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KENT STATE UNIVERSITY
College of Education, Health and Human Services

DOCTORAL DISSERTATION DEFENSE
of
Fadiyah Alhumaid
For the degree of
Doctor of Philosophy
Educational Leadership K-12

SCHOOL ADMINISTRATORS' LEADERSHIP STYLES AND EFFECTIVE COMMUNICATION: TEACHERS' PERSPECTIVES

Jan 31, 2024
10:00 a.m.
Room 408A White Hall
Kent State University
Fadiyah Alhumaid
M.Ed., Educational Leadership
Concordia University, 2015
B.A., Islamic Sciences
King Faisal University, 2010

Fadiyah worked as a teacher at Alahsa KSA, teaching students of different levels from middle school to high school and tutoring underachieving students from the same institution. She is a 5-year veteran of kindergarten, middle, and high school. Also, Fadiyah worked as a student manager at Kent State University for two years and gained valuable experience working with international students. From this experience, she developed leadership, communication, and teaching skills. She has undertaken several internships within leading organizations and acquired several professional qualifications and several interpersonal skills.

Her passion for leadership has led her to participate in many international conferences, including the Clute International Business & Education Conferences, Maui, Hawaii, USA and the Ohio Family Engagement Leadership Summit, Ohio State University, USA, and the Clute International Education Conference (ICE). There are many other conferences such as Orlando, USA, etc.

Currently, Fadiyah is in the process of negotiating for an assistant professor position in Saudi Arabia. Fadiyah is seeking to participate in educational research in Saudi Arabia, particularly in the field of leadership. Her dissertation examines School Administrators' Leadership Styles and Effective Communication: Teachers' Perspectives, but she hopes to further explore within the context of education and leadership.

School Administrators' Leadership Styles and Effective Communication: Teachers' Perspectives

The study aimed to identify the relationship between school leadership styles and communication styles from the perspective of teachers in midwestern suburban county schools district in Ohio. The study used the descriptive analytical methods to achieve its goals. It employed two questionnaires, the first, which was designed to measure leadership styles, consisted of (31) items while the second was designated to measure the communication methods, and it consisted of (7) items. The study was applied on a voluntary sample (n = 59) of teachers. Using the appropriate statistical tools, the study reached a number of conclusions: (a) A democratic style dominated among school principals, followed by a dictatorial style, and finally laissez-faire style, (b) oral communication was more prevalent, followed by communication through symbols, movements, and expressions, and (c) Statistically significant correlations were found between leadership styles and communication methods, but there was no correlation between laissez-faire style and communication through symbols, movements, and expressions. (d) there were no statistically significant differences at the level of significance (α≤0.05) in all study variables: gender, academic qualification, and year of experience.