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**The Role of the School Administration in  
Promoting the Integrity of High School  
Students in Al-Ahsa from their Point of View**

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## Abstract

The problem of the current focuses on identifying the role of school administration on the integrity promotion students in the secondary stage at Al-Ahsa'a city at Saudi Arabia, as perceived by them. To achieve this aim, the researcher developed a questionnaire consisted in its final form of (31) items after checking validity and reliability, containing the role of school administration in promoting integrity among students. The tool was developed based on the related literature and previous studies. It was administrated on (850) students from public and private secondary schools at Al-Ahsa'a selected randomly, (807) students responded, the findings of the study showed that: The role of school administration in promoting integrity among secondary stage students at Al-Ahsa'a city was in a high degree with a mean of (3.78). There were no significant statistical differences at the level of ( $\alpha=0.05$ ) between the two means of the samples' evaluation on the items of the school administration role in promoting integrity scale items as a whole attributed to the educational system, and there were no significant statistical differences at the level of ( $\alpha=0.05$ ) between the two means of the samples' evaluation on the items of the school administration role in promoting integrity scale items as a whole attributed to the major variable.

Keywords: Integrity, School Administration, Secondary Stage Students, Al-Ahsa'a city.

## دور الإدارة المدرسية في تعزيز النزاهة لدى طلاب المرحلة الثانوية بمدينة الأحساء من وجهة نظرهم

هدفت هذه الدراسة التعرف على دور الإدارة المدرسية في تعزيز النزاهة لدى طلاب المرحلة الثانوية في مدينة الأحساء بالسعودية من وجهة نظرهم، ولتحقيق أهداف الدراسة أعد الباحث استبانة تكونت بصورتها النهائية من (31) فقرة، بعد إجراءات الصدق والثبات تناولت دور الإدارة المدرسية في تعزيز النزاهة لدى الطلاب، وقد تم بناء أداة الدراسة بالاعتماد على الإطار النظري وعدد من الدراسات السابقة. وتم تطبيق أداة الدراسة على (850) طالباً من طلاب المدارس الثانوية الحكومية والأهلية بمدينة الأحساء، تم اختيارهم عشوائياً، وقد استجاب منهم (807) طالباً. وقد أظهرت نتائج الدراسة أن دور الإدارة المدرسية في تعزيز النزاهة لدى طلاب المرحلة الثانوية بمدينة الأحساء جاء بدرجة كبيرة بمتوسط حسابي (3.78). وعدم وجود فرق ذي دلالة إحصائية عند مستوى الدلالة الإحصائية ( $\alpha=0.05$ ) بين المتوسطين الحسابيين لتقديرات أفراد عينة الدراسة على فقرات مقياس دور الإدارة المدرسية في تعزيز النزاهة ككل، يُعزى لمتغير نظام التعليم. كما تبين عدم وجود فرق ذي دلالة إحصائية عند مستوى الدلالة الإحصائية ( $\alpha=0.05$ ) بين المتوسطين الحسابيين لتقديرات أفراد عينة الدراسة على فقرات مقياس دور الإدارة المدرسية في تعزيز النزاهة ككل، يُعزى لمتغير التخصص.

كلمات مفتاحية: النزاهة، الإدارة المدرسية، طلاب المرحلة الثانوية، مدينة الأحساء.

## Introduction

Educational institutions strive to instill positive value among students due to their vital role in building and developing the individual and society. Considering that education is a set of values that include all aspects of the personality of the learner, which must be performed in all facets of life situations. Integrity is a quality that combines a set of values such as justice, sincerity, chastity, fidelity, and others. These values require various means and methods to inculcate them in students of all educational levels.

Wadanai (2017, p. 31) stated that the issue of integrity values occupies an important place worldwide, and all thinkers, preachers, and educators endeavor to instill integrity by all available and legitimate means and methods. Islam has also focused on and calls for its application as stated in the Noble Qur'an and the noble Prophet's Sunnah.

Many verses in the Holy Qur'an convey the meanings of integrity and reform because the entire message of Islam is to reform people's lives by protecting people, redeem their souls from evils, and keep them away from every negative behavioral or devotional deviation that leads to the punishment of God. There is a strong need for reform and its positive effects, especially since corruption in its various forms has become a reality in societies. In a matter of fact, the expressions indicating integrity in the Noble Qur'an are piety, integrity, honesty, chastity, honesty, justice, and rationality (Al-Aqili and Al-Bakri, 2006).

The school administration is a unit responsible for implementing the educational administration policies and goals. Since the school administration is based on achieving the school's mission through its direct relationship with students, it enjoys greater freedom in performing the roles assigned to it and making decisions, which gives it a great position in terms of administration (Abdeen, 2001).

The focus of the school administration's goals nowadays is the students as their educational plans endeavor to provide all the conditions and capabilities that develop their mental, physical, spiritual, and social growth (Al-Ibrahim, 2002). The school principal is concerned with the philosophy of education, the general and specific goals of the stage he is administering as well as with educating and caring for the students (Ayesh, 2005). Simon (2006) believed that the school principal has great importance in achieving successful changes in the school, in the effectiveness of the school system, being familiar with the latest methods for assessing students' achievement.

The school administration in the Kingdom of Saudi Arabia has a great role in developing integrity and instilling it among students, and the school administration can contribute to the development of many values in students' hearts, such as honesty, respect, cooperation, expressing opinions freely, meaningful dialogue, and justice. This can be achieved through their participation in interacting with students and creating a suitable learning environment. The Kingdom of Saudi Arabia's endeavor to fight all forms of corruption and to instantly establish the Integrity and Anticorruption Commission requires everyone at all levels to work on developing integrity values and highlighting their role in preserving the individual and society.

## Literature Review

Many Arab and foreign studies have been conducted on integrity and transparency in education. Malingas, et al (2018) conducted a study in Indonesia aimed to reveal the impact of a servant leader and integrity on the performance of Catholic high school principals in Indonesia. The study followed a descriptive survey approach through a questionnaire consisting of (30) items distributed on the two dimensions of the Servant Leader and Integrity. It was applied to a random sample of (75) teachers in (11) Catholic schools affiliated with the state. The results showed a statistically significant impact of the type of servant leader in raising the level of school principals

'performance, and the principal's practice of integrity and training the school community on it increases its administrative effectiveness.

In Turkey, Balyer (2017) carried out a study that sought at revealing Turkish teachers' perceptions of their confidence in their principals on the aspect of competence and integrity, and the researcher followed the qualitative research methodology by conducting interviews with (30) teachers. The results of the study revealed that there was an above-average level of confidence in the integrity and efficiency of the principal and that this confidence improves the performance of the teacher and the principal alike, and the study also showed that the spread of trust between the teacher and the principal can enhance the culture of integrity and competence of the whole school community and train students on it for future purposes.

Al-Mazmoumi (2017) conducted a study aimed to identify the values of integrity in the Noble Qur'an and determining the role of the family in developing the values of integrity among children. The researcher followed the deductive approach. The study showed that the most important values of integrity in the Holy Qur'an are sincerity, honesty, and patience, integrity, piety, justice, chastity, and responsibility. The most important methods for developing the values of integrity among children are the role models and stories, giving examples, dialogue, and discussion.

In the Kingdom of Saudi Arabia, Wadanai (2017) performed a study aimed to identify the role of Al-Jouf University in the Kingdom of Saudi Arabia in promoting the values of integrity through the function of teaching, scientific research, and community service. To achieve the goals of the study, the researcher followed the descriptive approach (analytical survey). The study tool was applied to (144) leading academic and administrative leaders at Al-Jouf University. The results of the study indicated that the role of Al-Jouf University in promoting the values of integrity came to a high degree through the teaching function and scientific research, while it was of a moderate degree within the field of community service.

Argon (2015) also conducted a study in Turkey that aimed to reveal the opinions of teachers and administrators on administrative transparency of Turkish school principals. The study followed the case study approach using the single case study approach, whereby a random stratified sample of (56) individuals was chosen, including (42) teachers, and (14) administrators. The results of the study showed that administrative transparency is available to school administrators due to the requirements and standards of their appointment adopted in the Turkish school, and the results of the content analysis showed that the principals' commitment to financial and administrative instructions and their application in their professionalism increases their administrative transparency and makes them accept accountability in a spirit of integrity and cooperation.

Yoannou (2014) conducted a study aimed at detecting the practices that promote integrity in the humanities classes (English, History, and Philosophy) in Canadian High Schools of Ontario. The study followed a qualitative methodology by conducting interviews with (5) teachers with long experience in teaching human subjects for the secondary stage. The study showed that the student's academic integrity practices were moderate, due to the lack of integrity standards in the school administration.

Netsele (2014) conducted a study in South Africa that aimed to identify the degree of integrity and accountability in the city of Johannesburg government schools. The study followed a mixed methodology whereby the 1996 law related to schools was analyzed, and then interviews were conducted with (36) school principals, an administrator, a school council member, and an educational policy planner. The results of the study showed the availability of specific policies for managing financial affairs according to the 1996 law, that school principals enjoy integrity and are subject to accountability and inspections at specific times of the year, and that there is a need to develop an ethical charter for the integrity of school administrative and financial work.

Dossing, Mokeki & Weideman (2011) conducted a study in South Africa that aimed to identify the levels of transparency, accountability, and integrity in the basic education system. The

study followed a survey and qualitative methodology through an intentional sample of (45) managers and managers from Gauteng and Mabumlanga provinces and the northwestern province. They responded to a questionnaire consisting of (50) items distributed on transparency, accountability, and integrity. Furthermore, (10) educational leaders, teachers, and parents were interviewed in individual in-depth interviews. The results of the study showed a decline in transparency, integrity, and accountability in the whole education system, and that there is a need to develop a road map that clarifies the standards for each of them and how to practice and strengthen them in primary schools.

Al-Hamidi (2009) carried out a study aimed at identifying the degree to which school principals in Balqarn Governorate, in the Kingdom of Saudi Arabia, practice administrative values from the teachers' point of view. The researcher adopted the descriptive survey approach by building a questionnaire consisting of (56) items that dealt with Islamic administrative values such as justice, tolerance, and honesty. After conducting the procedures for validity and reliability, and the distribution of the questionnaire to (383) teachers, the results showed that school principals' practice of Islamic administrative values was high degree. And that there were no statistically significant differences in the responses of the study sample according to the scientific qualification variable, while statistically significant differences were found according to two variables: years of experience and training courses.

By reviewing the previous studies, we notice the following:

- Some previous studies attempt to show the impact of the servant leader and integrity on the performance of high school principals.
- Some previous studies sought to identify teachers' perceptions about their trust in their managers on the aspect of competence and integrity.
- Some studies have identified the values of integrity in the Holy Qur'an, and the role of the family in developing the values of integrity among children.
- Some studies focused on identifying the university's role in promoting integrity values through the functions of teaching, scientific research, and community service.
- Some studies dealt with revealing the practices that enhance integrity in the humanities classes (English language, history, and philosophy) in secondary schools.
- Some studies sought to identify the degree to which school principals in Balqarn Governorate, in the Kingdom of Saudi Arabia, practice Islamic administrative values from the teachers' point of view.
- The research methods varied in the previous studies, some of them utilized the descriptive method, where others relied on the qualitative study, and some of the deductive method.
- The current study is consistent with previous studies in addressing integrity among school principals.
- The current study differs from previous studies in addressing the role of school principals in promoting integrity, and it differs in the tool, location, and sample of the study.

### **The Study Problem**

School administration implies the huge efforts made by principals to achieve the required goals efficiently and effectively. However, their efforts are not limited to the administrative aspects only, but it extends to include the reinforcement and development of values among students, especially in this era which experiencing technological changes and developments which impacts the values of school students. There is no doubt that integrity is one of the greatest values that a person should acquire. Indeed, it includes various values such as honesty, honor, integrity, transparency, and other values that must be developed among students as they are the human resources who will contribute to leading the innovation in society. Accordingly, the problem of this

study is determined in identifying the role of school administration in developing integrity among secondary school students in Al-Ahsa city from their perspective, and the difference in their role according to a different variables.

### Study questions

1. What is the role of the school administration in promoting the integrity of high school students in Al-Ahsa from their point of view?
2. Are there statistically significant differences at the significance level (0.05) between the means of responses of the participants regarding the role of the school administration in enhancing integrity attributable to the two variables: the education system and specialization?

### Objectives of the Study

The current study sought to achieve the following objectives:

1. Identifying the role of the school administration in promoting integrity, the integrity of students, from their point of view.
2. Revealing of the statistically significant differences between the responses of the participants regarding the role of the school administration in enhancing the integrity of students attributable to the study variables.
3. Proposing recommendations considering the results of the study.

### The Significance of the Study

The significance of the study lies on:

- The importance of integrity and its role in protecting the individual and society from corruption and its forms.
- The lack of previous studies, according to the researcher's knowledge, especially the Arabic ones, addresses the role of school administration in promoting integrity among students.
- This study is considered as a contribution to the role of the Integrity Commission in the Kingdom of Saudi Arabia through conducting studies addressing integrity and its development among community members.
- What the results of this study can reveal the role of high school principals in promoting integrity among students.
- School principals benefit themselves by taking measures and steps that contribute to instilling and developing integrity among students.
- It benefits officials in the education administration by conducting training workshops for school principals on how to develop students' values and integrity.

### Terminology

- **School Administration:** It indicates every organized activity intended and aimed to achieve the educational goals pursued by the school "(Morsi, 2001). It is a process of planning, coordinating, and directing every educational activity that takes place within the school for the development and progress of education in it (Atwi, 2004).
- **Integrity:** As identified by the Arabic language dictionary "Lisan al-Arab" integrity is the distance from bad and the defects of morals (Ibn Manzur, 1993, p.548). Al-Jarjani yielded that integrity is: "Acquiring money without humiliation or injustice to others (Al-Jarjani, 1983, p. 240)." Al-Mazmoumi (2007) explains that integrity is a set of values that are described as honest, the most important of which are: sincerity, honesty, chastity, justice, piety.
- **The Role:** The researcher defines it as a set of tasks and responsibilities that the school principal performs towards enhancing the integrity of the students, and it is measured by the

total degree that the participants' score, after responding to the items on the questionnaire prepared by the researcher for this purpose.

- **Secondary Stage:** The stage of general education that lasts for three years, including the age group (15 - 18) years old (Saudi Ministry of Education, 2021).
- **Al-Ahsa City:** A Saudi city located in the eastern area of the Kingdom of Saudi Arabia between the cities of Riyadh and Dammam. It is listed on the "UNESCO" list, with natural springs surrounded by palm groves and green agricultural lands (Al-Ahsa News, 2021).

### The Limits of the Study

- **Spatial limits:** The study was applied in public and private secondary schools for boys in Al-Ahsa.
- **Time limits:** The study was applied in the first semester of the 2019/2020 scholastic year.
- **Human limits:** The study was applied to a sample of public and private high school students.

### Methods and Procedures

This section discusses the method and procedures followed by the researcher to achieve the goals of the study, as it included a description of the study population, its sample, its tool, methods of verifying the validity and reliability of this tool, the study variables, and the statistical treatment that was utilized to address the study questions.

#### Population

The study population consisted of all male students in secondary school in public and national schools in Al-Ahsa city in the first semester of the 2018/2019 academic year, and their number (2902) students, of whom (2030) were in public schools, and (872) in private schools. According to the statistics of the Department of Education in Al-Ahsa City in the first semester of the 2019/2020 scholastic year.

#### Sample

The researcher applied the study tool on (850) students from public and private schools in Al-Ahsa city, who were chosen randomly, and (807) students responded, and thus the final number of the sample as shown in Table (1).

Table (1) Distribution of the participants according to a variable: education system and specialization

Number	Variables	Category/Level	N	Percentage %
1	Educational system	Public	523	64.8
		Private	284	35.2
		Total	807	100.0
2	Specialization	Scientific	505	62.6
		Literary	302	37.4
		Total	807	100.0

### Study Tool

To achieve the goals of the study, the researcher prepared a questionnaire consisting in its initial form of (37) items regarding the role of school principals in promoting integrity among students. The study tool was built based on the theoretical framework and several previous studies that dealt with this topic. The five-point scale was utilized as follows (very high, high, moderate, low, very low).

### **Validity**

To confirm the validity of the study tool, it was presented to several arbitrators from the faculty members of the Open University in Al-Ahsa and King Faisal University. They were asked to read the items of the study tool, and to make their observations on it in terms of the degree of suitability of the items for what they were developed for, the extent of the suitability and accuracy of the linguistic wording, and for deleting inappropriate statements, and suggest any appropriate ones. After considering the arbitrators' suggestions, the questionnaire in its final form consisted of (31) items.

### **Reliability**

To check the reliability of the study tool, the test-retest method was verified after two weeks on a group outside the study sample consisting of (30) students, including (15) students from public schools, and (15) students from private schools. The Pearson Correlation Coefficient was calculated between their estimates of the two periods on the study tool, and it was (0.84). The internal consistency was also calculated using the Cronbach Alpha equation on the second application and it scored (0.87).

### **Study Variables**

The study included the following variables:

- Independent variables: The education system has two systems (public and private).
- Two specializations (scientific and literary).
- The dependent variable: the role of the school administration in enhancing integrity among secondary school students.

### **Statistical criterion:**

To interpret the responses of participants, the following statistical criterion was used:

1	1.00-1.80	Very low
2	1.80-2.60	Low
3	2.60-3.40	Moderate
4	3.40-4.20	High
5	4.20-50	Very high

### **Results**

Results of the first question: What is the role of the school administration in promoting the integrity of high school students in Al-Ahsa from their point of view?

To address this question; means and standard deviations of the estimates of the respondents were calculated on each item of the scale of the role of the school administration in promoting integrity and for it overall as illustrates in Table (2).

Table (2): Means and standard deviations of the estimates of respondents on each item of the scale arranged in descending order

	Item	Rank	Means	SD	Level
	Invites students to obey Allah only.	1	4.42	0.87	Very high
	Explain to students that honesty is the quality of the Messenger (ﷺ).	2	4.22	1.02	Very high
	Explain the importance of honesty and its impacts as stated in the Noble Qur'an and the Noble Prophet's Sunnah.	3	4.16	1.13	High
	Explains to students the truth about justice as stated in the Holy Quran and the Noble Sunnah.	4	4.06	1.05	High
	Explains to students that justice is the basis of the rise of the heavens and the earth.	5	4.05	1.15	High
	Explains to students the importance of honesty as stated in the Noble Qur'an and the Sunnah.	6	4.03	0.99	High
	Call students to turn a blind eye to taboos.	7	4.03	1.15	High
	Guide students to preserve community property.	8	4.03	0.99	High
	Explain to students that sincerity requires that the work be following what is stated in the Sharia.	9	4.00	0.87	High
	Urge students to fulfill the promise.	10	3.94	1.04	High
	Advises students to show etiquette.	11	3.94	1.15	High
	Explain to students that all legal rulings are based on justice.	12	3.94	1.13	High
	Explain to students that truthfulness is in saying and doing.	13	3.89	1.09	High
	Direct students to return the money that they find in the school	14	3.86	1.19	High
	Explain to students that sincerity is not a condition of workload.	15	3.84	0.98	High
	Advises students to embrace honesty.	16	3.83	1.22	High
	Provides students with images of justice as stated in the Noble Qur'an and the Sunnah.	17	3.80	1.14	High

	Explain to students the danger of lying to the individual and society.	18	3.72	1.28	High
	Direct students to respect the honest student.	19	3.70	1.28	High
	Explain to students the danger of showing off in this world and the hereafter.	20	3.69	1.23	High
	Explain to students the seriousness of corruption and unfairness on society.	21	3.69	1.28	High
	Explain to students that one of the causes of the perishing of some nations is unfairness.	22	3.67	1.32	High
	Provides students with examples of honesty as stated in the Prophet's biography.	23	3.64	1.34	High
	Provides students with examples of chastity as mentioned in the Holy Quran and the Sunnah.	24	3.61	1.19	High
	Direct students to chastity for other people's money.	25	3.53	1.10	High
	Enhance students remembering the reward of chastity constantly.	26	3.52	1.26	High
	Invites students to stay away from showing off at work.	27	3.45	1.31	High
	Explain to students the penalty for bribery.	28	3.31	1.45	mode rate
	Motivate the honest student financially and morally.	29	3.25	1.48	mode rate
	Invites students not to divulge secrets.	30	3.11	1.31	Mode rate
	Recall stories about honesty.	31	3.09	1.43	Mode rate
Total			3.78	0.74	High

Table (2) illustrates that the role of the school administration in enhancing integrity is high, with a mean of (3.78). Where items (1 and 12) "Invites students to obey Allah only." and "Explain to students that honesty is the quality of the Messenger (ﷺ)," rank in the first and second place with the means (4.42, 4.22) respectively, and to a very high level. The researcher believes that singling out God in worship and obedience is the basis for accepting deeds.

The intention, as the Messenger (ﷺ), indicated is the basis of righteous deeds, and it is the one that shows the act of hypocrisy. Therefore, the principals realize that promoting this aspect among students has a great role in their lives whether inside and outside the school, and honesty in

saying and doing the deed is inextricably linked to the intention and intent of worshipping Allah Almighty with actions. While the items (25, 16, 17, and 18) obtained the lowest means, ranging (3.09-3.31) with a moderate degree because these items address the subject of bribery, the call for non-disclosure of secrets, and telling stories about honesty to students. The result may be attributed to the fact that the principals believe that focusing on intent at work and honesty achieves among students not to divulge secrets, and not to bribe.

Results of the second question: Are there statistically significant differences at the significance level (0.05) between the means of responses of the participants regarding the role of the school administration in enhancing integrity attributable to the two variables: the education system and specialization? To answer this question; The means and standard deviations of the estimates of the participants were calculated according to the two variables (education system and specialization) as shown in Table (3).

Table (3): Means and standard deviations of the estimates of the respondents on the items of the overall scale according to the two variables (education system and specialization)

	Variables	Category/level	Means	SD
1	Education al system	Public	3.82	0.73
		Private	3.72	0.75
		Total	3.78	0.74
2	Specializa tion	Scientific	3.76	0.75
		Literary	3.82	0.72
		Total	3.78	0.74

Table (3) shows that there are significant differences between the means of the estimates of the respondents on the items of the overall scale of the school administration's role in promoting integrity, according to the two variables (education system and specialization). To determine the statistical significance of these significant differences, two-way ANOVA test was applied as indicated in Table (4).

Table (4): Two-way analysis of variance of the means of the respondents' estimates on the items of the scale according to (education system, specialization)

Table (4) shows that:

	Variables	SS	DF	MS	F- value	Sig
1	Educational system	1.629	1	1.629	2.995	0.0 84
2	Specialization	0.551	1	0.551	1.014	0.3 14
3	Error	437.293	804	0.544		
4	Adjusted total	439.632	806			

- There is no statistically significant difference at the level of statistical significance ( $\alpha = 0.05$ ) between the two means of the estimates of the participants attributed to the education system variable.
- There is no statistically significant difference at the level of statistical significance ( $\alpha = 0.05$ ) between the two means of the estimates of the participants attributable to the variable of specialization. This indicates the actual reality of secondary school principals in public and private schools, as no differences appeared in the responses to the variables of the education system and specialization. The results may be attributed to the fact that the principals apply the Kingdom of Saudi Arabia's approach to fighting corruption and building integrity for all individuals, especially in the educational field.

### **Recommendations**

Considering the results of the study, the researcher recommends the following:

- Inviting the principals of secondary schools in Al-Ahsa city to exert more efforts in promoting and developing integrity among students, and to discover the experiences of others in promoting integrity.
- Reminding high school principals of the importance of promoting students who practice values of integrity, such as honesty, confidentiality, and honesty.
- Conducting a study on the role of teachers in developing the values of integrity, such as honesty, justice, chastity, and loyalty among students.

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