

Participatory Leadership Communication and its Impact on Supporting Integrative Curricula

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Abstract:

The educational sector has undergone several reforms aimed at developing practices and improving performance; In response to changes in the external environment, which necessitated re-examination of routes and approaches. This is the result of the modern functional role of educational institutions; Its role is no longer limited to teaching knowledge; Its function is to prepare students who contribute to building their own knowledge; By engaging them in the educational process according to integrative curricula, the essence of which depends on enhancing the skills of dialogue, debate, creativity and cooperation, which positively contributes to rationalizing their actions and guiding them so as to ensure that they are empowered and able to adapt to their surroundings.

Hence; Educational institutions have endeavored to monitor the causes of their failure and their success, and this has been highlighted most importantly; The need to choose a participatory leadership pattern that contributes to an effective communication climate, invested in achieving performance efficiency, quality and excellence in educational achievement.

Participatory educational leadership seeks to foster communication between different actors, students, professors and administrators, and entails the establishment of humanitarian relations that promote interaction, cooperation, harmony and the attainment of common goals.

Therefore; This study is important by highlighting the role of participatory leadership communication in supporting the integration curriculum, by focusing on

the principle of collective action among members of the educational process, which is one of the most important foundations of the integration curriculum.

Keywords: communication; Integration curricula; Educational leadership; Participatory leadership.

Preface:

The Educational Realities Reader considers that some educational institutions face a number of complexities and obstacles that may limit the effectiveness of the educational curricula adopted by them. These include the numerous systems, regulations and instructions issued by the Ministry of Education; which cannot be overcome, another is due to the absence of proper educational decision-making infrastructure, which is detailed information and accurate data; This has made the process of communication and information exchange weak; Whether between educational institutions or within one institution. Others may revert to the Director's leadership in decision-making.

The Problems and Objectives of The Study:

The subject of the study relates to one of the central issues of concern to educational institutions; Leadership, which has a significant impact on human behaviour and activity as an active member. It also plays a prominent role in supporting Integrative Curricula and achieving their objectives. In this regard, the research note addresses the following problems:

To what extent does participatory leadership communication in supporting the implementation of Integrative Curricula?

Accordingly, the objectives of this study are set out in the following elements:

- Disclose the reality of educational leadership and the extent to which teachers and administrative staff are involved in choosing the integrative curricula they deem appropriate.
- To know the extent to which human relations between teachers and managers contribute to performance reform and motivate them to achieve the objectives of the integrative curricula.

- Highlight the impact of the means of communication used between the various levels of the educational institution's organizational hierarchy on the effective implementation of the integrative curricula.

The Importance of The Study:

This study is seen as an attempt to examine the subject of educational leadership, focusing on the role it plays in the operationalization of the integrative curricula process, by highlighting the importance of staff and teachers' participation in the participatory framework, which is an essential manifestation of governance in modern institutions, as it has an importance and a dynamic role to play in achieving the objectives of the integrative curricula.

Detailing all this by following:

1. Identifying the factual practices of the directors of educational institutions helps to diagnose the elements of strength and weakness in their leadership methods, enabling the educational leadership to adopt effective leadership methods that contribute to the achievement of integrative curricula.
2. This study contributes to raising awareness of the importance of staff members' participation with the directors of educational institutions in making administrative decisions, and thus their participation in solving their problems in general, in particular those linked to the achievement of the integrative curricula objectives.
3. Enhancing decision makers' perceptions of educational management in choosing the integrative curricula and methods of implementation it, by highlighting aspects of the leadership behaviour of the managers of educational institutions in dealing with teachers in the same way that evokes the characteristics of human relations and the impact of that.

Based on the foregoing; The research paper was divided into three main themes:

- Participatory educational leadership; Its scope and limits.
- Decision-making in the field of education and the importance of participation in it.
- Methods of participation in decision-making and their impact on the achievement of the integrative curricula objectives.

First: Participatory Educational Leadership; Its Scope and Limits:

Educational leadership is the fundamental pillar of the educational institution's progress, without which no effective change or real reform can be achieved.

In this regard, **some researchers** refer to three areas that concern themselves with the school management issue of its director; As Administrative Leader: (Ali Haider, p. 08) ⁱ :

- 1) The quality of the Director's conduct in performing his work in organizational construction.
- 2) The degree of interest in others' affairs, from teachers and students.
- 3) How to accomplish leadership functions.

All these areas are defined in two main dimensions: the functional and the human dimension. Leadership in school management is therefore regarded as a structured process of motivating and guiding workers' efforts, stimulating them, instilling a spirit of cooperation, loving participatory work and delegating powers; in order to achieve the Goals.

In this context, "**Al-Badri**" defines **educational leadership** as "the set of operational and technical leadership processes, conducted through collaborative collective humanitarian action, which constantly seeks to provide the right intellectual, psychological and material climate, which stimulates determination and stimulates the desire for active and organized individual and collective action, in order to overcome the difficulties and adapt existing problems, and to achieve the educational objectives of all and educational institutions ". (Tariq Al-Badri, 2001, p. 69) ⁱⁱ.

This is confirmed by "**Mutaoua**" in his definition of educational leadership as leading the workforce in the educational process, in an educational institution, guiding it towards educational objectives, improving social interaction among them, in an influential manner that achieves their cooperation and maximizes their performance, while maintaining the community's construction and cohesion. (Ibrahim Ismat, 2003, p. 74) ⁱⁱⁱ.

Through the preceding definitions, it is clear that the concept of educational leadership carries the same content and variables of leadership in general, but it focuses on the learner as a main axis, by improving the educational process and creating an atmosphere of cooperation and interaction among all members of the educational institution, this is what **the integrative curricula** seeks to achieve.

One of the objectives pursued to achieve by the integrative curricula; is the orientation of pedagogical institution managers to work within an integrated working group; It integrates actions and tasks to ensure efficient performance by improving communication channels and promoting human relations. It also helps teachers to improve and develop their skills in using modern and diverse teaching methods, which enable them to interact with students and support joint teamwork.

Second: Decision-making in the field of education and the importance of participation in it:

1. The concept and importance of decision-making in educational institutions:

Decision-making in the educational system encompasses several issues: it relates to policies and objectives, plans and strategies, and resources, as well as to educational workers and beneficiaries in the educational field. It affects all the inputs and outputs of the educational process. It constitutes the spirit of the

educational process at each stage. The educational decision takes place at various levels of the educational system, at both the Ministry and provincial and district levels and at the school level. "(Salam Abdul Hamid, 1985, p. 233) ^{iv}.

The concept of decision-making is from the point of view of modern educational theory; A process of cohesion and communication, which takes place in the context of school management with the participation of many stakeholders; They were highlighted by the director and teachers. Attention to the school's decisions has increased and has begun to be evaluated to see the nature of the practices that accompany them and the success and overcoming of the problems and the achievement of educational objectives. (Mosaied Alharon, 1985, p. 65) ^v.

Dalal Abdul Wahid also stated that decision-making was intended as the last step for selecting one of the alternatives raised, in relation to a particular educational issue, within the competence of school workers, whether it be from the head of the school alone or with the participation of teachers. (Dalal Abdul Wahid, 1996, p. 103) ^{vi}.

Aljouhari adds: "The educational decision-making process requires the provision of facts based on accurate information, data and statistics, this is because the decision-making process is based on collective decision-making, and the adequacy of the educational decision depends on his industry and not on his authority to make it. The essence of the attention will be to create the best way to make rational decisions rather than the authorities that have the right to decide "(Abdelhadi Aljouhari, 1982, pp. 94-95)" ^{vii}.

Attention to decision-making in the field of educational management has increased in contemporary studies, this is due to the vital and important role of educational institutions in society, with the centrality of decision-making in the effectiveness of these institutions. The importance of the educational institution's decision-making process stems from its role in operationalizing the educational and learning process, the core of which is the educated human being.

"Decision-making process is regarded as the most active activities of administrative leaders in various organizations, including education ... It is also considered to be the only activity that distinguishes the behaviour of the director and the educational leader from others, and the decision-making process is the test and exam of management, the ability of the Director to reach the right decision in a

situation, his skill in identifying alternatives and his skill in persuading others to accept the decision made, are key factors leading to director leadership success" (Ali Ayasra, Hisham Hijazin, 2006, p. 24) ^{viii}.

It is confirmed by the foregoing that, the process of making administrative decisions in educational institutions is no less important than in other organizations and institutions. It is the center of all other educational administrative processes and requires the skills and competencies of its users. It depends heavily on the extent to which all parties in the educational process participate in taking it. This will be detailed in the next component.

2. The Importance of participation in decision-making and its requirements:

Modern theories in the field of management in general and educational management in particular are directed towards the need to involve the members of the institution in the decision-making process. As "**Simon**" says, subordinates cannot be seen as mechanical tools; As individuals, they have wishes and motives, and are not deprived of all knowledge and ability to solve problems, they can, through their views and perspectives, contribute to solutions that the leader chooses, including the best alternative" (Nawaf Salem, 2007, p. 390) ^{ix}.

Participation at the level of educational institutions "Important decision-making does not require the involvement of staff in school organization only, but also to involve all those who relate to them or affect them outside the school system. This is because such decisions require mindful thinking, it also requires that others be convinced of its usefulness, and to the extent that the headteacher is interested in instilling a spirit of collaborative work, exchanging views with others, and identifying all suggestions and recommendations; His success in decision-making in these important respects depends, as does his success in persuading subordinates to implement it " (Ahmed Ibrahim, 1987, p. 252) ^x.

Whenever the task force is involved (teachers, administrative organ, students, parents...) whether as individuals or groups; In decision-making it was better able to understand its purpose, more enthusiastic about its implementation. Management leadership when introducing the principle of participation in decision-making; Take into account the time available, the low cost and confidentiality of the decision, and decide whether the decision will be individual or collective. There may be some

decisions in the Administration's view that the principle of participation should not be applied in the interest of the business and that there is no disadvantage to this. The interest must be valued and corrupted in the conduct of the appropriate form of decision-making. (Mustafa Salah, 2002, p. 166) ^{xi}.

However, prevalence and widespread attitudes and decisions are preferable to be participatory; It is decided that Participation in decision-making contributes to achieving mutual trust between leadership and employees; in the sense that it leads to a good human relationship, based on mutual respect and acceptance of different views and orientations; in the common interests. This does not mean that individuals' participation in decision-making is arbitrary process; Any individual is allowed to participate, but it is a conscious process that requires certain conditions, including those relating to workers, including those relevant to the Organization's environment, everything is studied according to what it is.

Some researchers have addressed several factors that depend on participation's success and effectiveness in decision-making; In particular, those resolutions on integrative curricula are outlined as follows: (Khalaf Al-Rawashda, 2007, p. 64) ^{xii}:

- 1) Save time to allow participation.
- 2) The expected benefits of participation outweigh the cost.
- 3) The topic in which workers will participate, and its relevance to their interests.
- 4) The extent to which subordinates have the appropriate capabilities to deal with the subject in all its aspects.
- 5) Individuals' ability to communicate.
- 6) The degree of security available to each participating party, and not feeling threatened or danger.
- 7) The degree to which the problem is the subject of the decision within the powers and responsibilities of the decision-making community.

It can therefore be said that, the success and effectiveness of decisions relating to integrative curricula depends on the extent to which the conditions, stages and requirements for taking them are respected and the understanding of the problem or attitude that requires to be taken; Therefore, decision makers must examine all dimensions of the process in the parts of its components, its dependencies and its implications, while identifying the limits of participation in it

to come up with correct decisions that support the application of **the integrative curricula** effectively.

Third: Methods of participation in decision-making and their impact on the achievement of the integrative curricula objectives:

The methods of participation in decision-making are varied depending on the nature of the situation, the size and nature of the individuals involved, each method having its own advantages and reasons, and the conditions for the use of ... We will identify in this element the most widely used methods in the field of education. **Fathi Abu Nasser** referred to a number of methods of participation in decision-making; We indicate them as follows: (Mohammed Fathi, 2008, pp. 379-382)^{xiii}:

1) Interview method between manager and employees:

This method takes multiple images: meeting the headteacher with a staff member, poses a problem for the school, takes his opinion on it and asks him to make certain suggestions about it.

2) Collective decisions method through meetings:

In this method, the headteacher invites school staff to a meeting where they discuss a particular problem and exchange views, suggestions and solutions; to reach a collective solution or decision.

3) Method of negotiated participation:

This method is done through negotiations between the school's principal and teachers' representatives at the school to determine the subjects in which teachers must participate with opinion and discussion, the limits and nature of such participation, and agree on the determinants of all this.

4) Method of participation through seminars:

This method is done by holding a seminar of all school staff, perhaps inviting education experts, or a faculty member of the university and research centers with scientific or field relevance to the problems addressed at the seminar. The purpose of the symposium is to exchange information and experiences, review and discuss problems, and try to find solutions to them. The workers present their problems and suggestions and discuss their perspective in an atmosphere of freedom of expression and objectivity, with experts and specialists who deliberate with them.

5) Method of submission of proposals: (Khalaf Al-Rawashda, 2007, p. 56)^{xiv}

In this method, workers are given the opportunity to express their views on the problem in question; According to one of the ways:

- **First: Proposals Fund:** A fund for proposals is placed in a prominent and visible place for workers, and the Department directs workers to place their views and suggestions in this fund.
- **Second: Direct Request:** For example, the Department requests workers to write their opinions and suggestions on a specific topic, and submit them to the Department collectively through direct heads, within a certain period of time.

These methods take different forms, including those also referred to by Ahmed Ghoneim: (Ahmed Ghoneim, 2002, p. 187) ^{xv}:

- I. **Councils:** The Councils shall be constituted by a decision of the Administration and shall be formalized through their position in the organizational structure, with special tasks ... The Councils shall normally be competent in matters of inclusiveness and universality, ... They may be entrusted with issues and problems in which they discuss, the outputs of which will assist management in decisions taken.
- II. **Committees:** Permanent and temporary committees are formed from individuals selected by the organization's management; to be responsible for studying, analysing and deciding to solve a particular problem, or making proposals for such a problem. The Commission's members are usually experienced and competent, and are entrusted with management, care and attention.
- III. **Conferences and seminars:** The organization of these gatherings aims to consult and exchange views between the director and subordinates to deliberate on a problem, make suggestions and solutions, and give an opportunity for subordinates to exchange views and information among them, often attended by specialists and experts who appoint the task force to trust in attitudes and decisions, and feel responsible by coming up with collective objective scientific opinions.

These are the methods of participation in decision-making, and those are their forms. The choice of one of the previous methods of adopting the integrative curricula -- type and style -- in the details of its determinants; depends on the nature of the decision and the position presented and its characteristics. **This diversity and multiplicity** of participatory methods are highly conscious and competent among those responsible for these educational institutions, which, like other institutions, seek to achieve quality and effectiveness for the outputs of the

educational process. One of the most important ingredients is to adopt a participatory pattern of decision-making in general, by contributing effectively to the right decision that serves the objectives of both the institution and individuals, because the participatory organization is based on logical and legal criteria and conditions that allow individuals to feel satisfied with the job, which is reflected in individuals' performance and feedback.

This requires managerial leadership capable of examining attitudes and problems and cooperating with all members of the institution's internal and external surroundings; In order to achieve the harmony and communication that allows them to progress and achieve the best results, this depends on the success of these integrative curricula, which require a harmonious environment in which competencies are complementary and all actors' efforts are concerted.

If the above is decided; We outline **the advantages of participation in decision-making on the integrative curricula in the following elements:** (Qasem al-Harbi, 2008, pp. 137-138) ^{xvi} :

- I. Engaging workers in decision-making, especially with regard to the integrative curricula, allows them to express their views and contribute to their proposals; This allows the organization's officials to identify the problems of the subordinates so that they can choose the appropriate curriculum and thus succeed in the leadership role of the head of the school.
- II. This helps to make the Organization's employees feel changed when improvements are made to work systems in the interest of the workers and the Organization.
- III. Participation in the organization's leadership leads to regular working hours and reduces the absenteeism rate.
- IV. Participation creates an appropriate climate and promotes the principal's leadership role at the lower levels and notifies him of its importance and effectiveness, thereby making it easier for him to discharge his responsibilities and functions perfectly.
- V. Lead to easy supervision of school staff and reduce the need for penalties and offences; Employees who take part in the school's leadership and make decisions about their business feel more responsible and motivated to carry it out, making it easier for the leadership to perform its work successfully.

Participation in decision-making thus contributes to the achievement of mutual trust between leadership and employees, that is, it leads to a good human relationship, based on mutual respect and acceptance of different

views and directions in order to serve the common interests pursued by integrative curricula.

Conclusion:

at the conclusion of this research paper; We summarize its main outputs in the following elements:

- The success and effectiveness of decisions relating to the integrative curricula depends on the extent to which the conditions, stages and requirements for taking them are respected. It also depends on the extent to which the problem is understood or the position that needs to be taken, so decision makers must examine all dimensions and interactions of the decision-making process and the limits of participation in it to make good decisions.
- Participation in decision-making contributes to the achievement of mutual trust between the educational leadership and various staff, as it leads to the establishment of a distinct and good human relationship between them, based on mutual respect and acceptance of different views and directions. This strengthens the good application of integrative curricula methods.
- Communication in the field of educational management is an important resource for the transfer and exchange of information and data necessary for the exercise of the Department's various functions and helps to change behaviour, thus demonstrating the close relationship between communication and decision-making in the educational system.
- The impact of management adopting participatory leadership communication is reflected in improving relationships among the members of the task force, encouraging subordinates to improve performance, which contributes to an appropriate working environment for the application of the integrative curricula.
- This also extends to the strengthening of the linkages between management and staff, and the extension of human relations to personal circumstances and events, which allow effective communication and exchange of experiences to be activated in a fortiori.
- This research paper demonstrates the importance of educational institutions' dependence on collective participation in decision-making. Because the wider the circle of staff members' participation in choosing the types and methods of integrative curricula, the more they seek to implement and adhere to them, which is because there is a correlation between how issues are discussed and how convinced decisions are taken. The more decisions are

taken in an atmosphere of consultative discussion, the higher the staff's conviction, which is more evident when it comes to integrative curricula.

- The success of the integrative curricula depends on the extent of the director's engagement with his staff in the development of the objectives of the enterprise. This allows for the unification of visions and objectives and the consolidation of relationships based on cooperation, respect and participation in the institution's promotion.
- The mandate is also an effective means of supporting the application of the integrative curricula. It seeks to save time and help managerial leaders perform strategic tasks related to planning, decision-making and full-time work of the most important matters. This also allows employees a certain area of freedom to give their ideas, thereby benefiting from them while serving the educational institution's objectives.
- The means of communication adopted within the educational institution to activate the application of integrative curricula contribute to the timely delivery of clear information to them. This emphasizes the importance of conscious choice of the means of communication in the recipient's access to and clarity of information in order to ensure the attainment of the desired goals.
- The success of the integrative curricula depends on effective communication between the members of the Foundation and its surroundings; Educational institutions must therefore rely on formal communication in their three directions; through written means; such as reports and advertising notes, as well as flexibility to deal informally and through personal contact with the Department, within a limited framework of human relations, within the public interest aimed at achieving the institution's objectives through its integrative curricula.

At the conclusion of the results, we would like to introduce a number of recommendations, such as topics that we propose should be the subject of future studies, the most important of which are:

- Conduct a study to reveal the relationship between the integrative curricula and staff members' sense of security and organizational performance.
- Conduct a study to learn the relationship between organizational culture and integrative curricula.
- Perform a study to detect regulatory constraints affecting the application of integrative curricula.

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