Their actions are the central component of self-concept: they have fulfilled a highly valued personal role, and this is demonstrated by their exercise of their leadership role at all times, not just when in a formal or planned situation.
- They present a high level of self-resolution about themselves, and its consistency with what they already have in terms of capabilities, and a high level of clarity. Self-concept involves the existence of values and convictions, and a stable sense of self-knowledge, and their internal components, which have the ability to produce diverse and creative solutions.
- Their goals are consistent with themselves and their core beliefs.

The importance of authentic leadership:

Authentic leadership is of great importance in the development of organizations, especially school administration, as (Al-Juhani, 2020) indicated this importance as follows:

- Achieving a productive work environment, because of its positive impact on building an effective organizational climate based on mutual trust, job satisfaction, organizational citizenship, and positive psychological capital.
- It is the perfect way to fix the deficiencies in the leadership style at the present time, which many organizations suffer from. Authentic leadership cares about the ethical aspects of the leader and looks at him as the cornerstone of the success of the organization and who may hold the key to its success and prosperity or vice versa.
- It plays an important role in the success and failure of the organization and in the extent to which it achieves its objectives in the most effective manner, in a manner that guarantees its continuity and prosperity by enhancing the morale of the workers and strengthening their belonging to the school.

(Mahmoud, 2020) indicates that the importance of authentic school leadership lies in the following:

- In the practices carried out by the school leader based on his awareness of himself and others and his work in accordance with his values, convictions, and credibility.
- Supports diverse viewpoints, interacts transparently, handles information in a balanced manner, with an ethical perspective, discloses what is going on in the school, open exchange of ideas and beliefs, and participates in decision-making and decision-making according to clear and declared rules.
- Authentic leadership contributes to developing, leading, influencing and influencing others, and working with them in a team spirit. From the foregoing, we find that the importance of authentic leadership appears in the positive results that appear on the workers (teachers - administrators) such as increased confidence, positive emotions, commitment, creativity, renewal, balanced handling of information, transparency of relations, and honesty in words and actions.

Organizational culture

The concept of organizational culture:

Culture is defined as “includes things, social systems, and the social way in which people walk their lives” (Abu Jamea, 2009 AD, p. 8). UNESCO also defined it as spiritual, material, intellectual, and emotional characteristics that characterize a particular society or social group, and it includes the arts. Etiquette and ways of life, as well as basic human rights, value systems, traditions and beliefs (Abdullah, 2006, p. 17).

As for the concept of organizational culture, he defines it (Jeddah, 2020, p. 10) as “a set of values, beliefs, norms, and future expectations that schools set before their teachers and administrators to practice in order to achieve the goals and fulfill the obligations for which they are responsible.”

It is also defined as “a set of beliefs, values, norms, and future aspirations that institutions or organizations put before their members to enlighten them and practice them in order to achieve the desired goals and gain leadership” (Al-Anazi, 2017, p. 285).

Dimensions of Organizational Culture:

Organizational culture is viewed as a system of shared ideas, assumptions, and meanings that prevail in the work environment. In view of the organizational culture in this way, it is considered the basic foundation upon which the theories of the intellectual system of organizational culture are based. Referring to many literature and studies on organizational culture as a study (Jultan and Qashou', 2021),

Study (Jeddah, 2020), Study (Al-Subaie, 2019), Study (Al-Anazi, 2017), Study (Al-Otaibi, 2016), Study (Al-Laithi, 1428 AH), We note that there are common denominators between them regarding the basic dimensions that make up the organizational culture, and these dimensions are as follows:

1. **Values:** It is “a set of principles, rules, and ideals that people believe in, agree upon among themselves, and judge by them on their material and moral behavior” (Kassab, 2011, p. 14). Criteria that are relied upon in the decision-making process and the recognition of the precedence of behavior, that is, values give meaning to the standards and patterns of behavior in the organization, and thus values represent a

- criterion for an individual's evaluation of his behavior and the behavior of others (Gallab, 2011, p. 619.)
2. **Beliefs:** Beliefs refer to the conceptual ideas that a particular individual has about something, and they also express the extent of our understanding of the truth, and beliefs may be built on the basis of knowledge, opinions, and belief, and they may or may not be accompanied by emotional charges (Gallab, 2011, p. 620). Organizational beliefs are shared ideas about the nature of work, social life in the work environment, and how work is done. We find that there are negative and positive beliefs, and here the responsibility of the administration is to promote and strengthen the positive beliefs of individuals, and strive to get rid of negative beliefs (Al-Sakarneh, 2009, p. 373).
 3. **Norms:** They are standards that the employees of the organization adhere to on the grounds that they are beneficial to them and the organization. These norms are not written, but they are known and must be followed. Examples of these norms are the organization's commitment not to appoint the father and son in the same organization, or the need for the employee's permission from his boss before Getting out of place for any reason (Al-Faouri, 2005, p. 154). Norms are among the important elements of organizational culture, to the extent that some researchers formulated the concept of organizational culture as a set of unwritten, unwritten and unauthorized rules and norms that affect behavior and meanings (Sami' 2009, p. 64).
 4. **Expectations:** Organizational expectations are represented by the psychological contract that takes place between the employee and the organization, within a mutual framework that summarizes what the employee expects from the organization, and what the organization expects from the employee. That is, the expectations of superiors from subordinates and vice versa (Al-Fraihat et al., 2009, p. 266).

It is clear from the foregoing that the organizational culture is based on important dimensions that include organizational values to direct the behavior of workers within the different organizational circumstances, such as equality and respect for disciplines. and organizational beliefs, which represent shared ideas about the nature of work and social life in the work environment, and how to accomplish it. And the organizational norms that the employees of the organization adhere to, as they are beneficial standards for the organization, such as not appointing the father and son in the same organization. And organizational expectations that ensure the provision of a supportive organizational environment for the employee through the expectations of the subordinates from their superiors and the expectations of the superiors from the subordinates.

The importance of organizational culture

The importance of organizational culture is determined by what was mentioned by (Al-Laithy, 2008) as follows:

Organizational culture serves as a guide for management and human resources. It forms for them models of behavior and relationships that must be followed and guided by. It is an intellectual framework that guides the members of the same organization and organizes their work and their relations with the organization and each other.

- Organizational culture expresses the distinguishing features of the organization from other organizations, and it is also a source of pride for employees, especially if it

emphasizes certain values such as innovation, excellence, leadership, and overcoming competitors.

- A strong organizational culture is an effective and supportive element for management and helps it achieve its goals and aspirations, and facilitates the task of management and team leaders, so they do not resort to formal or strict procedures to confirm the behavior required of employees in the organization.
- A strong organizational culture is considered a competitive advantage for the organization if it emphasizes ethical behaviors such as dedication to work, customer service, and an important element that affects the organization's ability to change and its ability to keep pace with current developments around it.
- Organizational culture is an important factor in attracting appropriate human resources. Pioneering organizations attract ambitious employees, and organizations that reward excellence and development.

In addition, the importance of organizational culture is represented in the following, as indicated by (Aziz et al., 2012) and (Slow, 2011):

- Organizational culture is the main basis through which the process of change is brought about in organizations.
- Organizational culture works as an equation in which the immediate personality of individuals fuses with the higher goals of the organization, so that the common values constitute the equation for the interaction of this fusion, and so that the individual's self-fulfillment becomes within the goals achieved by the organization within the system of prevailing values in society.
- Organizational culture is the framework that contributes to the building and development of the organization and its upgrading and keeping pace with the developments of the times.
- Organizational culture is the basis for the success of the processes of transformation and development and work with the comprehensive quality that organizations seek.

From the foregoing, the importance of organizational culture lies in the fact that it is the strong and stable base on which organizations stand to face the rapid local and global changes in light of the rapid changes, openness and technological development, and in return it is a strong indicator of the organization's decline if this culture is negative.

Characteristics of Organizational Culture:

Despite the distinction in the organizational culture between one organization and another, the organizational culture has general characteristics that can be described by it. Among its characteristics are what (Jeddah, 2020) indicated as follows:

- **The culture of the institution is a complex system:** it consists of a number of components or sub-elements that interact with each other, as it includes the integrated moral aspect of values, morals, beliefs and ideas, and the behavioral aspect of the customs and traditions of community members, literature and arts, various practical practices, and the material aspect everything Produced from tangible things such as buildings, tools, equipment, food, and others.

- **Complementarity:** as it constantly tends to create harmony between its various elements, and then any change that occurs in one aspect of the lifestyle will soon have an impact on the rest of the components of the cultural pattern, If the values are disturbed, then the norms and expectations will certainly be disturbed, and so on.
- **Spreadability:** it is learned and inherited across generations through learning and simulation, and culture increases through what generations add to its components in terms of elements, characteristics, and methods of regularization and interaction of these elements and characteristics, through the contact of individuals and groups with each other within organizations.
- **The ability to change:** It is in constant change, as new features enter it and lose old features, and the features of change occur on all cultural elements.
- **Adaptation:** characterized by flexibility and the ability to adapt, in response to human biological and psychological demands, and in response to the characteristics of the organization's environment and the changes that occur in it. In order to be appropriate to the geographical environment, employees must adapt to the culture of the organization and the developments it takes.
- **Acquired process:** that is, it is acquired through interaction and friction between individuals in a specific environment, and when the individual acquires it in the organization, it becomes part of his behavior.
- **Human process:** The human element is the main source of culture and without it there would be no culture. Organizational culture has the characteristic of humanity, as it is formed from the knowledge, facts, perceptions, meanings, and values that individuals bring to the organization, or that they develop through their interaction with the organization.
- **Collective work:** Organizational culture has collective effects and dimensions because the culture of the organization is derived from the culture of the external community to which its employees belong. Therefore, we find that most organizations operating in the same social environment are similar in some of their characteristics.
- **Participatory nature:** It is mainly represented in the values, beliefs, assumptions and standards of behavior that are agreed upon all members of the organization, that is, the employees must have a common culture in line with the culture of the organization.

Functions of Organizational Culture:

Organizational culture performs many functions, as mentioned by (Saed, 2016, p. 56) quoting (Al-Faouri, 2005) in four functions:

- Culture is used as an analytical tool for researchers, as culture models contribute to understanding complex social organizations through researchers studying the prevailing values and beliefs in the organization to reach results that show the strengths and weaknesses of the organization.
- Culture is used as a tool for change and a means of organizational development processes, as a strong organizational culture is the focus of change and development.
- It is a tool for improving outputs in organizations.

- Culture is used as a tool of perceptual sense among the members of the organization about the turbulent external environment. Whenever the members of the organization know that there are shortcomings and problems in other organizations, they know that this is a result of the incorrect culture of that organization.

(Al-Rutima, 1421, p. 58) indicates that organizational culture performs several basic functions, including:

- A clear organizational culture develops a sense of self, and defines the identity of employees.
- Organizational culture plays a fundamental role in creating commitment and loyalty among employees, which overcomes personal commitment and self-interest of employees.
- Contribute to achieving the process of stability within the organization, so that it confirms its existence as an integrated social system.
- It serves as a frame of reference for employees to use to give a clear and effective meaning to the organization's activity.

It is clear from the foregoing that the functions of organizational culture give the members of the organization an organizational identity, achieve a sense of common goal, and encourage strong commitment and acceptance of this culture.

Study methodology

A: Study Methodology:

The study relied on the descriptive approach, in both its analytical and relational styles. Due to its suitability for this type of studies:

B: The population and sample of the study

The study population consisted of all the female teachers and administrators of the seventh secondary school in the city of Al-Khobar, who numbered (50) female teachers and administrators. Due to the small size of the community, it was selected as a complete sample for the study. The link of the questionnaire was distributed to the sample, and all (50) questionnaires were retrieved, All of them are valid for analysis, and accordingly, the number of questionnaires has become complete and ready for analysis. The entire sample is represented by the study community (50) female teachers and administrators.

C: Study tool:

The questionnaire was adopted as a tool for collecting the required information and data, as it was designed and built according to the steps, procedures, standards and conditions of the scientific research methodology by benefiting from theoretical literature and previous studies, including the study of (Al-Harbi, 2020), the study of (Al-Hajjar, 2017), and the study of (Joultan, and Qashou', 2021). and a study (Jeddah, 2020).

- The final form of the tool consisted of two parts: The first section: It includes the primary data of the study sample, which are: the job and it has two levels (teacher, administrative), and the years of experience are three levels (less than 5 years, from 5 to 10 years, more than 10 years).
- **The second section:** It includes the (31) paragraphs of the questionnaire, distributed on two axes: The first axis: to measure the degree of practicing authentic leadership in the seventh secondary school in Al-Khobar city from the teachers' point of view, and it

includes (16) items distributed on four dimensions (4) paragraphs The second dimension: balanced treatment consisting of (4) paragraphs The third dimension: the internal ethical perspective consisting of (4) paragraphs The fourth dimension: transparency of relations consisting of (4) paragraphs The second axis: measuring the reality of the prevailing organizational culture At the seventh secondary school in Al-Khobar city from the point of view of the teachers, it includes (15) items and in front of each paragraph there is an answer scale consisting of five alternatives (very high, high, medium, low, very low). = the largest value in the arithmetic mean - the lowest value in the arithmetic mean) / number of scale responses = $(1 - 5) / 5 = 0.80$. Thus, the range of scores is as follows: a very low level located in the range (1 - 1.80), and a low level located in the range (1 - 1.80). Between (1.81 - 2.60), the average level is located in the range between (2.61 - 3.40), and a high level located in the range (3.41 - 4.20), and a very high level located in the range (4.21 - 5).

- The study relied on verifying the validity of the tools in two ways: virtual validity by presenting it to a group of arbitrators (8) arbitrators who obtained an agreement percentage of 80% or higher, and internal consistency by calculating the values of the correlation coefficient of dimensions with each other and with the tool as a whole, positive and statistically significant at the level of significance (0.05), for all dimensions of the axis of authentic leadership, where the values of the Pearson correlation coefficients for the dimensions with each other ranged between (0.533) and (0.764), and the organizational culture axis, where the values of the Pearson correlation coefficients for the dimensions with each other ranged between the value (0.563) and (0.645), The total score between the two axes and the tool as a whole was (0.612), which is a statistically significant coefficient, and therefore it is acceptable and the validity of the results it yields can be trusted. between (0.82 - 0.88), and the overall stability coefficient of the resolution was (0.86), which means that the tool is characterized by its stability and a high degree.

Presentation, discussion and interpretation of the results of the study

First: View the results related to the first question:

What is the degree of practicing authentic leadership by school leaders at the seventh secondary school in Al-Khobar city from the teachers' point of view?

To answer this question, the arithmetic means and standard deviations were calculated for the degree of school leaders' practice of authentic leadership at the Seventh Secondary School in the city of Khobar from the teachers' point of view. The results were as follows:

Table (1)

Arithmetic means and standard deviations of the dimensions of the degree of school leaders' practice of authentic leadership at the seventh secondary school in Al-Khobar city from the viewpoint of teachers

Dimension No.	Dimension	Arithmetic mean	Practice ratio	Standard deviation	Dimension order	Practice grade
2	Balanced treatment	4.37	38%	0.64	1	Very high
3	Internal moral perspective	4.29	51%	0.67	2	Very high
4	Relationship transparency	4.25	34%	0.69	3	Very high
1	Self-conscious	4.07	37%	0.59	4	High
Overall dimensions as a whole		4.25	44%	0.65		Very high

It appears from Table (1) that the arithmetic mean of the degree of practicing authentic leadership by school leaders at the Seventh Secondary School in the city of Khobar from the teachers' point of view for the dimensions as a whole was (4.25) and a standard deviation (0.65), with a very high degree of practice. The dimension came in first place. The second is related to balanced treatment, as it obtained the highest arithmetic average at the level of the dimensions as a whole, amounting to (4.37) and a standard deviation (0.64), with a very high degree of practice. The third dimension, related to the internal moral perspective, came in second place, as it obtained an arithmetic mean of (4.29). And a standard deviation (0.67) with a very high degree of practice. The fourth dimension related to the transparency of relationships came in third place, as it obtained an arithmetic mean of (4.25) and a standard deviation (0.69) with a very high degree of practice. The first dimension related to self-awareness, as it obtained an arithmetic mean of (4.07) and a standard deviation of (0.59), with a high degree of practice.

This result indicates the convergence of the opinions of the study sample about the dimensions of the degree of practice of school leaders in the seventh secondary school in the city of Khobar of authentic leadership from the point of view of teachers and administrators, as the degree of practice for each dimension ranged between high and very high. This indicates that the practice of authentic leadership by school leaders at the Seventh Secondary School in the city of Khobar from the point of view of female teachers and administrators was positive and that the general trend came with a very high degree of practice. Acknowledgment of failure, if any, and retraction from it and self-denial, which is not achieved in this dimension despite the realization of the rest of the expressions. Perhaps this is due to human nature in not admitting failure. This result agreed with the study of (Al-Harbi, 2020), which showed that the school leaders' application of authentic leadership in government general education schools in Makkah city with regard to self-awareness came to a high degree, while it differed with it in the rest of the dimensions. It also differed with the study of (Al-Hajjar, 2017). Which concluded that the degree of practice of authentic leadership by managers was moderate in all dimensions.

For more details, the results of the paragraphs of each dimension will be presented as follows:

1) Presentation and discussion of the results of the first dimension: self-awareness.

This dimension includes (4) paragraphs, where the arithmetic means, deviations, and the degree of standard practice were calculated for the dimension as a whole and for each of its paragraphs

separately, and arranged in descending order, according to the estimates of the study members, and its results were as shown in Table (2).

Table (2)

Arithmetic means, standard deviations, and order of the items of the degree of school leaders' practice of authentic leadership at the seventh secondary school in Al-Khobar city from the teachers' point of view in the self-awareness dimension.

Dimension No.	Dimension	Arithmetic mean	Practice ratio	Standard deviation	Dimension order	Practice grade
2	keeping on the diversity of means of communication and communication with everyone	4.42	44%	0.41	1	Very high
3	Encouraging open dialogue with female teachers	4.38	38%	0.51	2	Very high
4	Realizing the importance of evaluating parameters for their performance and providing feedback.	4.38	38%	0.52	3	Very high
1	Having the ability to admit failure, if any, and to undo it	3.11	34%	0.91	4	Medium
Overall dimensions as a whole		4.07	37%	0.59		High

The results are shown in Table (2), which shows that the arithmetic mean of the study sample's estimate of the degree of school leaders' practice of authentic leadership in the seventh secondary school in the city of Khobar from the teachers' point of view for the dimension of self-awareness as a whole was (4.07) and a standard deviation of (0.59), with a high degree, which is an average located Within the fourth category of the five-range Likert scale categories (3.41 - 4.20), which is the category that indicates a (high) degree of practice, and this is due to the need for courses, programs and activities that enhance this among school leaders first, and from them to teachers. The result agreed with the study (Al-Harbi, 2020), but this result differed from the findings of the study (Al-Hajjar, 2017), which showed a weak practice of self-awareness among secondary school principals in the governorates of Gaza, and perhaps this is due to the turbulent situation in Gaza schools due to the Israeli occupation, in contrast to the stability it is witnessing. Schools of the Kingdom of Saudi Arabia.

It is also clear from the results that there is a variation in the response of the respondents to the statements of **the practice of school leaders in the seventh secondary school in the city of Khobar for authentic leadership** of self-awareness, where the averages ranged between (2.60 - 3.39) and (4.21 - 5), which are averages that fall within the third and fifth categories. From the categories of the five-point Likert scale and indicate the degree of practice (medium and very high).

The table also shows the following:

Paragraph No. (2), which stipulates “**ensure to diversify the means of communication and communicate with everyone**,” obtained the highest arithmetic mean in this field, which is (4.42), with a standard deviation of (0.41), and a very high degree of practice due to the diversity of means of communication. Everyone has the right to access communication and ease of use, while Paragraph No. (1), which stipulates “**the ability to acknowledge failure, if any, and undo it**”, obtained the lowest arithmetic mean in this field of (3.11) with a standard deviation of 0.91) and a high degree of Practice, and this is due to the fact that many leaders have the courage to admit failure and undo it, with some who insist on failing and do not admit it, as they believe that admitting failure is negative for them in front of others, and this is not true, as the competent leader is the one who admits the mistake and works not to repeat it.

2) Presentation and discussion of the results of the second dimension: balanced treatment.

This dimension includes (4) paragraphs, where the arithmetic averages, deviations, and the degree of standard practice were calculated for the dimension as a whole and for each of its paragraphs separately, and arranged in descending order, according to the estimates of the study individuals, and its results were as shown in Table (3).

Table (3)

Arithmetic means, standard deviations, and order for the items of the degree of school leaders' practice of authentic leadership at the seventh secondary school in Al-Khobar city from the teachers' point of view in the balanced treatment dimension

Dimension No.	Dimension	Arithmetic mean	Practice ratio	Standard deviation	Dimension order	Practice grade
2	Dealing wisely with problems and emergencies	4.63	44%	0.38	1	Very high
3	Characterized by the stability of its positions as long as it supports the purpose of the school	4.37	42%	0.53	2	Very high
4	Collecting and analyzing data before making decisions	4.28	34%	0.65	3	Very high
1	listening carefully to different points of view before reaching a decision.	4.21	34%	0.98	4	Very high
Overall dimensions as a whole		4.37	38%	0.64	Very high	

The results in Table (3) showing the degree of practicing authentic leadership by school leaders at the Seventh Secondary School in the city of Khobar from the teachers' point of view in the balanced treatment dimension show that the arithmetic mean of this dimension for the

paragraphs as a whole was (4.37) and a standard deviation of (0.64), a very high degree. Average falls within the fifth category of the five-point Likert scale (4.21-5), which is the category that indicates a very high degree. It differed with each of the studies, the study of (Al-Harbi, 2020), the study of (Al-Hajjar, 2017), and the study of (Al-Juhani, 2019), as these studies showed the practice of school leaders for authentic leadership due to the balanced treatment dimension between high and medium.

The table also shows the following:

Paragraph No. (3) got the first place, which states “**deal wisely with problems and emergencies**”, with the highest arithmetic mean in this dimension reaching (4.63) with a standard deviation of (0.38) and a very high degree of practice, and this is attributed to good handling by Leaders when emergencies occur in the school, while Paragraph No. (1), which states “**listen carefully to the different points of view before reaching a decision,**” got the lowest arithmetic mean in this dimension of (4.21), with a standard deviation of (0.98), and a degree of practice. Very high, and this is due to the extent to which leaders understand the importance of listening to points of view before making decisions, working to collect data and verifying it, and keenness on listening well, and these are the characteristics of successful leaders.

3) Presentation and discussion of the results of the third dimension: the internal ethical perspective

This dimension includes (4) paragraphs, where the arithmetic averages, deviations, and the degree of standard practice were calculated for the dimension as a whole and for each of its paragraphs separately, and arranged in descending order according to the estimates of the study individuals, and its results were as shown in Table (4).

Table (4)

Arithmetic means, standard deviations, and order for the items of the degree of school leaders' practice of authentic leadership at the seventh secondary school in Al-Khobar city from the teachers' point of view in the internal moral perspective dimension

Dimension No.	Dimension	Arithmetic mean	Practice ratio	Standard deviation	Dimension order	Practice grade
4	Taking care of the student is a priority and a moral responsibility in the first place	4.53	56%	0.37	1	Very high
2	Observing the principle of integrity in its administrative and educational dealings	4.41	54%	0.63	2	Very high
3	Characterized by a spirit of altruism and putting work	4.38	54%	0.69	3	Very high

	interest above personal interests					
1	Her actions and words reflect the values of the business	4.82	46%	0.99	4	High
Overall dimensions as a whole		4.29	51%	0.67	Very high	

The results in Table (4) showing the degree to which school leaders in the seventh secondary school in the city of Khobar practice authentic leadership from the teachers' point of view in the internal moral perspective dimension show that the arithmetic mean of this dimension for the paragraphs as a whole was (4.29) and a standard deviation of (0.67), with a very high degree of practice. , which is an average that falls within the fifth category of the five-point Likert scale (4.21-5), which is the category that indicates a very high degree of practice. The table also shows the following:

Paragraph No. (4) got the first rank, which states that “**caring for the female student is a priority and a moral responsibility in the first place**”, with the highest arithmetic mean in this dimension reaching (4.53) with a standard deviation of (0.37) and a very high degree of practice, due to the extent of awareness of Leaders affirm that students are the focus of the educational process and that caring for them is a fundamental and moral responsibility in the first place Paragraph No. (1) ranked fourth and last, which states that “**its actions and words reflect work values**” with the lowest arithmetic average in this dimension of (3.82). with a standard deviation (0.99) and a high degree of practice, due to the fact that words and deeds mostly reflect work values.

The result differed with some studies, including the study of (Al-Harbi, 2020), the study of (Al-Hajjar, 2017), and the study of (Al-Juhani, 2019), These studies showed that the school leaders practiced the authentic leadership of the internal moral perspective dimension between high and medium.

It is also clear from the results that there is a discrepancy in the respondents' response to the statements of the practice of school leaders in the seventh secondary school in the city of Khobar regarding the authentic leadership dimension of the internal moral perspective, as the averages ranged between (4.20 - 3.40) and (4.21 - 5), which are averages that fall within the fourth category And the fifth of the categories of the five-point Likert scale indicates the degree of practice (high and very high), and perhaps because this dimension is concerned with the behavior of leaders in accordance with their internal values and standards, and the transformation of their internal intentions into actions, making and making decisions that are consistent with moral values.

4) Presentation and discussion of the results of the fourth dimension: transparency of relations

This dimension includes (4) paragraphs, where the arithmetic averages, deviations, and the degree of standard practice were calculated for the dimension as a whole and for each of its paragraphs separately, and arranged in descending order, according to the estimates of the study individuals, and its results were as shown in Table 5.

Table (5)

Arithmetic means, standard deviations, and order of the items of the degree of school leaders' practice of authentic leadership at the Seventh Secondary School in Al-Khobar city from the teachers' point of view in the dimension of transparency of relationships.

Dimension No.	Dimension	Arithmetic mean	Practice ratio	Standard deviation	Dimension order	Practice grade
3	The opinions of teachers and administrators who disagree with her opinion are respected	4.43	36%	0.47	1	Very high
2	Effectively manage organizational conflicts within the school	4.39	33%	0.64	2	Very high
4	Revealing her true motives and feelings to others	4.38	33%	0.65	3	Very high
1	Administrative and technical information is exchanged with teachers with high transparency	3.81	34%	0.99	4	High
Overall dimensions as a whole		4.25	34%	0.69	Very high	

The results in Table (5) showing the degree to which school leaders at the Seventh Secondary School in the city of Khobar practice authentic leadership from the teachers' point of view in the dimension of transparency of relationships show that the arithmetic mean of this dimension for the paragraphs as a whole was (4.25) and a standard deviation of (0.69), with a very high degree of practice.

The results for this dimension differed with each of the following studies (Al-Harbi, 2020) and (Al-Hajjar, 2017) and (Al-Juhani, 2019) studies, where these studies showed the practice of school leaders for authentic leadership due to the dimension of transparency of relations between high and very high. It is also clear from the results that There is a discrepancy in the respondents' response to the statements of the practice of school leaders in the seventh secondary school in the city of Khobar for authentic leadership due to the dimension of transparency of relations, as the averages ranged between (4.20 - 3.40) and (4.21 - 5), which are averages that fall within the fourth and fifth categories of the five-point Likert scale. which indicates a degree of exercise (high and very high).

Paragraph No. (3) ranked first, which states: **“The opinions of female teachers and administrators that differ with theirs are respected.”** Where the highest arithmetic mean in this dimension was (4.43) with a standard deviation of (0.47), and the degree of practice is very high, due to the extent of The school leadership's realization of the importance of respecting the opinion and the other opinion, no matter how different it may be with female teachers and

administrators. Paragraph No. (1), which stipulates “**exchanging administrative and technical information with female teachers with high transparency**,” ranked fourth and last, and the lowest arithmetic average in this dimension reached (3.81) with a deviation J standard (0.99) and a high degree of practice, and this is due to the fact that despite the support of leadership administrations for conflicts and respect for female teachers in a distinct manner, there is some negligence in exchanging administrative and technical information with female teachers, as it is not done in some matters with high transparency.

Second: Presentation of the results related to the second question:

What is the reality of the prevailing organizational culture among school leaders at the Seventh Secondary School in Al-Khobar city from the teachers' point of view?

This axis includes (15) paragraphs, where the arithmetic means, standard deviations, and the degree of practice were calculated for the dimension as a whole and for each of its paragraphs separately, and arranged in descending order according to the estimates of the study members, and its results were as shown in Table (6).

Table (6)

Arithmetic means, standard deviations, and arrangement of the paragraphs of the reality of the prevailing organizational culture among school leaders at the Seventh Secondary School in Al-Khobar city from the female teachers' point of view, arranged in descending order according to the arithmetic means

Dimension No.	Dimension	Arithmetic mean	Practice ratio	Standard deviation	Dimension order	Practice grade
9	The school culture promotes loyalty to the homeland and the Saudi identity.	4.66	62%	0.42	1	Very high
12	Good relations prevail among all the workers in the school.	4.58	54%	0.49	2	Very high
2	The school follows clear and fair mechanisms for evaluating work performance	4.40	44%	0.52	3	Very high
1	The school work environment has a clear set of positive values	4.34	42%	0.56	4	Very high
3	The relationship between the female workers in the school is characterized by trust	4.32	40%	0.58	5	Very high

6	Teamwork and team spirit prevail within the school objectively	4.30	38%	0.63	6	Very high
8	Apply the rules and regulations fairly to all school employees	4.27	40%	0.71	7	Very high
15	The school seeks to preserve the personal interests of all workers	4.25	36%	0.75	8	Very high
4	There are common convictions among school workers about the importance of participating in the decision-making process	4.24	33%	0.76	9	Very high
5	The school supports the process of training and continuous development of female workers (seminars, courses, workshops).	4.23	33%	0.77	10	Very high
11	The systems and instructions in the school are compatible with the requirements of change and development.	3.77	34%	0.97	11	High
13	The school has a suitable community for all female workers to perform tasks properly	3.06	40%	1.46	12	Medium
10	Management adopts the method of reward and punishment for the conduct of work	2.81	38%	1.46	13	Medium

14	The school has modern technical means to facilitate work.	2.79	34%	1.49	14	Medium
7	The school community within the school is conducive to innovation and innovation.	2.77	28%	1.54	15	Medium
Overall dimensions as a whole		3.92	36%	0.87		High

The results are shown in Table (6) that illustrates the paragraphs of the reality of the prevailing organizational culture among school leaders at the Seventh Secondary School in Al-Khobar city from the point of view of female teachers in the axis as a whole. The arithmetic mean of this dimension for the paragraphs as a whole was (3.92) and the standard deviation was (0.87). Promoting that culture, especially with regard to providing a suitable environment for all female workers to perform tasks properly, as well as providing modern technologies.

The result agreed with the study (Jultan and Qashou', 2021), which showed that the level of organizational culture among principals of basic public schools in Qalqilya governorate from the point of view of Male and female teachers was high, and this result differs from the study (Jeddah, 2020), which showed that the degree of practicing the elements of the prevailing organizational culture in secondary schools in the Kingdom came to a medium degree. in the seventh secondary school in Al-Khobar city from the point of view of the teachers, where the averages ranged between (3.39 - 2.60), (3.40 - 4.20) and (5 - 4.21), which are averages that fall within the category The third, fourth and fifth are of the five-five Likert scale categories and indicate the degree of practice (medium, high and very high).

The table also shows the following:

Paragraph No. (9) ranked first, which states: **“The school’s culture promotes loyalty to the homeland and the Saudi identity.”** The arithmetic mean was (4.66), with a standard deviation of (0.42), and a very high degree of practice. This is due to the school leadership’s awareness of the importance of loyalty. Paragraph No. (7), which states that **“the school climate inside the school helps innovation and renewal,”** ranked last, with the lowest arithmetic average in this axis amounting to (2.77), with a standard deviation of (1.54), and a score of (1.54). Medium practice, and this is due to the fact that the school climate often does not encourage innovation and creativity as much as it focuses on teaching only, and perhaps there is a weakness in the technical means and the administration’s weakness in adopting the method of reward and punishment to conduct work as required.

Third: Presentation of the results related to the third question

In order to answer the third question of the research questions, which states: **Is there a statistically significant correlation in the degree of authentic leadership practice by school leaders at the Seventh Secondary School in Al-Khobar city and the level of organizational culture from the point of view of female teachers?**

A test(s) was conducted to reveal the existence of a correlation between the authentic leadership of school leaders at the Seventh Secondary School in the city of Khobar and the level of organizational culture as shown in the following table:

Table (7)

The results of the test(s) on the existence of a relationship between the authentic leadership of school leaders at the seventh secondary school in Al-Khobar city and the level of organizational culture.

Component	Group	Arithmetic mean	Standard deviation	The average difference between the two measures	Standard error of the difference	value (T)	Significance level
whole questionnaire	Authentic leadership	3.604	1.451	6.56	* 0.098	3.023	0.00
	Organizational culture	4.038	0.976				

It appears from Table No. (7) that the value of (T) is (3.023) and the level of statistical significance is (0.00). This indicates the existence of a positive significant relationship between the authentic leadership and the prevailing organizational culture in the Seventh Secondary School in the city of Khobar, which is a direct correlation, i.e. The practice of authentic leadership to a high degree leads to the presence of a high-level organizational culture, that is, the organizational culture of the school depends on what its members (leaders, teachers, and administrators) are characterized by a high degree of commitment and belonging to the school, adherence to its values, and sincerity in performing their work, which reflects the self-awareness of the leaders and transparency in relations And balancing in data processing based on an ethical perspective.

The result agreed with the study of Karadag and Oztekin (2018, Karadag and Oztekin), which showed a positive relationship between the dimensions of authentic leadership and organizational culture, especially with regard to self-awareness, transparency in relationships, and the internal moral perspective, as well as with the study (Garazi et al. 2013). Which showed the positive impact between authentic leadership and organizational culture.

Fourth: Presentation of the results related to the fourth question:

To answer the fourth question of the study, which states: **Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the average responses of the study sample about the degree of practice of authentic leadership by school leaders at the Seventh Secondary School in the city of Khobar and the level of organizational culture according to the variables (Job type - and years of experience)?**

A T-test was conducted for independent samples to determine the significance of the differences between the mean scores of the sample's assessment of the degree of authentic leadership practice by school leaders at the Seventh Secondary School in the city of Khobar and the level of organizational culture according to the variables (type of job and years of experience). The following is a presentation of the most important results Related to the question:

Present results related to the job type variable:

The researcher used the (t) test for independent samples to determine the differences between the mean scores of the study sample's assessment of the degree of authentic leadership practice by school leaders at the seventh secondary school in the city of Khobar and the level of organizational culture according to the job type variable. Table (8) shows the result of the (t) test for independent samples for significance differences between averages.

Table (8)

The results of the (T) test for independent samples indicate the differences between the mean scores of the study sample's assessment of the degree of authentic leadership practice by school leaders at the Seventh Secondary School in the city of Khobar and the level of organizational culture according to the variable of job type.

Axis	Job type	No.	Arithmetic mean	standard deviation	value (T)	Significance level
Authentic leadership	Teacher	34	0.863	0.139	0.162	0.782
	Administrator	16	0.812	0.167		
Organizational culture	Teacher	34	0.819	0.178	0.575	0.532
	Administrator	16	0.872	0.141		
Whole tool	Teacher	34	0.556	0.165	0.611	0.630
	Administrator	16	0.465	0.143		

It is clear from Table (8) that the value of (t) is not statistically significant at the level of the whole tool and for each of the three dimensions separately, as the level of significance was greater than ($\alpha \leq 0.05$) for the tool as a whole, and this means that there were no statistically significant differences at the level of Significance (0.05) between the responses of the study sample individuals in the study to the degree of practicing leadership by school leaders at the Seventh Secondary School in the city of Khobar and the level of organizational culture according to the job type variable, and this means that the sample individuals have similar insights into the degree to which school leaders at the Seventh Secondary School in the city of Khobar practice leadership. Inherent and the level of organizational culture among female teachers and administrators.

This result agreed with the study (Al-Harbi, 2020), which showed that there were no statistically significant differences in the reality of the application of authentic leadership by public education school leaders in the city of Makkah Al-Mukarramah due to the variable of job type.

Present results related to years of experience variable:

The ANOVA test was used for independent samples to determine the differences between the mean scores of the study sample's assessment of the degree of authentic leadership practice by school leaders at the Seventh Secondary School in the city of Khobar and the level of organizational culture, due to the variable years of experience. Table (9) shows the results of the ANOVA test for the samples. Independent to denote differences between the means.

Table (9)

The results of the ANOVA test for independent samples indicate the differences between the mean scores of the study sample's assessment of the degree of authentic leadership practice by school leaders at the Seventh Secondary School in the city of Khobar and the level of organizational culture due to the variable years of experience.

Axis	Source of differentiation	Sum of squares	Degrees of freedom	Square mean	value (F)	Significance level
Authentic leadership	Among groups	1.452	2	0.484	0.718	0.467
	In groups	31.656	48	0.674		
	Total	33.108	50			
Organizational culture	Among groups	1.987	2	0.662	1.674	0.231
	In groups	29.455	48	0.627		
	Total	31.442	50			
Whole tool	Among groups	1.421	2	0.344	0.661	0.352
	In groups	33.676	48	0.549		
	Total	35.097	50			

It appears from Table (9) that the value of (q) is not statistically significant at the level of each of the three dimensions of the tool and the tool as a whole, where the level of significance was greater than ($\alpha \leq 0.05$), and this means that there were no statistically significant differences in The study sample's estimates of the degree of authentic leadership practice by school leaders at the Seventh Secondary School in the city of Khobar and the level of organizational culture are attributed to the variable of years of experience, and this means that the sample members have similar visions regardless of the extent of their work experience. This result agreed with the study (Al-Harbi, 2020). Which showed that there were no statistically significant differences in the reality of the implementation of the leaders of public education schools in the city of Makkah Al-Mukarramah to authentic leadership due to the variable of years of experience, as well as the study of (Al-Hajjar, 2017), which showed that there were no statistically significant differences between the averages of the principals' estimates of their authentic leadership due to the variable Years of service.

Study recommendations

In light of the results of the study and their discussion, the following recommendations can be made:

- The Ministry of Education should set conditions and criteria when selecting school principals, in a way that works to select school leaders who are able to practice authentic leadership in all its dimensions.
- Awareness of the importance of acknowledging failure, if any, and reversing it, and that this is a positive thing.
- The need to activate the method of reward and punishment for the proper conduct of work.
- Work to provide modern technical means for the success of the educational process and achieve its goals.
- Providing a school climate within the school that helps innovation and renewal.

- Ensuring to build relationships between leadership and female teachers that are more transparent.
- Adopting training programs for school principals at all stages that contribute to the development of levels of knowledge of the requirements of practicing authentic leadership, and its role in the success of the educational process.

Study suggestions: In light of the results and recommendations of the current study, some proposals can be made for future studies, which it hopes will contribute to the development of schools in general, including:

- Conducting more studies and future research on other styles of leadership, such as lofty leadership, ethical leadership, participatory leadership, and others, and their impact on the organizational culture in schools.
- Conducting a study of the reality of authentic leadership among the leaders of private schools and its impact on the performance of female teachers.
- Conducting a comparative study between leadership styles in private and public schools.
- Conducting a study entitled A proposed vision for the development of authentic leadership skills among school leaders in the Kingdom of Saudi Arabia.
- Conducting studies and research on the relationship of authentic leadership with other variables such as its relationship to organizational loyalty, job satisfaction, professional compatibility, organizational commitment, creativity, and others.

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