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**UNIVERSITY  
*of*  
GLASGOW**

**Omani School Head Teachers Views of Effectiveness of School Leadership of  
Secondary Schools in Oman**

**By  
Said Nasser Al-Farsi**

**A thesis submitted in fulfilment of the requirements for the degree of Doctor  
of Philosophy**

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2007**



***In The Name Of Allah, The Most Merciful, The Most Passionate***



*To*  
*My Parents*  
*My Beloved Wife and Children*



## Abstract

This study was set up to gather views of all secondary head teachers in Oman on what makes effective leadership in schools in Oman. One of the purposes of this study will be to draw on the findings in relation to these research questions and consider what developments would support participatory school leadership in secondary schools? The aims of the study were to:

1. Examine how school leaders define effective school leadership.
2. Identify the range of strategies school leaders employed in the management of their school.

These aims would then allow a consideration the implications of the results for the professional development of school leaders in secondary schools in Oman.

Two questions were set at the outset of this study:

1. What are head teachers' views of effective school leadership in the secondary schools?
2. What are some of the strategies head teachers use to lead their schools?

To answer these research questions two methods were used. A survey was carried out using a questionnaire completed by all head teachers of secondary schools in Oman. This questionnaire identified a number of items within seven fields and asked head teachers to indicate their level of agreement with these items. These items were drawn from a reading of the literature to identify the features of participatory school leadership. The questionnaire had 40 items divided into seven fields with between 4 and 7 items in each field. This first stage was followed by a smaller group of head teachers being interviewed with the sample being composed of one male and one female head teacher from every district in Oman. The interview followed from the questionnaire asking the head teachers what they understood in relation to each of the seven fields and an outline of their practice in this area.

The study investigated the profile of current secondary head teachers in Oman in terms of qualification, job experience, teaching experience and gender. Summary data for each of these aspects has been gathered. Also gender was examined in relation to the factors of qualification, length of experience as a teacher and as a manager. The study explored the



views of all secondary head teachers in Oman about a participatory model of school leadership and found that there was a consistently high level of agreement with each of the items in the seven fields. The responses of head teachers were also examined for the presence of any statistically significant correlation between the views of the head teachers and each of the following variables: the head teachers' gender, qualifications, length of experience as a head teacher and length of teaching experience. The interviews provided further confirmation of agreement in relation to this model of participatory school leadership and some insights into practice. It is concluded that the features of participatory school leadership tested with secondary head teachers in Oman in this study could be used as the basis for a framework for the professional development of head teachers in Oman and could be used as the basis for studies with other educational leaders.



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**Chapter Seven**



# CHAPTER ONE

## INTRODUCTION

### 1.1 Introduction

In recent years scholars and political leaders have expressed a high level of interest in the contribution of education to social change and development. If this development is to be achieved the school system and individual schools need to be effective. The fundamental importance of the head teachers as the critical element in a school's success has, as Richardson (2000) argues, been repeatedly emphasized, even if somewhat uncritically, in the theoretical and research literature. Further the concept of leadership within any organisation has been a topic of continuing interest to researchers for more than half a century. Consequently there are many theories and studies of effective leadership that are focused upon the ways or the extent to which it may improve organizations (Thomas 1988, Day and Lord, 2001). It tends to be argued that outstanding leadership is a key characteristic of outstanding schools and many, among them the policy makers of many educational systems, have little doubt that those seeking quality in education must ensure that the development of potential leaders must be given high priority (Beare, 1997).

Findings from what is now an international body of research called effective schools research claim that the head teacher's school leadership is the heart and soul of an effective school (Pashiaridis, 1993). Lipham et al. (1985) also maintain that the quality of the head teacher's school leadership is crucial to the success of any school. Other studies have pointed out that the effectiveness of head teacher's school leadership is related to the creation of an environment that can either enhance or inhibit teacher's efforts to complete their tasks, (Pines and Aronson, 1988).

There are clearly some elements of fad and fashion and of cultural prescription here. There are education systems where the role of head teacher in terms of participatory school leadership is absent from certain types of schools or defined in low-key or minimal ways which do not seem to be to the detriment of student performance. However, it is certainly the case in most systems, including Britain, that headship is referred to as a central figure in public policy. One of the recurring themes of the British



press almost in a context where failing schools are blamed and shamed and there is the parachuting in of the new, charismatic leader capable of the transformation of colleague and student performance.

The open-minded critic might say that this was the product of the state bureaucratic system's need to identify a single, accountable figure as the focus of its organizational control. School administration priorities are inevitably recycled versions of outdated management genres from the world of production, (Fitz, 1999) and tend not be subjected to the tests of fitness that they undergo in the market context of their origin. We enter this study in which we will be exploring the views of school leaders in Oman secondary school, therefore, with some caution in relation to the concept of participatory school leadership.

In the Sultanate of Oman, the school head teacher's is constructed as a dominant figure at the meso-level of a highly bureaucratic system. In this thesis the significance of the head teacher's role is accepted and the focus of the study is on the views of the head teachers about a specific model of school leadership that is participatory leadership. In a range of studies such as Stoll and Fink (1996) and Mac Gilchrist et al. (1999) the development of a participatory approach to school leadership has been an important factor in promoting a school's effectiveness. Nevertheless there is an awareness that there are a range of other factors that will influence the effectiveness of the school

## 1.2 Context and rationale of the study

Before 1970 there were just 3 primary schools with just 909 students and 30 teachers in Oman, at that time formal education was limited to a small number of citizen in certain geographic areas. In 1970 when His Majesty Sultan Qaboos came to power, education was given a priority as one of the main factors to enhance the development of the country. Rapid quantitative and qualitative changes were carried through in the education field. There have been dramatic increases in number of schools, students, and teachers in order to make education available for every citizen. With all these increases, there was a high demand for new teachers.



At the beginning the majority of teachers were from other Arab countries such as Jordan, Sudan and Egypt. The government also started its own teachers and head teachers training programmes to prepare Omani qualified head teachers. For the educational system in any country to develop, its government must have thought out what we shall call the educational policy, that is a coherent set of decisions for laws, regulation and spending of budget. This is especially needful in a country starting from a low base. The educational policy should be clearly stated for the benefit of those who are going to implement the system. It should regulate the education process and practices and provide rules to guide the people involved in the educational system.

Therefore, a clear policy for administration, curriculum development, assessment procedures, methods of teaching and learning as a medium of instruction has to be established. The number of schools has grown from 3 before 1970 to 1019 in 2003 with total of 578003 students of which girls comprise approximately half and 30383 teachers (Ministry of Education, 2003)

It was because of these issues of rapid expansion of the Omani school system since 1970, there is a need now to look at the effectiveness of schools, so the Ministry of Education-began to design management development programme for head teachers in schools specifically looking to support the provision of good quality management development opportunities, to provide initial training for head teachers in schools which would ensure they had covered all the major areas required, and to link courses to practice so as to have a more positive influence on management on schools.

Considering the importance of school leadership in ensuring effectiveness, this is about head teachers being able to have a vision of the future which would help to plan and implement these plans. Building relations with others and especially those who are supervised by the head teacher are important. Head teachers also need to be able to manage their own work and lead subordinates. Therefore school leaders in order to be capable of leading their schools, should seek to modernise and update their techniques of school leadership performance.

As AlHinai, and Rutherford, (2002) argue the traditional Omani school leadership model in many ways reflects the social and cultural traditions of the country distinct



educational and leadership concepts, values, beliefs and concepts. Alshura is a traditional leadership style which can be practised in the society as well as in the schools of Oman. However, the leader following the principles of Alshura should be knowledgeable in understanding its characteristics as well as its boundaries. However there are significant changes in the Omani education system. This is a good point for Omani school leaders including head teachers to think of combining the school leadership concepts of the Alshura with modern concepts such as transactional and the transformational school leadership models.

An important aspect in this development is the leading of staff. Moving from these more traditional approach there is a need to develop more participatory models of school leadership, to create new approaches to support school management and enable school head teachers to become effective leaders. Regarding to this point we find only limited study of school leadership within the primary sector by Alhinai, (2000). I believe there is a need to focus on the secondary sector to gather then views of school leaders in relation to a participative and consultative model of school leadership to consider the implications of the findings for the programmes to support the development of those in school leadership roles and those aspiring to such roles.

### 1.3 Statement of the problem

There are a range of factors that relate to the effectiveness of a school but the role of the head teacher is a central aspect. A participatory approach to school leadership is seen as vital. Effective leaders are constantly managing tensions and problems directly related to the particular circumstances and context of the school. The effective leaders are above all people-centred (Harris, 2002). Head teachers practise leadership by a set of personal and professional values. Effective leaders also distribute leadership to others and invest in various forms of teacher leadership, and effective leaders are able to combine a moral purpose with a willingness to be collaborative and to promote collaboration amongst colleagues. However, there is not a simple set of skills and attributes. We have to recognise the contextual basis of leadership. Harris (2002) argues that effective leadership in schools facing a challenging context have to take into account the particular circumstances.



In any era of increasing competition for scarce resources maximizing both head teachers effective school leadership, and commitment to the school in ways that truly stand up to empirical scrutiny, ought to be critical issues in educational administration. This has significant implications for the professional development of head teachers.

This study has four parts:

1. The study investigates the profile of current secondary head teachers in Oman. in terms of

- qualification,
- job experience,
- teaching experience,
- gender.

2. The study explores the views of all secondary head teachers in Oman about a participatory model of school leadership. As was argued previously, the relationship between the role of head teacher who uses a participatory approach to school leadership and the effectiveness of the school is something that informs policy in this area. In Oman, against a background of rapid change the development of school leaders is of critical importance. A key task is to create and provide development opportunities to enable head teachers to develop an understanding and skill in participatory management. An important issue is that of the views of current head teachers themselves in relation to a participatory model of school leadership: what do they see as significant in terms of their skills, strategies and personal qualities.

3. The responses of headteachers are also examined for the presence of any statistically significant correlation between the views of the head teachers and each of the following variables: the head teachers' gender, qualifications, length of experience as a head teacher and length of teaching experience. Data for the first two aspects was collected through a questionnaire and interviews.

4. The research also gathers some preliminary evidence of examples of participatory approaches to leadership. In interviews with a sample of head teachers respondents were asked to provide examples of specific strategies that they used in their practice.



We have remained keenly aware also that our focus is limited, that we are only beginning a process of investigating the leadership of head teachers' in schools by looking at the views of head teachers and, in the interviews sample, their reports of the practices they use in school. It is recognised that this study is focusing on the views of head teachers and their reports of their practice rather than on examining in detail their practice.

#### 1.4 The significance of the present study

This study is important for many reasons. It is making a contribution to the very limited existing research on the relationship between head teachers of Secondary schools and effective school leadership in the Arab world. This is the first to examine the issue of leadership in the secondary sector in Oman. The findings of the study will be of use to the Ministry of Education and establishments of Higher Education in the Sultanate of Oman in developing and implementing new or improved preparation programmes for school head teachers and other administrators. This study seeks to have a critical and developmental stance towards the nature and focus of school leadership in promoting effective practice of head teachers.

All secondary school head teachers – male and female - in the public sector in Oman have been surveyed in this study. The actual practices of head teachers in their leadership of their schools are generally only poorly known to officials supervising the educational field since administrative inspectors visit schools only three times during the academic year. The daily work and implementation of educational policy in which we should be interested cannot be accurately assessed under conditions of such limited contact. They need their inspectors or evaluators to be more closely linked to ongoing life and educational processes in schools. However, more than this it is important to understand how head teachers in Oman view their role and the tasks, skills and qualities they see as important in developing a participatory model of school leadership.

Shedding light on the current situation of school leadership by looking specifically at the views of head teachers and their reports of the range of strategies they use should undoubtedly contribute to a clearer and better picture of the situation, vital for the Ministry of Education currently embarking on its Education Vision –2020– in which school administration represents a major aspect. This research might, additionally, also



potentially encourage some head teachers to focus on the level of their teachers' jobs and seek insight into teachers' perceptions of the effectiveness of their leadership of their schools.

The major contribution of the investigation of this study, it was hoped, would lie in its pedagogical implications. The researcher hopes that this study will direct the orientation of policy makers at the Ministry of Education towards supporting and encouraging the use of new methods of effective school leadership as well as strengthening successful areas. This might result in the creation of a new strategy for the preparation of designated courses for pre-service and in-service Omani Secondary school head teachers.

### 1.5 The purpose of the study

The aim of this study was to gather views on what makes effective leadership in schools in Oman, basically by examining how school leaders define effective school leadership. It sets out to ask whether there are any differences among school leaders in terms of their views on a model of participatory school leadership. There are two secondary questions: (1) are there any differences in what they regard as the important characteristics school leadership (2) do the differences in views correlate to differences in terms of qualification, job experience and teaching experience as well as gender.

All secondary head teachers in the public system in Oman have been surveyed. Rosier (1988) suggested two main categories into which the purposes of surveys fall: first, to obtain descriptive information about the target population and second, to examine relationships between various variables and explain existing differences. As a descriptive survey this research meets both purposes. Gay (1999) defined descriptive research as involving data gathering that helps testing hypotheses or answering questions related to the current status of the subject of the research. Correlation research gathers data to determine whether and to what extent a relationship exists between two or more variables.

This research aimed to obtain descriptive information about the views of the head teachers in the public schools of the Sultanate of Oman. Furthermore, it aimed to



determine whether and to what degree relationships exist between head teachers' views of participatory school leadership and the range of factors listed previously.

## 1.6 Research Design

Considering the aims of the research, it was appropriate to use both qualitative and quantitative methods to investigate the first question regarding the views of head teachers in relation to a model of participatory school. The remaining questions regarding the impact of factors such as gender, qualification, teaching and job experience were investigated using quantitative measures because statistical tests are the appropriate tools to measure correlation between variables.

Using more than one method in data collection and analysis is called triangulation. In this study questionnaire data from head teachers was juxtaposed with interview material from a subset of the sample. It is believed that triangulation helps to neutralise bias in particular data sources and methods, as well as among investigators, Jick (1979), suggests that each method may be considered as a different way of investigating the same research problem. Bryman (1988) claimed that research conclusions are better supported if two methods provide mutual confirmation.

In educational research there has been a growing interest in using both qualitative and quantitative methods of collecting data to facilitate understanding the phenomenon under study (Cohen and Manion, 1994). Warwick (1993) pointed out that using various data collection techniques, both qualitative and quantitative, helps in obtaining data that cannot be gathered by a single technique. He also argued that integrating various methods in collecting data improves accuracy in measuring a single phenomenon and makes findings more easily generalised. He further claimed that integrating various methods is more important in Third World countries, where people are not used to expressing their opinions frankly, in improving data accuracy.



## 1.7 Research Questions

The aims of this study are

1. To examine how school leaders define effective school leadership
2. To identify the range of strategies school leaders employed in the management of their school

From these aims there are two research questions:

1. What are the views of head teachers in relation to a model of participatory school leadership in the secondary schools?
2. What are some of the strategies head teachers use to lead their schools?

On the basis of the findings in relation to this question the implications for the development of head teachers to support the use of participatory approaches to school leadership in secondary schools.

## 1.8 Definition of Terms

Several key terms are used throughout the following chapters and they need to be defined, along with the terms that are mentioned in the title of the study. For the purpose of this present study, the following definitions were used:

**Leadership:** A relationship influence among leaders and followers who intend real changes that reflect their mutual purposes (Rost, 1991: 102).

Leadership is a very broad term and more recently there have been attempts in education to define it further. Two examples are:

**Facilitative leadership:** the behaviours that enhance the collective ability of a school to adapt solve problems and improve performance (Conley and Goldman, 1994:4)

**Instructional leadership:** Incorporates defining the school's instructional mission, managing curriculum and instruction, promoting a positive learning climate, observing and improving instruction and assessing the instructional programme (Smith and Piele, 1997: 258).



However, within this thesis the focus is on participatory form of leadership.

**Participatory leadership:**

Effective leaders use a participatory model, managing at the group level as well as individually, using team meeting to share ideas and involve the team in group decisions and problem-solving. By their actions, such leader's model good team oriented behaviour. The role of the leader is more facilitative than directive, guiding the conversation and helping to resolve differences, the leader is responsible for results and is not absolved of responsibility they may make final decisions that take recommendations from the team into the account. The effect of participative leadership is to build a cohesive team which works together rather than a set of individuals (Likert, 1967). An important aspect of participatory leadership is the idea of culture. The basic assumptions and beliefs that are shared by organisation members which operate unconsciously, and define the essence of the group. These assumptions and beliefs are learned responses to external and internal problems that have worked consistently for the members of the group and that are taught to new members as the correct way to perceive, think about and feel in relation to those problems (adapted from Schein, (1985)

**Head teacher:** A school's chief administrator certified in administration and supervision and responsible for the overall operation of a school.

**School:** A school is socially organized group of individuals with a shared set of values, purposes and meanings based on relationships and interdependencies that create bonds that unite its members (Sergiovanni, 1994)

**20:20 Vision:** A comprehensive 25-year plan (1995-2020) for the economic and development of Oman.

## **1.9 Organisation of the study**

This thesis is organised into seven chapters. After this short introduction, with its associated elements, chapter two aims to put this study in its context. It provides detailed information about the general education system in Oman and then discusses the development and other aspects of the educational system to highlight the severe



circumstances in which it was developed. A background of the historical, social and cultural development of Oman against which the reform of education has been ongoing since 1970 is given.

Theories and models of educational leadership are discussed in chapter three, which includes definitions of terms, differences between management and leadership, and theories and models of school leadership. What follows is a historical survey of the development of central ideas about leadership in education, where ideas such as 'educative' leadership and 'instructional' leadership have become important. Further those issues of gender and culture are discussed. A case study of the development of school in Scotland is also considered.

Chapter four examines the methodology used for this research. It first considers some of the methodological issues that had to be addressed and then it outlines and justifies the research design adopted in this study including the sampling strategy and choice of instrumentation. It explains how the plan was translated into action and describes the steps taken by the researcher to develop an instrument that was appropriate for its intended purposes.

The main focus of chapter five is on the presentation of the results from the questionnaire. The purpose of this chapter is to examine firstly, the profile of secondary head teachers in Oman and secondly, to explore the views about participatory school leadership held by head teachers. Further, what we are seeking to explore is whether the factors of qualification, gender, length of management experience, and length of teaching experience are significant in shaping their opinions and understanding. The presentation of the interviews will be in chapter six. And the last chapter presents the conclusions and recommendations for the future of development of school leadership in Oman

Accordingly, this takes us to the second chapter, on the development of the educational system in Oman.



## CHAPTER TWO

### THE DEVELOPMENT OF THE EDUCATIONAL SYSTEM IN OMAN

#### 2.1 Introduction

In the previous chapter the case for this study was set out. It is vital to discuss the current educational system and its development. This chapter briefly outlines some background information about the Sultanate of Oman, and then discusses the development and current structure the educational system to highlight the particular circumstances in which the current system was developed. A background of the historical, social and cultural development of Oman is given, against which the reform of education has been ongoing since 1970.

Further, this chapter will outline some of the main changes in the educational system which are having a significant impact on the role of the school leader. In addition to discussing the situation and the circumstances in which the development of the Omani educational system took place, the following subsections will briefly explore the history as well as geographical features of Oman. These are important aspects, because the history and geographical features of Oman have a bearing on the ongoing development of the educational system, the expectations placed on school and the role of the head teachers.

#### 2.2 History

Oman has a long history. Although we know little about the first fishermen and hunter-gathers, it is clear from recent archaeological discoveries and research that an early form of civilisation existed at least 5000 years ago. Sumerian tablets refer to a country known as 'Magan' for its copper mines, which is almost certainly a reference to Oman's early mining industry and regional trade. 'Mazoun', another early name for Oman, is thought to refer to the abundance of water, which made it possible to establish the first farming communities. According to the Ministry of Information, (2001) the name 'Oman' is said to come from the fact that a number of Arab tribes migrated from Yemen to the country called Uman. The Omanis were among the first to embrace Islam in 630 AD when the prophet Mohammed sent his envoy. By the early 16th century, the powerful Portuguese trading empire sought to extend its influence and to reduce Oman's control over the thriving Arabian Sea and Indian



Ocean trade routes in 1774, the Omani tribes elected Ahmed bin Said as new Imam. He expelled the Persian invaders and restored national unity, reviving Oman's fortunes by building a strong naval and merchant fleet. No country has successfully invaded Oman since the sixteenth century, and in the nineteenth century Oman was an imperial power in its own right (Ministry of Information, 2002). In this period there was no educational system in Oman except Quranic schools. Education was associated with religion rather than economics. Although Oman may have achieved its independence there was little development in the country and the educational provision remained limited. However, world events at the beginning of the twentieth century saw the country enter a period of decline and isolation.

Therefore the country of Oman faced a serious situation. The country had a long history but how was it to position itself within the contemporary world. When Sultan Qaboos came to power in 1970, the country was poor and backward, there was no infrastructure. Oman was lacking roads, schools and medical care. Many of Oman's most educated and wealthy citizens had left the country to seek opportunities abroad. Sultan Qaboos challenge was to encourage the Omanis to return home to help to turn the Sultanate into a modern, competitive state (Ministry of Information, 2001). With many of the essential foundations of the political and economic infrastructure successfully laid during the 1970s, the first five year development plan began in 1976 with emphasis on infrastructural expansion: steady advances for building, healthcare, schools and other services. The 1980s were also notable for growing Omani confidence in conducting foreign affairs.

As Peterson (2004) argues Oman's investment in education also began paying dividends. There were increases in school students; and, from a handful of Ph Ds in the mid 1980s the number of returning doctorate-holders mushroomed in the following decade. Not only did this allow many university faculty positions to be given to Omanis, the quality of senior-level positions was upgraded through the government. These accomplishments in socioeconomic development were accompanied by a series of measures introducing political participation and then constitutional reforms.



In developing the education system in Oman there are a number of considerations. Firstly an acknowledgement of Oman's long cultural history and the desire of the population for social stability side by side with its strong Islamic history. However progress in a technology based world is compatible with the long tradition within Islamic history of an interest in and scholarship in relation to science. Thus currently Oman is facing challenges in finding solutions for the development and enhancement educational practice, which is difficult in the light of modernisation and world technology, without losing sight of the traditions, culture and social aspirations of the Omani people. Within this process of change in education the role of school leaders is pivotal but further these changes will change the nature of that school leadership.

## 2.3 Geography

In addition to the impact of the history of Oman on the development of education, there are also issues related to its geography. Its diverse geography has a significant impact on the provision of education and is an aspect that needs to be taken into account when we look at the role of school leaders.

Oman is the third largest country in Arabia, with a total land area of 309,500 sq. km., sharing borders with Yemen, Saudi Arabia and the United Arab Emirates. It lies on the Tropic of Cancer. As a meeting place between the Indian Ocean, East Africa and the Arabian Gulf, Oman's location has always been strategically important. According to the Ministry of National Economics (2004), the census in 2004 gave the population of Oman as 2,331,391. Oman overlooks the Arabian Gulf, the Gulf of Oman, and the Arabian Sea. Historically it dominated regional commodity trading.

Today it has modernised its ports to adapt to the way that containerised shipping is transforming the transport of consumer goods and commodities around the world. Lying on the south-east corner of the Arabian Peninsula, Oman has a 1,700km coastline extended from the narrow Strait of Hormuz that separates Arabia from Iran in the north, to the southern border with the Republic of Yemen. It also has a number of islands scattered around its shores. The most important of these are Masirah and those of Kuria Muria. Oman



has a variety of topographical features including plains, mountains and deserts. The coastal plain represents about 3% of the total land area; mountain ranges occupy about 15%. The remaining area is mainly sand and gravel desert and this includes part of the Empty Quarter (Ministry of Information, 2002).

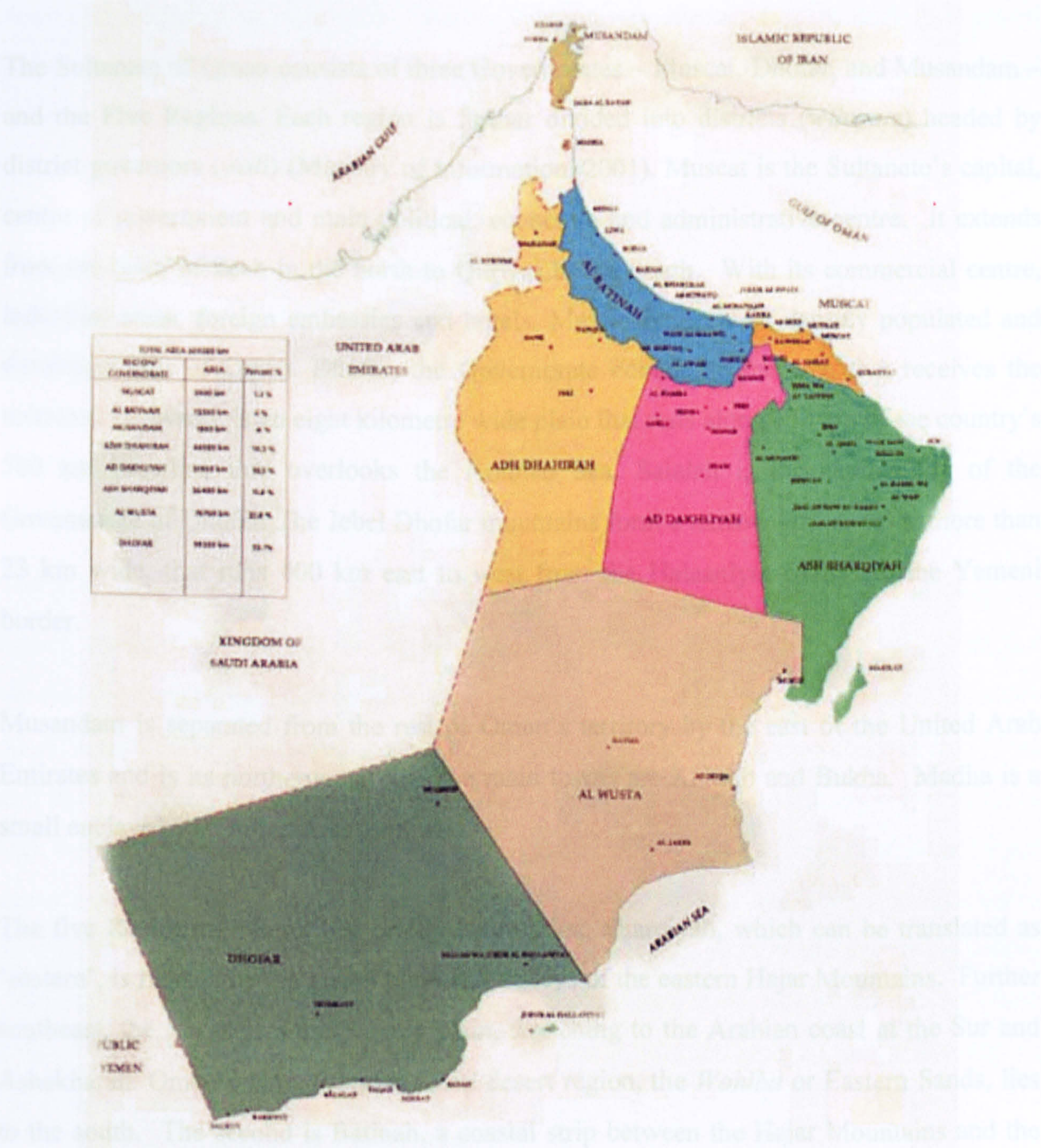


Figure 2.1 Map of Oman

SULATANATE OF OMAN

The country’s climate is varied, with humid coastal areas and a hot, dry desert interior. Its highest mountains are just over 3,000 metres, and here there is a moderate climate all year



round although the rainfall is light and irregular. The southern Dhofar province catches the Indian Ocean monsoon (*khareef*) rain which falls between May and September. The monsoon season turns Dhofar into a lush, green paradise that draws thousands of Arab tourists to Oman fleeing Arabia's stifling summer heat every year.

The Sultanate of Oman consists of three Governorates – Muscat, Dhofar, and Musandam – and the Five Regions. Each region is further divided into districts (*wilayats*) headed by district governors (*wali*) (Ministry of Information, 2001). Muscat is the Sultanate's capital, centre of government and main political, economic and administrative centre. It extends from the town of Seeb in the north to Quriyat in the South. With its commercial centre, industrial areas, foreign embassies and hotels. Muscat is the most densely populated and developed part of Oman. Dhofar, the Governorate containing the area that receives the monsoon rainwater, is an eight kilometre wide plain that runs along 130 km of the country's 560 km coastline that overlooks the Arabian Sea. Salalah is the capital city of the Governorate of Dhofar. The Jebel Dhofar mountains form a narrow girdle, never more than 23 km wide, that runs 400 km east to west from the Halaaniyat islands to the Yemeni border.

Musandam is separated from the rest of Oman's territory by the east of the United Arab Emirates and is its northernmost tip. The main towns are Khasab and Bukha. Madha is a small enclave near United Arab Emirates.

The five Regions are described briefly here. First, Sharqiyah, which can be translated as 'eastern', is flanked by the gravel plain and valleys of the eastern Hajar Mountains. Further southeast, the Jaalan is a vast, sandy plain, stretching to the Arabian coast at the Sur and Ashakharah. Oman's famous and isolated desert region, the *Wahiba* or Eastern Sands, lies to the south. The second is Batinah, a coastal strip between the Hajar Mountains and the Gulf of Oman. The Batinah plain was traditionally a fishing and farming region. Today, it is one of the Sultanate's most industrialised, urbanised and highly populated areas. Sohar, the first Omani city to embrace Islam and mentioned in folklore as the departure point for Sinbad the sailor, is being redeveloped as an industrial city and port. The third region, Dhahirah, is translated as 'the back'. It lies behind the Western Hajar mountain range that



divides the interior from the Batinah coast. The north western city Al Buraimi lies across the Saudi border from Al Ain in Abu Dhabi. (Ministry of Information, 2002) The fourth Region, Dakhiliya, is a mountainous region that links Muscat and the coastal plain with the Omani interior. The towns of Nizwa and Bahla are popular tourist attractions, famous for their Islamic fortresses and wall. Finally, Wusta is the central Region, mainly a gravel desert that runs from the coast to the interior, where most of the Omani oil, gas, and mineral reserves are to be found.

This overview of Oman's geography indicates the range of geographical variations that influence the lifestyle of the local population and the economy of these local regions, as well as expectations about education and its local provision. Notwithstanding these variations there is a high demand nationally for education, particularly for entry into the professions, into science and technology

## 2.4 Background of the Educational System

The richness of the cultural heritage of Oman shows undoubtedly that Oman has throughout history known some kind of traditional educational systems like other Gulf States. Before the development of the modern education system, *Kuttab* education was the norm in Oman. As Al-Busaidi, (1988) reports, in *Kuttab* schools both boys and girls were taught the Quran and basic reading and writing skills (quoted in Al-Naibi, 2002). Al- Hammami (1999) notes that these *Kuttab*s or Quranic schools were located in mosques, private houses and even under trees. Further, this kind of traditional educational system was largely in relation to religion and was neither compulsory nor funded by the state. In 1970 there were only three elementary schools with a total enrolment of 909 pupils (all male) and 30 Teachers. These schools were located the three regions of Muscat, Matrah and Salalah (Ministry of Information, 2001).

The history, then of the modern educational system in Oman is not a long one. The starting point was only in 1970, when Sultan Qaboos came to power. At that time there was a significant change in policy towards social and economic development. As part of the process of ensuring social process and economic prosperity, education became one of the top priorities for the government of Oman. Therefore, since 1970 there has been the



ongoing task of ensuring the provision of education across all geographical regions of Oman (Al-Belushi and Al-Kitani, 1997). This has meant development across all sectors: primary, secondary and higher education, across the country. As a result of these efforts, the number of state schools in Oman has been dramatically increasing; Table 2.1 shows the comparative numbers of schools, students and teachers.

Table 2.1 comparative numbers of schools, students and teachers

Schools year	Schools	Students	Teachers
1969/1970	3	909	30
1971/1975	207	55752	1980
1976/1980	373	106032	5150
1981/1985	588	218914	9793
1986/1990	779	355986	15121
1991/1995	953	488797	22292
1996/2000	993	554845	26416
2001/2003	1019	578003	30383

Source: Ministry of Education, Educational Statistical Year Book, 2003

This table is worthy of comment, particularly the dramatic rise in the number of schools, pupils and teachers. A critical question is what changes has this increase brought about in relation to the role of head teachers? One of the responsibilities of the Ministry of Education to prepare head teachers through qualifications to meet this increase in the numbers of students and teachers as well as of schools. There is also the question of what expectations are now placed on head teachers in the development of educational improvement in Oman, particularly as the national system has expanded and there is the distribution of schools in the regions across the country.



## 2.5 Philosophy of Education

The philosophy of education in Oman is based upon the principles of *Sharia*, the Islamic law, modernised in line with the world of technology. Razik (1988) argues that since the reforms of 1970, education in Oman has adopted a clear philosophy which incorporates a well-defined strategy to enhance development but which also has as a general principle the retention of the culture and the heritage of the country without losing sight of the need to modernise. Al-Hammami (1999) claims that education has a responsibility to prepare citizens to exploit their country's resources and to participate in its economic development. The education system should in particular provide the country with the technical and professional skills it requires to ensure economic development.

Part of the task of the Omani education system is social and cultural as well economic. Education is to challenge illiteracy and outmoded economic practices, as well as the development of people who will contribute to and develop a more co-operative, socially progressive society. The focus of the educational policy currently then is to ensure that the Omani people are educationally equipped to develop Oman as a modern state.

## 2.6 Structure of the Education System in Oman

The Ministry of Education is the principal executive authority for the general education system which includes pre-school education, basic education, and general education (primary and preparatory and secondary). Higher education includes the Sultan Qaboos University (SQU), the Colleges of Education, the Colleges of Share'a and Law, Technical Colleges and several private universities and colleges which offer specialised education and training in various fields. Tertiary education is in the portfolio of the Ministry of Higher Education; while Vocational training is the charge of the Ministry of Labour. The following section examines further the structure of the Omani system, both the general education and the reformed education systems.

### 2.6.1 General Education

The general aims of education in the Sultanate of Oman were first formulated in 1971 as Al-Belushi and Al-Kitani (1997) note, new factors of satisfying economic and educational needs were added to the government's strategy to meet the technological and scientific advancement of the country. The intended outcome was to prepare Omanis to be able to



participate positively in the development of the country and face the challenges of the twenty-first century. Based on the country's needs, there are four bases for the aims of Omani general education. As stated by the Ministry of Education (1997) the first aim is the development the personality of the Omani citizen to enable him to interact positively with the past and future. The second aim is to spread development in Omani society. The third is to articulate the need to accept change and to participate in it. The fourth emphasizes the need for the Omani citizen to adopt scientific thinking in life and to use science and modern technology.

Recently there have been two parallel systems for schools in the Sultanate of Oman: the general educational system and the reformed educational system. The Ministry of Education plans to replace the general education with reformed education gradually. In the following few section, a brief overview of these two systems will be given, and an outline of some key points of each.

The education system in Oman (figure 2.2) is twelve years in length, based on three stages: primary (6 years) followed by preparatory (3 years) and then secondary (3 years). After finishing the first year of secondary education, students are divided into two streams: arts or science according to their choice. The medium of instruction is Arabic, the official language of the country. Starting from primary year four, English is taught as a foreign language.



Figure 2.2 Ladder of the General Education System in the Sultanate of Oman

Higher Education				
12		Secondary School		Secondary School
11				
10		Second Cycle Basic School .		
9				Preparatory School
8				
7				
6				Primary School
5				
4		First Cycle School		
3				
2				
1				
Study years		Reform Education		General Education

### 2.6.2 Reform Education

A critical idea underpinning the development of education in Oman is that education is the foundation of human development both individually and societally. Therefore, the reform of education in Oman is also seen as the foundation for the economic advancements of the country's needs. In the 1970s and 1980s, the general education system expanded rapidly and in view of the long term 'Vision for Omani National Economy', as the Ministry of the National Economy (2004) noted. the Ministry of Education has initiated a programme of Reform and Development of general education in Oman within the general framework of the human resources development goal of the fifth five-year plan.

As Al-Rabiey (2002) argues, the main goal of the reform is to improve the quality, efficiency, cost-effectiveness and relevance of the general education system in order to



produce world-quality graduates well-equipped with knowledge, skills, and competencies to be effectively productive citizens capable of meeting the challenges of a fast-emerging global society, world free trade, and cyber-economy and information technologies in the 21st century.

By 1990/1991 the education system had reached 96% gross enrolment rates for the primary cycle (Grades 1-6) and 83% for the preparatory cycle. The Ministry of Education (2001) stated the goal of the reform is to build Omani citizens who can become more productive members of Omani society and who can improve the economy of the country; therefore there were internal as well external pressures to develop and innovate the general education system. The Ministry of Education (2004) stated that in 1992/1993 the Ministry of Education, with technical assistance from UNICEF, had prepared a mid-decade national plan of action for education within the framework of the Fourth Five-year plan (1991-1995). In its review and analysis of the situation, the Ministry of Education decided to combat the major problems of the education system by implementing a comprehensive reform plan divided into seven mutually reinforcing interlinked components.

The components of that reform plan are as follows. The first task was to modify the structure of the Ministry of Education to improve communication between its staffs. The second strategy was reviewing and revising the general aims of Omani education to suit the new changes and demands. The third strategy was the introduction of the Basic Education system, covering ten years. The fourth task was to improve the curriculum and provide the necessary resources to support the new curriculum. The fifth task was establishing committees to supervise the implementation of the new reforms. The sixth task was to provide appropriate teacher training to help teachers develop in their teaching. The seventh change was to move the focus to quality rather than quantity. The final task was aligning the assessment with the new practices applied in the curriculum. This range of substantial tasks are significant in trying to define and develop the role of head teachers in Oman.

There were two main reasons behind this reform. Al-Naibi, (2002) defines the first as an internal factor: the increasing number of unemployed young Omanis and the high number of non Omanis in various fields. Therefore there was a mismatch between labour



requirements and the outcomes of the education system. The second reason was an external factor relating to calls for reformation of education internationally due to technological advancement, the need to prepare for the 21st century and economic globalisation.

### 2.6.3 Basic Education

Al-Belushi and Al-Kitani (1997) note these new reforms taken through particularly the fourth five year plan brought about many changes in the development of basic education.

Public demand in Oman for basic education is high, and community support for basic education is evident from the increasing public interest and community participation in all sorts of school and educational activities and events regularly organized at local sub-regional and national levels throughout Oman. Al-Shuaily (2000) argues that basic education is intended to be as a unifying force for all Omani citizens, by providing basic education or training as preparation for the work force, based on each individual's own interests.

Moreover, the qualitative reform which has introduced modern curricula, instructional materials and self-learning technologies in the primary classrooms has been so enthusiastically received by all communities that the demand for enrolment in the reformed schools exceeds the availability of student places.

As part of the reform of basic education in Oman there are two cycles. Cycle one consists of four years and cycle two consists of six years. When students complete the basic education, they then continue their education in a secondary school for two years, or enrol in a vocational training institution. As the Ministry of Education (1997) argued, implementing the basic education system will reduce the chances of students leaving the school system at an early age, and as a result will minimize the level of illiteracy in the country. Basic Education was implemented in 17 schools distributed around Oman, covering urban rural areas, and every year more schools are added (Ministry of Education, 1997).

### 2.6.4 Curriculum

As part of the reform processes beginning in the 1970s the curriculum provided by schools was also developed substantially. In 1974, the Government formed a Supreme Committee,



consisting of a range of personnel from various Ministries and Government institutions as well as subject experts, to 'Omanise' a curriculum for the three levels of schools (Raziq, 1990). The Committee divided the work into two phases. Raziq (1990) outlines the two phases. The first phase dealt with the development of an underlying orientation and philosophy, general aims and objectives, aims and objectives at each level and finally the objectives of each subject. The second phase dealt with developing subject curricula and syllabuses, designing the learning activities, printing books and teaching aids and teachers' manuals for the subject matter as specified by the objectives for the curricula at each of the educational levels.

Oman started to use its own national curriculum in 1978 and by the year 1983 the curriculum for all three levels had been created for Oman. Later on, the Ministry of Education realised the need for a national body to direct the development and to continue the processes of reform and enhancement, so the Department of Curriculum Development was established.

Ongoing improvement in the curriculum deals with different aspects but the two main areas of focus are the content of the curriculum and the teaching methods. In terms of the content of the curriculum the main improvements were based on four areas: (1) reducing the theoretical content (2) connecting the material to the students' lives (3) connecting the curriculum to the students' immediate environment (4) aligning the content and the plan of the curriculum with the student's level at each educational stage. In teaching methods there were shifts in practice: firstly, teachers were advised to move away from basing their teaching and assessment on rote learning and memorization and their skills were developed accordingly and secondly, there was to be a concentration on learning through experience. (Ministry of Education, (1997, 1995)

In curriculum development it was stressed that the student is at the centre of education and to achieve this required preparing both students and teachers in terms of both practices and attitudes. One of the implications of child-centred education is to encourage students to investigate and to find answers to the questions and phenomena rather than merely accepting the answers that teachers give and explain to the student. In the advice by the



Ministry of Education (1995), students are encouraged to learn through problem solving and experimental learning. What they learn is based on what they experience in their daily lives. Students need to link what they already know to new concepts. They need to have authentic materials that are real, rich, and contain complex ideas with a variety of learning activities. This substantial wave of curriculum reform is ongoing and again, has significant implications for the role of school leaders.

### 2.6.5 Teachers

Along with a growth in the number of schools and students, the number of teaching staff has increased almost proportionately (Table 2.1). Initially as Oman lacked a broad base of educated people to draw into the teaching profession, Oman was obliged to build the education system with a large number of expatriate teachers, contracted from other Arab countries. The proportion of Omani teachers has been increasing gradually due to the sustained efforts to produce good quality teachers for all levels of education in increasing numbers; universities and colleges of education have been increasing the numbers of trained Omani teachers.

The urgent need for Omani primary teachers obliged the policy makers to start a special programme. According to Al-Hamammi, (1999), in the academic year 1975/76 teacher education in Oman started with the first programme for teacher training which accepted students who had finished the preparatory stage and trained them for two years. In 1976/77 a programme began at secondary level if the students were being trained to reach the standard of secondary education. The Teacher Training Institute was established to accept students for training which lasts for three years at the end of which students gain a Teacher Certificate to teach at primary level.

In the year 1979/80 a new programme was added which took secondary certificate students and offered training for one year. As Ministry of Education (1997) notes, it decided in 1984/85 to change the teacher institute programme to intermediate teacher-training colleges. In order to promote teacher training programmes further the Ministry of Education adopted a three-year programme with an average of 14 weeks attendance a year to upgrade teachers who were already practising in the field and who had not obtained the Diploma of



the Intermediate College. However, education policy makers in Oman were concerned about the quality of teachers and their outputs after various investigations. In Oman in 1995/96 the Ministry of Higher Education (2003) decided to phase out the intermediate colleges and adopt a four-year teacher education programme.

In addition, the College of Education in Sultan Qaboos University, which began in 1986/87, became another source of Omani teachers and as Al- Busaidi and Bashir (1997) indicate, the graduates of these colleges teach at preparatory and secondary level.

#### **2.6.6 Quality of Education**

Since the onset of the 1990s, the Ministry of Education has been deeply concerned with the issue of the quality of education. The fourth Five –Year plan focused on such issues such as improving the condition of school buildings by constructing new schools, providing schools with essential facilities, producing more Omani teachers, and upgrading the education level and quality of teachers (Ministry of Education, 2003). The Fifth Five-Year Plan envisaged a radical reform of the entire general education system over a period of ten years. According to the Research and Statistics Department (1999) in Oman, out of the 698 schools in Oman, a large number were working double shifts, with schools sharing the same building.

The Ministry of Education realizes that one of the main challenges facing the educational system is the double shift schools, that is schools which have two full school populations using the school. This leads to limited access to facilities and the time available and has negative consequences, particularly limiting the time at which the student can attend, as well as extending the school day and the school year. According to the Ministry of Education (1995), the total number of school days in the previous system was 160 days, which compares unfavourably to Japan and Germany where there are 240 days, South Korea (226 days) Singapore (200 days), Canada (between 197 and 205), and the United States (180 days). Extending the school year was regarded as one means of improving performance by ensuring that the student gets the opportunity to spend more time learning.



Accordingly, Oman has extended its school year to 180 days. Another aspect of improving quality in the educational system was the development of the school plan which looks at the distribution of number of lessons between school subjects within a week. As Raziq (1988) evaluating the school plans before the reforms, finds that there was insufficient time in each period to enable genuine learning to take place as well as lack of time for extra activities. There are eight periods a day and each period consists of forty minutes. Students did not get enough instruction in each period, which makes teachers try to cover the basic knowledge in the lesson and rely on rote and memorization with little room for student centred learning to improve quality.

#### 2.6.7 Administration and Educational Management

The Education Reform and Development Plan includes revising the Ministry's organizational structure, and implementing measures aimed at enhancing the effectiveness and efficiency of central administration. Ministry of Education (1997) notes that the focus of these measures is on enhancing the capacity of the Ministry of Education to identify needs, formulate appropriate policy and programmes, and execute them effectively in the field. The structural reform involved reorganizing some directorates and departments and creating several high level and middle level policy committees and central task forces, each with a clearly defined organizational structure, composition of membership, and terms of reference, roles and responsibility, including specific tasks and time schedules.

The reorganization structure facilitates informed policy planning, project implementation and constant feedback. It is regarded as an effective means to ensure corporate commitment throughout the Ministry by opening new channels and formalizing the opportunities for collective input into corporate decisions, and promoting better communication and understanding of the decisions once taken. Moreover, it is seen to model the kind of inter-departmental cooperation and multiple input decision-making processes that should occur throughout the Ministry at all levels (Ministry of Higher Education 2003). Changes in the central administration and management of school education will, of course, have significant issues for the role of school leaders.



The Ministry of Education has invested resources and made progress in establishing an Education Management Information System (EMIS), and has conducted a series of Monitoring Learning Achievement (MLA) Studies in cooperation with UNESCO and UNICEF. Top executives in the Ministry are now favourably disposed towards the concept of EMIS as a useful tool for making informed decisions. Building an effective EMIS, however, is a long term process, which entails successive stages, spread over many years, of critical skills training and capacity building processes, accompanied by concomitant activities that raise awareness, enlist support, promote interest and enhance the skills of the policy-makers, education managers and decision-makers at various levels of the educational system including head teachers. (Ministry of Education, 1997)

In the process of decentralization, EMIS has been introduced in nine regions. Continued support and allocation of resources is needed to develop these programmes further to the level of sustainable maturation. There is however, a continued need to enhance the nation's capacity for information policy planning, project design and improved educational planning and management decisions. Since the overall efficiency, effectiveness and quality of the education system rests on the efficiency and adroitness of the central administration, enhancing the efficiency of the administrative system should be given priority, Al-Rabiey (2002) shows that in this field the Ministry of Education is engaged in adopting the following strategies to conduct a system analysis of the central and regional level administrative, managerial and organizational structures, channels of communication, information flow, lines of responsibility and the monitoring system. The strategies are intended

1. To develop a culture of vertical as well as horizontal communication, coordination, cooperation and information flow.
2. To establish a culture of institutional and organizational learning and self-analysis
3. To introduce effective mechanisms of accountability and incentive
4. To restructure and revitalize the administrative system by decentralization and delegation of authority to make decisions at subordinate levels
5. To introduce a system of making informed corporate decisions, and effective implementation, follow up and constructive feedback
6. To establish standards of performance



7. To introduce a system of continuous monitoring, evaluation and formative feedback. The implications of these strategies for school leaders and the expectations placed on them are heavy. Head teachers are trying to deal with these implications in their schools by taking forward the development of the management processes in schools and the role of leaders.

## 2.7 Conclusion

This chapter has discussed and highlighted the nature of Omani society, its historical, cultural and geographical features and the development of its educational system from the beginning until 1970 which is considered a turning point in Oman's history. As indicated earlier the historical, sociocultural aspects of Oman as well as its geography have all been influential in the reform of education since 1970. Since then, education has not only expanded rapidly but there have been a range of reforms to enhance provision. Nevertheless the education system in Oman has to be responsive to the continual development of the world, the expansion of knowledge and technological advancement, as well as the changing needs of the country and its people. Accordingly most recently the government decided to reform the education system and to concentrate more on quality at the same time continuing its efforts to provide education for all Omani people.

We now consider the implications of what we have covered for the role of the head teacher and how the history, culture and religion shape education and the role of the school leader. We looked at social and economic development and the range of changes in the curriculum and in teaching and assessment as well as extending provision. Finally we have examined the process of educational decision-making in the Ministry of Education. The following chapter therefore, will delineate issues connected with leadership and will draw attention to issues relevant to school leadership in the secondary sector in Oman



## **CHAPTER THREE**

### **LITERATURE REVIEW**

#### **3.1 INTRODUCTION:**

Chapter two has drawn attention to Oman and to both its history and to the recent developments in the educational system. This chapter will focus on leadership and how it has been a significant and central part of the literature of social science for about a century. Publications on leadership cover several disciplines such as administration, psychology, political science, management as well as specifically educational management. Researchers in any field use previous work in the area to help them develop and refine their own thinking about the problems that they plan to explore in their studies. Accordingly, this chapter will deal with firstly, the research on the area of leadership that has been developed over a lengthy period, secondly, the issue of leadership in education and thirdly, the issue of the development of head teachers as leaders using work conducted in Scotland as a case study.

This chapter begins with the problem of defining leadership and discusses the difference between leadership and management. It then presents a review of the literature related to leadership studies, theories and models based essentially on their approaches to the study of leadership. These theories include 'great man', traits, behavioural and situational approaches and a discussion of transformational and transactional leadership. What follows is a historical survey of the development of central ideas about leadership in education where ideas such as 'educative' leadership and 'instructional' leadership have become important. Further those issues of gender and culture are considered. Then the development of leadership in Scottish schools is examined as a starting point for the development of leadership in the educational system in Oman.



### 3.2 Definitions of Leadership

Leadership is a difficult concept to define though attempts at defining it in the literature are numerous. The concept of 'leadership' means different things to different people. It has been given almost any interpretation that a researcher has cared to put on it. Definitions of leadership have often been dependent on the particular approach or ideology being put forward by a specific commentator.

The Collins English Dictionary (1998) gives "Leadership as: 1. The position or function of leader. 2. The period during which a person occupies the position of leader during her leadership very little was achieved. 3. The ability to lead and leadership qualities. 4. The leaders as a group of a party, union." This definition of leadership focuses on the position, singular or collective, tenure and ability of leaders. In one sense a leader is simply someone who goes first and whom by implication others follow. In this construction of leadership there are implied a number of aspects such as influencing others to do activities, to fulfil a shared goal, directing and managing change.

From this broad definition there are many other more specific definitions of the term 'leadership'. If we look at some of the earlier definitions of leadership in the literature there are a number of themes. For example, Rosalyn Carter (1927) argues that "A great leader takes people where they don't necessarily want to go, but ought to be. A leader takes people where they want to go". The idea of this definition is that a great leader is someone who has skills to make people do the work. Other commentators such as Lipman (1964) argue that "Leadership is the initiation of a new structure or procedure for accomplishing an organisation's objectives and goals or for changing an organisation's objectives and goals".

As we can see Lipman's view on leadership is to do with the organisation's goals and objectives. On the other hand, for Hemphill and Coons (1970), leadership means the behaviour of an individual when he is directing the activities of a group toward a shared goal. Hemphill and Coons focus on shared goals. There is some similarity with a later definition by Koontz and O'Donnell (1972) but he takes this further in relation to the achievement of goals. The main idea of Koontz and O'Donnell's definition is the



accomplishment of assignments and confidence. Leadership is the art of including subordinates in accomplishing their assignments with confidence. In another example, Stodgill (1974) argues that “Leadership is the process of influencing the activities of an organisation group towards goal and setting and goal achievement this idea of goal setting and achievement is clearly one idea about leadership that highlights the need for some thing to occur as a result of leadership”. Other commentators such as Kenzevich (1975) argue that leadership is a force that can initiate action among people, guide activities in a given direction, maintain such activities and unify efforts toward common goals.

These earlier definitions of leadership indicate the diversity of meanings applied to this idea and demonstrates that it is really difficult to achieve only one definition acceptable to all. Bass (1985) found two general elements of leadership in the numerous definitions: first, leadership is related to the process of influencing others’ behaviour and second, it is related to goal development and achievement.

Peter Drucker (1996) argues that the only definition of a leader is someone who has followers. To gain followers requires influence but not necessarily integrity in achieving this: indeed, it can be argued that several of the world’s greatest leaders have lacked integrity and have adopted values that would not be shared by many people today. Therefore a definition is in Warren Bennis’s (1998) description leadership is a function of knowing yourself, having a vision that well is communicated, building trust among colleagues, and taking effective action to realize your own leadership potential. This definition of leadership focused much more on the individual capability of the leader.

The focus on the individual is not agreed by all commentators. McGregor (1985) states that leadership is not a property of an individual but a complex relationship among these variables. This points to other discussions which have stressed the importance of the organisation. More recent discussions have emphasised different aspects. Sergiovanni (1984) discusses leadership in terms of five forces: education, culture, human, symbolic, technical, and suggested that school leaders should learn and use these five forces in education. This definition is different than the others because Sergiovanni believed that terms of leadership should emphasise new factors and consider new forces. Leadership is



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related to change. To summarise this section: there is a wide variety of definitions which emphasise very different aspects and this makes the study of leadership complex. Therefore a key task of this survey of literature will be to examine specific aspects in the range of definitions and explanations of leadership to identify a framework for the study. Also it is to consider the question of the development of school leaders.

### 3.3 Differences between Leadership and Management

It has been said that there are as many definitions of leadership as there are those that write about it (Bass, 1990) but when leadership is compared to management, the picture becomes clearer. Zelenznic (1992), writing for a broad practitioner audience in the *Harvard Business Review*, made the point that leaders are those that energize a system. Leaders live in a working environment that is often chaotic. On other hand, Zelenznic saw managers acting to ensure the stability of the system. This contrast between managers and leaders is something still deemed important.

The differences between managers and leaders have been treated as having practical importance to the general business audience in a variety of academic and practice journals and business magazines, and is found in writers such as Buhler (1995), McConkey (1989), McConnell (1994), Sanborn (1996), Sharma (1997), Fagino (1997), and Mccoby (2000). Leaders are seen as having vision, providing inspiration, giving people purpose, pushing the boundaries, creating change, innovating through others by coaching and building relationships. Managers, on the other hand, seek control, follow the rules, set objectives, plan, budget, and get work done through others. They value stability and the use of legitimate power to do the regular work of the organisation.

Bennis and Nanus (1985) contributed to the discussion by listing several key differences between leaders and managers. They said that leaders: 1. do the right things; 2. see people as great assets; 3. seek commitment; 4. focus on outcomes; 5. see what things should be done and why; 6. share information; and 7. promote networks. In contrast, they list as managers' attributes that they: 1. do things right; 2. see people as liabilities; 3. seek control, create and follow the rules; 4. focus on how things should be done; 5. seek compliance; 6.



value secrecy; and 7. use formal authority. Since the mid 1980s these ideas exemplified by Bennis and Nanus have been adopted and built upon by other authors, for example Conger (1992), Czarniawska and Wolff (1991), Rost (1991) Spreitzer and Quinn (1996).

In summary, then, it can be seen that there is general agreement that leadership and management are different. Leadership is related to complexity and management to simplicity; leadership applies to all kinds of people at all levels in organisation; and leadership is about relationships. To draw further distinctions between managers and leaders: while managers are concerned with the operational level, leaders address broader issues of direction and purpose and, in the process attempt to change the way people think about what is desirable, possible and necessary.

In the next section we will examine the development of different theories of leadership that have developed over a long period.

## **3.4 THEORIES OF LEADERSHIP**

### **3.4.1 TRAIT THEORIES**

The first systematic attempt to study leadership was based on trait theory. In trait theory leadership is seen as a set of personal qualities that an individual either does or does not have such as intelligence or self-confidence. This is a 'great man' theory of leadership, the view that, particularly in the political world, leaders are born and not made, both in the sense that it stresses the individual leader and in the sense that the traits identified are usually associated with men rather than women. Traits are distinctive characteristics that distinguish leaders from non-leaders.

Early trait theories identified physical characteristics (height, appearance) and personality characteristics (extrovert) as well as skills and abilities (intelligence) and social factors (interpersonal skills). However, this position is now largely rejected. Stogdill's (1984) research claimed that leadership was not a quality that individuals possessed but a social relationship between people. Smith and Peterson's (1989) review of trait research found



that these studies provided little uniformity in design because not just traits but skills were included in trait surveys and traits were examined in a variety of formal and informal organisational settings.

The problem with the trait approach lies in the fact that there are almost as many traits identified as studies undertaken. After several years of such research, it became apparent that no consistent traits could be identified. Although some traits were found in a considerable number of studies, the results were generally inconclusive. Some leaders might have possessed certain traits but the absence of them did not necessarily mean that the person was not a leader. Not only were the results of the trait studies inconclusive but traits were hard to measure. How, for example, do we measure traits such as honesty, integrity, loyalty, or diligence?

### 3.4.2 Behavioural leadership theories

Given the problems with traits theories, another approach in the study of leadership had to be found. To compensate for the deficiencies of the trait approach, researchers shifted their focus on leader's behaviour requirements as opposed to their characteristics. In the 1950s behavioural approaches emerged to examine how effective leaders behaved rather than who effective leaders were. Unlike the trait approaches, behavioural approaches opened the door for training leaders. Determining specific behaviours to identify leaders made it possible to design programmes that implanted these behaviours in targeted individuals.

Over a period, researchers have developed several theories and studies on the effectiveness of leader styles and behaviours. Leading the tide of leadership behaviour studies were the University of Iowa Leadership Studies, the Ohio State University Studies and the Michigan University Studies. All are reviewed in this section, in addition to the studies of Tannenbaum and Schmidt and the Managerial Grid.

#### 3.4.2.1. University of Iowa studies

Lewin, Lippit and White (1940) studied leadership styles – autocratic, democratic and laissez-faire – in the behaviour of adolescent boys which focused on the way power is



distributed, and how decisions are made. The study showed that authoritarian leaders made decisions for, and conveyed them to, their groups. The most important characteristic of authoritarian or autocratic leaders was their use of official authority as a pressurising tool against their subordinates to force them to accomplish tasks. They also concentrated all authority in their hands and issued regulations and orders that included all operational details. Authoritarian leaders used the authority of their position to dictate orders.

Democratic leaders, in contrast, rendered help and allowed the group to make decisions. The most important distinguishing characteristics of a democratic leadership style were the emphasis on sound human relationships, participation and the deputisation of authority, departing from centrality. Democratic leaders aimed at creating a work atmosphere that achieved the highest interaction and co-operation among staff and encouraged them to participate fully in the group's activities. Democratic leadership could provide an appropriate psychological atmosphere in motivating staff to give their utmost effort, as well as creating a balance between the interests of individual and the collective interest of work.

Laissez-faire leaders interacted with the group and provided the information needed by it. The group, however, made the decisions. While the authoritarian style focused on elements of production and work and the democratic style was concerned primarily with focusing on elements of human relationship, laissez-faire styles concentrated on individual freedom in performing work, the leader doing nothing unless asked by the followers. A number of important characteristics distinguished laissez-faire style. Laissez-faire leaders gave individuals complete freedom of action, having provided them with materials to perform their tasks and to achieve objectives in ways they perceived appropriate. Under this style of leadership, the group was less well organised, less efficient, and less satisfying to members than under democratic leadership.

#### **3.4.2.2. OHIO STATE STUDIES BEHAVIOUR OF LEADERS**

The Ohio State University studies under the direction of Stogdill and Fleishman (1985) emphasised what leaders actually did in their work (behaviour) and not personality traits or characteristics. Yukle's (1989) findings influenced the selection and training processes for leaders. These studies sought to describe the leader's behaviour in the group. The studies



were based on questionnaires that supervisors and subordinates were asked to respond to in an attempt to determine how leaders viewed their behaviour. It was out of these investigations that two dimensions of leadership were identified which were termed 'initiating structure' and 'consideration' Stogdill (1974) argues that " Leaders who directed their subordinates closely in completion of their tasks were found to be high on initiating structure while those who tended to satisfy their employees scored high on consideration."

Researchers in the mid 1940s studied the behaviour of leaders in a number of organisations to assess their behaviour in directing the efforts of others toward group goals. The studies showed those distinct dimensions of behaviour of initiating structure and consideration (Smylie, 2000). Initiating structure, relates to the extent to which leaders establish goals and structure their roles and roles of sub-ordinates toward the attainment of the goals. This actively involves them in planning work activities, communicating pertinent information, and scheduling work. Consideration is the extent to which leaders have relationship with subordinates. It is characterised by mutual trust, respect and consideration for employees' ideas and feelings, a work atmosphere of mutual trust, and good two-way communication. From the Ohio State University findings these two dimensions became central ideas: atmosphere of mutual trust, and good two way communication in leadership studies. This was a significant contribution to the literature and led to the creating of a number of instruments as well as identifying these two dimensions of leadership behaviour.

#### 3.4.2.3. University of Michigan Studies

Likert's study (1961) identifies behavioural characteristics of effective leaders in two distinct dimensions: employee orientation and production orientation. Employee-oriented leaders emphasise human relations, recognise their needs and accept individual differences. In another way of looking at it, these leaders build effective work groups dedicated to high performance goals, focus on the human aspects of subordinates, specify and communicate objectives with considerable freedom in the means for their achievement. Production-oriented leaders emphasise technical or task aspects utilising members of the group as the means to the end of achieving the group's tasks or goals. This means that they structure the



jobs of subordinates, use incentives to spur production, determine standard rates of production, and closely supervise the workforce (Hoy, 1999).

Likert (1961) summarised the work of the University of Michigan using the terms employee-centred and job-centred. He claimed that leaders who showed a high concern for human relations in the workplace (employee-centred) were more successful in producing desired outcomes. However, leaders who pressured workers (job-centred) had less productive workers. The two dimensions of the Michigan University studies were very similar to those of the Ohio State University studies. The four characteristics of effective leaders exemplified in the Michigan University studies were covered by the two dimensions of the Ohio State studies. Both supported the idea of determining the most effective style of leadership.

#### **3.4.2.4. BLAKE AND MOUTON'S MANAGERIAL GRID**

One conclusion drawn from both the Ohio State University and Michigan University studies was that leadership behaviour may not be one-dimensional but instead two dimensional with both task orientation and employee orientation being crucial to the effective leader.

Blake and Mouton (1978) developed a two-dimensional model to depict five major leadership styles each of which represents the two distinct elements, concern for people and concern for production. The Managerial Grid identifies the following five different styles of leadership based on concern for production and concern for people:

- 1.1 Impoverished management: little concern for either people or production.
- 1.9 Country club management: leaders are thoughtful, comfortable and friendly, with little concern for output.
- 5.5 Organisation man management: a balanced approach – concern for work in exchange for satisfactory level of morale.
- 9.1 Authority obedience: operating efficiency through controls.



9.9 Team management: high output through committed people, achieved through trust, respect, and interdependence.

These are illustrated on Table 3.1.

Blake and Mouton Managerial Grid

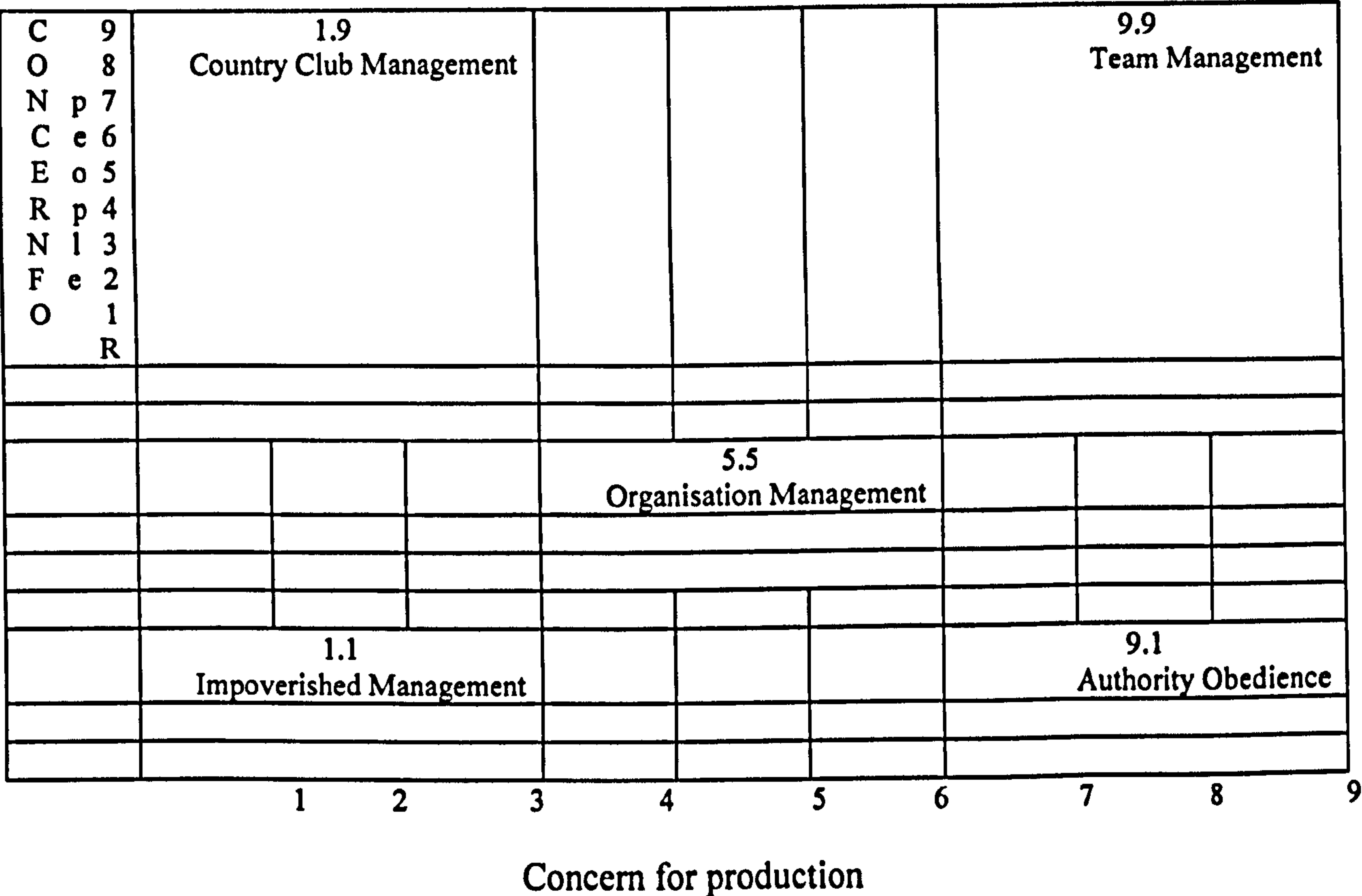


Figure 3.1The Blake Mouton Managerial Grid (1964)

The first four styles of Blake and Mouton grid are seen as not the most effective, and the Team management approach is regarded the most effective leadership style for improved performance, lower employee turnover and absenteeism, and greater employee satisfaction. Therefore leadership is not just about directing staff to do a job with authority management or about relationships with the country club management. Team management brings another aspect.



#### **3.4.2.5. THE TANNENBAUM AND SCHMIDT MODEL**

Another study looking specifically at participative leadership is that of Tannenbaum and Schmidt (1973) which suggests that there are three factors, or forces, of particular importance in deciding upon practicable and desirable styles of leadership: forces in the situation, forces in the manager, and forces in the subordinates. Forces in the manager include a value system, confidence in the subordinates, inclination to leadership and a feeling of security in uncertain situations. Forces in the situation include the type of organisation, the nature of the problem, time pressures and group effectiveness. Forces in subordinates include several personality variables and expectations of the relationship with the manager.

Tannenbaum and Schmidt (1973) concluded that the successful leaders are keenly aware of those forces that are most relevant to their behaviour at a particular time. Leaders are capable of behaving appropriately in terms of their understanding of themselves, the influences of the environment, their organisation, individuals, and the group. Successful leaders are both perceptive and flexible, implying that the effective leader accurately analyse the situation and adopt an appropriate leadership style.

In conclusion, this particular model of participatory leadership behaviour describes the two distinct elements of behaviour and does not identify a single most effective combination to fit all situations. The appropriate behaviour level is thus determined by the demands of the situation. Using traits and behavioural approaches, researchers have found that effective leadership depends on several variables related to the organisation and the nature of the leader. Thus, attention has focused on identifying those factors existing in each situation that affect the effectiveness of the leader behaviour.



### **3.4.3 SITUATIONAL THEORIES OF LEADERSHIP**

Whilst behavioural theories may help managers develop particular leadership behaviours they give little guidance as to what constitutes effective leadership in different situations. Blasé and Blasé (1999) recognise that traits or preferable behavioural factors are not sufficient to predict leadership success which leads them to focus on situational leadership influences. The situational model asserts that no one leadership style works in all situations. Studies have identified critical situational factors that influence leadership style effectiveness.

There are a variety of terms used: Contingency Approach to leadership and Explicit Contingency models Situational approaches. These all seek to predict which types of leaders will be effective in different types of situation. It is now commonly accepted by most researchers today that no one leadership style is right for every manager under all circumstances. Instead, contingency-situational theories have been developed to relate the style of leadership to other environmental variables. The major situation theories reviewed below are: Fiedler's Contingency Theory; Hersey's and Blanchard's Theory; House's Path-Goal Theory; and Vroom, Yetton and Jago's Leadership Theory.

#### **3.4.3.1. FIEDLER'S CONTINGENCY THEORIES**

Fiedler (1967) states that the most effective leadership style depends on the nature of the situation, and a leader can only be effective if the individual personality style is appropriately matched to a given set of situational variables. The Fiedler approach identifies the variables influencing style: the work group can accept or reject the leader; the task can be relatively routine or complex; and there can be either high or low formal authority. The leader's style is either task-oriented or relationship-oriented. And so leadership style depends on three situational factors, leader-member relations (good or poor) and task structure (high or low) as well as position power (strong or weak). The model, as a whole, provides generally positive approaches. Fiedler has made a significant contribution toward understanding leadership effectiveness.



The model developed by Fiedler (1967) combines an analysis of the leader's style with an analysis of the situation in which he or she is working. The style of the leader is analysed in terms of the familiar results/relationship orientation: the situation in terms of the three variables, and to what extent they favour the leader. The major innovation in Fiedler's work is that he takes the situation into account, including the relationship with subordinates as well as the style of leadership. Fiedler's research has shown that when the situation is particularly favourable or unfavourable to the leader a task-orientated leader is more effective.

When the situation is neither particularly favourable nor unfavourable, a people-orientated leader is more effective. Fiedler believed that the key factor in leadership success was the individual's leadership style. He defined leadership behaviour as denoting the specific act of a leader in directing and co-ordinating the work of group members. He also indicated that the distinction between leadership style and leadership behaviour was critical for understanding his theory. He further identified three major leadership situations that help determine which leadership style will be effective. Leader-member relations indicate the extent to which the leader is accepted and respected by the group member or the degree of confidence, trust, and respect subordinates have in their leader. Task structure is the extent to which the task clearly specifies standards of performance, methods, and goals. Leader's position power represents the power that the position grants to the leader for the purpose of getting the job done.

Reviews of the major studies which have tested the overall validity of the Fiedler model have indicated generally positive conclusions ( for example, Robson 1991). Fiedler's model has also been used to predict the leadership effectiveness of principals in the school context (Hoy and Miskel, 1996).



### 3.4.3.2. HERSEY AND BLANCHARD'S THEORY

Hersey and Blanchard (1982) attempted to explain effective leadership in terms of the effect of a one situation the 'moderator variable' on two broadly defined leader behaviours similar to 'consideration' and 'initiating structure'. The theory holds that the most effective leadership style varies with the situational moderator variable called the "readiness" of subordinates. They developed a two-dimensional model where it is possible to be high or low in both task-oriented and relationship-oriented behaviour.

The framework of Hersey and Blanchard weighs the interplay of three variables: relationship-oriented behaviour, the readiness of followers to finish the task and the amount of direction and guidance leader gives – task-oriented behaviour (Firston1996). The leader's style and their ability or skill depends on the readiness of followers as defined by their willingness or motivation.

Hersey and Blanchard (1988) identified four basic leadership styles and proclaimed there to be no one best style. All four might be successful if used in appropriate situations, depending upon the readiness level of the followers. The four basic leadership styles to match these levels were labelled:

Telling	high task and low relationship
Selling	high task and high relationship
Participating	high relationship and low task
Delegating	low relationship and low task

They claimed that exercising the appropriate style of leadership would not only motivate subordinates but would help them also to move toward maturity. Hersey and Blanchard (1993) argued that the effective leader needed to be a good diagnostician in understanding the context and adopting an appropriate style that meet its demands. They believed that leaders should adjust their behaviour in response to subordinates, evolving in the latter a desire for experience, ability, achievement, and willingness to accept responsibility. Thus subordinates' experience, ability and motivation need to be constantly assessed to determine the most appropriate leadership style for the group.



There has, however, been criticism of Hersey and Blanchard's proposals. Yukle and Van (1992) reported that while the theory had been popular at management development workshop, it was not popular with leadership scholars. They pointed to some of the literature mentioned by Robbins (1998). Yukle (1998) pointed out conceptual weaknesses in the theory, such as lack of intervening explanatory processes, constructs, oversimplification, ambiguity, and deficiency of the manner in which leader behaviour has been operationalised

Hersey and Blanchard's construction of leadership has been seen to be a useful and understandable framework for situational leadership at the level of practice, nevertheless. The model suggests that there is no one best leadership style for all situations and a manager's leadership style must be adaptable and flexible to meet the changing needs of employees and situation. Situation leadership theory is still found by practitioners to be quite useful and is widely used to train leaders in leading corporations.

#### **3.4.3.3. PATH-GOAL THEORY**

Robert House (1974) developed this theory, which is closely related to the expectancy theory of motivation and also extracts essential related elements from the Ohio State leadership research, particularly expectancy theory which attempts to explain behaviour in terms of an individual's goals, choices and the expectation of achieving these goals. The path-goal model of leadership attempts to help understand and predict leadership effectiveness in different situations. The expectancy model states that an individual's motivation depends on his or her expectations of reward and the attractiveness of the reward. Path-Goal theory in essence states that leaders can assist employees in attaining goals by showing, direction, providing and supporting along the path to the destination.

The four distinct leadership behaviours associated with path-goal theory are:

- Directive: here the leader tells the subordinates what to do, and when to do it. The employee cannot participate in making decisions. This is a style focused on providing specific guidance.



- **Supportive:** the leader is friendly with and shows interest in employees. It is a style focused on establishing good relations with subordinates and satisfying their needs.
- **Participative:** the leader seeks suggestions and involves employees in decision-making. This is a style in which the leader consults the subordinates
- **Achievement-oriented:** the leader establishes challenging goals and demonstrates confidence in employees achieving these goals.

A leader or manager may use any one or all four of the behaviours depending on the situation. Pounder (1999) argues that leadership behaviour requires consideration of the two contingency factors. Subordinate characteristics such as personality traits, skills, abilities and needs may also be made use of, as well as environmental factors: the task itself, the work group, and the organisation's authority structure.

Robbins (1998) also stated that research to validate path-goal hypotheses has been generally encouraging. He adds that the evidence supported the logic underlying the theory. In other words, employee performance and satisfaction are likely to be positively influenced when the leader compensated for aspects lacking in either the employee or the work setting. However, it remains the case that the theory suffers from inadequate specification of the effects of leader behaviour on situational moderators. The relationship delineated between leader behaviour and employee acceptance and satisfaction and performance deals with a static condition which does not reflect what happens in organisations such as schools. However, the idea of participatory leadership is now the basis for policy in educational leadership.

#### **3.4.3.4. Vroom/Yetton/Jago Leadership Theory**

The model based on Vroom/Yetton and Jago Leadership theory is based on the assumption that situation variables interact with personal attributes or characteristics of the leader and result in leader behaviour that can affect organisational effectiveness (Hersey and Blanchard, 1993). Vroom and Yetton based their analysis on two aspects of a leader's decision: decision quality and its acceptance. This model was developed by Vroom and Yetton (1973) and refined by Vroom and Jago (1988). The Vroom and Yetton model



suggested five main management decision styles. The most appropriate choice from these five alternatives depends on the decision problem itself. (Vroom, 1983) are as follows.

The styles of Leader are autocratic, consultative or group. Both autocratic and consultative have two strands: in relation to the decision making process and group has one:

- Autocratic: - (1) Leaders solve problem or make decisions alone using information available at that time.  
(2) Leader obtains information from subordinates but then, alone, decide on the solution.
- Consultative: (3) The problem is shared with relevant subordinates, individually.  
(4) The leader then makes the decision. It may or may not reflect the influence of subordinates.
- Group: - (5) The problem is shared with subordinates as a group. The leader acts as chairperson, rather than an advocate. Together the leader and subordinates generate and evaluate alternatives and attempt to reach group consensus on a solution.

A number of studies have been carried out to test this model since it was first introduced by its authors. Yukl (1998) cites several studies and indicates that their results generally supported the model. Miner (1984) concluded that no leadership model seemed to have surpassed this model in its scientific validity to improve the effectiveness of organisational decisions. However, according to Vroom and Jago (1988) the model fails to differentiation between feasible responses and non-feasible decision processes. Several other authors have also identified weaknesses limitations and shortcomings in this model, not least Yukle (1988) who claimed that it treats decision processes as single, discrete episodes at one point in time, excludes some important decision procedures such as the so called 'trial balloon' and assumes that leaders have the skills necessary to apply the model.

We can conclude that situational approaches to the study of leadership provide some insight into understanding leadership effectiveness. The main benefit of all situational approach theories and models is probably their emphasis on the need for flexibility in leadership behaviour and the importance of situation variables (Graeff, 1983, Buchanan & Huczynski, 1997 and Yukl, 1989). The main criticism of this approach is that it overemphasises the influence of the nature of circumstances, individuals and the group on the emergence of



leadership and almost completely ignores the individual leader (Halpin, 1996). Furthermore, there are people who possess the requisite knowledge and skills that do not emerge as leaders, although they may appear to others to be the most suitable in a given situation.

#### 3.4.4 Transformational leadership theory

The relationship between human resources, organisational structure, and organisational goals is underpinned by the type of leadership in the organisation. Paisey's (1981) and Burns's (1978) typology of transactional and transformational leadership distinguishes between the leadership styles which underpin this relationship. Transactional leadership draws on the contractual relationship between the leader and the subordinates on an exchange basis that gives workers the security they seek in return for their work and their commitment to the goals of the organisation.

Transactional leadership thus appeals to the self-interests of the workers and the organisation (Burns, 1978). Transactional leadership is often associated with the rational and hierarchical bureaucratic organisation where the role of the leader is to ensure that the rules and the regulations that govern relationship and work processes are clearly defined and observed. The leader is deemed to have the structural authority to shape the relationship between the worker and the organisation.

Transformational leadership, on the other hand, emphasises the moral obligation between the leader and the followers to raise one another to higher level of morality and motivation (Burns, 1978). The purpose of transformational leadership is to initiate social change (Foster, 1989) which is made possible through commitment to making it possible for the subordinates to acquire higher levels of knowledge, expertise and skills (Goldman, 1993, Burns & Stalker, 1994 and Glasman, 1995), making available genuine opportunities for the application and use of these skills and knowledge.

Modern understandings of leadership are generally based on the concept of transformational leadership (Foster, 1989, Avolio and Bass, 1988), although there is also a wide



acknowledgement that transactional leadership has an equally important role in the maintenance of the organisational structure and routines (Burns, 1978). Bass and Avolio (1994) also argue that transformational leadership is not a reaction to transactional leadership. Instead they proposed that transformational leadership is an extension of transactional leadership. They postulated that all organisations by definition have definite structures for the distribution of authority, the regulation of work and work targets, and the pattern of role relationships. Transactional leadership enables the ratification of a contract between the subordinates and the organisation but according to the authors it is also within this transactional contract that the transformative leader seeks to make a difference in the relationship between the subordinates and the structure, and to influence the behaviour of the former. The key concept that appears to be emerging is that leadership itself is the unitary force bringing together the polarities of transactional and transformational dimensions.

The difference in emphasis on either may be a matter of which style of leadership is put up front, and that choice is influenced by the context and by the task at hand. Transactional leadership has been the traditional model of leadership with its roots in an organisational or business perspective. However, the idea of transformation and change being key elements is regarded as a critical aspect. To summarise the differences Stephen Covey (1992) made the following contrast between the two:

Transactional Leadership	Transformational leadership
<ul style="list-style-type: none"><li>• Focuses on tactical issues</li><li>• Is short-term and hard data orientated</li><li>• Relies on human relations to lubricate human interaction</li><li>• Is mired in daily affairs</li><li>• Follows and fulfils role expectations by striving to work effectively within current system</li><li>• Is preoccupied with power and position, politics</li></ul>	<ul style="list-style-type: none"><li>• Focuses more on mission and strategies</li><li>• Is oriented toward long-term goals without compromising human values and principles</li><li>• Releases human potential identifying and developing new talent</li></ul>



<p>and perks</p> <ul style="list-style-type: none"><li>• Builds on man’s need to get a job done and make a living</li><li>• Supports structures and systems that reinforce the bottom line, maximise efficiency and guarantee short-term profits</li></ul>	<ul style="list-style-type: none"><li>• Transcends daily affairs</li><li>• Designs or redesigns jobs to make them meaningful and challenging</li><li>• Is preoccupied with moral purposes and values, and ethics</li><li>• Builds on man’s need for meaning</li><li>• Aligns internal structures and system to reinforce overarching values and goals</li></ul>
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Figure 3.2 Comparison of transactional and transformational leadership, Covey (1992)

Northouse (2000) sees the strengths of transformational leadership as:

- Transformational leaders involve subordinates: the needs of others are central to the theory
- It has been widely researched from many perspectives
- The image of a transformational leader out front has popular appeal. People are attracted to transformational leadership because it makes sense to them.

However, he believes that transformational leadership is:

- Seen as personality trait rather than behaviour that people can learn
- Difficult to apply at all managerial levels
- Not conceptually clear. It has unclear perimeters, and is seen as one or another transactional or transformational rather than a point on scale.
- Open to abuse: history shows many charismatic people who have abused leadership positions.

3.5. Leadership: Current constructions

In the previous discussion the focus has been on the idea of leadership as a general concept applied to a variety of different organisations. More recent discussions have focussed on the nature of leadership within an educational establishment, particularly schools.



Leadership is a concept both multidimensional and multifaceted, where the goals, values, beliefs and decision-making skills of the principal give purpose and meaning to the policies and procedures which are implemented in the school (Sergiovanni, 1984, 1994). As Bennett and Anderson (2003) suggest significant differences of focus, value and action found between the different styles require each to be considered separately and independently from the others. We can mention some of these that have been used in education:

‘Instructional leadership’ is a style of leadership was very popular in the early 1980s within education. The focus of the principal or head teacher of an educational establishment was seen to be on the promotion of an effective instructional climate; on providing teachers with advice and support as they delivered the curriculum. On such understandings were predicated the efforts of the effective schools movement (Edmunds, 1979, Lezotte 1989). However, instructional leadership has become less common as declared priority and responsibilities for many instructional decisions have been divisionalized as Hales (1993) mentions.

One of the significant changes in schools has been the increased emphasis on management. This has led to the development of what might be termed ‘managerial leadership’. Managerial leadership focuses on the maintenance of a system. It puts great effort into planning and organizing the day-to-day operations of the school. Budgets are carefully constructed and rigorously monitored, resources are located and allocated, subordinates are coordinated and controlled, and strategic and tactical plans are designed, prioritized and implemented. The focus, as Bolman and Deal (1991) have observed, is on the rationality, efficiency, structure and policies of the structural frame.

Indirect Leadership’: does not state explicitly but the indirect leader often leads by example. Here the leader demonstrates what is appropriate by his or her own actions. For example, rather than making an issue over teachers not being present to welcome children to school in the morning they may take to being proudly visible in the entryway and the corridors.



Another example would be that they encourage support for social or sporting events where staff maybe reluctant.

‘Educative leadership’ is defined as the form of leadership that helps improving the quality of teaching and learning. As Bajunid (1996) argues, educative leadership is designed to show that the leaders in school community are providing leadership services to promote education and effective teaching and learning. It has tended to focus on the links between teachers, students and learning outcomes and on teachers as learners and on the educative role of leaders.

‘Servant leadership’ is evident when, as Greenleaf (1977) argues, the legitimate power of the leader develops if the leader sees him- or herself as a servant of those being led. The leader carries the organisation forward in its daily tasks and objectives and those he/she leads permits the leader to do so. The efforts of the leader is to promote the needs and support of others.

‘Ethical leadership’: there is a growing recognition that the work of leaders is predicated on the value and belief systems they hold. Notions of caring, justice and ethics are the foundations on which observed behaviour is constructed. The work of Hodgkinson (1996) addresses these issues.

‘Transcultural leadership’: there is a need for leaders to be sensitive, to recognize and accept different cultural values and beliefs. As Simons, Vazquez and Harris (1993) argue, the leader must recognize both the perspective of self and the perspective of the observer in every situation and differences that may exist.

There are then a wide range of theoretical approaches to the idea of leadership in general as well as many different constructions of the idea of leadership in material designed to support the practice of professionals in educational establishments. A central theme in many of these models is not only the role and behaviour of the leader but his or her efforts to involve staff in the school’s development and decision-making. In many ways this is the balance between the two aspects that come from many of the previous studies about a focus



on the task and setting goals and the need for good relationships. The idea of participative management has become centrally important within the school context or context. The final idea 'transcultural leadership' is an important idea for this study. This discussion has taken ideas from study in the USA and in the UK mainly. However, there is an issue about how these ideas are in both the context of a specific school but also in another culture.

The educational context within which teachers in Scotland work has changed significantly over the past few years in ways which clarify and emphasise the central role of teachers at all stages of the education process. The expectations which are held of schools and of teachers have changed significantly over the past years in many countries including Scotland: there is today a general consensus that Scottish schools must ensure that young people achieve higher standards.

Schools recognise the need and interests of individual learners more readily and more fully. The relationships within the education system have developed so that teachers are now expected to work in partnership with a wide range of other agencies. Within schools and classrooms our understanding of the factors which promote learning has increased; and related to our understanding of how concepts are formed, there is now widespread recognition within schools of the importance of providing a supportive environment for learners and of the importance of relationships in supporting learning

According to the model of leadership current in Scotland, which is identified by the present researcher as an adaptation of transformational leadership, there is a clear divide between teachers and school leaders. While teaching and learning processes are central to teachers, what is the role and position of the head teacher or school leader?

As a basic information, 95% of schools in Scotland are public schools and there is a structure for the administration and governance of schools (Scotland Education (2000) The Scotland's educational system, is shaped by the Scottish Executive Education Department (SEED) which is coming at the top, and beside that Education Minister (HMI) in Education, Audit Unit and (HMIE) Scotland. This is shown in the diagram below.



Scottish Executive Education Department
Education Minister
National Priorities
Local Authorities

Figure 3.3 Hierarchy Scottish Executive Education Department

The Minister of Education sets out a framework of national priorities. It is then the duty of local authorities is to ensure that schools implement the national priorities. The schools must then address these priorities and the head teacher is responsible for addressing these priorities.

Teachers in the classroom are concerned with teaching and learning, while Head teachers are concerned with partnerships, external relations and management (of budget, funding, staff, and quality assurance). For leadership in Scotland there are two sorts of relevant training programme. The first –is the Scottish Qualification for Headship (SQH) programme (SEED, 1998) , and the second is Improving Leadership in Scotland (Audit Unit, 1997) which provides a template for more local and in house training and development. The model of leadership underpinning the SQH and Improving Leadership is that of about participation, interpersonal skills, and building relationships with the community.

If we look at the model of school leadership in Scotland it is about participation or collaboration; thus the style of school leadership implemented in Scotland is the transformational. This means, as mentioned before, schools and head-teachers are accountable for the implementation of government policy and so must bring about the necessary changes to implement the national priorities. This leads to a tension between - either developing or improving by school by addressing the specific needs of that establishment or -addressing the national priorities which might or might not co-incide with the specific needs of the school.



In comparison with the researcher's home country, Oman, there are some significant similarities because in both educational systems are centralised, head-teachers are accountable for schools and for the implementation of government policy. Similarly in Oman we are implementing a new development in school leadership. The school head-teachers programme was developed through various attempts to enhance the success of schools. It was started by selecting many teachers who wanted to be head teachers and giving them short in-service courses in issues concerned with learning and teaching over a short period of time. Then the method of selecting teachers was changed. In addition the training has changed: a variety of issues are now addressed, and the time of courses has now been increased from weeks to months, as well as the method of training being changed to focus on the a practical side of education cases.

Recently a programme was designed to qualify head-teachers through a number of means including study in the university for one year on secondment to obtain a Higher Diploma. The nature of this programme is focused on theoretical and practical issues related to teaching and learning as well administration and management such as making decisions and skills communication to communicate better with teachers and students. There are community awareness courses as well, and computer skills, psychology, child psychology, and definitely the study of leadership theory.

The Documents of the Quality Initiative in Scottish Schools (Audit Unit, 2002) emphasises leadership as an important factor in school effectiveness based on an ethos of achievement and focused on learning and teaching, Leadership means controlling ethos, learning, attainment and teaching.

According to the Quality Initiative in Scottish Schools, the difference between management and leadership are that management is concerned with short-term, logical, left-brain tasks, independent by efficiency, while leadership is long-term, spontaneous and right-brain, and is concerned with people, is, independent by effectiveness.



The contribution of the Quality Initiative in Scottish Schools has shown that there are some key aspects of leadership such as the abilities to inspire, create confidence, initiate, make good relationships, along with vision and commitment.

On the other hand parents view a good head teacher as one whom: instils good discipline; have good communication, understanding and empathy and effective management skills; is accessible and approachable; and gives clear direction. On the other hand, pupils view a good head teachers one who: shows consistency and fairness; forms good relationships and listens to pupils' views; instils good discipline, understanding and empathy; and is accessible and approachable. This, then, is how leadership education has developed in Scotland, providing key elements in the professional development of leaders.

The Scottish Qualification for Headship has been developed to enable aspiring head teachers to achieve The Standard for Headship (SEED, 1998) in order to prepare themselves for the task of leading a school. Head-teachers play an essential role in achieving the planned aims. They need a clear view of the social and economic context, and the direction in which their school should be operating, and they must have the skills, understanding and knowledge to lead schools effectively. The Standard for Headship sets out the key aspects of expertise and professionalism which the Scottish education system requires of those who are entrusted with the management and leadership of its schools.

The Standard defines the key purpose of headship: "to provide the management and leadership which enable a school to give every pupil high quality education and the highest level of achievement" Thus it is argued in The Standard for Headship that the success of any school is critically linked to the leadership of the head teacher. Working in partnership with pupils and the wider community, staff and parents: the head teacher must have a good vision and give direction to the school which will lead to effective teaching and learning.

On the other hand to be able to enthuse pupils, staff and others a climate can be created or developed to help the school respond positively to the change and achieve the vision. The head teacher is accountable for the quality of education achieved by the school within the available resources and the context of local and national framework. He or she must ensure



that the school is managed in such a way as to support continuous improvement. (SEED, 1998, p 3)The standard defines three elements of professional practice of school leadership and management: Management Functions, Professional Abilities and Professional Values.

The three elements relate to the basic questions which comprises the key functions in leading and managing schools: managing policy and planning; managing people; managing resources and finance; managing learning; and teaching the elements concerned with professional values in the knowledge, learning, development and understanding of the Scottish education system. These elements comprise the interpersonal and intellectual abilities on which school leader's draw to carry out their duties. The management functions performed by head teachers to achieve the purpose of headship, and the significant of these function, is to achieve the highest standards for teachers and pupils.

Therefore head teachers must create the structures and condition to develop and support effective teaching and learning. To give illustrations of the core activities of concern to the management function – for example managing policy and planning – these consist of developing and maintaining partnerships with pupils, the school board and parents; and developing and communicating policies and plans, aims, and school values while managing resources and finance. Another function - managing resources and finance concerns monitoring and controlling the use of resources, and allocating and securing the resources to support effective teaching and learning.

In contrast managing people is related to planning, delegating and evaluating work carried out by teams and individuals. The good head-teacher should create, maintain and enhance effective relationships; recruit and select support and teaching staff; and develop teams and individuals to enhance performance. Managing learning and teaching is related to establishing processes to maintain and create the ethos and context for effective teaching and learning, and establishing systems for effective learning and teaching.

As mentioned in the beginning, the standard of competence in school leadership and management is independent of the three elements of the professional abilities of the head-teacher. The standard of competence is basically how effectively the function of headship



is performed. The necessary abilities can be described in two broad categories, the intellectual and the personal. The personal includes abilities such as being able to inspire and motivate others, communicate effectively, demonstrate confidence and courage empathise with others, value and work through teams, and create and maintain a positive atmosphere. In contrast intellectual abilities emphasise being able to identify and solve problems, think strategically, seek and use information, show political insight, decide appropriately and judge wisely.

In order to understand the process of leadership it is necessary to analyse the role of the leader and the function and responsibility of leadership. These functions require different emphases in different situations according to the nature of the group. The same leadership position may also change over a period of time. It is possible, however to list a range of general functions which are served by the leadership position, such as: (SQH).

In this field it is very necessary to discuss the process of improving leadership in Scottish schools. It could be argued that the best leaders, in the most effective schools, demonstrate high levels of awareness of the need to develop leadership skills and department leaders established a positive ethos of achievement and provided it for staff and pupils. The evidence is coming from school inspections across Scotland which has demonstrated the basic importance of effective leadership to the success of pupils and schools standards. Quality in Scottish Schools (1995-1998) reported that the leadership of head-teachers was very good or showed more strength than weaknesses in 80 per cent of primary schools and 85 per cent of secondary schools.

The overall quality of leadership within a school or department should be closely related to the quality of performance. The evidence from school inspections and other research suggests that the best leaders demonstrate similar strong performance through similar characteristics: focusing on learning; developing and sharing vision; developing personal credibility; prioritising; building alliances within and beyond the school; demonstrating interpersonal skills; delegating and sharing leadership; being responsive; developing teamwork; and being committed and purposeful



A high quality leadership in schools becomes evident in many ways. To be a more effective school leader, leadership requires to be demonstrated at a number of levels, so school leaders are most effective when they: ensure that teamwork is ever more important; create a strong sense of mutual trust, respect and support; consistently challenge and support staff; become proactive in implementing change, use persuasion and influence; consistently raise the expectations pupils and staff have for themselves; develop a clear and rational vision; understand and treat staff as valued individuals; and inspire and empower staff and pupils.

Effective school leaders recognise that to share their aims and vision with staff and pupils is an important part of their role. Head-teachers must make sure that staff and pupils can meet their individual objectives and recognise and emphasise the ethos of achievement, as well as avoid a culture of blame, and promote their educational vision and goals. Effective school leaders have a good awareness of their own development and strengths on a school basis. They identify and develop everybody, stimulate staff and pupils, inspire them about achievement, delegate some of their power, and provide the stimulus and encouragement for staff and pupils to take responsibility.

To conclude: to learn from the standards of school leadership in the educational system in Scotland, we should look at the standards for headship in the light of the theories of leadership at which we have been looking previously. The design of these standards for headship has depended on theories such as the instructional, transactional, and transformational and servant, on which training has been focused, giving a chance to subordinate principles and concepts at a basic level. The processes of improving leadership in Scottish school provide a context for a head teacher to work in a school as part of a team with staff and pupils. In the final analysis, the outcome of educational processes is good quality.

The work in Scottish education for the development of school leaders is an example of good practice to many countries which want to improve their educational systems and to develop training programmes for head teachers. However, another educational system cannot simply lift such an approach and programme for the development of school leaders



because there are some important differences that need to be taken into consideration. Undoubtedly culture is an important issue as leaders adopt new thinking and new styles of managing people in organisations.

### **3.6 Leadership and culture**

One aspect that is critical in developing a model of participatory management is that of 'culture' particularly that of the school. The term "culture" is applied on many different levels: culture as the culture of a group of people with a common heritage; culture in terms of the ethos of an organisation, relating to the dominant beliefs and values; and, particularly in this section, the term culture can apply to the culture of a school (Prosser, 1999). Here there is a critical interaction between the school's culture and the attitudes and behaviour of the leader.

The idea of school culture is vital for the practice of school leadership. However, it has been argued that the term "school culture" is popular and frequently used but despite over thirty years of research it remains enigmatic and much abused. Also, as Prosser (1999) argue. Successful leaders tend to view their organization's environment in a positive way. This wide view is what the concept of school culture offers principals and leaders. It gives them a broader framework for understanding difficult problems and complex relationships within the school. By deepening their understanding of school culture, these leaders will be better equipped to shape the values, beliefs, and attitudes to promote a stable and nurturing learning environment. If we take this point of view there is an important question, that is, 'what is school culture?'

Deal and Kennedy (1982) identified heroes, values, rites and ritual, and a cultural network as the four essential components that can ensure the development of a strong organisational culture capable of influencing members' behaviour and their willingness to exert a cohesive concerted effort toward organisational goal achievement. Thus heroes personify cultural values and act as tangible role models and so demonstrate that personal and organisational successes are linked, thus equating an individual's responsibility for personal performance with organisational performance. Heroes epitomise exemplary behaviour in daily routine



action and inspiring commitment to visionary goals, provide a vehicle for employee recognition, enhanced motivation, and exceptional accomplishments. Values form the foundation for members' commitment to organisational goals and define standards for achievement and success. Shared values can act as an informal control system defining behaviour. To develop a strong system of shared values management must exemplify these values not only in discourse but also through actions.

Cultural networks are critical for the organisation because they are used to: 1. interpret the significance of communications information; 2. transmit information; 3. provide an arena for gaining support for proposals or initiative prior to a formal group meeting, or making a presentation, or decision-making. Rites and rituals are the rules that define expected behaviour and how values are practised.

Drawing from transformative and cultural leadership research by Bass, 1985, Burns, 1978, Deal and Kennedy, 1982, Greenfield, 1987, and Schein, 1985. Sergiovanni (1994) applied these ideas of leadership to an educational context. Sergiovanni (1994) extended this work on leadership as cultural expression which relies on the complex interplay of tactical leadership skills achieving objectives for students effectively and efficiently, and strategic leadership. He viewed schools as organisations that are culturally tightly controlled by norms, group mores, and patterns of beliefs, values, socialisation. There is a less emphasis on bureaucratic management rules.

School culture is one of the most complex and important concepts in education but field of education lacks a clear definition of school culture. The term has been used with a variety of concepts including ethos and climate. It seems to me that the concept of culture came to education from the corporate workplace with the notion that it would provide direction for a more efficient learning environment; a review of the literature on school culture reveals that the definition of culture includes deep patterns of beliefs, values and tradition.

The purpose of culture, to develop and reinforce a shared commitment to and transmission of values and goals, can be deterrent to attempts to move an organisation in a new direction. Various researchers (for example, Schein, 1985 and Sergiovanni, 1994), have asserted that



culture can be used to achieve change through the building of a renewed commitment to shared values and goals (Duignan, 1989). Leaders play a critical role in the success of an effort towards change.

Thus school culture can be defined as the historically transmitted patterns of meaning that include beliefs, ceremonies, norms, values, traditions and rituals. Stolp (1998) says that researchers have compiled some impressive evidence on school culture. Healthy and sound school culture is strongly correlated with increased student achievement and motivation, and with teacher productivity and satisfaction. School culture also correlates with teachers' attitudes toward their work. Culture describes how things are and acts as a screen or lens through which the world is viewed. In essence it defines reality for those within a social organization, gives them support and identity, and creates a framework for occupational learning. Stoll (1998) identifies the history of school culture: each school has a different reality or mindset of school life. A school's culture is shaped by its history, people and the context.

School culture is influenced by the school's pupils and effects of how the pupils relate to each other as a group. Essentially, pupils who attend the school flavour it in particular way, through their own pupil culture, as well as school culture being influenced by the external context. Locally a school's community including the parents of the pupils may have their own conception of what a real school is. The age of the school can have an impact on culture change. In its early years the school makes its culture explicit, in the midlife the school is well established but needs to continue growing and finally the school ceases to grow and respond to its environment.

The role of leadership in relation to school culture is central; leaders have been described as the founders of the culture, their contribution or responsibility being the change of school culture by installing new values and beliefs, understanding for any internal or external change according to the organizational culture (Lakomski, 2001). Schein (1992) considers organizational culture and leadership culture can take different forms as a holistic concept. Bush (1995) suggests cultural models which emphasize the informal aspects of organizations rather than their official elements. They focus on the values, norms and



beliefs of individuals in the organization and how these individuals' perceptions coalesce into shared organizational meaning. He argues that cultural models assume that values, belief and ideology are at the heart of the organization.

Beare et al. (1989) suggest that culture is expressed in three modes: 1. Behaviourally through rituals such as ceremonies, pedagogy, rules and support mechanisms; 2. Conceptually or verbally through such as things like the definition of the curriculum, use of language; and 3. in a visual or material mode through the physical environment, facilities and equipment. There has also been work on looking at different types of cultures in organisations. Handy (1986) identifies four cultures in educational organizations, those of Task, Club, Role, and Person. None of these four culture models is of itself inherently good or bad, but rather each is viewed as appropriate for different types of organizational activity and with different groups of people.

**Club culture:** is likened to a spider's web in which informal networks of influence and like-minded people support the vision of the central leader of the organization. Communication channels are short and informal and power is centralized.

**Task culture:** is described as a flexible net. It concentrates on the organization of human and other resources to meet the demands of specific problems, projects or new areas of activity. Communication takes place in meetings which are used to plan.

**Role culture:** is articulated in terms of the impersonal sets of roles. The focus in role culture is on the work of the organization. Communication channels are formalized and are used to support chosen procedures and systems.

**Person culture:** is oriented towards organizational support for the talent and initiative of particular individuals.

One question is which of these types of culture benefit a school. In the field of organisational improvement Stoll and Fink (1998) stress the importance of culture to a school and development by identifying ten cultural norms that influence school improvement which bear a strong resemblance to many of the facets of leadership: shared goals, responsibility for success, openness, support, celebration and humour, mutual respect, lifelong learning, risk taking, collegiality and continuous improvement. This is more towards a task culture where people will take on tasks to achieve the goal rather than



stay within their role. Schools and school leaders need to know about the culture of their school.

Bush and Burnham (1994) found that cultural analysis serves four management purposes. Cultural analysis suggests areas of activity which may be open to influence in order to promote desired organizational values and it offers an indicator of the match between internal organizational and external environmental values. It facilitates assessment of which areas of individual and organizational activity are in conflict with the desired organizational culture. It leads to more complete understanding, through observation of how things are done.

There is an important link between culture and leadership: the leader of the organization has the main responsibility and sustaining its culture because this is how a school will improve. Heads and principals are expected to embody the culture of the school. Bush (1995) suggests several strategies for leaders who wish to generate culture:

- Exploit and develop ceremony.
- Document the school's history to be codified.
- Identify 'priests, priestesses and gossips' and incorporate them into the main stream – this provides access to the informal communications network.
- Review the school's rituals to convey cultural beliefs and values.

Leaders are therefore responsible for building and maintaining the organizational culture. Bush (2002) says that clarifying the leader's role in building and maintaining organizational culture is but one aspect to be considered. There is also the question of moving culture. The concept of moving culture is that culture are dynamic not static. Law and Glover (2000) claim that the concept of moving cultures builds on an analysis of what currently exists, a vision of what might be achieved and the associated strategies which might help to move the culture and achieve organizational change.

To summarise this section: it has tried to demonstrate that school culture is an issue that concern schools, or more specifically the school leadership. A school's culture is difficult to define because it is about not only the environment of the school but about how all people



the teachers and pupils act and feel about the school. Culture provides an important focus for organizational action. Leaders may focus on influencing values so that they become closer to, if not identical with their own beliefs. Leaders can actively promote a positive culture that will allow change. It must be noted though that the discussion about the school culture has been drawn from studies within Western educational systems. Of importance here is the idea of participation by stakeholders particularly the teaching staff which reflect wider ideas about democratic participation. However, we need to place the idea of the culture of the school in a wider social culture and appreciate that there may be considerable tensions in seeking to develop a participatory approach to school leadership in developing societies. The culture of the school does not stand in isolation from or is separate from the culture of the wider society. Therefore in examining leadership in Oman schools we need to take account of not only the culture of specific schools but need to appreciate the culture of the wider Omani society.

The issue of organisational culture is particularly significant in the case of Oman. There are a number of issues specific to the education system in Oman that we need to recognise. It has been noted previously that expatriate teachers have historically been a major influence in the Omani educational system. Given the contractual nature of their work, expatriates in general have a limited investment in the systems in which they work. Replacing expatriate educators with Omani educators who have a vested interest in the system, which has been called Omanisation, may well improve conditions.

A further example in Oman in relation to school culture and leadership would be the fact that the teachers have been civil service employees and is a role culture. All of their activities and rewards have been regulated. The fact that educational authority has tended to be highly centralised in Oman is important here. This has presented certain problems particularly in the scope of headteachers and staff to develop the school's culture in a specific way.

There is also the issue of the expectations and traditions of wider Omani society. Thus it may be that Oman's educational system is tied to conceptions of hierarchy including



patriarchy and a style of leadership based on collaboration interpersonal approaches to management raises many questions including the role of women as leaders.

### **3.7. Leadership and gender**

*“Without progress in the situation of women, there can be no true social development. Human rights are not worthy of the name if they exclude the female half of humanity. The struggle for women’s equality is part of the struggle for a better world for all human being and all societies “*

(Butros Ghali United Nation Secretary General 1995 UN World Conference on Women)

Studies of women in leadership and management in education were until recently relatively rare. Theories of leadership and management traditionally have been based on assumptions derived from the experience of men. Coleman (2000) argues that using a gender perspective creates new possibilities for exploring the lives of men and women, who teach, manage and lead in education. Research has identified many barriers to female advancement to educational leadership positions but extended visions of new possibilities are established as more women move to the forefront of district, state and national leadership. As it becomes more customary to see women in leadership positions and as they assume new roles, other women in the wings are observing and developing a sense of possibility (Somers and Ragland, 1995)

Definitions of leadership tasks have expanded range of new dimensions and responsibilities has been added to schools, providing new opportunities for leadership. Consequently, people with new skills and insights are needed to meet such responsibilities successfully. Expanded definitions of what schools are all about create a need for different administrative positions requiring specific skills. There are a number of discussions that have looked at the contribution of women as leaders. However, this is an area in which there has been debate.



Recent decades have reflected a growing awareness of gender as a key and frequently overlooked dimension of leadership. As Collard (2001) says, historical and qualitative accounts, feminist research for example, have suggested that there are fundamental differences in the leadership beliefs and practices of male and female leaders. Sherman (2000) argues that females have been marginalized in the production of knowledge through identification with alternative styles of management. Administrative strategies and orientation identified as feminine are quite different from the traditional masculine model which includes the valuing of task orientation, objectivity, independence and aggression. The elements of leadership that most consistently inform a feminine administrative style include an emphasis on establishing relationships with others in an attempt to build community.

### **3.7.1. Difference between male and female leadership styles**

Frequently in the literature, and also in popular understanding, men and women are characterised as having different concerns. Obviously these are very general ideas, but they do help us to begin to consider the possibility of different approaches to leadership being adopted by women and men. It has been argued that women are concerned about more holistic issues particularly and concerns about children. Sherman (2000) says that women talk about the students more and the current researcher believes that they are better communicators. In some of the popular ideas there is a view that female leaders are interested in providing instructional leadership, and what goes on in the classrooms keeps coming up into conversation. Men need to get away from the idea of their school as their own organisation which they lead and be more willing to discuss issues that concern all involved. In studies some differences have been highlighted. In Sherman's (2000) study the women described ways in which they exhibited a different leadership style from men and the ideas of effectiveness for a female depended upon this altered approach. An in-depth look at the difference in leadership styles reveals that men and women vary in the areas of leadership and management, communication, decision-making, work environment and conflict resolution.



### 3.7.2. Traits of female administrators

The question that has always been surrounded with much controversy: are women and men different leaders? The positions that men and women take may differ fundamentally in how they lead others. Marloe and Tineke (2002) argue that some scholars subscribe to this difference to the idea that women have a different 'female voice'. The empirical evidence for both positions has accumulated through the years, contributing to the confusion in the field. Studies on gender and leadership in education have revealed a number of comparators in terms of common issues across culture contexts. These comparators can be expressed as factors that either empower or disempower women in their initial steps into leadership as they attempt to move forward in management roles. However as Cubillo and Ralph, (2000) argue women have now become seen as viable and valuable contributors to the workforce including becoming leaders in their own right. In the Omani educational system women are now principals of schools so it is useful to look at this.

Sherman (2000) argues that we can identify traits of female administrators. Their concerns focus mainly on factors such as relationships, instructional leadership, and communication. Women identified female traits include nurturing personalities and a focus on providing staff opportunities. They also stressed a focus away from hierarchical structure and more on the creation of a sense of community. This can be illustrated by looking at the concerns of instructional leadership as found in this study. Most of the women have had lengthy teaching careers prior to becoming administrators. When asked how they described themselves and when asked about their career, all but one of the women stated they were teachers. This focus on instruction supports their vision of themselves as instructional leaders. Another priority for the women was communication and the role it played in promoting positive relationships among the staff, between the school and community and between students and staff. The women felt responsible for ensuring communications at all levels were proactive and yet responsive to the needs of each of the groups.

Although Sherman argues for differences there is much argument about this. In the research literature on sex differences in any trait, behaviour, competence or skill one can usually detect two competing streams of evidence, one minimizing or ignoring sex differences, the other maximizing or aiming to demonstrate differences. In feminist theory, this debate is



known as the similarity–difference controversy. Therefore the debate has moved from considering differences based upon sex to women relating gendered-leadership styles.

### 3.7.3. Gendered leadership styles

There is an ever-expanding body of literature and research on sex and gender much of what is still contested has been contributed. Kouzes and Posner (1999) suggest that, building on the biological fact that males and females are, in some respects, essentially distinct, there are claims about differences relating to intelligence, attitudes and aptitudes for leadership. Modes of leadership styles either emphasize maintenance of task or nurturing of interpersonal relationship. Therefore, they relate to gender because they reflect the femininity/masculinity dimension of existing ideas about gender differences – that is to say that in general, men are considered instrumental, competent, rational and assertive and women sensitive, warm, tactful and expressive. These differences in some ways link to the task-oriented and interpersonally oriented styles. Marloes and Tineke (2002) refer to the respectively feminine and masculine modes of relating to others. The feminine modes are characterized by striving for intimacy and union reflected in agreeable behaviours, whereas the masculine modes imply striving for mastery and dominance. However, Banducci and Karp (2000) published a study of the women leaders in New Zealand, Canada, Australia, and Britain which presented the idea that women leaders made women more prominent, but they did not bring these feminine qualities to the role.

We are living in a time of enormous change, a time which requires open dialogue about the traditional and changing perceptions of who can become a leader and what it takes to practice effective leadership and this is important in the context of Oman. There are increasing opportunities for advancement and challenges for everyone willing to put forth the effort, both men and women. In fact, one of the key developments of this era is that the talents and leadership skills of women are, slowly but surely, being recognized.

They are establishing a platform which indicates that the attributes of leadership are gender-related, not gender-specific: that they may be broad trends that relate to gender but these can change in different situations. Curry (2000) claims that it is being noticed that



when women are allowed to assume a leadership role they are not just getting the job done or honouring the commitment, they are also changing the perception of how leadership can be practised. There may be different ways of acting and being a leader away from the traditional ideas which both women and men can adopt. This is a vital development because if we continue to define leadership in terms of gender specific roles and argue that men and women have inherently different ways of leading, we are perpetuating the age-old myth that one or the other of the sexes is more suited to accept responsibilities of leadership. Seeing men as concern with the task and women relationships is changing one set of stereotypes for another. Further, the relational orientation, concern for people, tendency to listen, and supportiveness can be seen as important aspects of the leadership of men as well as women. According to Matusak's (2001) study, judging each individual, male and female, on their worth and uniqueness and the strength of their preferred leadership style and the demands of the new century will make our organizations and communities strong and will achieve peace and success rather than continued war between the genders. Men have much to learn from women and women have much to learn from men. This is an issue to be looked at in the Oman school system.

It is important to acknowledge that history, culture, economics and religion have tended to obscure the value of this equality of the genders. The fact is that both women and men have the capacity to alter their leadership styles to suit the demands of the situation at hand. Sometime unilateral decision-making and authoritarian leadership are necessary. Matusak (2001) suggests that although men and women can adapt to either style of leadership, there are structural and psychological barriers to accepting women as leaders and in leadership positions. The structural barriers, including legal, cultural, educational and historical factors, have created gender-role stereotypes in most countries. These prevalent attitudes hinder women's preparation for leadership roles as well as their opportunities for promotion. In most cultures men and women receive different signals about what is expected of them. Men have had to appear to be competitive, strong, tough, decisive, and in control. Leadership development theory has been historically shaped by males. Until recently, little attention has been given to the leadership development of women. Today



Drake and Owen (1998) show that education and gender are not simple, one-dimensional terms: each carries a wealth of definition and interpretations, some of which predominate here. Schools can be democratic or hierarchical; they can teach girls about their expected place in society and their future role as citizens; as well as to read, write, count, and how to pass or not to pass or even to enter examinations. They can provide a setting in which women, as teachers, managers or administrators, can develop careers or remain at a lowly, servicing level. Gender is not only significant in relation to the education and boys and girls in relation to their future lives within Oman. There are also issues related to teachers and gender. Within Oman predominantly the secondary school system is single gender schools. Therefore there are many women who are school leaders of girls schools. Gender will be an issue in looking at the perceptions of school leaders about effective school leadership: does the gender of the school leader influence their perceptions of the nature of effective school leadership.

### **3.8 The Development of School Leaders in Scotland: A Case Study**

One of the significant issues within the literature is the development of leaders in schools and other educational establishments. At this point it would be useful to look in detail at one approach to the development of school leaders within the Scottish educational system. As a basic information, 95% of schools in Scotland are public schools and there is a structure for the administration and governance of schools (Scottish Executive, 2000). The Scotland's educational system, is shaped by the Scottish Executive Education Department (SEED) which is coming at the top, and beside that Education Minister. The Minister of Education sets out a framework of national priorities. It is then the duty of local authorities is to ensure that schools implement the national priorities. The schools must then address these priorities and the head teacher is responsible for addressing these priorities.



The Inspectorate (HMIE) inspect schools and local authorities on the basis of the national priorities. The educational context within which teachers in Scotland work has changed significantly over the past few years in ways which clarify and emphasise the central role of teachers at all stages of the education process. In schools there is a difference between teachers in the classroom who are concerned with teaching and learning, while head teachers are concerned with partnerships, external relations and management (of budget, funding, staff, and quality assurance). The different roles are for one aim that is the expectations are held of schools and of teachers to ensure effective learning. These have changed significantly over the past years in many countries including Scotland: there is today a general agreement that Scottish schools must ensure that young people achieve higher standards.

All schools are measured against the same aspects. There have been developed a set of quality indicators to assess each school's performance called *How Good is Our School* (HMI, 2002). These indicators highlight areas that are thought to be significant in the development of Scottish schools. There are quality indicators for:

- the curriculum
- attainment
- learning and teaching
- support for pupils
- ethos
- resources
- management, leadership and quality assurance.

In this what is important is that schools should be improving pupils' learning. Schools need to recognise the need and interests of individual learners more readily and more fully. The relationships within the education system have developed so that teachers are now expected to work in partnership with a wide range of other agencies. Within schools and classrooms the understanding of the factors which promote learning has increased; and related to the understanding of how concepts are formed, there is now widespread recognition within schools of the importance of providing a supportive environment for learners and of the importance of relationships in supporting learning



In the materials for schools there are a number of similar ideas about school leadership. In *How Good is Our School*, the quality indicator 7: Management, leadership and quality assurance this is divided into aspects:

- aims and policy making where aims for the school are set and policies are made to achieve these
- self evaluation where self evaluation is carried out by the school and school leaders assess the teaching
- planning for improvement where all schools have a development plan to improve the school
- leadership which includes: “leadership qualities, professional competence and commitment and relationships with people and development of team work.”
- effectiveness and deployment of staff with additional responsibilities.

There is some materials produced by the Scottish Education Department *Improving Leadership in Scotland* (Audit Unit, 1997) which provides a template for development.

The model of leadership. The central idea underpinning *Improving Leadership* is that of about participation, interpersonal skills, and building relationships with the community.

There are ten features of effective leadership:

1. Building alliances within and beyond the school
2. Being committed and purposeful
3. Developing teamwork
4. Developing and sharing a vision
5. Focusing on learning
6. Demonstrating interpersonal skills
7. Developing personal credibility
8. Prioritising
9. Being responsive
10. Delegating and sharing leadership.

If we look at the model of school leadership in Scotland it is about participation or collaboration; thus the style of school leadership implemented in Scotland is the transformational. This means, as mentioned before, schools and head-teachers are



accountable for the implementation of government policy and so must bring about the necessary changes to implement the national priorities. At the same time they are asked to build a school culture by involving teachers in planning and developing the school to match the national priorities.

The documents from the Quality Initiative in Scottish Schools, *How Good is Our School* (Audit Unit, 2002) emphasises leadership as an important factor in school effectiveness based on an ethos of achievement and focused on learning and teaching. Leadership means controlling ethos, learning, attainment and teaching. The contribution of the Quality Initiative in Scottish Schools has shown that there are some key aspects of leadership such as the abilities to inspire, create confidence, initiate, make good relationships, along with vision and commitment.

The evidence is coming from school inspections across Scotland which has demonstrated the basic importance of effective leadership to the success of pupils and schools standards. *Quality in Scottish Schools 1995-1998* (Audit Unit, 1998) reported that the leadership of head-teachers was very good or showed more strength than weaknesses in 80 per cent of primary schools and 85 per cent of secondary schools. The overall quality of leadership within a school or department should be closely related to the quality of performance. The evidence from school inspections and other research suggests that the best leaders demonstrate similar strong performance through similar characteristics: focusing on learning; developing and sharing vision; developing personal credibility; prioritising; building alliances within and beyond the school; demonstrating interpersonal skills; delegating and sharing leadership; being responsive; developing teamwork; and being committed and purposeful

A high quality leadership in schools becomes evident in many ways. To be a more effective school leader, leadership requires to be demonstrated at a number of levels, so school leaders are most effective when they: ensure that teamwork is ever more important; create a strong sense of mutual trust, respect and support; consistently challenge and support staff; become proactive in implementing change, use persuasion and influence; consistently raise



the expectations pupils and staff have for themselves; develop a clear and rational vision; understand and treat staff as valued individuals; and inspire and empower staff and pupils.

Effective school leaders recognise that to share their aims and vision with staff and pupils is an important part of their role. Head-teachers must make sure that staff and pupils can meet their individual objectives and recognise and emphasise the ethos of achievement, as well as avoid a culture of blame, and promote their educational vision and goals. Effective school leaders have a good awareness of their own development and strengths on a school basis. They identify and develop everybody, stimulate staff and pupils, inspire them about achievement, delegate some of their power, and provide the stimulus and encouragement for staff and pupils to take responsibility. However, this is a complex role with many demands and an important question is the development of school leaders to create effective practice.

### **3.8.1: Developing School Leadership in Scotland**

One of the issues being dealt within the Scottish educational system similar to the concerns in Oman is the development of school leaders. *The Scottish Qualification for Headship* (SEEDa, 1998) has been developed to enable aspiring head teachers to achieve The Standard for Headship (SEEDb, 1998) in order to prepare themselves for the task of leading a school. This is a programme of development for teachers who are already managers and who wish to become school leaders. The programme has a number of different units which the participants complete in order to achieve *The Standard for Headship*, it sets out the key aspects of expertise and professionalism which the Scottish education system requires of those who are entrusted with the management and leadership of its schools.

The Standard defines the key purpose of headship: “to provide the management and leadership which enable a school to give every pupil high quality education and the highest level of achievement”. Thus it is argued in *The Standard for Headship* that the success of any school is critically linked to the leadership of the head teacher. Working in partnership with pupils and the wider community, staff and parents: the head teacher must have a good vision and give direction to the school which will lead to effective teaching and learning. Head teachers then need to be able to enthuse pupils, staff and others so a climate can be



created or developed to help the school respond positively to the change and achieve the vision. The head teacher is accountable for the quality of education achieved by the school within the available resources and the context of local and national framework. He or she must ensure that the school is managed in such a way as to support continuous improvement. (SEED, 1998, p 3).

The *Standard for Headship* defines three elements of professional practice of school leadership and management:

1. Management Functions,
2. Professional Abilities
3. Professional Values.

The three elements relate to the basic questions about the leadership of the school: what a school leader does – the management functions, why a school leader acts in specific ways – the professional values and how well the school leader acts (Reeves, Forde, Casteel and Lynas, 1998). The management functions comprises the key functions in leading and managing schools:

1. managing policy and planning;
2. managing people;
3. managing resources and finance;
4. managing learning; and teaching.

Head teachers must create the structures and condition to develop and support effective teaching and learning. Each of these four functions has core activities. To give some illustrations of the core activities related to this overall purpose in each of the management function each function is mapped out:

Managing policy and planning consists of developing and maintaining partnerships with pupils, the school board and parents; and developing and communicating policies and plans, aims, and school values.

Managing resources and finance concerns monitoring and controlling the use of resources, and allocating and securing the resources to support effective teaching and learning.



Managing people is related to planning, delegating and evaluating work carried out by teams and individuals. The good head-teacher should create, maintain and enhance effective relationships; recruit and select support and teaching staff; and develop teams and individuals to enhance performance.

Managing learning and teaching is related to establishing processes to maintain and create the ethos and context for effective teaching and learning, and establishing systems for effective learning and teaching.

The elements concerned with professional values include:

- the knowledge and understanding school leaders should have,
- their own learning and development and
- the professional values in their school and in the Scottish education system.

The third element is the interpersonal and intellectual abilities on which school leader’s draw to carry out their duties. These are in the Figure 3.4:

Professional Abilities in the Standard for Headship (1998)

Interpersonal Abilities	Intellectual abilities
Inspiring and motivating others	Judging wisely
Communicating effectively	Deciding appropriately
Empathising with others	Framing and solving problems
Valuing and working through teams	Seeking and using information
Showing confidence and courage	Thinking strategically
Creating a positive atmosphere	Showing political insight

Figure 3.4

In *The Standard for Headship* competence in school leadership and management is dependent on the three elements of the professional abilities of the head-teacher. The standard of competence is basically how effectively the function of headship is performed. The Standard is used as the basis of the development programme for the *Scottish Qualification for Headship*. Underpinning this programme is then a particular model of



school leadership which lays stress on the importance of learning and the need to the school leader to set out the vision and purposes and enable the school staff to be involved. This raises a question then about how might school leaders be developed in Oman and what model of leadership should underpin this programme.

### **3.9. Developing Leadership in Oman**

In Oman recently a programme was designed to qualify head-teachers through a number of means including study in the university for one year on secondment to obtain a Higher Diploma. The nature of this programme is focused on theoretical and practical issues related to teaching and learning as well administration and management such as making decisions and skills communication to communicate better with teachers and students. There are community awareness courses as well, and computer skills, psychology, child psychology, and the study of leadership theory. However, the focus on the theory of leadership raises questions about how this relates to the practice of school leadership in schools in Oman. The focus of this study is on the perceptions of school leaders about the features of effective school leadership. By exploring these we can begin to map out possible aspects for the future development of school leaders.

The work in Scottish education for the development of school leaders is an example of good practice to many countries which want to improve their educational systems and to develop training programmes for head teachers. However, another educational system cannot simply lift such an approach and programme for the development of school leaders because there are some important differences that need to be taken into consideration. Undoubtedly culture is an important issue as leaders adopt new thinking and new styles of managing people in organisations.



### **3.10. Conclusions and Summary**

From this survey of the literature we can see leadership is defined as a group process that involves influence exercised by the leader toward appropriate goal achievement. Leadership is a collective phenomenon. However, leadership is a dynamic form of behaviour and is affected by a number of variables. No one style can be seen as most effective in all situations. Instead leadership effectiveness is significantly affected by situational variables including the characteristics of the group, the organisation and the leader such as subordinate maturity, culture, task structure, leader-member relationships, and leader position power.

From this discussion there are a number of aspects that have come from the theories of leadership as well as from the example of leadership development in Scotland. Leadership can be distinguished from management and from administration. Within this there are a number of aspects of leadership that have been highlighted as important. Early theories identified two core aspects of leadership the task of influencing others to undertake tasks and make changes and the task of the leader to set goals and to provide direction.

These core tasks remain but there is a question of balancing a concern for people with a concern for the tasks. Later discussions have tended to stress the importance of the culture of the organisation and the influence of the situation on leadership. The idea of transformational leadership in education has been highlighted especially with the demand that school leaders ensure improvement.

There has then to be a commitment to change. In the situation of a school there are different sets of factors that need to be highlighted which we can relate to the effectiveness of school leaders.

1. Factors relating to the leader and the issue of vision and values. In this aspect school leaders need to be able to set out and demonstrate the overall vision for the school and the central values. In a school setting the importance of pupil learning is key.



2. Here also personal skills and attitudes are important in a leader such as communication skills and commitment.
3. Factors relating to the organisational context. These factors relate to the task of the organisation and in a school this is related to teaching and learning and the need to ensure effective learning.
4. Factors relating to staff. In a school an important part of the role of the school leader is to involve staff but to recognise that staff might be involved in different ways and part of the role of the school leader is not only to build good relationships but to be able to support staff to develop learning. There is also the issue of the staff's view of the head teacher as a leader, if he has credibility as a leader.

From this literature review a number of features can be highlighted which will provide a framework to explore the perceptions of school leaders in Oman about the features of effective school leadership that then could be used as a basis for the development of head teachers in Oman. These features are in figure 3.5:

**Figure 3.5 Features of participatory school leadership**

Area	Aspects from the review	Focus in study
1	Ideas about values and vision	Developing and sharing vision
2	Staff participating and working with staff	Developing teamwork
3	The focus on educative leadership and learning in the centre	Focusing on learning
4	Working with staff and communicating	Demonstrating interpersonal skills
5	The head teacher leading the school and seen by	Being committed



	staff	
6	Working with staff and ensuring participation	Sharing leadership
7.	The head teacher's own standing	Personal credibility



## CHAPTER FOUR

### RESEARCH DESIGN AND METHODOLOGY

#### 4.1 Introduction

As noted in chapter three, the literature review, the concept of 'leadership' and leadership development and training was introduced in the first half of the last century and these ideas have passed through many stages to reach the present level. This study is designed to gather views on participatory school leadership. More specifically the study aims to examine how current school leaders in the secondary sector in Oman view the features school leadership based on a participatory model of leadership. Seven features were identified from the literature which were important in this model of leadership. The second part of the study is to begin to gather ideas about practice. This study seeks to establish whether there are any differences in the views secondary school headteachers in what they regard as the important characteristics and traits of effective school leadership and further asks whether the differences in views correlate to differences in terms of qualification, gender and length of job experience as well as to length of teaching experience. The first step is to design the methods to collect the views of all secondary head teachers in Oman.

This chapter examines the methodology used for this research. It firstly considers some of the methodological issues that had to be addressed and then it outlines and justifies the research design adopted in this study including the sampling strategy and choice of instrumentation. It explains how the plan was translated into action and the steps taken by the researcher to develop an instrument that was appropriate for its intended purposes. This chapter also reports on how the researcher carried out the fieldwork and analysed the data collected. It also discusses the limitations of the study.

It is useful to begin a discussion of the research methods used in this study by considering the meaning of the term of 'research' and 'research methodology'. There are various definitions for the term 'research' but all lead to the same broad meaning.

Gay (2003), for example, defines research as the formal, systematic application of the scientific and disciplined inquiry approach to the study of the problems, while Leedy (1997) defines research as "the systematic process of the collecting and analysing of



information in order to increase our understanding of the phenomenon with which we are concerned or interested” (p.5). Research methodology is also defined by Leedy (1997) as a process through which we attempt to achieve systematically and with support of data the answer to a question, the resolution of a problem or a greater understanding of a phenomenon. Leedy highlights the importance of being systematic and the need to gather relevant data to address the question or aim. The first task then was to generate an appropriate research design through which specific questions could be addressed in a systematic way and supported by data.

## 4.2. Research Design

Research methods can be classified in a number of ways. One is the degree of direct applicability of the research to educational practice or settings: that is, whether it is applied or basic research. As Gay and Airasian (2003) say, basic research involves the process of collecting and analysing information to enhance or develop a theory. Theory development is a conceptual process that requires many research studies conducted over time, while applied research is conducted to evaluate the usefulness of a strategy, policy or practice in solving practical educational problems. This research study is intended to be applied research because a key intention is to generate material to support the review, design and delivery of programmes for the development of school leaders in Oman.

Research methods can also be classified by the methods the researcher uses to conduct the study, that is, quantitative or qualitative research. It is necessary to define what is meant by ‘qualitative’ and ‘quantitative’ research. Quantitative research methods are based on the collection and analysis of numerical data obtained from questionnaires, checklists, tests, and other formal paper and pencil instruments, while qualitative research methods are based on gathering data on different beliefs and purposes as well attitudes. Though in practice research project will combine the use of both quantitative and qualitative methodologies, it is important to recognise that these two approaches have different philosophical roots with regard to defining what we mean by evidence. Whereas qualitative data provides a description of a situation or phenomenon, qualitative researchers do not accept the view of a stable, coherent, uniform world (Gay and Airasian, 2003). Quantitative research entails more than just the use of numerical data. It also involves stating both the hypotheses to be examined and the research procedures and calls for maintaining control over contextual factors as well using large



samples of participants to provide statistically meaningful data, (Gay and Airasian, 2003).

The terms 'quantitative' and 'qualitative' are used to differentiate one approach from the other and there are some fundamental differences in how quantitative and qualitative research are conducted that reflect their different perspectives on meaning and how one can approach it. For example, as Gay and Airasin (2003) argue, qualitative research tends not to state hypotheses before data are collected. However, qualitative research problems and methods tend to evolve as understanding of the research context and participants deepen uses an inductive strategy.

In qualitative research, the context is not controlled or manipulated by the researcher as in most quantitative research studies. Additionally, in qualitative research the number of participants tends to be small, in part because of time need in intensive data collection methods such as interviews and observation. Qualitative researchers analyse data interpretatively by organising, synthesising and categorising data into patterns that produce a descriptive, synthesised, narrative. Conversely, quantitative analysis involves statistical procedures. Finally because of the data collection methods and the effort to understand the participant's' own perspectives, whereas researchers using qualitative methods often interact extensively with participants during the study, quantitative researchers strive to control the context and rarely interact with study participants (Gay and Airasian, 2003).

Although there are significant differences in quantitative and qualitative research, in educational research there has been a growing interest in using both qualitative and quantitative methods of collecting data to facilitate understanding of the phenomena under study, as Cohen and Manion (2001) and Warwick (1993) both state. Using various data collection techniques, both qualitative and quantitative, helps to obtain data that cannot be gathered by a single technique. The research plan for this study includes both quantitative and qualitative research. Gay and Airasian (2003) claim that researchers use quantitative research approaches to describe current conditions in order to investigate and study cause and effect relationships while qualitative research seeks to probe deeply into the research setting to obtain in-depth understandings about the participants in the context.



The research plan is the approach to how the research can be formulated and put into operation, moving from general areas of interest, questions and aims to very specific research questions which can be answered using appropriate sampling procedures, instruments, methodology, and with the gathering of relevant data. Research design is a way of seeking answers to questions. Kerlinger (1986) argues that the research design is a structure, plan and strategy of investigation so conceived as to obtain answers to research questions or problems.

The research design of this study uses both quantitative and qualitative methods which are appropriate when a social phenomenon, in this case leadership, is being explored in organisation, in this case, a school. The aim of this study is to investigate the social phenomenon of leadership in an academic setting. The focus of the study was on the views of existing headteachers on a number of key features related to participatory effective school leadership and the strategies they used as the school leader in relation to this model of participatory leadership. An important aspect of the study was to compare the views of headteachers on the features of effective school leadership to see if there existed any differences on the basis of four variables. These variables were measurable and could be statistically analysed.

There was a logical structure to the gathering of data from the headteachers with a process based on stages. The study used questionnaires and interviews that sought to elicit answers from secondary school head teachers in Oman: the focus was to gather views on what existing school leaders regarded as the most important attributes or characteristics of effective school leadership using a participatory model. From this data, it is intended to identify issues for the development of school leaders in Oman and propose some strategies for leadership development in Omani schools.

### 4.3. Validity and Reliability

#### 4.3.1. Validity:

Validity and reliability are the basic principles and concepts in the design of a project as a whole. Successful research relies on valid instrumentation and the two main aspects for which researchers usually look in this regard are validity and reliability. According to Smith (1991) validity is the degree to which the researcher has measured what he has set out to measure, while Leedy (1997) says validity is concern with the soundness, the



effectiveness of the measuring instrument. Cohen and Morrison (2000) define validity as an important key to effective research. Validity is a requirement for both quantitative and qualitative research. There are a several kinds of validity such as: 1. Content validity 2. Construct validity 3. Internal validity and 4. External validity. These important concepts should also be applied to the design of a research study and we can relate these ideas to this study.

Both quantitative and qualitative methods can address internal and external validity. Internal validity seeks to demonstrate that the explanation of a particular event which a piece of research explores, can actually be sustained by the data. In the case of this study the focus is on ensuring the data collected allows us to gather the views of headteachers on the features of effective leadership in schools based on a participatory model. To some degree this concerns accuracy, which can be applied to quantitative and qualitative research. In other studies Trochim (1999) claims that internal validity also includes content and construct validity. As content validity refers to the assessment of the items in the instrument, it is important to ensure that the questionnaire as well as the interview in this study cover the full range of issues being investigated. Construct validity seeks to ensure that the concept of the instrument – in this case the attributes of school leadership - can be translated into a functioning and operating reality. External validity refers to the degree to which the result can be generalized to the wider population. The issue of generalization has been resolved by including in the questionnaire survey all secondary head teachers in Oman. The issue of generalization is problematical if we want to consider what might be the position of head teachers of primary schools and the wider population who have an interested in education. However, we will consider whether we can make some tentative proposals in the final chapter.

The various types of validity which relate to this study were considered and to address these survey items were reviewed using the following procedure:

1. The fields – the key features of participatory leadership - were derived from the review of the related literature.
2. The fields related to the study aims were divided in items.
3. To make the items easy and understandable by respondents, simple words were selected.



4. Using his experience, the researcher reviewed and modified the items to suit the Omani context.
5. Clear instructions were provided for each instrument.
6. According to Gay (2003) content validity can be determined by expert judgement. The interview schedule was checked, firstly by my supervisor and enriched by her advice and later by that of other experts. Experienced researchers were also asked for their advice and comment on the instrument proposed including the experts in the field of research school leadership, at the University of Glasgow including academic members, PhD students, and secondary school head teachers at Glasgow, and the Colleges of Education in Oman where the researcher was working. This consultation and advice was also followed in the development of structured interviews. The result of these discussions with experts was that some modifications were made, for example, variable four (teaching experience) was added to the part one background information.

#### 4.3.2. Reliability

As Cohen and Morrison (2000) define it, reliability is essentially a synonym for consistency and replicability over time, over different instruments and over groups of respondents. Reliability is considered a very important factor when constructing an instrument as it refers to the accuracy and consistency of the instrument.

There are three sorts of reliability according to Cohen and Morrison (2000): equivalence, stability and internal consistency. When we consider reliability as equivalence, there are two sorts: reliability may first be achieved through using equivalent forms of a test of a data-gathering instrument, and may be achieved through inter-rater reliability where the same rates are given to the same response. Reliability as stability is a measure of consistency over time and over similar samples: a reliable instrument for a piece of research will yield similar data from similar respondents over time. Finally, reliability as internal consistency may be measured by the test/re-test method and the equivalent forms method of demonstrating reliability. These require the tests or instruments to be done twice: demonstrating internal consistency demands that the instrument or tests be run once only through the split-half method.

Consequently, reliability in quantitative methods requires a degree of controlled manipulation of phenomena, while in qualitative research reliability can be regarded as



a fit between what actually occurs in the natural setting and what is being researched. The researcher judged reliability by finding how well the items of the instrument when administered to different groups of people on different occasions gave similar results. So, in this case the average inter-item correlation was used. This was done in two steps: 1 finding out the average inter-item correlation which is the mean of the correlation; 2. computing the correlation between each pair of items. After receiving feedback on the questionnaire from the experts, some changes were made. The questionnaire was refined and modified, the inter-rater reliability coefficient was computed for all statements and it was found that  $\text{Alpha} = .94$ .

#### 4.4. Population and Sampling

The first stage in the method is to decide on the target population of the study, while a population is the group from a study of which a researcher would like the result of to be generalizable. De Vaus (1991) mentions that that the term “population” means “all the members of the group”. The target population of this study was all secondary school head teachers employed by the Ministry of Education in Oman. The total number of the secondary school head teachers during the academic year (2002/2003) was 167. As can be seen from table (1), these can be classified by region: there were 18 schools in Muscat, 17 in Alsharqiyah North, 20 in Alsharqiyah South, 29 Aldakhiliya, 3 in Aldhahirah North, 16 in Aldhahirah South, 22 in Albatinah North, 18 in Albatinah South, 5 in Musandam, 14 in Dhofar, and 5 in Alwosta.

According to Gay (2003) sampling is the process of selecting a number of participants for a study in such a way that they represent the larger group from which they were selected. Cohen (2000) says that regardless of what sampling approach is used, it should describe the characteristics of the sample. This description should include the demographics of the sample and the number of participants in the sample. There is no clear answer to the question what the correct sample size should be. It depends on the nature of the population and the purpose of the study. There are four key factors to be taken into account in sampling strategy:

1. Access to the sample
2. The sample size
3. The sample strategy to be used
4. The representative ness of the sample.



Table 4.1 Secondary school head teachers in Oman

District	Male	Female	Total
Muscat	8	10	18
Alsharqiyah North	8	9	17
Alsharqiyah South	9	11	20
Aldakhiliya	15	14	29
Aldhahirah North	1	2	3
Aldhahirah South	8	8	16
Albatinah North	10	12	22
Albatinah South	11	7	18
Musandam	3	2	5
Dhofar	6	8	14
Alwusta	3	2	5
Total	82	85	167

(Resource: Statistical Year Book 2003)

Selecting a sample is a very important stage in conducting a quantitative research study. The steps in sampling are basically the same whatever the sampling technique used: these are identifying the population, and determining the required sample and sample size.

There are four basic random sampling procedures: simple random sampling, stratified sampling, cluster sampling, and systematic sampling. Random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. It is the best single way to obtain a representative sample. Random sampling involves identifying each member of the population, defining the population and selecting individuals for the sample on a completely chance basis. Therefore, taking a sample from the population is likely to be manageable and make it easier to control errors and achieve better results.

It is often stated that random selection might be the best way to proceed. However, a random sample is not a process without risk since there is a possibility of introducing errors or bias. A random sample means that there is an equal chance for everyone in the



target population to be selected Verma and Mallick, (1999). There are a number of different ways of selecting a sample. Included among them are: (1) random sampling (2) stratified sampling and (3) cluster sampling. Gay (2003) identifies the steps in sampling random sample: 1. List all members of the population 2. Select an arbitrary number in the table of random number 3. Identify and define the population 4. Determine the desired sample size.

However, though the steps provide a basis for a rigorous and systematic approach to selecting a sample, we need to be aware of sampling error. Cohen (2000) says that sampling error is often taken to be the difference between the sample mean and the population mean, but that it is not necessarily the result of mistakes made in sampling procedures. Systematic sampling is a modified form of simple random sampling which involves selecting subjects from a population list in a systematic rather than a random fashion. This is known as stratified sampling.

Stratified sampling is the process of selecting a sample in such a way that each subgroup identified in the population is represented in the sample in the same proportion in which it exists in the population. There is also cluster sampling which is where the researcher can randomly select groups rather than individuals. All the members of the group selected have similar characteristics. Cluster sampling involves less time and expense and is generally more convenient than other samples: it is widely used in small scale research. It is really another type of random sampling which is better called stratified sampling, and involves dividing the population into similar groups, so it is the process of selecting a sample in such a way that sub-groups identified in the population are represented proportionately in the sample.

Gay (2003) suggests generalities in determining sample size: 1. the larger the population size, the smaller the percentage of the population needed to get a representative sample. 2. For a smaller population ( $N < 100$ ), there is little point in sampling: a researcher should survey the entire population. 3. If the population sample is around 500, 50% of the population should be sample. 4. If the population is around 1,500, 20% of the population should be sampled. 5. Beyond a certain point (about  $N=5000$ ) the population size is almost irrelevant and a sample size of 400 will be adequate.



Given the size of the sample and the need to reflect possible regional variations it was decided that the sampling strategy to be employed in this study to include all the population – all the secondary school head teachers in Oman. These were identified through the list of Secondary schools in Oman which the researcher obtained from the Ministry of Education in Oman. The list includes all the educational zones of concern to the administrative division in Oman. In total, 167 questionnaires were hand-delivered by the researcher and 145 were returned to him, representing some 87% of sample target. Examination of those returned showed that the vast majority had been satisfactorily completed; that is to say, most of the items had been answered by all respondents.

## 4.5. Research Instrumentation

### 4.5.1. The Questionnaire in Educational Research

Gall (1996: 25) defined the questionnaire as “a measure that presents a set of writing questions to which all individuals in a sample respond”. Questionnaires that facilitate collection of data from a wider sample than otherwise normally possible using other techniques continue to be the data collection strategy of choice among researchers in social research.

There are indeed a number of advantages in using questionnaires. Seliger and Shohamy (1998) argue that: 1. the questionnaire can be distributed to a large sample; 2. it is cheaper and less time-consuming; 3. subjects may answer sensitive questions especially when their names are not mentioned; 4. when the questionnaire is given to all the subjects at the same time, the data gathered ought to relate to the same context; 5. the researcher can administer the questionnaire himself/herself to make sure it is accurately distributed and clearly understood.

The questionnaire is often an important tool in the collecting data for both professional researchers and postgraduate research students, and is widely used in educational research. Accordingly Leedy (1997) suggests advice to researchers about designing a questionnaire: 1. Organise the items so that they are easy to read and complete. 2. Keep the questionnaire as short as possible. 3. Include brief, clear instructions. 4. Organise the questionnaire in a logical sequence. 5. Do not use technical or complex terms. 6. Make



the question attractive by using certain typing techniques. 7. Number the questionnaire items and pages. 8. State each item in as brief a form as possible.

Table 4.2 Strengths and weakness of questionnaire technique

Strengths	Weakness
1. Easy to administer, quick to complete 2. Provides direct responses of both factual and attitudinal information. 3. Makes tabulation of responses easy 4. Appropriate for large sample in terms of saving money or time 5. Relatively inexpensive mode of data collection 6. Can be administered by relatively unskilled individuals. 7. Easier to obtain data from wide geographical area 8. Lends itself to quantitative analysis and the use of descriptive and inferential statistics 9. Questionnaires anonymity is advantageous when dealing with sensitive issues. 10.Respondents can take their own time to consider their responses	1. Analysis is time-consuming 2. Needs extensive planning and pre-testing of instrument 3. Some respondents may not answer honestly 4. Low response rate may lead to non response bias 5. Respondents may try to produce the correct response. 6. Missing data may be more than in other techniques 7. Cannot be used with illiterates or with those who have reading problems 8.Some respondents may not understand particular question

Source: McKernan, (1996) Gay, (2003)

Regarding the strengths and weaknesses of questionnaires, it is important here to illustrate how this material has helped the researcher to shape the research tools used and how he has gone about the research. For example in relations to strengths, as this study was to include all headteachers, it would be distributed over a wide geographical area, and so it had to be easy to administer and to complete. The questionnaire also generated data that could be analysed and compared. However, it was also important to try and reduce some of the weaknesses especially distribution and completion – the



questionnaires were delivered to all, the material was translated into the Omani context to avoid confusion and the questionnaire was tested beforehand.

#### 4.5.2. Selection of the Questionnaire Items

The findings of the literature review were very important for the selection of items for the research instrument. The questionnaire constructed for this study directly reflects the areas identified through the literature as significant factors in participatory school leadership. The survey of the literature also led to the organisation of the questionnaire and the process of data collection.

#### 4.5.3. The Construction of the Questionnaire

The questionnaire for this study was designed by the researcher and based on the literature review (chapter 3) of previous studies in the field of school leadership. In addition items seeking background information on the respondents were included. Thus, the questionnaire consisted of items that were classified into two sections 1. Background Information, and 2. The Views of Secondary School head teachers on the participatory leader. The items were selected from previous studies in the literature and other experts in the field and then were adapted in varying degrees to fit the Omani educational context. For reference, a copy of the questionnaire used in this study is included in appendix.

The first section of the questionnaire sought to elicit certain background information about the head teacher respondents. This information enabled the researcher to construct the independent variables. These were: Academic qualifications, gender, length of teaching experience, and length of job experience. These variables are essentially to distinguish between respondents and to see if any of these factors have any impact on the attitudes of the respondents.

The second section of the questionnaire consists of seven fields. Each field consists of between 4 and 7 items and these fields are Vision, Teamwork, Learning, Skills, Commitment, Leadership, and Credibility. So in total, the questionnaire consists of 40 items. In a later section in this chapter the reasons for choosing these specific fields will be discussed in greater depth. The researcher believes, within the limits of his



knowledge, that through his reading, particularly in school leadership that these fields reflect the broad areas identified in the contemporary literature.

There are several kinds of question and response modes in questionnaires: dichotomous questions, open-ended questions, closed questions, multiple-choice questions, and rating scales (Cohen, 2000). Dichotomous questions do not discriminate on the basis of how articulate the respondents are and are quick to complete and straightforward to code (Wilson and Mclean, 1994). The researcher has employed a five-point Likert scale. On each item, respondents were asked to indicate their level of agreement as follows:

Strongly Agree      Agree      Uncertain      Disagree      Strongly disagree

The researcher decided to use this scale because of its wide use in questionnaires.

Verma and Mallick (1999: p119) argue that

the Likert scale is one of the most used question forms. In its most popular format, the respondent is presented with a sentence and is asked to agree or disagree on three or five point scale. The five point scale is the most practical for most common purposes.

The Likert scale provides the range of possible responses which respondents may wish to give. The respondent indicates on the scale by circling or putting a mark on the position which most represents what she or he feels. Cohen (2000) argues there are some cautionary factors about rating scales, such as the Likert scale which we should be aware of:

1. We have no means of checking on whether the respondents are telling the truth;
2. We have no way of knowing if the respondent might have wished to add any other comments
3. Most of us would not wish to be called extremists and so do not use the extreme ends
4. There is no assumption of equal intervals between the categories 5.

On scales there are mid points either on the five point scale and seven point scale. This study uses a five point scale. Although the Likert scale has some advantages, we must be aware of some of its limitations: the researcher should overcome these limitations or at least try to minimise them. This was by gathering information on the issues raised in the questionnaire through the interviews.

With regard to the layout of the questionnaire Verma and Mallick (1999) suggest that respondents should be introduced to the purpose of each section of a questionnaire, and



that short, clear instructions should accompany each section of the questionnaire – as the current researcher has done (see appendix A).

#### 4.5.4. The Interview in Educational Research

The interview is one of the most effective techniques of gathering data because it is conducted face to face and involves direct verbal interaction between the researcher and respondent (McKernan, 1996). The interview is basically an oral questionnaire, administered in person to each member of a sample. Cohen and Morrison (2000) defined the research interview as a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information. Cohen and Morrison (2000) contrast three conceptions of interview. The first is that of a transaction which inevitably has bias which has to be recognized and controlled; the second conception sees it as an encounter necessarily sharing many of the features of everyday life; and finally the third conception is that of a potential means of pure information transfer and collection. In this study, there was the social aspect as the interviews were conducted in the headteachers' schools.

Stone (1978) defined an interview as a meeting in which the interviewer directs questions at the interviewee and records responses obtained. The research interview may serve three purposes. First, it may be used to test hypotheses or to suggest new ones. Second, it may be used in conjunction with other methods in a research undertaking. Third it may be used as the principal means of gathering information. In this study the interview was not the principal means of gathering data but instead was used along with the questionnaire. While the questionnaire in the current research was designed to answer specific research questions from all secondary headteachers in Oman, the interviews were intended to collect additional information especially about the strategies used by the headteachers.

Interviews are of three types in regard to their organisation and content: structured, semi-structured, and unstructured. In structured interviews, the interviewer has a list of questions that are often fixed response types. In unstructured interviews, the interviewer asks questions that gradually led the respondents to give the desired information and allow them to raise the issues they want (Gall, et al., 1996).



Table 4.3 Strengths and Weaknesses of the Interview Technique

Strengths	Weaknesses
<div>1. The interview allows the interviewer to probe areas of interest as they arise during the interview.</div> <div>2. Being in direct contact with the respondent, the interviewer gives explanation of the purpose of the study more convincingly than a covering letter can.</div> <div>3. Offer standardised explanation for certain problems that arise, and prevent many misunderstandings.</div> <div>4. Interviews achieve higher response rate than questionnaires</div> <div>5. The interviewer can gather supplementary details about a complicated subject.</div> <div>6. It grants the interviewer more control over the interactive situation.</div>	<div>1. Can be highly affected by the bias of the interviewer</div> <div>2. Interviews are time-consuming for all parties.</div> <div>3. Requires careful training and planning</div> <div>4. Validity depends on skilled interviewers</div> <div>5. The cost of interview studies is significantly higher than the cost of questionnaires.</div> <div>6. Lacks anonymity, which the questionnaire typically provides.</div>

The interviews were designed to allow an in depth discussion around the issues that had emerged from the data gathered in the questionnaire. The interviews provided complementary information about the views of headteachers about the features of participatory school leadership as well as some information on their practice. Bias is a possible weakness; I have tried to avoid bias by developing a semi-structured approach in which a number of key themes which emerged from the interviews were discussed. As interviews are time consuming only a smaller sample of the full group of secondary headteachers were interviewed.

4.5.5. Selection of the Interview Items

The findings of the Literature Review were very important in the selection of items for the research instrument. The interview constructed for this study directly reflects the areas identified through the literature as significant factors in effective school leadership. The enlightenment from the Literature Review led the researcher to decide on the organisation of the interview and to shape the data collection. The researcher



decided to design an interview consisting of seven questions. Each question represents one field of study from the questionnaire. Like the items for the questionnaire, the items in the interview were generated from the review of literature, with some adaptation to fit the Omani system. Further discussion of the specifics is to be found in a later section. Sampling was necessary in the interview stage as the size of the population was too large for one-to-one interviews. Sampling was systematic sampling to have a sample across Oman so all districts were included and to have a gender balance

The interview consisted of seven questions. For reference, a copy of the interview used in this study is included in appendix B. The target population for interviews was selected from eleven districts round Oman, the researcher selected two secondary school head teachers from each district, one male and one female to realize equality between the groups, so that the total interview sample was 22, as can be seen from Table 4.4

Table 4.4 Interviews sample

District	Male	Female	Total
Muscat	1	1	2
Alsharqiyah North	1	1	2
Alsharqiyah South	1	1	2
Aldakhiliya	1	1	2
Aldhahirah North	1	1	2
Aldhahirah South	1	1	2
Albatinah north	1	1	2
Albatinah South	1	1	2
Musandam	1	1	2
Dhofar	1	1	2
Alwusta	1	1	2
Total	11	11	22

#### 4.5.6. Conduct of the Interviews

Planning an interview is a very important stage in the research methodology if it is to lead to successful research. Kvale (1996) sets out stages of an interview investigation that can be used to plan this type. 1. Thematizing: Formulate the purpose of an investigation and describe the concept of the topic to be investigated before the interviews start. 2. Designing: Plan the design of the study, taking into consideration all



stage of investigation. 3. Interviewing: Conduct the interviews based on an interview guide and with a reflective approach to the knowledge sought. 4. Transcribing: Prepare the interview material for analysis which commonly includes a transcription from oral speech to written text. 5. Analysing: Decide, on the basis of the purpose and topic of the investigation and on the nature of the interview material, which methods of analysis are appropriate for the interview. 6. Verifying: Ascertain the generalizability, reliability, and, validity of the interview findings. 7. Reporting: Communicate the findings of the study and the methods applied in a form that lives up to scientific criteria. This process was adopted in this study.

All interviews were conducted in schools, in the head teacher's office except in the few cases where the head teacher suggested another location in the school, for example, the school library. As Gay and Airasian (2003) say, conducting an interview requires not only research skills, such as knowledge of sampling, and instrument development, but also a variety of communication and interpersonal relationship skills. When the present researcher asked head teachers if he could record their interviews on cassette, he found the most of them were happy to collaborate for the purposes of research.

Gay and Airasian (2003) suggest that the interview must have a written protocol, or guide, that indicates what questions are to be asked, in what order, and how much additional prompting or probing is permitted. There was a set pattern for each interview. Effective communication during the interview is critical. Interviewers should be well trained before the study begins. During the interviews, the researcher took notes of the most important points made by the respondents. In several cases, the researcher asked them if they would be kind enough to wait when they had made certain points that he felt it could be usefully quoted in the study, so that he could write them down fully. The interviews took approximately 60-90 minutes each. Two females refused to allow their interviews to be recorded on cassette; the researcher bowed to their wishes and just took notes.

#### 4.6. Pilot Study

The questions used in the current questionnaire, were adapted in varying degrees to fit the Omani educational context. As they had been adapted, it was decided to pre-test them by means of a pilot study. The instruments used in any study need to be



adequately pre-tested on respondents similar to those who will participate in the main study. According to Rosier (1988) a pilot study enables the researcher to check that respondents understand the meaning of statements. A pilot study is often a miniature of the main study designed to field test an instrument and determine its reliability. A pilot study uses a smaller sample, representative of the sample intended for the main study. Pre-testing a questionnaire according to Gay (2003) serves to identify problems in understanding and yields data concerning instrument deficiencies as well suggestions for improvement.

De Vaus (1991) says that pilot testing ensures that certain important elements of the questionnaire items are properly dealt with. These are: 1. The questions or sections have to fit together. 2. sufficient variety in the questions or supplying a choice of sufficiently varied answers 3. Spotting the refusal of a large number of people to answer a particular question 4. Ensuring that respondents understand the intended meaning of the questions.

The present researcher undertook a pilot study for this research between 10th and 17th March 2003. Questionnaires were distributed to 22 secondary school head teachers around Oman. It was important on the one hand to test the questionnaire using respondents who were leading large schools and on the other hand, to include all secondary head teachers in the main sample so it would be a comprehensive survey of all secondary headteachers in Oman. Although Rosier argues that those involved in the pilot should not become involved in the main study, in this case they were. It was decided to do so because there was no identifiable similar group who carried responsibility for leadership of large schools. The researcher proceeded to pilot the questionnaire at secondary schools in Oman. The findings of the pilot study were rather encouraging: almost all of the questionnaire items were clear and understood by head teachers, revealing its reliability. After careful examination of the data obtained from the pilot test minor changes were made. This included the replacement of some words, rephrasing a few statements and giving more clarification to the instructions. The interview schedule was not formally piloted, though the schedule was checked for clarity by three secondary school head teachers chosen as having a good experience in their work and judgment.



#### 4.7. Data Collection

One of the good ways to administer a questionnaire is to have it completed by respondents who are assembled in one place at one time. This stage helps ensure that a high number of returns is obtained. It also helps in clarifying any points of uncertainty for respondents, as the researcher can explain his purpose and the importance of the study. However, that was not possible in this case as the sample consisted of every secondary head teacher in Oman. The sample for this study was drawn from secondary schools situated in different regions of Oman: Muscat, Alsharqiyah North, Alsharqiyah South, Aldakhiliya, Aldhahira North, Aldhahira South, Albatinah North, Albatinah South, Musandam, Dhofar, and Alwusta. Therefore it was decided to deliver the questionnaires to each school.

Permission to conduct the study in these schools was obtained. First, a letter from my supervisor Dr Christine Forde at Glasgow University was handed to the Ministry of Higher Education in Oman informing her that the researcher wished to apply a research instrument in the secondary school related to school leadership (see Appendix C). Another letter was sent from the Ministry of Higher Education to the technical office for studies and development at the Ministry of Education (Appendix D). Permission to conduct the study was taken three weeks from the Ministry of Education (Appendix E).

On 20th March 2003 the researcher started visiting. The first district to be visited was Alsharqiah South. The other districts were visited in the following sequence: Alsharqiah North, Aldakhiliya, Aldhahirah South, Aldhahirah North, Albatinah North, Albatinah South, Muscat.Musandum, Dhofar, and Alwusta. The researcher strongly desired that respondents clearly understood the items so as not have a lot of missing data, thus the total number of head teachers in the sample was 167.

It was a useful experience for the researcher to distribute the questionnaires personally, since it gave him an opportunity to explain the instructions further to head teachers. It was found that a few head teachers in some schools asked about particular items while in other schools the head teacher indicated no misunderstanding over any items. This indicated that the statements as well as instructions were clear. Examination of the returns showed that a total of 147 questionnaires were used in the data analysis.



In the second stage, the researcher conducted interviews with 22 secondary school head teachers around Oman by selected randomly two head teachers from each district (one male, one female). Interviewers have three basic choices for collecting their data: writing notes after the interview, taking notes during the interview and audio- or video-taping the interview. In this study notes were taken during the interview and in all but two cases the interview was audio taped. The notes were reviewed after the interview.

#### 4.8. Data Analysis

When the questionnaires had been returned by the head teachers, the responses were carefully coded. The data were entered into the Statistical Package for Social Scientists program (SPSS). This is the most powerful program used in analysing data in educational research. As George and Mallery (2000) say, “SPSS is a powerful tool that is capable of conducting just about any type of data analysis used in the social sciences”. When the data were entered into SPSS they were checked for any errors and a specialist in statistics approved the correct entry of the data.

The level of statistical significance for this research was chosen to be  $<.05$ , widely used in social research practice. According to the manuals of the two instruments used in this research, questionnaire and interview, the data collected was interval. However, Sanders (1995) states that when the sample size is not large enough and when no assumption can be made about the shape of the population distribution, nonparametric tests should be used. As Black (1999) says, “some texts suggest that large can mean 10 or more in each group, others will maintain a minimum of 25”. Siegel and Castellan (1988) stated that: “Nonparametric statistical tests typically are much easier to learn and to apply than are parametric tests. In addition, their interpretation often is more direct than the interpretation of parametric tests”.

A researcher might find a variety of valid statistical tests. In this case, he needs to depend on a rationale to choose among the available techniques. Siegel and Castellan (1988) suggested the following criteria: 1. The nature of the population. 2. The power of statistical analysis, this mean it has large probability of rejecting the hypothesis when it is false. 3. The particular hypotheses to be tested. 4. The kind of measurement.



As the population was relatively small – 167 secondary headteachers in total in the Omani system – it was decided to focus on the use of descriptive statistics initially statistics including means, standard deviations, frequencies and percentages. In addition, it was found that because the conditions and requirements of the instrument used in this study were mainly based on ordinal scales, it was preferable to apply non-parametric tests. This is discussed further in chapter 5.

#### 4.9. Limitations of the study

It is impossible in the field of education research for any one to claim a study without limitations. The limitations of this study could be a number of elements related to the nature of the research. The first limitation was the questionnaire which was prepared by the researcher to fit the context of Oman. There are many instruments dealing with the features of school leadership within western education systems but the field setting (secondary schools in Oman) operates a very different culture from that in the west, where the bulk of such instruments have been developed. As a result, their use would not have been appropriate and any comparison of their findings might have lacked meaning. To have used a western instrument in the field setting would have required major changes to items it contained and this itself might well have been harmful to the reliability and validity of the instrument. This was one of the major limitations of the study.

The second limitation is the lack of reliable literature in the same field setting. To the best of the researcher's knowledge, there was not single study on school leadership at secondary school level in Oman. Therefore, there was no way of making comparisons with previous findings in the same educational context. Further, there is a very limited literature about education more broadly in Oman

Thirdly, the research sample was limited to secondary school head teachers in Oman and no other respondents were involved. This was because the study focused on secondary head teachers. The study did not involve the views of other teachers, nor pupils or parents which would have required the development of further instruments. Nor did the study include head teachers of primary schools in Oman. The focus of the study was specifically on the perceptions and attitudes of secondary head teachers towards the characteristics of school leadership.



Fourthly, any other variable, informants or methodological features not specified were considered beyond the scope of the present study. It was anticipated that additional matters would lead to complications or biases in the analysis and findings of the study.

Finally, there was a possible bias in the data which were collected by questionnaire and interview and that is because of the nature of the respondents to the questionnaire. It was not reasonable in such a culture to ask for more details by, for example, including open-ended questions or conducting interviews. Moreover, the independent variables of this study were limited to academic qualification, gender, years of experience, and teaching experience. It was believed these were the most important for the analysis of the data gathered but it is acknowledged that there may be other factors of importance particularly the culture of the school, the impact of recent changes.

#### 4.10. Conclusion

To summarise, this chapter has attempted to describe the research methods and procedures used in the study, the instruments utilised in collecting data and the sampling procedures and their characteristics. The next chapter describes the survey which was conducted by questionnaire to establish the views of head teachers of secondary schools in Oman regarding the features of effective school leadership.



## CHAPTER FIVE

### DATA ANALYSIS QUESTIONNAIRE

#### 5.1 INTRODUCTION:

Chapter four has examined the methodology used for this research. The main focus of chapter five is on the presentation of the results from questionnaire; the presentation of the interviews will be in chapter six. The purpose of this chapter is to examine the attitudes towards and understandings of school leadership held by secondary head teachers in Oman. In addition to looking globally at the attitudes and understandings of the head teachers in relation to school leadership, the study tried to determine the influence of specific factors. Thus the study was also seeking to explore is whether the factors of (1) qualification, (2) gender, (3) length of management experience, and (4) length of teaching experience are significant in shaping the opinions and understandings of the Omani secondary headteachers.

When the questionnaires had been returned by head teachers, the responses were carefully coded. The data were entered into the SPSS program, the statistical package for social scientists. The level of statistical significance for this research was chosen to be  $<.05$ , widely used in social research practice. According to the manuals of the two instruments used in this research, the questionnaire and the interview, the data collected was against specific items in which respondents indicated their level of agreement.

The questionnaire was well designed and had a consistency within the different items of each field. The statistical test Kendall's tau-b was used to find out the correlation between each item. This analysis demonstrates the consistency or inconsistency between responses to items. Overall, there is a high level of consistency with very few items where there is some difference – for example, field one, item six; but this is minor.

The focus of this thesis is on examining the attitudes and understanding about school leadership based on a model of participatory leadership held by the sample of head teachers. Further, it was also seeking to explore whether the factors identified:

1. academic and professional qualification



2. gender
3. length of management experience
4. length of teaching experience

are significant in shaping their opinions and understandings about the features of effective school leadership based on a participatory model of leadership.

The analysis examines the frequency of responses to specific items in the questionnaire. The presentation of this analysis is divided into a number of sections:

1. frequency – of each item field by field across the full sample,
2. frequency – of each item field by field by academic qualification,
3. frequency – of each item field by field by gender,
4. frequency – of each item field by field by job experience in management,
5. frequency – of each item field by field by length of teaching experience.

The focus is on examining the opinions and understandings expressed by the subjects in relation to these different aspects of school leadership rather than attribute this to their own practice. From this analysis we want to see if head teachers agree or disagree with the various indicators of a model of participatory school leadership; and whether any of the four factors influences the pattern of responses to the field/items.

## 5.2 Percentage of Variable Study

In this chapter, there is a breakdown of the distribution of responses in relation to each of the four factors that the sample can be divided into and this forms the descriptive data of this study. A total sample of 145 was used and the sample was then classified under each of the four factors. This section looks at the sub-sample sizes in relation to each of the four factors.

### *Qualification*

Table 5.1 illustrates the distribution of the sample for each category for the first factor, academic qualification.

The four categories of qualification were:

1. Qualification lower than degree, such as Teaching Diploma (2 years after secondary education) or a Certificate of Teacher's Institute
2. First Degree from a college of education



- 3. Bachelor Degree from other colleges
- 4. Higher Degree such as PhD, Masters, Higher Diploma

The frequency and percentages are mapped out on Table 5.1

Table 5.1 Levels of academic qualification (%)

Degree	Frequency	Percent
Diploma	21	14.5 %
Bachelor (others)	11	7.6%
Bachelor (education)	59	40.7%
Higher degree	54	37.2%
Total	145	100.0

The data will be analysed using frequency and percentage examining the relationship between opinion and qualification. Thus, the features of participatory school leadership identified in each item in the questionnaire are independent variables and qualification, as illustrated in Table 5.1, is the dependent variable. One of the questions to be considered in the analysis is the relationship between the level of academic qualification of a school leader and his/her views and ideas on participatory school leadership. There is clearly a range of different qualifications that are held by school leaders ranging from certificate and diplomas to higher degrees including doctorates. The high percentage of head teachers with higher degrees - 37.2% - can be noted. The vast majority of head teachers have degree level qualifications. There has been as a clear strategy for development in the educational system in Oman that head teachers should be more qualified with higher qualifications as one of the requirement to be a head teacher. It is intended that as school leaders have higher qualifications, they can then support such developments in other staff in school. The data here seems to suggest that this policy head teachers having higher qualification is being met.

Gender

Table 5.2 Gender

Gender	Frequency	Percent
Male	65	44.8%
Female	80	55.2%
Total	145	100.0



Table 5.2 illustrates distribution of gender in the sample of 145. One of the questions to be considered is whether gender is influential in head teachers' views about school leadership.

As illustrated in Table 5.2 most head teachers in Oman are female. This is compatible with an expectation that there are more female head teachers than male head teachers. This can be partly explained by the existence of single gender education with female headteachers in girls' secondary schools. It also reflects the social changes in Oman with regard to gender. Recently there have been great opportunities for women in Oman to be leaders at all level; there are two ministers in the government, as well ambassadors, and political positions as members of the Council of State.

The question of gender then is a current issue in Omani society. Most of the literature under review that has discussed gender differences in the effectiveness of school leadership has referred to conditions in the United States and other areas where Western culture predominates and there are contradictory conclusions evident from these studies. As was noted in Chapter 3, while some of the western literature refers to the existence of differences in the effectiveness of the school leadership of male and female head teachers, other studies indicate the absence of statistically significant differences according to gender. The influence of gender on the responses among the sample of secondary headteachers from Oman will be considered later.

### *Job Experience in Management*

The third factor to be considered is the question of the impact of length of professional experience in a management and leadership role on the responses from the head teachers in the sample. Preparatory development for head teachers is provided in Oman. However, length of management experience might be important, particularly in circumstances where there is limited access to continuing development and the widening of the role of the head teachers. The head teacher's preparation programme in Oman is limited to a one-year part-time course attended by potential headteacher candidates - deputy head teachers who meet the conditions required for assuming headship. The programme includes a series of lectures on the rules and regulations relating to school administration, particularly the administrative responsibilities of the head teachers such as planning, organising, and building maintenance; and technical



responsibilities such as the curriculum, teachers’ performance and student progress. This programme has run since 1987 with continuous development.

In order to show the relationship between the views of the head teachers in relation to participatory school leadership and their job experience they were divided into four groups according to their length of experience of headship, as follows:

- 1. Group One: Up to two years of experience
- 2. Group Two: Three to five years of experience
- 3. Group three: Six to ten years of experience
- 4. Group four: more than ten years of experience

These categories of experience were selected so that the first two were equal in terms of the number of years. With remaining two, they include all cases. The divisions might be taken commonly to indicate beginning, developing, experienced and mature head teachers.

Table 5.3 Job experience (%)

Years	Frequency	Percent
1-2	21	14.5%
3-5	71	49.0%
6-10	23	15.9%
> 10	30	20.7%
Total	145	100.0

Table 5.3 illustrates the sample distribution. The total sample of 145 was categorised according to the factor of how long each respondent has served as a head teacher. The question to be considered is whether the head teachers’ experiences as school leaders is related to their views of the features of participatory school leadership. The items of the features of participatory school leadership again are the independent variables and the length of head teachers’ experience being the dependent variable.

As illustrated in Table 5.3, the majority of head teachers at secondary school have three to five years job experience – 49% still at the developing stage and 20.7% of head



teachers have more than ten years experience. The length of job experience needs to be considered in relation to views on participatory school leadership.

*Length of Teaching Experience*

The total sample of 145 was used and the sample was then categorised into four groups by length of teaching experience. The four groups of teaching experience were determined because they represented periods similar to those used in experience in leadership and management. In order to examine the relationship between head teachers' views on the participatory school leadership and their teaching experience, the sample was divided into four groups according to their experience as teachers. These are as follows:

- 1. Group One: up to two years of experience
- 2. Group Two: Three to five years of experience
- 3. Group Three: Six to ten years of experience
- 4. Group four: more than ten years of experience

Again, the categories were related to beginning, developing, experienced and mature practitioners.

Table 5.4 Teaching experience (%)

years	Frequency	Percent
1-2	14	9.7%
3-5	63	43.4%
6-10	52	35.9%
> 10	16	11.0%
Total	145	100.0

Table 5.4 illustrate the sample distribution in each factor.

The data was later used for an analysis by frequency and percentage, with opinions on the participatory school leadership again being the independent and the head teachers' teaching experience the dependent variable. As illustrated in Table 5.4, most head teachers in secondary schools in Oman have three to five years teaching experience, with 43.4% having six to ten years teaching experience, which means the head teachers do have some experience in the job as well some experience in teaching. From these



statistics, many become head teachers in Oman after relatively little experience in teaching itself. Three to five years teaching is far less than would be the norm in Scotland, for example, where one of the criterion for entry onto the Scottish Qualification for Headship (SQH) the preparatory programme for aspiring headteachers is a minimum of five years though most have substantially more (SEED, 1998b).

This section has provided a description of the sample in terms of the distributions within each of the categories for each of the four factors: academic qualification, gender, job experience and teaching experience. The next section presents the descriptive statistics for the pattern of responses to the items on the questionnaire.

### 5.3 Items of questionnaire: Frequency of responses to items

The questionnaire consisted of seven fields and there were a number of items within each field. A five point scale was used for each item: ‘strongly agree’, ‘agree’, ‘uncertain’, ‘disagree’ and ‘strongly disagree’. In this section, distribution tables for each field and each item in each field for the full sample are presented and discussed. The distribution of responses is presented as percentages across all five categories

Table 5.5 The first field: developing and sharing vision (%)

Items	sa	a	uc	da	sd
1	82.8%	16.6%	0.7%	0	0
2	65.5%	32.4%	0.7%	0.7%	0.7%
3	58.6%	38.6%	2.8%	0	0
4	40%	50.3%	9.0%	0.7%	0
5	63.4%	34.5%	1.4%	0.7%	0
6	26.9%	59.3%	8.3%	5.5%	0
7	53.8%	39.3%	6.9%	0	0

The largest number of responses for the first field, developing and sharing vision, is ‘strongly agree’. As shown in Table 5.5, head teachers overwhelmingly agreed with the



items about vision being a crucial requirement, As we can see ‘strongly agree’ was the highest score for item 1 (82.8%) and item 2 (65.5%) as well item 5 (63.4%). However, item 6 scored only 22.9%. This item asks about marketing the vision which is not a familiar idea for head teachers in Omani society and culture, because the idea of ‘markets’ is linked with trade or business. A possible explanation for the head teachers’ overwhelming positive response for this field is that in the year plan headteachers produce one of the requirements involving the future vision, so head teachers definitely have a knowledge about this aspect.

Table 5.6 The second field: developing team work (%)

Items	s.a	a	u.c	d.a	sd
1	87.6%	11.7%	0.7%	0	0
2	73.1%	24.8%	1.4%	0.7%	0
3	80.7%	19.3%	0	0	0
4	51.0%	46.2%	2.8%	0	0
5	60.7%	36.6%	2.1%	0.7%	0

The second field was ‘teamwork’ and again ‘strongly agree’ was the largest response for all items. Item 1 (87.6%) and item 3 (80.7%), as well as for item 2 (73.1%) strongly agree was clearly the largest response. The results highlight the importance that head teachers attribute to developing team work in school.

Table 5.7 The third field: focusing on learning (%)

Items	s.a	a	u.c	d.a	sd
1	64.1%	33.8%	1.4%	0.7%	0
2	57.9%	40%	1.4%	0.7%	0
3	40%	49.7%	7.6%	1.4%	1.4%
4	46.9%	46.9%	4.8%	1.4%	0
5	53.8%	44.1%	2.1%	0	0



6	72.4%	26.9%	0.7%	0	0
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Most head teachers indicated high agreement to this field: focusing on learning. Table 5.7 shows that this is evident, especially in item 6 (72.4%) and item 1 (64.1%) as well as item 2 (57.9%). It is worth noting here that while the responses to the items in the two previous fields were mainly ‘strongly agree’ here the responses are distributed across ‘strongly agree’ and ‘agree’ indicating perhaps that having a focus on learning – though important – is not seen as important as vision and teamwork. The data, nevertheless, indicates that respondents think that focus on learning is important.

This data raises some issues such as:

- The vast majority see focus on learning and reflect current understandings of nature of school leadership.
- There is a small minority who, however, are unsure or do not agree.
- The spread across ‘strongly agree’ and ‘agree’ might suggest that it is not seen as being as important as other aspects.

Table 5.8 The fourth field: demonstrating interpersonal skills (%)

Items	s.a	a	u.c	d	sd
1	77.9%	20%	1.4%	0.7%	0
2	73.1%	25.5%	1.4%	0	0
3	75.9%	20.7%	3.4%	0	0
4	65.5%	33.1%	0.7%	0.7%	0
5	79.3%	17.9%	2.8%	0	0
6	62.1%	37.2%	0.7%	0	0
7	69%	31%	0	0	0

As Table 5.8 indicates, most of head teachers agree strongly that interpersonal skills are important. From this it seems that head teachers believe these skills are important in school leadership, particularly when head teachers are confident in their role and clear



about their own educational values, as well as giving high priority to building confidence and communicating, and being good listeners and being accessible. The key point to note here is the very ‘strongly agree’ responses which indicate the importance of this aspect in the head teachers’ views, the results also suggest that this should be seen as a key element in the development process of school leaders. There is some very limited uncertainty and very small disagreement, 1 respondent

Table 5.9 The fifth field: being committed (%)

Items	s.a	a	u.c	d	sd
1	77.2%	21.4%	1.4%	0	0
2	52.4%	39.3%	6.2%	1.4%	0
3	60%	36.6%	1.4%	0	0
4	68.3%	31%	0.7%	0	0
5	71.7%	27.6%	0.7%	0	0
6	58.6%	35.9%	5.5%	0	0

Table 5.9 shows that most head teachers have a ‘strongly agree’ response to this field as seen in item 1 (77.2%) and item 5 (71.7%) as well item 4 (68.3%) with the majority of other responses in the ‘agree’ category. Item 2 raised some uncertainty, 6.2% but this is very small. From this data head teachers see clearly the importance of commitment to the teachers and pupils as well as parents and local community and this commitment should be clear. The sample of headteachers agree with the view that when head teachers show drive and commitment that inspires and motivates others to give of their best and demonstrates strong personal commitment to key priorities such as improving learning and teaching as well being proactive in identifying areas for improvement.

Table 5.10 The sixth field: sharing leadership (%)

Items	s.a	a	u.c	d.a	sd
1	68.3%	27.6%	2.1%	1.4%	0.7%
2	62.8%	31%	5.5%	0.7%	0
3	59.3%	36.6%	4.1%	0	0
4	57.2%	35.2%	6.9%	0.7%	0



The estimation of the percentage response for head teachers to this field, ‘sharing leadership’, is that it is high as table 5.10 shows with item 1 (68.3%) and item 2 (62.8%) in strongly agree category, for example. The responses from the sample indicate that overwhelmingly they see the different aspects of sharing leadership as important but not as strongly as other fields. There is a spread of responses over ‘strongly agree’ and ‘agree’. What is noteworthy is that in this field there is an issue with some respondents are unclear – a consistent but minor pattern and a very small number of negative views are recorded.

Table 5.11 The seventh field: personal credibility (%)

Items	s.a	a	u.c	d.a	sd
1	66.9%	29.7%	2.1%	1.4%	0
2	62.8%	33.1%	3.4%	0.7%	0
3	55.2%	33.8%	8.3%	2.8%	0
4	79.3%	19.3%	1.4%	0	0
5	85.5%	11.7%	2.8%	0	0

As table 5.11 shows, there is high percentage of head teachers responding ‘highly agree’ to items in this field, particularly item 5 (85.5%), item 4 (79.3%) – these percentages higher than other field and item 1 (66.9%). Again we have some respondents not sure of this field in relation to school leadership and as a very minor response some disagreement though, again this is very limited.

The main points can be summarised thus: the overall majority of responses are in the ‘strongly agree’ or ‘agree’ categories. However,

- (a) there is some variation between ‘strongly agree’ or ‘agree’ on individual items.
- (b) there is a small scattering of responses in the ‘uncertain’ category.
- (c) only one item – field one, item 6 on marketing the vision – had a small number of ‘disagree’ responses.
- (d) for any other items the responses in the ‘disagree’ or ‘strongly agree’ were very minor.



5.4 Percentage of variable study and items

5.4.1 Level of Qualification

This section will examine the data gathered with the questionnaire analysed by each of the four categories degree, gender, job experience, teaching experience to examine the pattern of responses in relation to each sub-division. For this analysis, we have reduced the scale of the responses from five to three, because in the vast majority of items the responses fall into three bands – agree, unclear and disagree. Thus the strongly agree and agree have been put together to form one category of ‘agree’ and strongly disagree and disagree to form one category ‘do not agree’ while ‘unclear’ has been retained. Each table presents both percentage and frequency for each field and item on this three-point scale.

Table 5.12 Type of degree and the items of first field (vision)

Items	Scale response	degree			
		1	2	3	4
1	Da				
	Uc			1 (1.7%)	
	A	21 (100%)	11(100%)	58 (98.3%)	54 (100%)
2	Da			2 (3.4%)	
	Uc			1 (1.7%)	
	A	21(100%)	11(100%)	56 (94.9%)	54 (100%)
3	Da				
	Uc			2 (3.4%)	2 (3.7%)
	A	21 (100%)	11(100%)	57 (96.6%)	52 (96.3%)
4	Da				1 (1.9%)
	Uc	3 (14.3%)	2 (18.2%)	7 (11.9%)	1 (1.9%)
	A	18 (85.8%)	9 (81.8%)	52 (88.2%)	52 (96.3%)
5	Da	1 (4.8%)			
	Uc			1 (1.7%)	1 (1.9%)
	A	20 (95.2%)	11 (100%)	58 (98.3%)	53 (98.2%)
6	Da	1 (4.8%)	1 (9.1%)	6 (10.2%)	
	Uc	1 (4.8%)	1 (9.1%)	3 (5.1%)	7 (13%)
	A	19 (90.5%)	9 (81.9%)	50 (84.7%)	47 (87%)
7	Da				
	Uc	2 (9.5%)		6 (10.2%)	2 (3.7%)
	A	19 (90.4%)	11(100%)	53 (89.8%)	52 (96.3%)

The difference in response to the statements in items of the first field (vision) among the four categories of degree is not significant. As Table 5.12 shows, there is a high percentage of responses from head teachers for items 1, 2, 3 and 5. There is general



agreement between head teachers that vision is important for school leadership as a basic requirement. However, the degree of education of the head teacher has some minor influence on the items 1, 2, 3 and 5. There is no difference in items such as 4 and 6 as well 7 related to the head teacher's degree.

These differences indicate that 3 (14.3%) with level 1 degrees, 2 (18.2%) with level 2 degrees and 7 (11.9%) with level 3 degrees are uncertain about item 4, ‘use the vision to determine the long term planning and resource’. It maybe that planning for the future demands skills are not available to head teachers who hold only high diplomas or bachelors’ degrees from colleges in subjects other than that of education. However, head teachers with bachelors’ degrees in education seem also to be facing difficulties with top managerial decisions. With item 6, ‘marketing the vision outside the school’, the percentage of ‘uncertain’ head teachers’ responses varies according to the level of degree but is something that runs across all levels. In item 7, the data presents a percentage of ‘uncertain’ responses across all levels except level 2. For some head teachers, perhaps they see the creation of the plan for a school is the head teacher’s duty and not one in which teachers collaborate.

Table 5.13 Type of degree and the second field (team work)

Items	Scale response	degree			
		1	2	3	4
1	Da				
	Uc	1(4.8%)			
	A	20(95.2%)	11(100%)	59(100%)	54(100%)
2	Da				1(1.9%)
	Uc			2(3.4%)	
	A	21(100%)	11(100%)	57(96.6%)	53(98.2%)
3	Da				
	Uc				
	A	21(100%)	11(100%)	59(100%)	54(100%)
4	Da				
	Uc	1(4.8%)		1(1.7%)	2(3.7%)
	A	20(95.2%)	11(100%)	58(98.3%)	52(96.3%)
5	Da				
	Uc	1(4.8%)			2(3.7%)
	A	20(95.2%)	11(100%)	59(100%)	52(96.3%)

Table (5.13) shows a high percentage of agreement in the responses to statement items in this field – many questions have 100% agreement in each level. This illustrates that head teachers generally place importance on teamwork as one of the features of school



leadership. There is no disagreement with these statements with only one or two signally that they are unclear and this is across the range with the exception of those with a bachelor’s degree (level 2) who all agree with the items in this field. This illustrates that head teachers generally place importance on teamwork as one of the features of school leadership.

Table 5.14 Type of degree and the third field (focusing on learning)

Items	Scale response	degree			
		1	2	3	4
1	Da				
	Uc	1(4.8%)		1(1.7%)	1(1.9%)
	A	20(95.2%)	11(100%)	58(98.3%)	53(98.2%)
2	Da			1(1.7%)	
	Uc			1(1.7%)	1(1.9%)
	A	21(100%)	11(100%)	57(96.6%)	53(98.2%)
3	Da			3(5.1%)	1(1.9%)
	Uc	1(4.8%)	1(9.1%)	5(8.5%)	4(7.4%)
	A	20(95.2%)	10(91.9%)	51(86.2%)	49(90.8%)
4	Da			2(3.4%)	
	Uc	1(4.8%)		5(8.5%)	1(1.9%)
	A	20(95.2%)	11(100%)	52(88.1%)	53(98.2%)
5	Da				
	Uc		1(9.1%)	2(3.4%)	
	A	21(100%)	10(91.9%)	57(96.6%)	54(100%)
6	Da				
	Uc			1(1.7%)	
	A	21(100%)	11(100%)	58(98.3%)	54(100%)

There is a high percentage of positive responses from head teachers to statements in this field as Table 5.14 shows in regard to focusing on learning. There is also a small percentage of ‘uncertain’ responses for item 3 (‘concern to give a high priority to monitoring classroom practice’): 1 headteacher with level 1 degrees (4.8%), 1 headteacher with level 2 degrees (9.1%), 5 headteacher with level 3 (8.5%) and at level 4 headteachers (7.4%). Perhaps the most noteworthy aspect is that there is some spread across the responses for sub-samples 3 and 4 where head teachers have higher qualifications and so qualifications in this area do not seem to be influential. These uncertain responses may be pointing to the range of demands made on headteachers. Head teachers in Oman have many duties that sometimes hinder their work in following classroom performance. Similarly workload may pose barriers to the area in item 4,



(‘consistently encourage talk about learning and teaching’) where 5 (8.5%) head teachers particularly with level 3 degrees are uncertain with the statement. Finally, in item 5 (to promote a climate of evaluation about learning and teaching) 1 (9.1%) head teacher with level 2 degrees gave an ‘uncertain’ response. Here the more limited development in terms of the study of education may cause some uncertainty for some of the sample but this is very minor.

Table 5.15 Type of degree and fourth field (interpersonal skills)

Items	Scale response	degree			
		1	2	3	4
1	Da				
	Uc			2(3.4%)	1(1.9%)
	A	21(100%)	11(100%)	57(96.6%)	53(99.1%)
2	Da				
	Uc			2(3.4%)	
	A	21(100%)	11(100%)	57(96.6%)	54(100%)
3	Da				
	Uc			4(6.8%)	1(1.9%)
	A	21(100%)	11(100%)	55(93.2%)	53(99.1%)
4	Da				1(1.9%)
	Uc				1(1.9%)
	A	21(100%)	11(100%)	59(100%)	52(96.2%)
5	Da				
	Uc		1(9.1%)	2(3.4%)	1(1.9%)
	A	21(100%)	10(90.9%)	57(96.6%)	53(99.1%)
6	Da				
	Uc				1(1.9%)
	A	21(100%)	11(100%)	59(100%)	53(99.1%)
7	Da				
	Uc				
	A	21(100%)	11(100%)	59(100%)	54(100%)

As we can see, Table 5.15 shows a high percentage of positive responses to the statement items in this field. This means that the vast majority of head teachers place emphasis on the interpersonal skills dimension in school leadership, which leads to them giving high priority to building confidence and self-esteem in others; supporting colleagues in development; and contributing to school improvement. They also agree with accentuating the positive by providing praise and encouragement, by defusing potential problems and conflicts as well being confident in their role, and reliable and clear about their own educational values. There does not seem to be any influence of the level of education on these responses generally with only one or two expressing the view that they are unclear about a specific item though this is more in sub-samples 3



and 4 whereas in sub samples 1 and 2 mostly in agreement. The results show a small number, 4 (6.8%) of ‘uncertain’ responses to item 3 (‘be accessible communicate and good listeners’) from head teachers with level 3 degrees. However these are very minor responses. The vast majority endorse this area as significant for school leaders. This illustrates that these head teachers believe that communication and other interpersonal skills are important.

Table 5.16 Type of degree and fifth field (being committed)

Items	Scale response	degree			
		1	2	3	4
1	Da				
	Uc			2(3.4%)	
	A	21(100%)	11(100%)	57(96.7%)	54(100%)
2	Da			3(5.1%)	
	Uc			6(10.2%)	3(5.6%)
	A	21(100%)	11(100%)	50(84.7%)	51(94.4%)
3	Da				
	Uc			2(3.4%)	
	A	21(100%)	11(100%)	57(96.7%)	54(100%)
4	Da				
	Uc			1(1.7%)	
	A	21(100%)	11(100%)	58(98.3%)	54(100%)
5	Da				
	Uc			1(1.7%)	
	A	21(100%)	11(100%)	58(98.3%)	54(100%)
6	Da				
	Uc			3(5.1%)	5(9.3%)
	A	21(100%)	11(100%)	56(94.9%)	49(90.8%)

Table (5.16) shows a high percentage of positive responses of head teachers to all statement items for this field. This indicates that these head teachers agree with the importance of commitment to school, staff, student and society; show drive and commitment that inspires; and motivate others to give of their best. They also agree with headteachers demonstrating a clear sense of purpose and the energy and drive to get things done; and are proactive in identifying areas for improvement as well as demonstrating strong personal commitment to key priorities such as improving learning and teaching and pupil attainment.

However, some uncertainty is evident in the level 3 sub sample for each item in this field: responses to item 2 (‘have a strong commitment to high standards in all aspects of the work at the school and act upon the findings of self-evaluation’), for example, show



that there is still some uncertainty within the level 3 sub sample with 6 (10.2%) indicating uncertainty. There is also disagreement with 3 (5.1%) indicating they do not agree with this item. In the response to item 6 ('careful to share the purpose with others and to build wide support'), a number of those in the sample with the 4<sup>th</sup> level of degree, 5 (9.3%), are also uncertainty. This perhaps suggests that this group of head teachers believe that to create or establish the aims of a school is not a simple or easy task. However, again this is a very small number of respondents indicating uncertainty and even less expressing disagreement.

Table 5.17 Type of degree and sixth field (sharing leadership)

Items	Scale response	degree			
		1	2	3	4
1	Da	1(4.8%)		2(3.4%)	
	Uc			3(5.1%)	
	A	20(95.3%)	11(100%)	54(91.5%)	54(100%)
2	Da			1(1.7%)	
	Uc		1(9.1%)	6(10.2%)	1(1.9%)
	A	21(100%)	10(90.9%)	52(88.1%)	53(98.2%)
3	Da				
	Uc		1(9.1%)	2(3.4%)	3(5.6%)
	A	21(100%)	10(90.9%)	57(96.6%)	51(94.4%)
4	Da			1(1.7%)	
	Uc	2(9.5%)		3(5.1%)	5(9.3%)
	A	19(90.4%)	11(100%)	55(93.2%)	49(90.8%)

Table (5.17) shows a high percentage of positive responses by head teachers to the items for this field, relating to delegating and sharing leadership. The data indicate general agreement by head teachers with sharing school leadership and delegating to others. However, there are some minor differences within the sub samples of respondents. There is variation within the responses from the level 3 sub sample though this is small. There are 'disagreement' responses for item 1, which refers to creating freedom for focusing leadership on learning and teaching by delegating, among those with 1 (4.8%) at level 1 and at level 3 degrees 2 (3.4%). Similar uncertainty is evident for item 2 ('delegate effectively and positively by recognising the strength and development needs of others') from 1 (9%) head teacher with degrees at level 2 and at level 3 6 (10.2%). Perhaps this uncertainty relates to issues that head teachers have towards sharing or delegating without appearing to have any confidence in relation to teachers or concerns about conflict in school. Again, in item 3 ('know when to lead and when to draw on the leadership of others with evident strengths in particular areas'),



there is some uncertainty by 1 (9.1%) head teacher with degrees at level 2, 2 (3.4%) with level 3 and 3 (5.6%) at level 4. There is the some very limited uncertainty relating to delegating and sharing leadership. Item 4 ('use every opportunity to allow others to exercise leadership and to be innovative') shows some uncertainty with level 1, 2 (9.5%) headteachers, level 3 (5.1%) and level 4 (9.3%). Item 1 has a very small number of disagreements 1 (4.8%) at level 1 and 2 (3.4%) at level 3. However, as with other fields there are no consistent differences emerging across the sub samples.

Table 5.18 Type of degree and the seventh field (personal credibility)

Items	Scale response	degree			
		1	2	3	4
1	Da			1(1.7%)	1(1.9%)
	Uc			2(3.4%)	1(1.9%)
	A	21(100%)	11(100%)	56(94.9%)	52(96.3%)
2	Da			1(1.7%)	
	Uc			1(1.7%)	4(7.4%)
	A	21(100%)	11(100%)	57(96.6%)	50(92.6%)
3	Da			2(3.4%)	2(3.7%)
	Uc	1(4.8%)	1(9.1%)	5(8.5%)	5(9.3%)
	A	20(95.2%)	10(90.9%)	52(88.1%)	47(87%)
4	Da				
	Uc			2(3.4%)	
	A	21(100%)	11(100%)	57(96.7%)	54(100%)
5	Da				
	Uc			2(3.4%)	2(3.7%)
	A	21(100%)	11(100%)	57(96.6%)	52(96.3%)

As Table 5.18 shows, there is a high percentage of positive responses of head teachers to the statement items in this field relating to developing personal credibility. Credibility is seen as a vital requirement for any head teacher in order to succeed in his position. Also it is agreed that it is important that head teachers should reflect on and improve the effectiveness of their own leadership, be principled and clearly demonstrate effective professional expertise in their work as well be a model in his practice for the staff and community in order to gain their trust.

There is some minor level of uncertainty and disagreement in relation to these items for teachers in sample at all levels though there is more in sub samples 3 and 4. The responses to item 3 show uncertainty about %) regularly demonstrating effective



professional expertise in their work across all levels: level 1, 1 (4.8%), level 2, 1 (9.1%), level 3 5 (8.5%) and level 4 (9.3%). Other items there is uncertainty expressed by headteachers in the level 3 sub sample. There are also small numbers of disagreed responses from level 3: item 1, 1 (1.7%), item 2 1 (1.7%), item 3 2 (3.4%) and a similar level of disagreement in items 1 and 2 for level 4 sub sample. Members of the sample with degrees at level 3 and level 4 perhaps recognise the difficulties of establishing and maintaining head teachers' concerns: that to develop effective professional expertise requires particular skills to be sophisticated in their work.

This section ends with a summary outlining the main points:

- (1) Overall, there is little difference across the four levels of qualification, with a majority of responses from each group in the 'agree' category – the lowest 'agree' percentage is 80%
- (2) Where there is some minor variation, this largely occurs in responses in the 'uncertain' category, and is more likely in levels 3 and 4. However, again this is a very minor trend.
- (3) It might be suggested that the possession of more limited qualifications might raise concerns or at least uncertainty in relation to these items. However, it is largely in levels 3 and 4 where there are very minor variations in responses. It might be speculated that these headteachers appreciate some of the complexities in these areas of practice. However, these are only speculations particularly given the uneven size of sub samples. Therefore, from this analysis, qualification has a very minor influence on the views of the headteachers in relation to these features of participatory school leadership.

## 5.4.2 Gender

In this section we are dealing with the factor of gender and whether this is influential on responses to the items. In this analysis, as in the previous one, we have reduced the scale of the response from five to three, because a majority of responses are focused on three scales with only a minority of responses falling across the five-point scale. Therefore the scale was reduced from five to three, so that each table presents both percentage and frequency for each field and item on a scale of three: agree, unclear, disagree. The first analysis concerns the breakdown of the sample by gender and the



other three factors of qualification, length of management experience and length of teaching experience.

Composition of Sample by gender and other factors

Table 5.19 gender and degree

Degree	gender		Total
	m	f	
1	12(18.5%)	9 (11.3%)	21(14.5%)
2	6(9.2%)	5 (6.3%)	11(7.6%)
3	19(29.2%)	40(50%)	59(40.7%)
4	28(43.1%)	26(32.5%)	54(37.2%)
Total	65(100%)	80(100%)	145(100%)

Table 5.19 shows percentage of gender correlated with the four categories of degree. We can see that 40 (50%) female head teachers in secondary schools in Oman have a Bachelors in Education degree, while 19 (29%) of male head teachers in secondary schools also have this degree; 26 (32%) of female head teachers have higher degrees and 28 (43.1%) male headteachers. Even though less than male headteachers, the proportion of higher qualifications among female secondary head teachers might seem surprising. Though there are increasing opportunities for women to pursue a range of top-level careers, within Omani culture many women still prefer to work within a female environment. Therefore, secondary school teaching in single sex schools is an opportunity. The increase in number of female head teachers in educational organisations, might relate to the culture of Omani society that prefers women work with females than males and so women with high qualifications select education which is organised by gender with single sex schools rather than other professions.

Table 5.20 Gender and job experience

Job experience	gender		Total
	m	f	
1	11(16.9%)	10(12.5%)	21(14.5%)
2	33(50.8%)	38(47.5%)	71(49%)
3	5(7.7%)	18(22.5%)	23(15.9%)
4	16(24.6%)	14(17.5%)	30(20.7%)
Total	65(100%)	80(100%)	145(100%)



Table 5.20 shows the percentage of gender and four categories of job experience. We can see that 38 (47.5%) female head teachers have 3 to 5 years job experience, while 33 (50.8%) male head teachers have 3 to 5 years job experience and 18 (22.5%) female head teachers have 6 to 10 years, compared with 5 (7.7%) of male head teachers with 6 to 10 years job experience. This table illustrates a broadly even distribution of gender in relation to job experience, except in the 6 to 10 years category (level 3) where there are substantially more women.

One explanation that can be put forward for that is that there are many female head teachers in schools and the opportunity to transfer to other jobs in education, such as supervisor, is limited. The post of head teacher, too, is considered a top position for women in school structure, so these head teachers stay in their profession for a long time and naturally get more experience in their work. Perhaps this reflects the limited opportunity for women to move beyond headship and so they remain in this role for a substantial period.

Table 5.21 gender and teaching experience

Teaching experience	gender		Total
	m	f	
1	3(4.6%)	11(13.8%)	14(9.7%)
2	24(36.9%)	39(48.8%)	63(43.4%)
3	28(43.1%)	24(30%)	52(35.9%)
4	10(15.4%)	6(7.5%)	16(11%)
Total	65(100%)	80(100%)	145(100%)

Table 5.21 shows percentage of gender and the four categories of teaching experience. As we can see, 11 (13%) female head teachers have one to two years teaching experience while only 3 (4%) male head teachers have one to two years teaching experience. In level 2, 39 (48%) female head teachers have 3 to 5 years teaching experience, compared with 24 (36%) male head teachers. The male headteachers tend to have more teaching experience than the female headteachers with more female headteachers in the first two levels with less than 6 years and the greater number of male headteachers with more than 6 years teaching experience.



There are some interesting patterns that are emerging from the above analysis of gender and the other factors. Gender remains an important issue with the use of single gender schools at secondary level.

Table 5.22 Gender and the items of first field (vision)

Items	Scale response	gender	
		m	f
1	Da		
	Uc		1(1.3%)
	A	65(100%)	79(98.8%)
2	Da	1(1.5%)	1(1.3%)
	Uc		1(1.3%)
	A	64(98.5%)	78(97.5%)
3	Da		
	Uc	2(3.1%)	2(2.5%)
	A	63(96.9%)	78(97.5%)
4	Da	1(1.5%)	
	Uc	4(6.2%)	9(11.3%)
	A	60(92.3%)	71(88.8%)
5	Da	1(1.5%)	
	Uc	1(1.5%)	1(1.3%)
	A	63(97%)	79(98.8%)
6	Da	4(6.2%)	4(5%)
	Uc	6(9.2%)	6(7.5%)
	A	55(84.6%)	70(87.6%)
7	Da		
	Uc	8(12.3%)	2(2.5%)
	A	57(87.7%)	78(97.5%)

Table 5.22 shows a high level of response to the items for head teachers in this field, ‘developing and sharing vision’. There is very little difference between female and male head teachers on such items as item three, ‘use the vision to drive for change’, where female headteachers record 78 (97.5%) while male head teachers record 63 (96.9%); in item five, ‘articulate the vision’ 79 (98.8%) women head teachers agree while 63 (97%) male head teachers do; in item six (‘market the vision outside the organisation’), there is more of a difference with the frequency for women is 70 (87.6%), while for male head teachers it is 55 (84.6%)but this is limited. In item seven (‘plan collaboratively to make the vision reality’) there is the biggest difference 78 (97.5%) women head teachers agree while 57 (87%) male head teachers do. However, looking at the broad pattern in percentages these differences are very minimal.



Table 5.23 Gender and the items of second field (team work)

Items	Scale response	gender	
		m	f
1	Da		
	Uc	1(1.5%)	
	A	64(98.5%)	80(100%)
2	Da		
	Uc	2(3.1%)	1(1.3%)
	A	63(96.9%)	79(98.8%)
3	Da		
	Uc		
	A	65(100%)	80(100%)
4	Da		
	Uc	4(6.2%)	
	A	61(93.9%)	80(100%)
5	Da	1(1.5%)	
	Uc	2(3.1%)	1(1.3%)
	A	62(95.4%)	79(98.8%)

Table 5.23 shows the percentage responses of head teachers to the items in the second field, ‘team work’. There is a higher rate of responses of female head teachers than male head teachers in items such as item one (‘encourage teachers to collaborate in their work’), where it is 80 (100%), while for male head teachers it is 64 (98.5%). For item three, ‘build effective team’, all respondents agree - women record 80 (100%) and the same for male head teachers the figure is 65 (100%). In item four, ‘use conflicts of views constructively to promote professional growth and to negotiate a new consensus on the way forward’, there is a little variation with 80 (100%) of female head teachers while only 61 (93%) of male head teachers agree. The small numbers of ‘uncertain’ or ‘disagree’ responses are more likely to be from male head teachers, but again this is minor.

A common assumption found in the literature review is that women believe more in empathy and collaboration and experience less conflict than men, so as managers they would be likely agree with items concerning teamwork and actually implement them in their schools. While male head teachers may believe in collaboration and empathy as well, there is often the view that they tend to give priority to law and authority. However, there is not a strong indication of these differences from this set of data. The differences in the data are very slight with most agreeing with all items.



Table 5.24 Gender and the items of the third field (focusing on learning)

Items	Scale response	gender	
		m	f
1	Da	1(1.5%)	
	Uc	2(3.1%)	
	A	62(95.4%)	80(100%)
2	Da		1(1.3%)
	Uc	1(1.5%)	1(1.3%)
	A	64(98.5%)	78(97.5%)
3	Da		
	Uc	9(13.8%)	6(7.6%)
	A	56(86.1%)	74(92.6%)
4	Da		2(2.5%)
	Uc	5(7.7%)	2(2.5%)
	A	60(92.3%)	76(95%)
5	Da		
	Uc	2(3.1%)	1(1.3%)
	A	63(96.9%)	79(98.8%)
6	Da		
	Uc	1(1.5%)	
	A	64(98.5%)	80(100%)

Table 5.24 shows some variation but again the differences are small between the responses of female and male head teachers to the statement items for the third field, ‘focusing on learning’. For item one, ‘time spent directly on core issues to do with pupils learning’, we find 80 (100%) female head teachers agree while 62 (95.4%) male head teachers do. For item three ‘giving a priority to monitoring classroom practice’ we get 74 (92.6%) female head teachers and 56 (86.1%) male head teachers agreeing. There is a similar trend for item four ‘consistently encourage talk about learning and teaching’, with 76 (95%) female head teachers and 60 (92.3%) male head teachers. For item five, ‘promote a climate of evaluation about learning and teaching’, we found 79 (98.8%) female head teachers and 63 (96.9%) male head teachers in agreement, and in item six, ‘put pupils learning at the centre of their management activities’, there were 80 (100%) female and 64 (98.5%) male head teachers who agreed. For item three ‘giving a priority to monitoring classroom practice’ we get 74 (92.6%) female head teachers and 56 (86.1%) male head teachers agreeing which is the biggest difference.

Overall both male and female head teachers agree with the issue of focusing on learning as one of the important aspects of leadership. There is some uncertainty by both male and female head teachers, particularly in relation to items 3 and 4, with 9 (13.8%)



males and 6 (7.6%) females. Uncertainty is slightly more evident in male head teacher’s responses, although again this is only very minor.

Table 5.25 Gender and the items of the fourth field (interpersonal skills)

Items	Scale response	gender	
		m	f
1	Da		1(1.3%)
	Uc	2(3.1%)	
	A	63(96.9%)	79(98.8%)
2	Da		
	Uc	2(3.1%)	
	A	63(97%)	80(100%)
3	Da		
	Uc	4(6.2%)	1(1.3%)
	A	61(93.8%)	79(98.8%)
4	Da	1(1.5%)	
	Uc	1(1.5%)	
	A	63(97%)	80(100%)
5	Da		
	Uc	4(6.2%)	
	A	61(93.8%)	80(100%)
6	Da		
	Uc	1(1.5%)	
	A	64(98.5%)	80(100%)
7	Da		
	Uc		
	A	65(100%)	80(100%)

Table 5.25 shows little difference between female and male head teachers’ responses to the statement items of this field about ‘demonstrating interpersonal skills’. In such items as the first, ‘give high priority to building confidence and self esteem in others’ there is 63 (96.9%) for males and 79 (98.8%) for females. For item two, ‘help support colleagues to develop and contribute to school improvement’ 80 (100%) female head teachers agree with this and 63 (97%) male head teachers. There is a small difference, 79 (98.8%) of female and 61 (93.8%) of male head teachers agree with item three, ‘be accessible, communicate and good listeners’. Of male head teachers, 63 (97%) agree with item four, ‘accentuate the positive by providing praise and encouragement and defusing potential problems and conflicts’, while all the female heads (80, 100%) do. 61 (93%) male head teachers agree with item five, ‘be confident in their role reliable and clear about on own educational values’; 80 (100%) females do. On item six, 64 (98%) male head teachers agree that they ‘understand their own strength and weaknesses’ and are consistent: again it is 80 (100%) female head teachers. Thus while



women agree that these items are important in school leadership there is some variation in the responses of the male headteachers mainly uncertainty but this is a very small number out of the sample – no more than four for any specific item

A suggested explanation for this is that females might give a high priority to interpersonal skills. However, the analysis does not support this as the differences are very minor with by far the greatest majority of responses agreeing with the items in this field. Only as a very minor trend is there some experience of uncertainty by male head teachers.

Table 5.26 Gender and the items of fifth field ‘being committed’

Items	Scale response	gender	
		m	f
1	Da		
	Uc	1(1.5%)	1(1.3%)
	A	64(98.5%)	79(98.8%)
2	Da		3(3.8%)
	Uc	4(6.2%)	5(6.3%)
	A	61(93.8%)	72(90.1%)
3	Da		
	Uc	2(3.1%)	
	A	63(97%)	80(100%)
4	Da		
	Uc	1(1.5%)	
	A	64(98.4%)	80(100%)
5	Da		
	Uc	1(1.5%)	
	A	64(98.4%)	80(100%)
6	Da		
	Uc	5(7.7%)	3(3.8%)
	A	60(92.3%)	77(96.3%)

In Table 5.26 we can again see little real difference between male and female head teachers’ responses, with the majority agreeing with the items and with only some very minor expressions of uncertainty across both male and female samples towards the statement items in this field, ‘being committed’. In items such as item three, ‘demonstrate a clear sense of purpose and the energy and drive to get things done’, 80 (100%) female and 63 (97%) male head teachers agree; for item four, ‘be proactive in identifying areas for improvement’, it is 80 (100%) females and 64 (98%) males.



Similarly, 80 (100%) female and 64 (98%) male head teachers agree with item five, ‘demonstrate strong personal commitment to key priorities such as improving learning and teaching and pupils’ attainment’. Item six; ‘be careful to share the purpose with others and to build wide support’ has the agreement of 77 (96.3%) female and 60 (92.3%) male head teachers. Thus in this field there is no clear gender difference and instead there was a general agreement with almost items in this field seen as central to the requirements of school leadership. Uncertainty is found in item 2 and item 6 with 4 (6.2%) of males and 5 (6.3%) of females for item 2 and 5 (7.7%) of males and 3 (3.8%) of females in item 6. Again this is a minor variation.

Table 5.27 Gender and the items of the sixth field (sharing leadership)

Items	Scale response	gender	
		m	f
1	Da	2(3.1%)	1(1.3%)
	Uc	2(3.1%)	1(1.3%)
	A	61(93.9%)	78(97.5%)
2	Da		
	Uc	6(9.2%)	3(3.8%)
	A	59(90.8%)	77(96.3%)
3	Da		
	Uc	4(6.2%)	2(2.5%)
	A	61(93.8%)	78(97.6%)
4	Da	1(1.5%)	
	Uc	6(9.2%)	4(5%)
	A	58(89.2%)	76(95%)

Table (5.27) shows the responses of head teachers to the statement of items in the sixth field, ‘delegating and sharing leadership’. There are some very small differences between male and female head teachers. In items such as the first, ‘create freedom for focusing leadership on learning and teaching by delegating and streamlining subsidiarity’ 78 (97.5%) female and 61 (93.9%) male head teachers agree. In item two, ‘delegate effectively and positively by recognising the strengths and development needs of others’, the comparable figures are 77 (96.3%) female and 59 (90.8%) male head teachers. On item three also, ‘know when to lead and when to draw on the leadership of others with evident strengths in particular areas’, where 78 (97.6%) women register agreement, we can find the result of 61 (93.8%) male head teachers. This is similar to Table 5.25, with a majority of positive responses by both male and female, with a very



small scattering of ‘uncertain’ responses and disagreement by one or two in items 1 and 4 .

For item four, ‘use every opportunity to allow others to exercise leadership and to be innovative’, 76 (95%) female and 58 (89.2%) male head teachers agreed. The majority of respondents see creating freedom and delegating effectively as important in school leadership. A small number of the male head teachers, no more than six, are either unclear (6) or do not agree (1)with this statement. This is a minor issue but something to be considered in the design of development programmes for school leaders.

Table 5.28 Gender and the items of seventh field (personal credibility)

Items	Scale response	gender	
		m	f
1	Da	1(1.5%)	1(1.3%)
	Uc	1(1.5%)	2(2.5%)
	A	63(96.9%)	77(96.3%)
2	Da		1(1.3%)
	Uc	4(6.2%)	1(1.3%)
	A	61(93.9%)	78(97.5%)
3	Da		4(5%)
	Uc	9(13.8%)	3(3.8%)
	A	56(86.1%)	73(91.3%)
4	Da		
	Uc	2(3.1%)	
	A	63(96.9%)	80(100%)
5	Da		
	Uc	4(6.2%)	
	A	61(93.8%)	80(100%)

From Table 5.28, as we can see, head teachers’ responses to the statement items in the seventh field, ‘personal credibility’. The Table shows items such as two, ‘be a source of reliable information and advice on educational practice’, with which slightly more females than males agree: 78 (97.5%) female and 61 (93.9%) male head teachers agree. For item three a slightly bigger difference - 73 (91.3%) female and 56 (86.1%) male head teachers agree with the statement: ‘regularly demonstrate effective professional expertise in their work’. For item four, ‘be principled and clearly demonstrate professional integrity’, 80 (100%) female and 63 (96.9%) male head teachers agree. In item five, ‘be a model of a good practice for the staff and community and have gained their trust’, while 61 (93.8%) male head teachers agree, all 80 (100%) female head teachers do. There are some variations more male head teachers did express uncertainty



about some of the items. Nevertheless most female and male head teachers agree that credibility is a basic factor in school leadership. Therefore they agree that headteachers should try to be a model for the staff and the community, and demonstrate the improvement and the effectiveness of their own leadership as well. They also should try to be a source of reliable information and advice about educational practice, and they, moreover, demonstrate hands-on leadership and the practical ability to translate aims into reality.

To summarise this section briefly:

- There are more female than male head teachers
- While 29.2 % of male headteachers have a Bachelors in Education over 50% of female headteachers do but more male headteachers – 28 (43.1%) have a higher qualification and 26 (32.5%) of female headteachers have a higher degree.
- About a half of male headteachers and female headteachers are at level 2 in job experience - between 3 and 5 years as managers
- More male headteachers in proportion have longer teaching experience
- The general trend is for responses in the ‘agree’ category for both male and female head teachers.
- The lowest percentage in the ‘agree’ category is 84% for item six in field one (vision).
- There are some responses in the ‘uncertain’ category, slightly more among male than female head teachers; but the number is very small.
- Responses in the ‘disagree’ category are very limited for both male and female head teachers.
- Therefore gender does not seem to be an influencing factor in a head teacher’s views on what are the features of school leadership.

### 5.4.3 Job experience

In this section there is an analysis of responses broken down by job experience. Job experience was broken down into four categories. For this analysis, too, we have reduced the scale of the response from five to three, because a majority of responses to each item fall into three groups: agree, disagree and uncertain. Each table presents both percentage and frequency for each field and item on a scale of three responses.



Table 5.29 Job experience and the items of first field vision

Items	Scale response	Job experience			
		1	2	3	4
1	Da				
	Uc	1(4.8%)			
	A	20(95%)	71(100%)	23(100%)	30(100%)
2	Da	1(4.8%)			
	Uc	1(4.8%)			
	A	19(90.5%)	71(100%)	23(100%)	30(100%)
3	Da				
	Uc		4(5.6%)		
	A	21(100%)	67(94.4%)	23(100%)	30(100%)
4	Da		1(1.4%)		
	Uc	4(19%)	5(7%)	1(4.3%)	3(10%)
	A	17(80.9%)	65(91.5%)	22(95.6%)	27(90%)
5	Da				
	Uc	1(4.8%)	1(1.4%)		1(3.3%)
	A	20(95.3%)	70(98.6%)	23(100%)	29(96.7%)
6	Da	4(19%)	4(5.6%)		
	Uc	2(9.5%)	7(9.9%)	2(8.7%)	1(3.3%)
	A	15(71.4%)	60(84.5%)	21(91.3%)	29(96.6%)
7	Da				
	Uc	3(14.3%)	4(5.6%)	1(4.3%)	2(6.7%)
	A	18(85.7%)	67(94.3%)	22(95.7%)	28(93.4%)

Table (5.29) shows high 'agree' responses by the head teachers to most items in the first field, 'developing and sharing vision', among four categories. There is still a difference, as the table indicates, in the 'uncertain' responses in items such as four, where 4 (19%) of those on level one of job experience, 5 (7%) at level two, 1 (4.3%) at level three and 3 (10%) at level four indicated that they were 'uncertain'. In item six, 2 (9.5%) of those at level one, 7 (9.9) at level two and 2 (8.7%) at level three and 1 (3.3%) were uncertain. In item 7 3 (14.3%) at level one, 4 (5.6%) at level two, 1 (4.3%) at level three and 2 (6.7%) at level four expressed uncertainty. In item 6, 4 (19%) at level one and 4 (5.6%) at level 2 disagreed with the statement. Most head teachers have three to five years' experience in the role of school leader. It seems for some there are concerns in determining long-term planning and resource management. The term 'marketing the vision outside the school' causes some confusion in the Omani educational context – not a word usually applied to education. Although, then, there is general agreement for most items among all four sub samples, there is some variation in some items 6. It does seem that the more limited a head teacher's experience as a manager, the greater the incidence of responses in the 'uncertain' category. Item 6 has more in the 'disagree'



category than other items and again this is at levels 1 and 2. These variations though are minor with no more than three respondents in a sub sample indicating either uncertainty or disagreement.

Table 5.30 Job experience and the items of the second field (team work)

Items	Scale response	Job experience			
		1	2	3	4
1	Da				
	Uc				
	A	21(100%)	71(100%)	23(100%)	30(100%)
2	Da			1(4.3%)	
	Uc	1(4.8%)	1(1.4%)		
	A	20(95.2%)	70(98.6%)	22(95.6%)	30(100%)
3	Da				
	Uc				
	A	21(100%)	71(100%)	23(100%)	30(100%)
4	Da				
	Uc	1(4.8%)	2(2.8%)		1(3.3%)
	A	20(95.3%)	69(97.2%)	23(100%)	29(96.7%)
5	Da		1(1.4%)		
	Uc		1(1.4%)		2(6.7%)
	A	21(100%)	69(97.2%)	23(100%)	28(93.4%)

As Table 5.30 shows, there is a high percentage from head teachers of positive responses to items in the second field, ‘developing team work’, across the four categories of job experience. This indicates that the head teachers in this sample tend appreciate the role and importance of teamwork in school leadership regardless of their experience. Therefore, they agree with the view that it is important to build effective team work and encourage teachers to collaborate in their work, as well as to deal with conflict of views constructively to promote professional growth and to negotiate a new consensus on the way forward. Moreover there is agreement about the importance of developing and promoting staff through well founded knowledge of their complementary roles.

Notwithstanding this, we find some uncertain responses on item two in level one 1 (4.8%) and 1 (1.4%) at level two expressing uncertainty and at level three 1 (4.3%) of job experience indicating disagreement. Item four at level one 1 (4.8%) and at level 2, 2 (2.8%). In item five at level four 2 (6.7%). However, these expressions of uncertainty



are spread across the sub samples and so it might indicate that for some headteachers valuing different individual strengths and contributions to teams might be an ongoing challenge and something which could be addressed through continuing professional development. However, these are limited differences.

Table 5.31 Job experience and the items of the third field (learning)

Items	Scale response	Job experience			
		1	2	3	4
1	Da		1(1.4%)		
	Uc	2(9.5%)			
	A	19(90.5%)	70(98.6%)	23(100%)	30(100%)
2	Da		1(1.4%)		
	Uc		2(2.8%)		
	A	21(100%)	68(95.8%)	23(100%)	30(100%)
3	Da	1(4.8%)	3(4.2%)		
	Uc	4(19%)	6(8.5%)		1(3.3%)
	A	16(76.2%)	62(87.3%)	23(100%)	29(96.7%)
4	Da		2(2.8%)		
	Uc	4(19%)	3(4.2%)		
	A	17(80.9%)	66(93%)	23(100%)	30(100%)
5	Da				
	Uc	2(9.5%)	1(1.4%)		
	A	19(90.5%)	70(98.5%)	23(100%)	30(100%)
6	Da				
	Uc		1(1.4%)		
	A	21(100%)	70(98.6%)	23(100%)	30(100%)

Table 5.31 shows the head teachers’ responses to items in the field of focusing on learning. There is a high percentage of positive responses for almost all items, which means that the majority of head teachers agree with all items in this field such as ‘promoting a climate of evaluation about learning and teaching’; ‘putting pupils’ learning as a central part of their management activities by using strategies to promote a climate of learning across the school’; ‘spending much time directly on core issues to do with pupils learning’; ‘giving a high priority to monitoring classroom practice’. Generally, therefore, head teachers of whatever length of experience regard learning as the focus of their efforts as school leaders.

However, we can see a little difference in the responses of head teachers in the different sub samples to the items in this field. Those with more limited experience seem to be less positive about the significance of learning though it must be recognised that this is a small number. In responses to item one, 2 (9.5%) of head teachers in group one say they



are ‘uncertain’; for item two, it is 2 (2.8%) at level two. For item three, 4 (19%) at level one and 6 (8.5%) at level two express uncertainty; in item four it is 4 (19%) at level one and 3 (4.2%) at level two that do not agree, and in item five 2 (9.5%) at level one and 1 (1.4%) at level 2. Whereas for levels 3 and 4 all the responses are agree with only one uncertain in item 3 for level 4. More limited experience as a head teacher makes some respondents less certain of the pivotal position of learning in their role as a school leader. In noting this though it must be recognised that experience only has a very limited impact on the pattern of responses. The majority of responses across all categories of job experience agree with the statements. This is a minor trend related to the ‘uncertain’ category and to a lesser degree to the ‘disagree’ category (no more than 2 for item 4) for those with less experience.

Table 5.32 Job experience and the items of the fourth field (interpersonal skills)

Items	Scale response	Job experience			
		1	2	3	4
1	Da		1(1.4%)		
	Uc		2(2.8%)		
	A	21(100%)	68(95.8%)	23(100%)	30(100%)
2	Da				
	Uc	1(4.8%)	1(1.4%)		
	A	20(95.3%)	70(98.5%)	23(100%)	30(100%)
3	Da				
	Uc	2(9.5%)	2(2.8%)		1(3.3%)
	A	19(90.4%)	69(97.1%)	23(100%)	29(96.6%)
4	Da		1(1.4%)		
	Uc		1(1.4%)		
	A	21(100%)	69(97.2%)	23(100%)	30(100%)
5	Da				
	Uc	1(4.8%)	3(4.2%)		
	A	20(95.2%)	68(95.7%)	23(100%)	30(100%)
6	Da				
	Uc		1(1.4%)		
	A	21(100%)	70(98.5%)	23(100%)	30(100%)
7	Da				
	Uc				
	A	21(100%)	71(100%)	23(100%)	30(100%)

Table 5.32 shows the high percentage of positive responses to the items in the fourth field, demonstrating the head teachers’ agreement with the idea that interpersonal skills are important for almost all items. Broadly then there is general agreement about the role and importance of interpersonal skills in effective school leadership, especially



among experienced head teachers. It would seem that their high level of job experience helps them give high priority to building confidence and self-esteem in others as well help to support colleagues to develop and contribute to school improvement. Further, they see the importance of being confident in their role, reliable and clear about their own educational values as well understanding their own strengths and weaknesses, and being consistent.

There is still some difference about head teachers' responses of 'uncertain' in item three at level one of job experience 2 (9.5%) and 2 (2.8%) at level 2 job experience; items 5 1 (4.8%) at level 1 and 3 (4.2%) at level 2. Again that may be because of their more limited job experience they do not see the importance of these skills particularly of communication and being good listeners as important. Again these are some minor differences, with those in level one and two responding in the 'uncertain' category, suggesting that for some respondents, job experience may be influential in relation to the development of confidence in the use of interpersonal skills.

Table 5.33 Job experience and the items of the fifth field (being committed)

Items	Scale response	Job experience			
		1	2	3	4
1	Da				
	Uc		2(2.8%)		
	A	21(100%)	69(97.2%)	23(100%)	30(100%)
2	Da	1(4.8%)	2(2.8%)		
	Uc	4(19%)	4(5.6%)		1(3.3%)
	A	16(76.2%)	65(91.5%)	23(100%)	29(96.7%)
3	Da				
	Uc	1(4.8%)	1(1.4%)		
	A	20(95.2%)	70(98.6%)	23(100%)	30(100%)
4	Da				
	Uc	1(4.8%)			
	A	20(95.2%)	71(100%)	23(100%)	30(100%)
5	Da				
	Uc		1(1.4%)		
	A	21(100%)	70(98.6%)	23(100%)	30(100%)
6	Da				
	Uc	1(4.8%)	3(4.2%)	1(4.3%)	3(10%)
	A	20(95.2%)	68(95.8%)	22(95.7%)	27(90%)

Table 5.33 shows the percentage of responses on the three-point scale to items in the fifth field, 'being committed'. The data presented indicate that generally the head teachers agree with the importance of all items in this field, showing that they believe



that head teachers should have a commitment to their profession. Thus headteachers regardless of the length of their experience as a manager agree with having a ‘strong commitment to high standards in all aspects of the work at the school’, ‘act upon the findings of self evaluation’, ‘being careful to share the purpose with others’, ‘to build wide support and hence show drive and commitment that inspires and motivates others to give of their best and as a result demonstrate strong personal commitment to key priorities such as improving learning and teaching’.

Uncertainty seems largely in levels one and two of job experience, for example there are some ‘uncertain’ responses to item two from those within the level one of job experience 4 (19%) and level two 4 (5.6%). The length of experience in the role of head teacher may help head teachers to appreciate the significance of these aspects of school leadership and the need for implementation of it in their schools. However, in item six there are 3(10%) of head teachers in level four, along with 1 (4.8%) at level one, 3 (4.2%) at level 2, and 1 (4.3%) at level 3 who are ‘uncertain’ which seems to suggest that this aspect continues to be an issue for some.

Table 5.34 Job experience and the items of the sixth field (sharing leadership)

Items	Scale response	Job experience			
		1	2	3	4
1	Da	1(4.8%)	2(2.8%)		
	Uc	2(9.5%)	1(1.4%)		
	A	18(85.7%)	68(95.8%)	23(100%)	30(100%)
2	Da		1(1.4%)		
	Uc	4(19%)	4(5.6%)		
	A	17(81%)	66(93%)	23(100%)	30(100%)
3	Da				
	Uc	1(4.8%)	3(4.2%)	1(4.3%)	1(3.3%)
	A	20(95.2%)	68(95.8%)	22(95.6%)	29(96.7%)
4	Da	1(4.8%)			
	Uc	3(14.3%)	6(8.5%)	1(4.3%)	
	A	17(80.9%)	65(91.6%)	22(95.7%)	30(100%)

As we can see in Table 5.34 a high percentage of the head teachers’ responses to the items in the sixth field, ‘delegating and sharing leadership’, illustrate that the length of experience as a head teacher has some impact but only for a small minority. Generally, head teachers agree that it is important to ‘use opportunities to allow others to exercise leadership’, ‘to be innovative’ as well as ‘create freedom for focusing leadership on learning and teaching by delegating’. Therefore, head teachers agree that it is important



to balance when to lead and when to draw on the leadership of others who have evident strengths in particular areas, as well as delegate effectively and positively by recognising the strength and development needs of others. Nonetheless, there are some uncertain responses for item one, at both level one 2 (9.5%) and level two 1(1.4%) of job experience; item two at level one 4 (19%) and level two 4(5.6%); item three at levels one 1 (4.8%) and two 3(4.2%), and level three 1(4.3%); and item four at level one 3(14.3%), 6 (8.5%) at level two and at level three 1(4.3%). Again the pattern is that ‘uncertain’ responses are more likely to come from level one and two, though this trend is still small which suggests for some job experience might be important in becoming confident in delegating and sharing leadership. A small number of disagrees but no more than one in an item.

Table 5.35 Job experience and the items of the seventh field (personal credibility)

Items	Scale response	Job experience			
		1	2	3	4
1	Da		1(1.4%)	1(4.3%)	
	Uc		3(4.2%)		
	A	21(100%)	67(94.4%)	22(95.6%)	30(100%)
2	Da		1(1.4%)		
	Uc	1(4.8%)	4(5.6%)		
	A	20(95.3%)	66(93%)	23(100%)	30(100%)
3	Da	1(4.8%)	2(2.8%)	1(4.3%)	
	Uc	4(19%)	7(9.9%)		
	A	16(76.2%)	62(87.3%)	22(95.7%)	30(100%)
4	Da				
	Uc	1(4.8%)	1(1.4%)		
	A	20(95.3%)	70(98.6%)	23(100%)	30(100%)
5	Da				
	Uc		3(4.2%)		
	A	21(100%)	68(95.8%)	23(100%)	30(100%)

Table 5.35 shows the head teachers’ responses to items of the seventh field, ‘developing personal credibility’. The agreement with almost all items in this field means developing credibility is considered a basic requirement of school leadership by the respondents and job experience is not significant in shaping views. The majority of head teachers confirmed that it is important to be ‘principled and clearly demonstrate professional integrity’, ‘be a model of good practice for the staff and community’, ‘to gain their trust’ and ‘demonstrate hands-on leadership and a particular ability to translate aims into reality’. There is some small difference of ‘uncertain’ responses of head teachers. For example, for item one, 3 (4.2%) at level two of job experience are



uncertain and 1 (4.3%) at level three does not agree with this item. For item two, it is 1 (4.8%) at level one, 4(5.6%) at level two. For item three, level one 4 (19%), level two 7 (9.9%), as well as at level three 1(4.3%) respondent that does not agree. With item four, there are 1 (4.8%) at level one and 1 (1.4%) at level 2 who express uncertain. For item five 3 (4.2%) at level two of job experience express uncertain. It should be noticed that there was consistent agreement at level four of job experience, which may mean that head teachers who have substantial experience recognise the important of demonstrating personal credibility in their work. The incidence of ‘uncertain’ or ‘disagree’ responses tends to come from head teachers in level one or two that is with less experience; though there are two disagree responses in level 3 – items 1 and 3 but again this is very limited given the general endorsement of each of the items in this field

The section on the relationship between length of experience in the role of head teacher and attitudes towards school leadership ends with a summary of the main points:

- There is an overall majority in the ‘agree’ category from all four levels.
- There are some ‘uncertain’ responses, though a small number, generally in levels 1 and 2.
- However, some items in fields one, two and five have ‘uncertain’ responses from more experienced head teachers. These are though only small numbers between 1 and 3.
- The numbers of items which have 100% agreement from those with more experience is also notable.
- A small number of disagreements within each field but no more than one or two in a sub sample.
- Job experience seems to have a minor influence in creating greater certainty about views on effectiveness in school leadership.

#### 5.4.4 Teaching experience

In this section, the responses to the questions are analysed by length of teaching experience. Teaching experience has been categorised into four groups: (1) 1 to 2 years teaching (2) 3 to 5 years teaching (3) 6 to 10 years teaching (4) more than 10 years teaching. For this analysis, too, we have reduced the scale of responses from five to three – do not agree, uncertain and agree. This is because a majority of responses to



each item are concentrated in three levels of the scale, and very minor responses on other two levels. Each table presents both percentage and frequency of responses for each field and item on a scale of three: agree, uncertain and disagree.

Table 5.36 Teaching experience and the items of the first field (vision)

Items	Scale response	Teaching experience			
		1	2	3	4
1	Da				
	Uc		1(1.6%)		
	A	14(100%)	62(98.4%)	52(100%)	16(100%)
2	Da		2(3.2%)		
	Uc	1(7.1%)			
	A	13(92.9%)	61(96.8%)	52(100%)	16(100%)
3	Da				
	Uc		1(1.6%)	3(5.8%)	
	A	14(100%)	62(98.4%)	49(94.2%)	16(100%)
4	Da			1(1.9%)	
	Uc	3(21.4%)	7(11.1%)	2(3.8%)	1(6.3%)
	A	11(78.6%)	56(88.9%)	49(94.4%)	15(93.8%)
5	Da		1(1.6%)		
	Uc		1(1.6%)	1(1.9%)	
	A	14(100%)	61(96.9%)	51(98.1%)	16(100%)
6	Da		4(6.3%)	3(5.8%)	1(6.3%)
	Uc	1(7.1%)	4(6.3%)	6(11.5%)	1(6.3%)
	A	13(92.8%)	55(87.3%)	43(82.7%)	14(87.6%)
7	Da				
	Uc		6(9.5%)	4(7.7%)	
	A	14(100%)	57(90.5%)	48(92.3%)	16(100%)

Table 5.36 shows the percentage of head teachers’ responses to the items of the first field, ‘developing and sharing vision’. There is a high percentage of agreement for almost all items in this field.

In the educational system in Oman all head teachers have spent a period of time as teachers to gain basic skills of learning and teaching. Therefore, head teachers in secondary schools in Oman will have some experience in teaching as well experience as managers. It would seem from these results that this experience as a teacher is not significant in developing an awareness of the importance of developing vision to determine the long term planning and resources, including creating vision for future as well giving a high priority to communicating the vision to a wide audience and use the vision to drive for change. The majority of respondents agree with the items in this field regardless of the length of their teaching experience.



There are some uncertain responses: in item two, 8% in level one and in item three 6% at level three. All four levels show some uncertainty about items 4 and 6. In item 4 level one 3 (21.4%), level two 7 (11.1%), level three 2 (3.8%) and level four 1 (6.3%); and in item six level one 1 (7.1%) level two 4 (6.3%) level three 6 (11.5%) level four 1 (6.3%). Item seven has uncertainty at level two 6 (9.5%) and level three 4 (7.7%). There are some other uncertain responses for other items across sub samples but no one or two. Disagree is only one for some items except item 6 with 4 (6.3%) for level 2, 3 (5.8%) for level 3 and 1 (6.3%) for level 4.. Again though there is no consistent pattern in relation to length of teaching experience in the responses to the items in this field.

The idea of marketing the vision outside the school again is something that a small group of respondents do not agree with or are uncertain about the item. This seems more so among those with either 3 to 5 years teaching experience or 6 to 10 years. The overall trend is for head teachers to agree with the importance of each of the items in this field. There is a greater percentage of uncertain responses in this field than in other fields. Again this is a minor variation and length of teaching experience seems only a very small influence on attitudes towards vision.

Table 5.37 Teaching experience and the items of the second field (team work)

Items	Scale response	Teaching experience			
		1	2	3	4
1	Da				
	Uc		1(1.6%)		
	A	14(100%)	62(98.4%)	52(100%)	16(100%)
2	Da		1(1.6%)		
	Uc		2(3.2%)		
	A	14(100%)	60(95.2%)	52(100%)	16(100%)
3	Da				
	Uc				
	A	14(100%)	63(100%)	52(100%)	16(100%)
4	Da				
	Uc	1(7.1%)	1(1.6%)	2(3.8%)	
	A	13(92.8%)	62(98.4%)	50(96.2%)	16(100%)
5	Da		1(1.6%)		
	Uc	1(7.1%)	1(1.6%)	1(1.9%)	
	A	13(92.8%)	61(96.8%)	51(98.1%)	16(100%)



In the second field, developing team work, Table 5.37 shows the percentage of responses by head teachers to the items analysed by length of teaching experience. There is a high percentage of agreement for almost all items in this field and length of teaching experience has limited impact. We find that the respondents generally see the importance of encouraging teachers to collaborate in their work, thus ‘develop and promote staff’ through well-founded knowledge of their complementarities. They also agree with the importance of nurturing diversity: ‘value different individual strengths and contributions’ in their membership of teams as well as ‘use conflicts of views constructively to promote professional growth and negotiate a new consensus on the way forward’.

There are some ‘uncertain’ responses: in item two at level two 2 (3.2%) is the biggest. In all 5 items there is agreement from all of those between 6-10 years teaching experience. Again this is limited variation with the majority agreeing with the items.

Table 5.38 Teaching experience and the items of the third field (focusing on learning)

Items	Scale response	Teaching experience			
		1	2	3	4
1	Da		1(1.6%)		
	Uc			1(1.9%)	1(6.3%)
	A	14(100%)	62(98.4%)	51(98.1%)	15(93.8%)
2	Da		1(1.6%)		
	Uc		2(3.2%)		
	A	14(100%)	60(95.2%)	52(100%)	16(100%)
3	Da	1(7.1%)	3(4.8%)		
	Uc	3(21.4%)	6(9.5%)	1(1.9%)	1(6.3%)
	A	10(71.5%)	54(85.7%)	51(98.1%)	15(93.8%)
4	Da		1(1.6%)	1(1.9%)	
	Uc	1(7.1%)	5(7.9%)		1(6.3%)
	A	13(92.8%)	57(90.5%)	51(98.1%)	15(93.8%)
5	Da				
	Uc	1(7.1%)	1(1.6%)	1(1.9%)	
	A	13(92.9%)	62(98.4%)	51(98.1%)	16(100%)
6	Da				
	Uc		1(1.6%)		
	A	14(100%)	62(98.4%)	52(100%)	16(100%)

Table 5.38 shows the head teachers’ responses to the items of the third field, ‘focusing on learning’. We can see a high percentage of positive responses from head teachers across the levels of teaching experience. It might be suggested that ‘focusing on learning’ is considered a vital process in school leadership, earning the agreement of



head teachers for almost items of this field. They agree that the core issues are to do with pupil learning, as well as putting pupils' learning at the centre of their management activities and using strategies to promote a climate of learning across the school. They also give a high priority to monitoring classroom practice and promoting a climate of evaluation about learning and teaching.

There tends to be positive responses in general to these items but there is some variation and this is spread across the different levels of teaching experience. We can see an 'uncertain' response in item one at level four of teaching experience but this is 1 (6.3%), and item two has 2 (3.2%) responses that do not agree (5%) at level two. Item three as well has uncertainty: 3 (21.4%) at level one, 6 (9.5% ) at level two, 1 (1.9%) at level 3 and 1 (6.3%) at level four. For item four, there is uncertainty at level one (7.1%), level two 5(7.9%) and at level four 1 (6.3%). This may mean that some head teachers have concerns about issues such as monitoring classrooms and encouraging talk about learning and teaching but the factor of the length of their own teaching experience is not influential.

Table 5.39 Teaching experience and the items of the fourth field (interpersonal skills)

Items	Scale response	Teaching experience			
		1	2	3	4
1	Da		1(1.6%)		
	Uc		2(3.2%)		
	A	14(100%)	60(95.2%)	52(100%)	16(100%)
2	Da				
	Uc		2(3.2%)		
	A	14(100%)	61(96.8%)	52(100%)	16(100%)
3	Da				
	Uc	1(7.1%)	2(3.2%)	2(3.8%)	
	A	13(92.8%)	61(96.8%)	50(96.2%)	16(100%)
4	Da		1(1.6%)		
	Uc	1(7.1%)			
	A	13(92.8%)	62(98.5%)	52(100%)	16(100%)
5	Da				
	Uc		2(3.2%)	1(1.9%)	1(6.3%)
	A	14(100%)	61(96.8%)	51(98.1%)	15(93.8%)
6	Da				
	Uc		1(1.6%)		
	A	14(100%)	62(98.5%)	52(100%)	16(100%)
7	Da				
	Uc				
	A	14(100%)	63(100%)	52(100%)	16(100%)



As we can see in Table 5.39, there is a high percentage of positive responses to items in the fourth field, 'demonstrating interpersonal skills'. The data presented show 'agree' for almost all the items in the field relating to the place of personal skills as a basic factor of school leadership and its importance in the improvement of attainment in work and that generally the length of teaching experience does not appear to be influential here. Some differences are visible in head teachers' responses: to item one at level two of teaching experience 2 (3.2%) and the same in item three at level two. These differences demonstrate that there is some variation in the responses for level two, but they are minor. There are other uncertain responses to the items but only one per item. Level 4 job experience has nearly 100% agreement in all items except item 5 with 1 (6.3%) uncertain respondent.

Table 5.40 Teaching experience and the items of fifth field (being committed)

Items	Scale response	Teaching experience			
		1	2	3	4
1	Da				
	Uc		2(3.2%)		
	A	14(100%)	61(96.9%)	52(100%)	16(100%)
2	Da	1(7.1%)	2(3.2%)		
	Uc	1(7.1%)	6(9.5%)	2(3.8%)	
	A	12(85.7%)	55(87.3%)	50(96.2%)	16(100%)
3	Da				
	Uc		2(3.2%)		
	A	14(100%)	61(96.8%)	52(100%)	16(100%)
4	Da				
	Uc		1(1.6%)		
	A	14(100%)	62(98.4%)	52(100%)	16(100%)
5	Da				
	Uc		1(1.6%)		
	A	14(100%)	62(98.4%)	52(100%)	16(100%)
6	Da				
	Uc	1(7.1%)	5(7.9%)	2(3.8%)	
	A	13(92.9%)	58(92%)	50(96.2%)	16(100%)

Table 5.40 shows the percentage of head teachers' responses to the items of the fifth field, being committed. There is a high percentage of positive responses to almost all items, indicating that head teachers agree that the items in this field are vital factors in school leadership and indicators of head teachers' success job in schools.



Therefore we found head teachers in schools agree with demonstrating strong personal commitment to key priorities such as ‘improving learning and teaching’ and ‘pupils’ attainment’; ‘show drive and commitment that inspires and motivates others to give their best’; ‘be proactive in identifying areas for improvement including demonstrate a clear sense of purpose and the energy and drive to get things done’. The length of teaching experience has little influence except there is more variation at level 2. We can see this in some responses such as item two at levels two 2 (3.2%) disagree and 6 (9.5%) are uncertain. In item six uncertainty is at level one 1(7.1%) and at level two 5 (7.9%) and 2 (3.8%) at level 3. For some head teachers with limited teaching experience this field poses some challenges but not a consistent or large pattern though there is 100% agreement for all items at level 4.

Table 5.41 Teaching experience and the items of the sixth field (sharing leadership)

Items	Scale response	Teaching experience			
		1	2	3	4
1	Da		1(1.6%)	2(3.8%)	
	Uc	1(7.1%)	1(1.6%)	1(1.9%)	
	A	13(92.8%)	61(96.8%)	49(94.2%)	16(100%)
2	Da			1(1.9%)	
	Uc	1(7.1%)	4(6.3%)	2(3.8%)	1(6.3%)
	A	13(92.9%)	59(93.7%)	49(94.2%)	15(93.8%)
3	Da				
	Uc		4(6.3%)	1(1.9%)	1(6.3%)
	A	14(100%)	59(93.7%)	51(98.1%)	15(93.8%)
4	Da		1(1.6%)		
	Uc	2(14.3%)	6(9.5%)	2(3.8%)	
	A	12(85.7%)	56(88.9%)	50(96.2%)	16(100%)

As we can see, Table 5.41 illustrates the percentage of head teacher’s responses to the items of sixth field, ‘delegating and sharing leadership’, according to the four categories of teaching experience. Largely, most head teachers agree with all the items in this field emphasising the view that delegating and sharing leadership are basic elements of school leadership.

Accordingly we found that most head teachers agree with the view that school leaders should allow others to exercise leadership and to be innovative as well as creating freedom for focusing leadership on learning and teaching by delegating and streamlining subordinates, as a result delegating effectively and positively by recognising the strength and development needs of others.



We can find some variation in head teachers' responses of 'uncertain'. In item two, 1 (7.1%) of level one, 4 (6.3%) of level two, 2 (3.8%) of level three and 1 (6.3%) of level four are uncertain. For item three, there is uncertainty at level two 4 (6.3%), 1 (1.9%) at level 3 and at level four 1 (6.3%). In item four as well, at level one 2 (14.3%) and level two 6 (9.5%) and 2 (3.8%). The spread of 'uncertain' responses is minor: though it is spread across all levels, the greater proportion is in level 2. Length of teaching experience has only a very minor impact on the views of the head teachers regarding 'sharing leadership'

Table 5.42 Teaching experience and the items of the seventh field (personal credibility)

Items	Scale response	Teaching experience			
		1	2	3	4
1	Da		2(3.2%)		
	Uc		2(3.2%)	1(1.9%)	
	A	14(100%)	59(93.7%)	51(98.1%)	16(100%)
2	Da		1(1.6%)		
	Uc	1(7.1%)	3(4.8%)	1(1.9%)	
	A	13(92.8%)	59(93.6%)	51(98.1%)	16(100%)
3	Da	1(7.1%)	2(3.2%)	1(1.9%)	
	Uc	1(7.1%)	5(7.9%)	3(5.8%)	3(18.8%)
	A	12(85.7%)	56(88.9%)	48(92.3%)	13(81.3%)
4	Da				
	Uc		2(3.2%)		
	A	14(100%)	61(96.9%)	52(100%)	16(100%)
5	Da				
	Uc		2(3.2%)	2(3.8%)	
	A	14(100%)	61(96.9%)	50(96.1%)	16(100%)

Table 5.42 shows the percentage of responses in relation to the four categories of teaching experience and the items of the seventh field, 'developing personal credibility', and as we can see there is a high percentage of positive responses to these items. These results illustrate the fact that head teachers believe in the role of credibility as a basic requirement of effective school leadership. Therefore we find head teachers to being in agreement with being 'principled and clearly demonstrate professional integrity', as well as being 'models of good practice for the staff and community' of whom they have gained the trust and 'regularly demonstrate effective professional expertise in their work'.



However we can see some responses which in uncertain and disagree categories. Head teachers responding in item one at level two 2 (3.2%) as uncertain. In item two at level one 1 (7.1%) and level two 3 (4.8%) and 1 (1.9%) at level 3. In item three at level one 1 (7.1%), level two 5 (7.9%), level three 3 (5.8%) and level four 3 (18.8 %). While most items are agreed with there is some minor variation. Most of this variation comes in those with less teaching experience particularly the level 2 (3 to 5 years experience) but it is interesting to note that item 3 has 3 respondents from among the sub sample of more than ten years teaching experience expressing uncertainty. There is disagreement a small amount from level 2 but others in item 3 1 (7.1%) at level 1, 2 (3.2%) at level 2 and 1 (1.9%) at level 3 but this is also minor.

Finally, to summarise:

- (1) Overall, there is a positive response agreeing with most items in each field are important for headteachers.
- (2) Some uncertainty exists across all levels of teaching experience though very slightly more variation at level 2 job experience.
- (3) Generally, the more teaching experience (level four), the more the overall agreement.
- (4) There is evidence of greater uncertainty in levels two and three, though the percentages are very small.
- (5) There is disagreement in level two but this is very small.

## 5.5 Conclusion

The purpose of this chapter is to examine the attitudes towards and understandings about school leadership held by head teachers by presenting the data from the questionnaires. What we have is largely overall agreement with each item in each of the seven fields. There are only minor patterns of uncertainty and even less disagreement. What we were also seeking to explore is whether the factors of qualification, gender, length of management experience, length of teaching experience are significant in shaping the opinions and understandings of school leaders. What is clearly evident is the clear agreement with the majority of the items about school leadership across each of the seven fields within each of these aspects. There is only very little variation and this is more frequently respondents indicating they are 'unclear' rather than disagreeing with a specific aspect. There is a slight tendency for respondents who have less



experience as a manager or as a teacher to express uncertainty and for those with the within the sub sample for the highest level of experience as a teacher or manager or the highest level of qualification to express agreement. However, for some items those with more experience can also express uncertainty.

These findings would suggest that the seven fields and the items within each of these fields could be used as a basis for the development of headteachers. These seven fields are based on a model of participatory school leadership.



**CHAPTER SIX**  
**DATA ANALYSIS INTERVIEWS**

**6.1 Introduction**

In the previous chapter the data gathered from the questionnaires was discussed. The second part of the research was a series of interviews conducted with a sample of head teachers from across Oman. The interview structure and questions for this study were designed by the researcher and based on the literature review of previous studies in the field of school leadership drawing from the viewpoints of experts in the field.

The semi-structured interview consisted of seven questions; each question related to a specific dimension of school leadership that had been identified previously for the construction of the questionnaire and adapted in varying degrees to fit the educational context of Oman. The seven questions are as follows in Table 6.1 Interview Questions.

**Table (6.1) Interview Questions.**

No	Questions
1.	Why is it important to share vision? And how you share the vision?
2.	Why is teamwork essential? What are the best ways you have for developing teamwork?
3.	What do you think the role of head teacher is in focusing on learning? And how do you focus on pupils' learning?
4.	Do you see interpersonal skills as important? What do you see as your strengths in



	interpersonal skills?
5.	What significance do you give to being committed and purposeful? How do you indicate this?
6.	Why is shared leadership important? How do you delegate and share leadership?
7.	Why is personal credibility essential for leadership? What are your methods of developing personal credibility?

(A copy of the interview used in this study is included in Appendix B).

A semi-structured interview was carried out with 22 male and female head teachers who participated in the field study as can be seen in Table 6.1. The sample for interviews was selected from the target population across all eleven districts in Oman. The researcher selected two secondary school head teachers from each district; one male and one female to ensure gender balance in the group. Thus sample is spread across all districts in Oman.



**Table (6.2) Interview sample**

<b>District</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Musca	1	1	2
Alsharqiyah North	1	1	2
Alsharqiyah South	1	1	2
Aldakhiliya	1	1	2
Aldhahirah North	1	1	2
Aldhahirah South	1	1	2
Albatinah North	1	1	2
Albatinah South	1	1	2
Musandam	1	1	2
Dhofar	1	1	2
Alwusta	1	1	2
	<b>11</b>	<b>11</b>	<b>22</b>

## 6.2 The Conduct of the Interviews

All interviews were conducted in schools, mainly in the head teacher's office except in the few cases where the head teacher suggested another place or location in the school, for example, the school library. The interviews took approximately 60-90 minutes and were conducted by the researcher with all these head teachers. All interviews were conducted in Arabic.

Gay & Airasian, (2003) indicate that conducting an interview requires not only research skills, such as knowledge of sampling, and instrument development, but also a variety of



communication and interpersonal relationship skills. Effective communication during the interview is critical. Here the researcher was aware of this aspect of the conduct of interviews and made a conscious effort to maintain a positive and interested approach. Gay & Airasian (2003) also suggest that the interview must have a written protocol, or guide that indicates (1) what questions are to be asked, (2) in what order, and (3) how much additional prompting or probing is permitted. In the interviews a question was asked and then the head teacher was allowed to talk freely, with occasional prompting. The researcher tried not to interrupt unless the head teacher asked for clarification. Interviewers should also be well trained before the study begins. The researcher undertook this by trialling the interview schedule details. These interview schedules were found to be reliable so the researcher kept to this structure.

A difficulty in interviewing is collecting accurate data while at the same time keeping the flow of the discussion going. At the beginning of the interview the researcher explained the purpose of the interview; how the researcher would record it, through notes; and explained that this might take time in the interview. When the researcher asked head teachers if he could record their interviews on cassette, most of them were happy to agree, given the purposes of research. Permission was given in all but two interviews. Two female head teachers refused to record their interviews on cassette; the researcher agreed for their wishes to be respected, and just took notes. During interview, the researcher took notes of the most important points made by the interviewees on each question, and asked them if they would be kind enough to wait when they had made key points that the researcher felt it could be usefully quoted in the study, so that the researcher could write them down fully. For the later analysis of these two interviews the researcher drew from his notes.

There was one further point that the researcher had to be aware of in the conduct of the interviews. In conducting the interviews the researcher had to be sensitive to the cultural context of Oman. Respondents would raise other issues, for example, views on educational policy, discussion of the position and status of their school in district. These topics were beyond the scope of this study and also contained personal details. It was



important to that the researcher showed sensitivity in allowing time for this, as it would be what is regarded as appropriate within social context of Omani culture. The degree of direction and re-direction had to be handled diplomatically.

## **6.3 Analysis of Interview Data:**

### **6.3.1 Methods of Analysis**

Each interview was between 60-90 minutes and as said previously the conduct of the interviews had to be sensitive to the cultural context. It was important to be respectful in listening to the respondents but it did raise a question about the analysis of the interview details. It was important to appreciate the context and identify those issues that were discussed that were not related to the area of this study.

### **6.3.2 Process of data analysis**

In the process of data analysis the following steps were taken:

#### **1. Transcripts of the taped interviews**

Transcripts of the interviews were made in Arabic which allowed the researcher to read these and identify the areas of the discussion relevant to the study. As noted, redirection had to be handled diplomatically and some discussions were wide ranging covering areas that were not included in this study. Both for the aims of the study and for confidentiality it was appropriate that this material was not included in the detailed analysis.

#### **2. Selection of material related to the specific questions**

The sections of the transcripts were then sorted into the sets of material related to the seven specific areas and then the two questions in each area.

#### **3. Translation of these sections into English**

The sections selected for each of the questions were then translated into English and this material can be found in the appendix. In translating the material as far as possible the 'sense' of the responses have been kept to.



#### 4. Analysis of the interview data

The interview data was read a number of times to identify the key themes that were coming from the answers to each of the questions.

### 6.4 Key Themes from the Interviews

Each question had two elements: the first part of the question was designed to look at the head teachers' understanding of the specific area, the second part of the question was designed to look at the head teachers' practice in that area. For example in question one the first part of the question is '*Why is it important to share vision?*' which looks at the respondents' understanding of the sharing of vision as an aspect of leadership and the second part '*And how do you share vision?*' asks the respondent to reflect on their own practice. In the discussion below the key elements coming from this analysis are discussed. The related material of each subject's response is included in the appendix.

An interpretive approach was adopted in the analysis of the interviewees' responses to each of the questions. Each of the sections related to the specific questions was read through a number of times and the following were noted:

- frequent themes - the key ideas which are identified by most people
- less frequent themes - ideas mentioned by one or two

These themes are presented below and then discussed. Material from the interview transcripts is used to demonstrate the themes.

### 6.5 Vision

Respondents were asked two questions:

- Question 1.A Why is it important to share vision?
- Question 1.B And how do you share vision?



*Question 1.A Why is it important to share vision?*

The main ideas coming from the question on the importance of sharing vision are:

- Realising plans and purposes
- Means of structuring plans for future
- Staff cooperation, motivation, responsibility, commitment.
- Teachers' involvement and the involvement of the local society
- Looking for different points of view
- Addressing wider changes

From the interviews the respondents regarded vision as one of the forms of effectiveness in school leadership. The idea that a headteacher should have and set a vision of the future is seen by all respondents as important but there is a specific meaning of the idea of 'vision'. A vision is mainly in terms of setting goals and planning. The vision is based on the needs in the school especially students:

*Before we design the vision what the goals are must be known – what is to be achieved related to students and teachers as well the surrounding context and school. For example, recognising students' needs and supporting all of these is a very important factor that should be taken into account when you plan a vision of the future. (male set 6)*

The vision is mostly associated with planning the school programme and the job or work plan usually on a yearly basis though in some there was a view of a longer term basis.

*The setting of the vision is rated as a basic issue and very important for the promotion of the school and the realization of progress in all areas of the educational process with teachers, staff, students and parents (male set 1)*

The sharing of the vision is also recognised as important:

*It's a way for headteachers to consider the important issues (female set 4)*

It is partly as the means of getting and gathering new ideas. Some headteachers connect the need to have and share a vision to wider change:

*That is because the nature of life is progress and development, so if we don't have a vision of the future to develop ourselves or at least make every effort to go*



*forward...it will be for developing or innovation in our job, because people need to seek to move forward (male set 5)*

*In my opinion it is very important for teachers to recognise especially in the education area of thinking from around the world, and study research and ideas to help them with their job in the school (female set 12)*

Where reasons are given for sharing the vision this tends to focus on the importance of staff taking forward and implementing the vision. Also sharing the vision with staff, students and the local society is included. The abilities of staff and the demands of the local community are recognised as important in defining the vision for the future.

Moreover, as the majority of head teachers said that vision is vital and basic, important for future plans and they emphasise the sharing of the future vision with teachers, as well as other staff, to help in the creation and design of these plans as a part of their responsibility for their own professional growth and role in school. Undoubtedly some ideas used by head teachers emerged consistently, such as predicting the future and scientific development, as well as future plans and strategy. These terms show links of vision as well as the fact that head teachers have conceptions of the future.

*Question 1.B And how do you share vision?*

In the first question there is a general sense that school leaders should seek ways to share vision. A range of different activities were identified by headteachers to share the vision. The interviewees of a number of different groups in the school were part of the school leader

- Obtain the agreement of teachers
- Ask for teachers for suggestions
- Hold meetings of teachers
- Committees such as school council, parents' council
- Visits and meetings with parents



- Develop communication – ‘a communication bridge’
- Share practice of excellent teachers
- Meeting, workshops, questionnaire
- Personal skills and strategies by the headteacher to listen/share
- To motivate and stimulate interest
- Discussion

Communication is the most important part of the way headteachers share the vision. This is through formal ways especially the meetings and committees that exist including school council, parents’ council.

*We care for the school and student progress by sharing with the local society, let's say a school plan can be set by head teachers while its achievement needs cooperation, all, I mean the teachers, parents, students and local society, for example in my school we are designing a program called 'communication bridge' between the school and the home and we are setting plans for one year to assess all of these activities. (male set 1)*

This communication is important to share the vision and the goals and plans on which the vision is set.

Discussion with staff is also a common way which headteachers indicate that they share the vision with staff. Workshops and the use of questionnaires are also included as ways of sharing the vision with staff. Much of this seems to be in relation to the development of the school plan.

*Yes I share the vision of the future with my staff as well with the students and parents if necessary; so at the beginning of study year we are meeting with all staff to know what are the negatives and positives as well difficulties facing us last year in our jobs in all areas of operation such as school activities as well the curriculum. In my school we look at what the difficulties are still without solutions and what are the suggestions to improve students’ results, we analyse these results to know who are the best students in the school as well who are the weakest students and why? All these methods provide ideas, to adapt new thoughts for vision. (male set 7)*



Because of the strong connection made between vision and planning, the focus is on not only the sharing of the vision but how this is to be achieved. The importance of teachers sharing ideas, and good practice is noted. There is also an emphasis on analysing the situation and finding solutions

*We ask all staff in my school regarding the vision plans and listen to their opinions about all aspects of the plans as well students and parents and community leaders, and we use a questionnaire distributed to all of these then we analyse the data to recognise indicators.(set 8 female)*

The head teachers' role in motivating and stimulating interest

*By listening to teachers' suggestions and opinions as well sharing planning and implementation by inspiration, motivation and by stimulating interest constantly.*

And delegation is seen as important by some in the process of sharing vision or promoting participative approaches:

*... so plans like this can be considered participative plans, because the head teachers personally can't create the plans for the vision by himself. In other words as a head teacher I believe to be successful in the school you need to share with the staff and with the school management and give them practice in preparing plans and discussing what is the difficult, negative and positive to suggest solutions, so by this style of job role the work is done automatically in the school. (set 5 male)*

The analysis of problems, and preparing plans and finding solutions is a process that is used to share the vision. This indicates that head teachers understand ways of developing methods of interaction. Also, things that head teachers recognise like teachers' opinions and suggestions using questionnaire as an instrument of gathering information. Only one headteacher raised the issue of debate

*Through discussions and purposeful arguments as well as adopting good ideas to give teachers trust and good communications (set 17 female)*

In addition, 'communicate with local community' is a frequent idea and so head teachers are aware that schools working with their communities is important, that the support of the communities in turn is important to develop the school vision.



## 6.6 Teamwork

The headteachers were asked two questions to (1) investigate their understanding (2) to look at their practice in school.

- Question 2A why is teamwork essential?
- Question 2B what are the best ways you use for developing teamwork?

Question 2A why is teamwork essential?

The main ideas emerging on teamwork are:

- Positive, limits negative aspects
- Collective work is more productive
- Ensure the success of the work
- Sharing duties
- Creates climate for challenge
- Way of gaining and exchanging experiences
- Making learning and teaching successful
- Necessary for implementation or to put ideas into practice.
- Obtain opinions and ideas
- Vital in serving the pupils' needs
- Achieve jobs speedily
- Helps strong relationships in school

Other ideas expressed by head teachers:

- No organisation can work without teamwork
- 'One hand doesn't clap'.

Teamwork is seen as essential for various reasons. Most frequently mentioned is the need to foster a climate of cooperation and collaboration among the teachers. The value of



trusting others is included by some respondents and a means of providing motivation, inspiration and encouragement.

*Undoubtedly it is very important in the school because teamwork creates a feeling, an atmosphere of working cooperatively and with collaboration between colleagues in the school (male 9).*

Teamwork is a way of sharing management and this is similar to the views on sharing leadership and is beneficial for the staff.

*And this makes the job very interesting and lessens the load in the school for head teachers and teachers as well and it helps to achieve the school goals (male 9).*

The role of the headteacher is considered by some. Usually the headteacher is seen as remaining in control and he/she provides opportunities for teachers to take on some management work but this has benefits for the headteacher in lessening the demands but also in gaining support from staff:

*If the school management is to do the job in the school in an effective way, it should be through their participative style, in the past head teachers were the only individuals to manage the school, today there is a different situation- you can't manage the school through one person and ignore the rest of staff; it is right that the head teacher comes at the top of the organisation structure in the school and he is responsible for the school but, if we leave all the duties in the school to head teacher he will be tired and the school will falter, therefore it is important to work on the majority of the school work with teachers and staff - that is the first reason, the second is whatever issues you present in school meeting you need to have support with you (male 5)*

Teamwork also has benefits from the school in general:

*Of course the success of any educational organization will not be present unless all are convinced of the idea of teamwork, head teachers are considered the organizers of teamwork, - but inevitably he is also one of the team in the school, so when the school implements this style - it leads to the best results on achievement levels or knowledge as well developing thinking levels. (male 1)*

This was the only mention, though of the headteacher being part of the team. Analysis of this question then shows that the vast majority of head teachers are focused on giving



teachers opportunities to engage in teamwork in schools and an opportunity to demonstrate their ability to support collective work. Respondents also recognised the productivity of collective work in a team, that work can be done more speedily and efficiently as well as this contributing to the school's work on teaching and learning:

*One hand doesn't clap by itself so aims should be carried out by teamwork to succeed - the learning and teaching processes should build through teamwork in school (male 18).*

***Practice: what do leaders say they do?***

- Discuss and motivate
- Motivate and inspire
- Trust others
- Delegate
- Distribute mission
- Distribute role and authority
- Excite enthusiasm
- Communicate consistently
- Respect teachers' opinions
- Share work
- Hold school meetings
- Consistent training
- Develop staff vocationally
- Use scientific methods to develop teamwork
- Workshops

In the interviews used terms like 'distribute mission', 'communicate consistently', 'feedback', 'effective teamwork', 'effective communication', and 'trust in teamwork' indicate that teamwork is about the headteacher promoting this in his approach to management. The head teachers' responses are a combination of both using personal



skills and more specific strategies to promote team work. Developing team work is about developing '*the human side*', the personal side of teachers and other staff:

*By respecting teacher's opinions and developing effective and consistent communication as well as through implementation activities and enhancing trust and sharing in all work at school (female 2).*

The ability is to develop a school and its staff who are thoughtful, have, ideas and suggestions and it is seen as motivating:

*A good method of developing teamwork is by spreading an atmosphere of cooperation and love as well good human relationships between teachers - to remove boredom and sorrow from the job and to give teachers a reason to do the best and to use their personal capacities (female 6).*

Less frequently ideas about the head teacher's role in selecting members of teams with concern to the teachers' ability, as well as using scientific methods – that is adopting clear principles and using training to make teamwork effective are also noted by the respondents. Teamwork is linked to wider issues of motivation and delegation.

Accordingly secondary head teachers in Oman have recognised that teamwork is one of the components of effectiveness in participatory school leadership. Further from their responses they have put forward a range of strategies to develop teamwork in schools that are based on their own approach and skills as a manager working with people and on the development of specific strategies and opportunities for teamwork to develop.

## 6.7 Focus on Learning

The headteachers were asked two questions to (1) investigate their understanding (2) to look at their practice in school.

- Question 3.A: What do you think the role of head teacher should be in focusing on learning??
- Question 3.B: And how do you focus on pupils' learning?



The main ideas about the role of the headteacher in the focus on learning that have emerged are:

- The role of school planning
- Importance of dealing with the curriculum and teaching
- The technical role of headteachers in dealing with teaching and learning
- Continuity and consistency of teachers
- Improved student situation
- Effective individual development plans for students
- Monitoring and supporting teachers
- Ensure the context and situation for teaching and learning
- Care for talented pupils
- Supervision of particular pupils

The respondents all agreed that the headteacher had a vital role in the focus on learning in the school.

*In fact the learning process is a very important role of head teacher and the basic aim for him is to achieve success that is because the school's job is important for staff to care pupils, so at this point head teachers need to design plans that contain the learning process of the curriculum and activities and the study programme through goals to ensure effective practice for able and weak students.(male 9)*

The role included strategic activities such as school planning and the introduction and encouragement of innovation:

*Supplying the latest innovations in the educational fields such as teaching methods and sharing the school purpose and task with parents (female 2).*

There is also a more specific focus on the work in the classroom, the assessment and achievement of pupils and ensuring that different groups of pupils – talented, pupils at risk or ‘lazy’ pupils are dealt with. The following account includes many different areas that other headteachers mentioned:



*At the start of the academic year as head teachers we visit for all classes in the school to discover the students' level of knowledge as well as doing pre exams, especially as our school is the biggest in the area and we welcome a lot of students from many schools... we classify the students according to exam results as talented students and good students as well weak students needing special caring and at the same time we use supervisor visits inside the classes and cover all classes. We tend to focus on higher classes which are in need of particular care in order to upgrade their level. And there is also a plan to improve the knowledge level through courses given at start of the day to create an atmosphere of rich discussion and independent study. Also in the middle of term we study the results of the school in open discussions with all teachers in the school so as to explore the reasons for this and to assist in any weaknesses and plan to improve students' achievement, by the way in our school we have a friend-student program which is a particular student teaching program.(female 4)*

This focus on learning may involve the headteacher in a range of activities such as ensuring there are treatment plans for pupils in difficulties. Classroom visits for supervision and monitoring as well as mentoring pupil results are frequently referred to in this area. There was less frequent reference to the link between managing staff as a headteacher and the focus on ensuring effective learning. One headteacher gave a detailed account of this aspect.

*At the start we choose a suitable teacher for a particular class and employ his experience, ability and capability to benefit the students and in relation to this point we are careful to not to lose any class periods through teachers' absence by commissioning other teachers to teaching the class this period until the teacher comes and - implement time management and motivating students to do the best in their studies and to use the good methods for study (male 7).*

Other respondents highlighted the supervisory role of the headteacher and the importance of motivation of staff. There was agreement that it was an important aspect of the role of the headteacher:



*It should be a head teacher's most serious concern from the beginning to eliminate points of weakness and to focus on learning and teaching because they are basic to the school (male 15).*

There was only limited mention of wider purposes with only two headteachers making reference to issues of global developments and the extension of knowledge:

*Focusing on the learning and teaching process in the school because of the knowledge explosion and globalization, to give our students access to information as well as principles of learning and teaching process, preparing teachers, classroom visits, treatment plan for student (male 18).*

Then it is acknowledged by the respondents that the headteacher should be focussing on teaching and learning. Though a number made a distinction between the administrative duties, it was recognised that the 'technical side' of leadership, is important. This technical side was concerned with educational aspects especially teaching and learning. In the answers to this first question on teaching and learning many gave in some detail their own practice. This is also in the answers to the next question about how they focus on learning.

Question 3B: How do you focus on pupils' learning?

*Practice: what do leaders say they do?*

Some of the most frequent ideas were:

- Help pupils to grow
- Suggest and design treatment plans
- Coordinate with senior teachers and other staff
- Observe student behaviour
- Concentrate on weak points and suggest solutions
- Ensuring that learning and pupils' achievements proceeds
- Consistent monitoring and evaluation
- Caring for student talent
- Motivation and encouragement of staff



- Setting up structures and plans such as timetabling and ‘treatment plans’
- Ensuring study and curriculum materials; computing skills

Less frequent were suggestions about:

- Introducing innovation
- Sharing with parents
- Enhancement the abilities of excellent pupils
- Teacher evaluation

There were a range of ways in which headteachers focused on pupil learning. Some of these were directly involved with particular pupils or groups of pupils;

*By identifying talent pupils and weak pupils and setting treatment plan with teachers to motivate and encourage the pupils (female 4).*

For a number of respondents there was this direct involvement in the learning of the pupils: head teachers indicating their concern for caring for talented pupils by motivation and encouragement as well as honouring them, and designing treatment plans for ‘lazy’ pupils using student records to observe their cases. For others they emphasised working through staff to achieve these outcomes:

*By a participative style between all staff in the school, such as senior teachers and consult teachers and teachers – the way we are successful is by following the case of weakest students after we know the reasons for this and select treatment for them (male 5)*

Part of the headteacher's role is coordination and monitoring to ensure consistency, and recognise pupils' attainment and achievement:

*I follow the progress of the learning process myself and under my supervision also delegate parts of my duties to the head teacher's assistants and as well to the rest of teachers (female 8).*

Again some of this is through other staff but a number of headteachers indicate that they are involved in visiting the classroom as part of a supervisory or monitoring role.



*Visiting classrooms to be sure that good progress is made in the teaching process, meeting teachers and senior teachers, discussing any problems facing school as well meeting with parents to find solutions for any difficulties with the help of the community especially in the school (male 12).*

In this it can be seen that attention is also given to communicating with parents in efforts to improve learning especially for pupils who are in difficulty. One other aspect of working through staff is the reference to the developmental activities:

*we want to give more attention to the technical side of the job, so we conduct workshops in the school, and motivate teachers to do research and having teacher group meetings also by studying the teaching level of students and the problems facing the school and trying to find solutions to the these; meeting with students to support them (female 12).*

All of these methods are consequently considered part of the effectiveness of school leadership.

## 6.8 Interpersonal Skills

The headteachers were asked two questions to (1) investigate their understanding (2) to look at their practice in school.

- Question 4.A: Do you see interpersonal skills as being important?
- Question 4.B: What do you see as your strengths in interpersonal skills?

The main ideas about interpersonal skills that have emerged are:

### *Knowledge/thinking: the themes*

The main ideas on interpersonal skills emerging are:

- The importance and necessity of interpersonal skills for headteachers
- The means to develop relationships with staff
- Provide positive direction



- Relates to teaching and learning
- Important for school leadership
- Basic for success in school

Interpersonal skills were seen as important by the respondents particularly in relation to the role of the headteacher:

*It is basic for a successful job in school so head teachers should be using personal skills to present a particular image in school and definitely it means time can be spent on visits or to solve problems and to implement justice among the staff (male 18.)*

Interpersonal skills become important in setting up the culture and the whole image of the school and it is the means of undertaking some of the more directive tasks of being a headteacher in dealing with staff issues and finding ways to address issues. The importance of interpersonal skills is recognised not only in relation to working with teachers and other staff but also has an influence on the teaching and learning process in school:

*Of course interpersonal skills play a big role in the success in the learning process, but if interpersonal skills are not present, encouragement and support will disappear time after time, and in a head teacher it should be noticeable and present - strong with staff to increase school performance and the learning process through encouragement and motivation (male 9).*

However, there does seem to be some confusion and it is not clear whether the question is not right or whether the term 'interpersonal skills' has not been translated correctly. Some respondents have taken this question to mean it relates to teachers in the school rather than themselves and some other have included skills related to teaching – the 'technical' side as some respondents indicate. As we can see below in this response it refers to the skills teachers might have and might need to develop and includes teaching skills which could be shared across teachers.

*Yes, these are very important for schools; teachers have these skills but they maybe different from one teacher to another, each school has teachers who have*



*a variety of skills; head teachers can recruit in any area in the school and build cooperation between teachers in order to transfer skills from one teacher to another teachers, for example some teachers have skills, this can be of benefit and provide skills for all other teachers show how they develop these kind of skills; in school we are trying to develop all these skills with teachers because it is complements teachers' charisma: skills in learning planning, skills for school activities as well class management, if these skills are common among teachers in the school, they should transfer to others, sometimes we focus on developing materials and activities to discover these skills with teachers in the school (male 3).*

Others similarly saw this as referring to teachers and to a wider set of skills related to learning.

*When interpersonal skills are important is particularly with teachers in schools maybe reach to the aspirations and be role models; and there are also other skills like teaching methods and school activity skills, of course all of these skills develop the learning process in the schools (female 4).*

Question 4B: What do you see as your strengths in interpersonal skills?

The themes that come from this are:

***Practice: what do leaders say they do?***

- Develop these skills in teachers
- Ensure that teachers learn these from each other
- Provide courses, exchanges and workshops among teachers
- Encourage the share of good practice in seminars
- Encourage each individual job, even a simple one
- Help professional growth
- Discover skills and develop them
- Continue training
- Provide culture and information



- Determine skills and provide support programme

*Less frequent themes - ideas mentioned by one or two*

Use scientific methods to solve problems

- Encourage individual to do jobs, even simple ones
- Concern for teacher workload

The results show that head teachers highlight that interpersonal skills are 'important', 'vital' and 'basic skills' and something to be developed:

*By reading and practising to develop skills in personal abilities, to develop the capabilities of innovation and creativity (female 16).*

Interpersonal skills are seen as having an influence on staff.

*Any skills should be supportive to develop as well motivate staff and this helps teachers to do the best and to do more than they can do and this will have a great effect psychologically (male 5).*

A range of head teachers indicated their satisfaction with the idea that skills are important in schools, in leading the school to succeed. So we find head teachers using continuing training as an approach to developing skills, We also find head teachers use what they see as 'scientific methods', that is methods based on theory and training to solve problems as well to develop skills. This suggests that interpersonal abilities are seen as important on an interaction level with the head teacher dealing with members of staff:

*Any skills should be supportive to develop as well motivate staff and this helps teachers to do the best and to do more than they can do and this will have a great effect psychologically (male 5).*

In this question though the question did ask the respondents specifically about their own interpersonal skills what is even more noticeable here is that the main focus is on the development of teachers' skills rather than on their own practice.

*There are teachers meetings and school workshops, as well job experience exchanges between teachers in different schools. We promote new teachers by a*



*lot of these methods, but at the same time we need to understand and deal with the problems of new teachers - how they have less experience in dealing with students and other staff as well in communicating with the community or parents (male 3)*

There are also issues of values underpinning a specific style of management that is linked to the interpersonal skills. In some individual responses there is reference to the question of managing staff with answers such as '*encouraging individual jobs, even simple ones*' and '*teachers demand to implement justice in school*'. I suggest that there is a strong theme that head teachers recognise the importance of interpersonal abilities but there is the suggestion that there may be more complex than ensuring good communication.

*Through the supervisory visiting and developing treatment plans and for any issues in the school there needs to be care and self-esteem for staff as well supporting and advising, by directing and there are incentives (female 10)*

## 6.9 Committed and Purposeful

The headteachers were asked two questions to (1) investigate their understanding (2) to look at their practice in school.

- Question 5.A: What is the significance you give to being committed and purposeful?
- Question 5.B: How do you indicate this in school?

The main ideas about being committed and purposeful that have emerged are:

### *Knowledge/thinking: the themes*

*The main ideas on commitment emerging are:*

- The importance of commitment
- Commitment can lead to successful school work
- Important to procedure and promotion
- Commitment improves work in the school



- Commitment seen as very vital
- Drives and encourages head teachers to develop schools
- Head teachers should be examples for their own schools
- Headteachers should aim to carry out educational purposes in school

*Other ideas expressed by one or two head teachers:*

- Commitment leads to modernization and development

There is a general sense that the sample of head teachers agrees with the view that school leaders should seek ways of being committed and purposeful. Analysis of this question shows the vast majority of head teachers emphasise commitment in schools, and we can find as a key theme 'very important' emerging consistently. Thus, words like 'vital' and 'necessary' occur frequently in the responses, which means that commitment is important for schools.

*Every head teacher is suppose to be committed and purposeful, and if they do not have these it is an indication of failed school management, so it should be part of a head teachers' responsibility - to seek to achieve goals having a commitment to be interested (male 9).*

The headteacher being an example is something that is mentioned by some headteachers:

*...they can be examples for others - as well motivate and activate them. Then he gets what he wants from teachers; it is a vital task, therefore head teachers should be aware of the significance of him being committed and purposeful in thoughts, appointments, plans, the future vision before he deals with others (male 1).*

*Head teachers should be committed and purposeful, that is because they are an example in the school and they have responsibility for everything in the school...(male 3)*

It is also about personal aspects as well as loyalty and honesty:



*It is very important that head teachers should be models in their schools as well as showing sincerity and honesty and it is important to succeed in the school job through long-term plans (male 11).*

We find head teachers focusing on the results of commitment in schools such as this leads to successful jobs in schools:

*When head teachers have goals, these can direct work and ensure the achievement of these. Another way that school headteachers are committed and purposeful is through setting plans at the start of the year as well determining goals. School head teachers try to do what they can where there is the possibility of achieving these goals, that is because I believe the role without goals will be random, so it should be for head teachers to have goals for going forward and trying to achieve these as well preparing all strategies to ensure effectiveness at all of these stages. Here can be the realization of the upgrading process in the school (female 2).*

Commitment then seems not just in terms of personal commitment but a drive to ensure effectiveness. One headteacher related the commitment of the headteacher to sustaining change in the school:

*Undoubtedly head teachers must be innovative in their schools, but innovation differs from school to school and from one school management to another according to the head teacher's leadership style and his ability and his power. Some head teachers start their innovation excellently but after that stumble, because they are not interested, so head teachers should be committed, and if it is not - it is reflected in his job and his professional future as well in the view of the local community (male 5).*

Head teachers also set themselves up as exemplars - role models in school. Being committed is not just about personal qualities and these are important. It is considered an important element of effectiveness in school leadership important to ensure that the goals are achieved and the school is developing.



Question 5B: How do you indicate this?

The respondents are asked in this question to indicate ways that they demonstrate that they are showing commitment and being purposeful.

*Practice: what do leaders say they do?*

- Give loyalty and devotion
- Through their leadership practice
- Communicating with teachers, staff, pupils and community
- Design future strategy long term plans and determine the priority of jobs in school
- Promote plans for pupil attainment and school activities
- Head teachers being models and examples in schools
- Setting standards and use the regulations/law
- Serve local community

### *Discussion*

Commitment to the school is characterised by flexibility, being modern, loyal and honest. This aspect shows the respondents' views on the importance of these personal sides of effective participatory leadership. It is not just about communicating with different groups but the importance of these attitudes and values.

*We in an education organisation depend on honesty and loyalty, so we direct and supervise, give advice to extend these in the school and between teachers (female 12).*

*It should be characterised by flexibility, by being up-to-date and through loyalty as well as devotion to the school task (male 13).*

*That will not happen unless there is professional sincerity as well as dedication, by recognising what schools should have and what they should not have (male 15).*



Part of why headteachers can be examples is that commitment should be characterised by personal qualities and is part of their role as a leader setting standards:

*This commitment is translated through faithfulness in the job and dedication as well capability in dealing with individuals - a concern for personal relationships with teachers and staff, so if these features not available in the school be sure that teachers' behaviour will be dangerous, what head teachers are required to deal justly with staff in the school and always to be as one family (female 4).*

This commitment does have to have an influence on the school and so the showing of commitment is through different aspects of their management as headteachers in the school. This is some times in broad terms:

*Commitment to school rules, developing the school, focusing on learning process, training teachers, sharing leadership and so on, - head teachers committed to these issues show teachers what they as head teachers care for in the school (male 1).*

Or this relates to specific aspect of taking plans and ensuring these work 'on the ground'.

*As the school is a social organisation to serve the local community and it is through the design of future strategic plans and determining the priority of jobs in school and selecting work methods for good professional efficiency (male 15).*

This idea of the school and the local community is an important idea and also relates to the importance of communication as a way of indicating being committed:

*Through the school board and by line management as a head teacher ... all these are demonstrated in teachers' meeting, in student communication and these undoubtedly have positive role in the process of learning - through active class councils, as well communication with parents, through parents council. All of these at the end make everyone feel that they are part of the school and that the head teacher is committed, he does his job, as initiator, developer, giving feedback, as a result he convinces others that he is committed to the development of the school (male 3).*

Being committed and purposeful is a mix of both personal qualities and also what a headteacher does:



*There must be a commitment of faith and honesty as well as by doing the best job in the school and in life, to be the first man coming into the school in the morning and the last man gone from school as well developing the school and learning process and promoting the teachers' professional job and serving the local community and communicating - all these methods are necessary to be effective, it should be through advice and direction (male 8).*

## 6.10 Shared leadership

The headteachers were asked two questions to (1) investigate their understanding (2) to look at their practice in school.

- Question 6.A: Why is shared leadership important?
- Question 6.B: How do you go about delegating and sharing leadership?

The main ideas about being sharing leadership that have emerged are:

### *Knowledge/thinking: the themes*

Sharing leadership and delegating is seen as very important by the respondents. The main ideas on sharing leadership and delegation that emerge are that it:

- enables schools to be successful in teaching and learning
- is inevitable in driving jobs forward
- it creates cooperation
- it gives the opportunity to be innovative
- it reduces demands on headteachers
- is a participative management style
- helps schools to accomplish all sides of their jobs
- it helps to make decisions
- it enables future leaders to practise



- it leads to quality jobs
- opportunities to be innovative

One headteacher also indicated that it breaks the block between head teachers and teachers.

## Discussion

The comments of head teachers have been analysed highlighting why head teachers look to share leadership. There is a general sense that the interviewees think that school leaders should seek ways to share leadership.

*It is very important because it gives head teachers time to think and to do other tasks that might be more important and sharing and delegating leadership here this has many positive ways to promote schools by through building teamwork and removing autocracy from them (male 11)*

There are a range of different responses but a common theme is that it promotes greater involvement of staff:

*Important and necessary especially when tasks are distributed for the participation of junior colleagues to have responsibility, sitting with teachers - this is important for successful work in schools (female 12).*

It is about creating cooperation and seeking to succeed.

*Shared leadership is very important and vital for the school, that is because head teachers in the school look to teachers, students and parents as a leader to have the authority and manpower to determine learning... and the power of head teacher is to let teachers look to head teachers in respect and appreciation ... students look to the head teacher as a father and leader of them and by this head teachers can easily communicate, present his thoughts about what they need in the school; unless there is easy communication between head teachers and students, student lose any means of communicating with leader (male 3).*



This long response has a number of different reasons why sharing leadership is important:

*Without sharing leadership they can't lead even in the country, they can't lead without giving colleagues a chance to share. This is an economic feature as well as being political, and even in the house in a different side of life from teaching, you should be sharing with your family. It is firstly a basic aspect of leadership. And secondly to be successful in your job you should have a role in helping your staff and giving them authority in the school. Thirdly I mentioned before you need support for your opinion and thoughts and fourthly if you do not share, you do not find anyone standing beside you, because you are not giving colleagues a chance. Fifthly, a head teacher seeking to be successful in his job must share with staff - this is vital for success. As I am being interviewed by you and I know what happens in my school, so a democratic leadership style and not an authoritarian leadership style that brings good results in the job (male 5).*

Sharing leadership it has benefits for the headteacher and the staff and the school. It enables the headteacher to get support for his opinions and staff will stand beside the headteacher if they have had shared leadership. It gives the teachers authority to do things and it is related to being successful and sharing leadership is also about having a democratic style of leadership that lets the headteacher know what is going on in their school.

There are also personal reasons for head teachers being positive towards this idea of share leadership. Sharing leadership has benefits for the headteachers both to make the demands on them lighter and it decreases the head teacher's workload. They would have support and for teachers who feel they are part of the school:

*Sharing school leadership is about feeling more connected with the place and those who are associated with it, so when teachers feel this, have this impression they will be more active and more productive, I believe sharing makes the school job resting upon head teachers lighter, by taking responsibility, in the end keeping teachers interested and satisfied to lead and this is a sort of teacher's training in*



*this situation and creates trust and increases productivity through a democratic style (male 9).*

It is also about helping head teachers to do a lot of work, breaking the block between head teachers and teachers and preparing teachers to become leaders:

*Teachers sharing in the school leadership is very important and necessary and in our school we implement this to keep up the image as well delegating leadership for teachers to be future leaders and continuing to act in a supportive way (male 12).*

*Because it gives teachers the opportunity to be innovative as well as to improve the school's performance and it gives individuals freedom to think and believe in themselves and show their courage. Sharing helps to ensure leaders for future and by sharing and delegating leadership this helps head teachers to do a lot of work and makes the teaching and learning process shared and collaborative (male 15).*

Shared leadership is seen as important to successful learning and teaching. Sharing leadership gives teachers an opportunity to innovate, gives teachers confidence to develop and take responsibility. There is also a benefit to the school. Shared leadership is seen as important to successful learning and teaching. It perfects school performance, feeling responsibility and takes its place in teaching and learning. Schools become more participative leading to improvement in school

*The school's mission really needs leadership, but if leadership is resting in the head teacher's hand alone you will see that the duties and the mission of the running the school are conducted in an authoritarian way without any real engagement by staff, and this image has an effect on the school outcomes. The shape of democratic leadership style will have a positive outcome for teaching and management process (female 4).*

Question 6B: How do you go about sharing and delegating leadership?



The respondents are asked in this question to indicate ways that they demonstrate that they are showing sharing leadership and delegation.

***Practice: what do leaders say they do?***

- Give teachers some authority
- Distribute roles related to the abilities
- Listen to teachers' opinions
- Consistent cooperation with all staff
- Act on suggestions and delegate power
- Share in planning and implementation
- Create effective communication
- Share in discussing results
- Distribute some jobs in school
- Share decision-making
- Classify work into technical and administrative
- Share responsibility and roles
- Delegate and share leadership
- Distribute jobs
- Give direction and advice

***Less frequent themes- odd ideas mentioned by some- one or two***

- Share in committee in school
- Give direction and advice

Headteachers are using a variety of approaches and this is related to the ideas about teamwork we mentioned before. One way is by distributing some jobs in schools to give responsibility to the head teacher's assistant:

*By delegating head teachers' jobs to assistants - giving effective teachers a role in the school that helps, give some time to the head teacher's assistant to manage*



*meetings as – having the assistant manage meetings and make decisions and give direction and advice to head teachers - this enables delegation (female 12)*

Other as well are given jobs as the headteacher can delegate parts of his role.

*I am authorized to give 50% of my work to the assistant head teacher and senior teacher as well to teachers because this is a chance for them to train for leadership in school and to gain experience and to establish good relationships in the work.(male 5)*

So is giving teachers some authority where there is a structure in some schools. One headteacher did not have this but is distributing roles some jobs and share in committees in school:

*There is no clear programme in my school, but I am trying to delegate many duties to teachers such as school management and school meetings, class visiting and assessing the school's performance and by sharing decision-making (female 10).*

There are concerns about ensuring that delegation takes into account the teachers abilities ...sometimes I was careful in relation to some teachers according to different levels of qualification and expertise (female 4)

There are other ways that leadership is shared and this is through the work on developing the school task. Headteachers share leadership by listening to teachers' opinions; sharing in planning and implementation:

*At the start of the study year we distribute a questionnaire for teachers to present their opinions regarding any difficulties in the last year and what they suggest as ways to resolve issues and how they assess the job, so it is very common to delegate to the assistant head teacher to consider them as future head teachers and sharing must be about training for that and giving them a chance to be a leader, so when they are making a wrong decision I can't get this cancelled to support them, and I do the same strategy with teachers (Male 7).*



Head teachers are disposed to share and delegate leadership and find it vital to schools, as well is an issue related to the effectiveness of the school. We find school leaders trying to put this into practice in schools by delegating to specific teachers, to prepare them for leadership but also are sharing leadership by discussing the development of the school with the staff.

### 6.11 Personal Credibility

The headteachers were asked two questions to (1) investigate their understanding (2) to look at their practice in school.

- Question 7.A: Why is personal credibility essential for leadership?
- Question 7.B: What are your methods of developing personal credibility?

#### *Knowledge/thinking: the themes*

- The main ideas of credibility that are emerging are:
- Individual credibility is connected with job credibility
- Educators are examples for others
- Caring for the pupils
- Personally not good if no credibility
- Is about having personal aspects
- Without credibility a headteacher cannot to realize the school's purposes
- Realise aims and be successful in school
- Teachers' credibility also important
- Lack of credibility leads to laziness and carelessness

From the analysis of responses to this question in the headteachers' interviews there emerged some key themes and terms. From the interviews credibility seems to have a number of different facets: there is personal credibility, which has a very strong feeling:



*Personal credibility as well as honesty is, any field of life, is vital and this goal should be for any head teacher seeking to realize and determine aims, - what do you think even if these head teachers have a monthly salary for his duties, responsibility, tasks, if his loyalty to the work is different, his job will not be carried out and he cannot be productive as well, he will feel pangs of remorse all the time and will face the blame for uncompleted work and he can't prove his ability or upgrade or enhance the school (male 1).*

Firstly, the head teachers believe in personal credibility highlighting 'individual credibility' and seeing personal credibility having a 'connection with job credibility'. There is a strong theme that headteacher should be examples as educators:

*Teachers and head teachers are always seen as educators, society is looking for this to be exemplary and no black points should be present, so a headteacher always tries to be an example in his duties and job in the school and outside the school ... must practice credibility in the school and be without mistakes, and credibility is so fundamental in school - it is an indicator, being exemplary in everything - as a teacher and administrator as well an educator – we should be exemplary in everything (male 3).*

But being an example is also something for teachers. They must have credibility and one headteacher looked at credibility in his role as making sure there is credibility with the teachers:

*You can't follow every staff doing his job in the school, so a teacher's job depends on his behaviour and credibility, so learning and teaching about credibility, I visit teachers in their class four times a year so that is enough for every teachers' assessment, if teachers don't have credibility that is very difficult, so credibility is fundamental to school leadership (male 5).*

The interviewees see that it is very hard to create individual credibility, but recognise that any role empty of credibility is incomplete. There is the impact on the head teacher's credibility on the attitudes of staff and on the working of the whole institution a personal



credibility is also connected with the purpose of education. It is essential for a school to be effective.

*Credibility leads to quality jobs and to a rise in the standards of the school task and it is very basic for the teaching and learning process in the school (female 16).*

The personal credibility of the headteacher is important for the whole school and links to the quality of teaching and learning process. It is only through this that schools will achieve their aims. Credibility is related to the idea of commitment mentioned before and about personal qualities.

*Credibility is vital for a successful job in school and the realisation of its purposes and in addition, no credibility leads to laziness and carelessness and as a consequence attainment and performance drops... (male 9)*

Personal credibility is seen as something that is about honesty, being objective, integrity and being faithful.

***Practice: what do leaders say they do?***

- Hold discussions to clarify educational purposes
- Give direction and constant advice
- Share school plans and their implementation
- Co-operate with the staff
- Support communication
- Constantly continue and evaluate
- Avoid delaying jobs, and implement them on time
- Motivate teachers
- Use reward and punish for teachers Respect human relations and educational values
- Evaluate performance and hold school meetings
- Build trust
- Respect and share



In this question many interviewees looked more at how they would address the question of credibility with staff rather than themselves. Credibility is seen as something that can be actively developed through good relationships and by taking a developmental approach with staff.

*We are using a lot of methods to train and supply teachers with ideas such as association as well trust, honest, sincerity, and what teachers should be is to have a loyalty to his students and his country, if the counselling side isn't of benefit then the teachers will be of little use (male 1).*

What comes across strongly is the emphasis again on teacher participation in such activities as discussion, direction and constantly giving advice, share school plans, cooperation and respect, working through teamwork.

*Meeting with teachers and directing them, supervision and advising attempts to improve the situation, or to use school system law when we discover any case of no credibility (male 11).*

*To develop credibility have individuals meeting with teachers and study the difficult conditions teacher have as well communicate with them and get solutions, otherwise we can only implement at a low level (male 4).*

*Work by teamwork as well as constant monitoring and evaluation of staff jobs - giving staff courses and workshops on credibility. Jobs should not be delayed and work should be implemented on time (Female 17).*

*Based on co-operation by the staff in the school and by cooperation and respect supportive communication and sharing in decision-making and discovering innovation (Male 15).*

Head teachers feel that it is vital to put trust and confidence in their staff, build many decisions and help all staff. These are vital components to achievement, and lead to high



quality work and to the realization of the school's purpose. Some interviewees looked at personal credibility in their role as a headteacher:

*By building trust and honesty within all staff - feeling how others feel, share decision-making, giving an opportunity to capture teachers' opinions, suggestions, and feel teachers are an important factor in school who have a vital role in the teaching and learning process (female 10)*

*By respecting them and sharing with them and through constant encouragement as well as inspiration (male 12)*

The respondents note the dangers of a lack of credibility on the part of the head teacher. Lack of credibility leads to laziness and carelessness, whereas credibility leads to effective achievement.

*Credibility is vital for a successful job in school and the realisation of its purposes and in addition, no credibility leads to laziness and carelessness and as a consequence attainment and performance drops so head teachers are supposed to give freedom to all staff in school as part of their rights moreover, they should consider the exchanging of experience between teachers. (male 9).*

Credibility makes the job in schools more straightforward. Headteachers tend to use many methods to ensure that they are seen as having credibility in school including there are other aspects as well promptness in finishing jobs, and encouraging as well as inspiring others and having integrity. As a result of the analysis of the interviews, we find that credibility is one of the basic elements in the development of participatory school leadership and there is broad understanding of this among secondary schools head teachers in Oman.



## 6.12 Conclusion

As a conclusion there are a number of important issues emerging which we need to bring out here.

1. An important aspect that is highlighted consistently in the responses is the importance of the school leader engaging teachers and others in different aspects of the development of the school – a key element of participatory school leadership. The need to delegate and allow others to take on duties in order to become leaders in the future is a common idea.
2. Another aspect is the importance of the personal position and skills of the head teachers. The importance of personal qualities is frequently highlighted in different responses to the questions. The attitudes of the head teacher particularly in terms of respect and trust of staff is seen as important issues relating to a balance between trusting teachers to do their job and making sure that the results are achieved. Credibility is seen as important but some respondents looked to their role in developing this with teachers but did not refer to their own development or strengths here.
3. There is an appreciation of the need draw widely in ensuring this by involving different groups such as parents, local community and pupils. Head teachers are using a variety of strategies to engage staff, pupils, and the wider community in ensuring participation.
5. There seems to be a need to balance providing strategic direction in terms of learning and having close contact with some groups of pupils
6. Personal qualities are seen as important but there seems to be some confusion about what is included here and the importance of headteachers displaying these.
7. The focus on learning is still an important element in the job of a headteacher.

The analysis of interviews in this chapter finds that the model of participatory management examined in this study is something that the majority of headteachers agree with and can provide examples from their own practice. A majority of head teachers see having a vision as very vital and important for future plans and emphasise sharing



planning and designing these plans with teachers and other staff as a part of their responsibility in their own professional growth. Head teachers are focused on giving teachers opportunities to engage in teamwork in schools, as an opportunity to demonstrate their ability to support collective work. We have also found that head teachers tend to provide circumstances and climate for learning and evaluate school aims and share the selection of activity plans with pupils. Moreover head teachers use workshops and seminars as well as courses as an approach to promoting interpersonal skills in schools and as a range of head teachers satisfied that such skills are important in schools as well as leading to success in the job.

There are some links between different aspects particularly about the relationship between management style and the practice of school leaders. In the interviews a participative approach is seen as important not autocracy and authoritarian approach. This relates to teamwork and sharing leadership and delegation. There are two areas where there is some confusion – interpersonal skills and personal credibility. The interviews saw interpersonal skills but sometimes reference was made to wider skills relating to teaching and also many of the interviewees talked about teachers' skills and not their own. It is the same in personal credibility. All headteachers saw this as important but many of them talked about the teachers not themselves. Here there seems to be a question in which these ideas need to be clearer.

From these interviews there is broad consistency in both the headteachers understanding and some of the activities presented as examples of practice in each of the seven fields of participatory management. The next chapter will outline conclusions and recommendations.



## **Chapter Seven**

### **Conclusions and Recommendations**

This study was set up to gather views of all secondary head teachers in Oman on what makes effective leadership in schools in Oman. One of the purposes of this study will be to draw on the findings in relation to these research questions and consider what developments would support participatory school leadership in secondary schools?

The aims were to:

1. Examine how school leaders define effective school leadership
2. Identify the range of strategies school leaders employed in the management of their school

These aims would then allow a consideration the implications of the results for the professional development of school leaders in secondary schools in Oman.

Two questions were set at the outset of this study:

1. What are head teachers' views of effective school leadership in the secondary schools?
2. What are some of the strategies head teachers use to lead their schools?

To answer these research questions two methods were used. A survey was carried out using a questionnaire completed by all head teachers of secondary schools in Oman. This questionnaire identified a number of items within seven fields and asked head teachers to indicate their level of agreement with these items. These items were drawn from a reading of the literature to identify the features of participatory school leadership. The questionnaire had seven fields with between 4 and 7 items in each field. This first stage was followed by a smaller group of head teachers being interviewed with the sample being composed of one male and one female head teacher from every district in Oman. The interview followed from the



questionnaire asking the head teachers what they understood in relation to each of the seven fields and an outline of their practice in this area.

As discussed in chapter five, the questionnaires were analysed to see the level of agreement with each item in each field. As noted in chapter six, for the interviews the comments of head teachers were analysed and then presented, focusing on some of the themes and ideas which emerged within interviews and highlighting how head teachers understand these features and what practices they used in this model of participatory school leadership. In this concluding chapter the contents of previous chapters will be drawn on by highlighting the most important findings and issues to emerge from the study and consider the implications of these for the Omani system. In making these recommendations the researcher also draws from the everyday knowledge of the situation of school head teachers in Oman.

## **7.1 CONCLUSIONS FROM THE QUESTIONNAIRE**

The questionnaire was carried out in order to answer the first question - what are head teachers' views of participatory school leadership in the secondary schools? The questionnaire was also intended to be starting point for the design of the interviews. A large questionnaire survey was completed in secondary schools with over 145 head teachers of secondary schools in Oman.

In relation to the first research question a brief summary is below.

1. The study investigated the profile of current secondary head teachers in Oman in terms of :

- qualification,
- job experience,
- teaching experience,
- gender.

Summary data for each of these aspects has been produced and presented in chapter 5. Also gender was examined in relation to the factors of qualification, length of experience as a teacher and as a manager.



2. The study explored the views of all secondary head teachers in Oman about a participatory model of school leadership and found that there was a consistently high level of agreement with each of the items in the seven fields.

3. The responses of head teachers were also examined for the presence of any statistically significant correlation between the views of the head teachers and each of the following variables: the head teachers' gender, qualifications, length of experience as a head teacher and length of teaching experience. The following outlines briefly the summary of the findings in each.

(a) There are no significant differences in secondary school head teachers' agreement with participatory school leadership on the basis of level of qualification. The results showed that overall, there is little difference across the four levels of qualification, with a majority of responses from each group in the 'agree' category – the lowest 'agree' percentage is 80% and where there is some minor variation, this largely occurred in responses in the 'uncertain' category, and is more likely in levels 3 (Bachelor degree in Education) and 4 (a higher degree). However, this is a very minor trend. Therefore, qualification has a very minor influence on responses.

(b) There are more female than male head teachers in the secondary school in Oman which has single gender schools. There are no significant differences in secondary school head teachers' agreement with participatory school leadership on the basis of their gender. The general trend is for responses in the 'agree' category for both male and female head teachers - the lowest percentage in the 'agree' category is 84%. And there are some responses in the 'uncertain' category, slightly more among male than female head teachers; but the number is very small and similarly responses in the 'disagree' category are very limited for both male and female head teachers. Therefore, gender does not seem to be an influencing factor in a head teacher's agreement with participatory school leadership.

(c) There are no significant differences in secondary school head teachers' agreement with participatory school leadership on the basis of the length of their experience of the head teacher job. In the analysis of head teachers' responses to



questions related to the job experiences there is an overall majority in the 'agree' category from all four levels. There are some 'uncertain' responses, though a small number, generally in levels 1 (1-2 years as school leader) and 2 (3-5 years). However, some items in fields one, two and five have 'uncertain' responses from more experienced head teachers. These are very small numbers and in addition it is notable there are the numbers of items which have 100% agreement from those with more experience. Job experience seems to have a minor influence in creating greater certainty about views on effectiveness in school leadership but this is a very limited variation.

(d). The results showed that teaching experience overall is not significant in the responses to each of the fields in this model of participatory school leadership as there is generally a positive response agreeing with the items in these fields. The uncertain responses are very limited within each sub sample.

From this survey we conclude that head teachers regard these features of participatory school leadership as important. However, there may be some areas of uncertainty where further development for the head teachers would be necessary. We could say then that programmes for the development of head teachers in Oman could be based on this view of participatory school leadership. The questionnaire tested the level of agreement with the 40 items that are divided into the seven fields of:

1. developing and sharing vision
2. developing teamwork
3. focusing on learning
4. interpersonal skills
5. being committed
6. sharing leadership
7. personal credibility.

The very high level of agreement with the items in these seven fields suggest that these could be used as the basis for a framework for the professional development of head teachers similar to the way in which *The Standard for Headship* (SEED, 1998) was used in the case study in Scotland.



## **7.2 CONCLUSIONS FROM THE INTERVIEWS**

In the interviews the respondents were asked further about their views on the aspects of participatory school leadership explored in the questionnaire and were then asked to provide some examples of the strategies they used in each of the fields. This interview was intended to look further at the head teachers' understanding of these features and how head teachers describe their own practice. Again, there was no significant disagreement with these features also suggesting that these features arranged in the seven fields listed above could be used as a possible framework to plan programmes of professional development. However, there are some issues which could be addressed.

The analysis of interviews finds that a majority of head teachers see vision as very vital and important for future plans and emphasise sharing placing and designing these plans with teachers and other staff as a part of their responsibility in their own professional growth. Head teachers indicate that they are focused on giving teachers opportunities to engage in teamwork in schools, as an opportunity to demonstrate their ability to support collective work. As part of the focus on learning head teachers saw this generally as an important part of their role and indicated that they tried to do this through systems to manage learning and to provide circumstances and climate for learning, evaluating school aims and developing and sharing plans as well as in some contexts having direct contact with pupils and parents.

Head teachers were satisfied that interpersonal skills are important in schools and lead to success in the job. However, there seemed to be some misunderstanding of the idea of 'personal skills' and what these would consist of. Some mentioned skills such as communication, others looked at 'technical' or teaching skills. Also some head teachers spoke about teachers' skills, both their interpersonal and teaching skills rather than their own. Head teachers reported that used workshops and seminars as well as courses as an approach to promoting interpersonal skills in schools.

The findings of the interviews analysis present an understanding of commitment in schools and its link to the school's work. Head teachers report that they show commitment through their activities such as planning but also through their own attitudes and behaviour. The head teachers look to share leadership and delegate power seeing this as a way of involving staff as well as reducing their own workload. It has



practical outcomes for both the head teacher in limiting the demands as well as the time for teachers to develop leadership. And the interviewees were able to identify specific areas for sharing.

The interviews indicate that the interviewees see credibility is vital for school leadership. Here again there is a mixing of both the head teachers' and the teachers' credibility. It is seen as something related to values and to behaviour but many respondents looked at ways they dealt with teacher's credibility rather than their own. It was found that head teachers tended to use many methods to ensure the expansion of credibility in schools, like discussion, direction and constantly giving advice.

In summary, head teachers agreed with the following areas of school leadership

- Vision is very vital and important for future
- Head teachers are focused on giving teachers opportunities to engage in teamwork in schools
- Head teachers are to provide circumstances and climate for learning and evaluate school
- Interpersonal skills are important in schools but some confusion about these
- Commitment to school is vital
- Sharing leadership and delegate power are important
- Ensuring and developing credibility in schools – the focus here on teachers.

### **7.3 Implications for the development of head teachers**

One of the aspects that this study was to consider is the development of head teachers. There are some issues that have to be addressed in this area. The limited number of studies that have dealt with the current situation of school leadership in Oman, often carried out by the Ministry of Education, Sultan Qabus University, Al-hussaini (2001), Al-adawi (1999) have pointed to some drawbacks in school head teachers practices, highlighting their poor pre-service preparation and very limited in service training. These studies also indicated that head teachers tasks were often restricted to managing their school daily work with no involvement on their part in planning or developing them and their objectives.



Centralisation was also referred to in such studies Razik and Swanson (2000) as diminishing head teachers' roles, preventing them from being leaders and confining them to being executives with no participation in wider decision-making. Leadership theories and investigators in this field agreed upon the importance of the context and its effect on leadership. Exhibiting the most effective school leadership depends effectively on leader's perception of the situation and the variables influencing, in other words, school leadership effectiveness depends on leader's abilities to diagnose situations. This would tend to confirm that effective head teachers need adequate preparation and qualification in translating their knowledge and understanding of the nature of effective school leadership into their own practice within the specific circumstances of their school.

The result of this study revealed that the majority of secondary head teachers in Oman are aware of and agree with the features of participatory school leadership as identified within this study. However, this study was primarily looking at the views of school leaders and beginning to look at practice through the reports of the interviewees. There seems then to be an understanding of the nature of participatory school leadership. However, there remains the critical question of the application of this knowledge and understanding to the day-to-day practice of school leaders in school. While there are many common elements in the responses to the questions in the interviews looking at each response does reveal some differences in both understanding and in practices. The next step then would be to consider ways in which the professional development of head teachers could be enhanced.

## **7.4 RECOMMENDATIONS WITHIN SECONDARY SCHOOLS IN OMAN CONTEXT**

The findings of this study indicate that largely secondary head teachers have developed the knowledge and understanding of the nature of effective school leadership and what would be appropriate strategies to be employed. However, a key issue is the use of this knowledge and understanding to transform and sustain the practice of these school leaders so they can not only address current issues within their schools but bring about the necessary change to ensure pupil achievement in the future. This then raises questions about how change and improvement in Omani schools are monitored and how head teachers are enabled to develop their practice in order to bring about these



changes. What we have to look to is firstly developing systems to chart the process of change and improvements in schools and secondly to creating development opportunities for head teachers which will enable them to develop and enhance their practice as school leaders. In the light of data analysis, our review of the relevant literature and on my experience in educational management, I believe that the following recommendation might be contribute towards the appropriate development of head teacher's school leadership in Secondary in Oman.

- The model of participatory school leadership tested in this study has strong agreement from current head teachers in secondary schools in Oman. This could be used as a framework for supporting the ongoing development of head teachers.
- Head teachers views' of the participatory school leadership should be given attention; the positive change in head teacher's views could be improved further through school leadership courses which help school leaders to develop their practice in a consistent and coherent way in relation to the aspects of school leadership used in this study.
- There should be procedure to measure the changes and developments in participatory school leadership in secondary schools in order to ensure that head teachers at these schools develop positively their work.
- The development of leadership has to focus on practice and not just knowledge and understanding to support head teachers develop their practice in school. Consideration could be given to looking at some of the examples of professional development of head teachers explored in this study and using these as a basis for further development.
- The area of personal development seems important for school leaders. Though the respondents in the interviews saw these as important, a number saw this as referring to teachers and their job was to ensure this area. It would be important to provide head teachers with opportunities to reflect on and develop their own personal qualities and values.
- It is important for the schools to re-think their perceptions to increase the recognition and value of participatory school leadership skills; this is likely to lead to the demonstration of the importance of effective school leadership. I recommend that the



Ministry of Education establish a Leaders Assessment Centre to help improve the selection and development process for school leadership. This would help to draw attention to the importance of personal qualities and values in the role of head teacher and provide opportunities for head teachers and new head teachers to develop this understanding and skill. The framework tested here would support this development process.

Finally, we have to look at the role of the head teacher and what is expected of them. The whole organisational structure of school requires review in such a way that allows appropriate head teachers response at school level. In the study head teachers complained of heavy workload, particularly routine administrative tasks, therefore in addition to reviewing or abolishing certain tasks, the desk workload required of school head teachers has to be decreased to the minimum level necessary for work progress.

## **7. 5 SUGGESTIONS FOR FURTHER WORK**

This study looked at leadership in the secondary sector. However, there are common elements in leadership across different schools. Further studies could investigate these areas.

- A study can be done to find out about how effectiveness of school leadership is viewed in elementary schools in Oman.
- A study can be done to find out how effectiveness of educational leadership is viewed in Ministry of Education in Oman.
- A study can be done to find out how effectiveness of educational leadership is viewed in Sultan Qabos University in Oman.
- \* A study can be done in private sector such as schools and colleges as well universities in Oman find out how effectiveness of educational leadership is viewed.

Looking at educational leadership in these different areas would help to build a wider understanding of leadership and how we could develop leadership of head teachers in all sectors. These studies could also look more closely at the practice of educational



leaders using the framework developed and tested in this study which would provide useful information for professional development programs.

- A study can be done to find out how head teachers change after they leave schools and transfer to other administrative position and their reasons for leaving.



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## Appendixes:

### Appendix: A

#### *School leadership questionnaire (English)*

##### Part one: questionnaire

This questionnaire is a part of a study which aims to examine the current situation relating to school leadership in Oman .One aspect is to explore what school leaders regard important aspects of effectiveness school leadership in secondary school at Oman. What we mean by effectiveness is achievement of primary task and the way in which the primary Task is achieved. Your response will be treated confidentially and well just used for research purpose only. Despite your response will be rich and contribute to the success of this study.

##### Instructions:

Please Tick (✓ ) the box which most closely reflects your views

##### 1. Academic qualification

- ☐ Higher degrees (Higher Diploma, Master, PH.D)
- ☐ Bachelor degree (education)
- ☐ Bachelor degree (others than education)
- ☐ Diploma

##### 2. Gender

- ☐ Male
- ☐ Female

##### 3. Years Experience

- ☐ 1 to 2
- ☐ 3 to 5
- ☐ 6 to 10
- ☐ > 10

##### 4. Teaching Experience

- ☐ 1 to 2
- ☐ 3 to 5
- ☐ 6 to 10
- ☐ > 10



Please Tick (✓) the box which is most closely reflects your views

To be effective school leadership, the leader should be to:

No	Statement	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1	Creates a vision for the future					
2	Give a high priority to communicating the vision to a wide audience					
3	Use the vision to drive for change					
4	Use the vision to determine the long term planning and resource					
5	Articulate that vision					
6	Market the vision outside the organisation					
7	Plan collaboratively to make the vision a reality					
8	Encourage teachers to collaborate in their work					
9	Value different individual strengths and contribution in the membership of teams					
10	Build effective teams					
11	Use conflicts of views constructively to promote professional growth and to negotiate a new consensus on the way forward					
12	Develop and promote staff through well-founded knowledge of their complementary					
13	spend much time directly on core issues to do with pupils learning					
14	Use a strategies to promote a climate of learning across the school					



15	Give a high priority to monitoring classroom practice					
16	Consistently encourage talk about learning and teaching					
17	Promote a climate of evaluation about learning and teaching					
18	put a pupils learning at the centre of their management activities					
19	Give high priority to building confidence and self-esteem in others					
20	Help support colleagues to develop and contribute to school improvement					
21	Be accessible, Communicate and good listeners					
22	Accentuate the positive by Providing praise and Encouragement and defusing potential problems and conflicts					
23	Be confident in their role, reliable and clear about own educational values					
24	Understand their own strengths and weaknesses and are consistent					
25	Understand issues from the point of view of other people and value their views and feeling					
26	Show drive and commitment that inspires and motivates others to give of their best					
27	Have a strong commitment high standards in all aspects of the work at the school					



	and act upon the findings of self evaluation					
28	Demonstrate a clear sense of purpose and the energy and drive to get things done					
29	Be proactive in identifying areas for improvement					
30	Demonstrate strong personal commitment to key priorities such as improving learning and teaching and pupils attainment					
31	Be careful to share the purpose with others and to build wide support					
32	Create freedom for focusing leadership on learning and teaching by delegating and streamlining subsidiary					
33	Delegate effectively and positively by recognising the strengths and development needs others					
34	Know when to lead and when to draw on the leadership of others with evident strengths in particular areas					
35	Use every opportunity to allow others to exercise leadership and to be innovative					
36	Reflect on and improve the effectiveness of their own leadership					



37	Be a source of reliable information and advice on educational practice					
38	Regularly demonstrate effective professional expertise in their work					
39	Be a principled and clearly demonstrate professional integrity					
40	Be a model of good practice for the staff and community and have gained their trust					

Many thanks for your assistance

Said Al Farsi  
University of Glasgow  
Faculty of Education



## **Appendix: B**

### **Interview**

#### **Interview with secondary school head teacher**

My name is Said Nasser Alfarsi a PhD student in Faculty of Education University of Glasgow this interview is part of my study which aims to examine the situation of effectiveness school leadership head teacher at secondary school in Oman .your response will be treated confidentially and will just used for research purpose only despite your response will be contribute and rich to success the study.

1. Why is it important to sharing vision? And how you share vision?
2. Why is teamwork essential? What are the best ways you use for developing teamwork?
3. What do you think the role of head teacher at focusing on learning? And how do you focusing on pupils learning?
4. Do you see interpersonal skills as important? What you see as you strengths in interpersonal skills?
5. What is the significance you give to being committed and purposeful? How do you indicate?
6. Why is shared leadership important? How do you delegating and sharing leadership?
7. Why is personal credibility essential for leadership? What are your methods of developing personal credibility?

Thank you for your time

## **Appendix C**

### **Letter from supervisor**



Ext: 3427

CF/AC  
24 February 2003



UNIVERSITY  
of  
GLASGOW

To whom it may concern

Said Al Farsi : Phd student

Mr. Said Al Farsi is currently undertaking a PhD programme in the Department of Educational Studies, in the University of Glasgow in the area of school leadership. As part of his study Mr. Al Farsi seeks to gather information from headteachers in schools in Oman. He would like permission to, firstly, circulate a questionnaire regarding the factors of effectiveness and leadership and, secondly, conduct some semi-structured interviews with headteachers.

I should be grateful if you would grant him permission to conduct this fieldwork.

Yours sincerely,

A handwritten signature in cursive script, reading "C Forde".

Dr. Christine Forde  
Head of Department of Educational Studies

DEPARTMENT OF EDUCATIONAL STUDIES  
St Andrew's Building, 11 Elton Street, Glasgow G3 6NF  
Telephone: 0111 330 4407/3428 Fax: 0111 330 5451 Email: Educ.studies@glas.ac.uk



**BEST COPY**

**AVAILABLE**

Some text bound close to  
the spine.



Appendix D

Letter From Ministry Of Higher Education in Oman

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

مِنَّا لَطَنَةُ عَمَّانِ  
وَلَاةُ التَّعَالِيمِ الْعَمَانِيَّةِ

الرقم: ..... تاريخ: ١٥٦ / ٢ / ١٤٢٨  
الرقم: ..... التاريخ: ١٥ / ٢ / ١٤٢٨

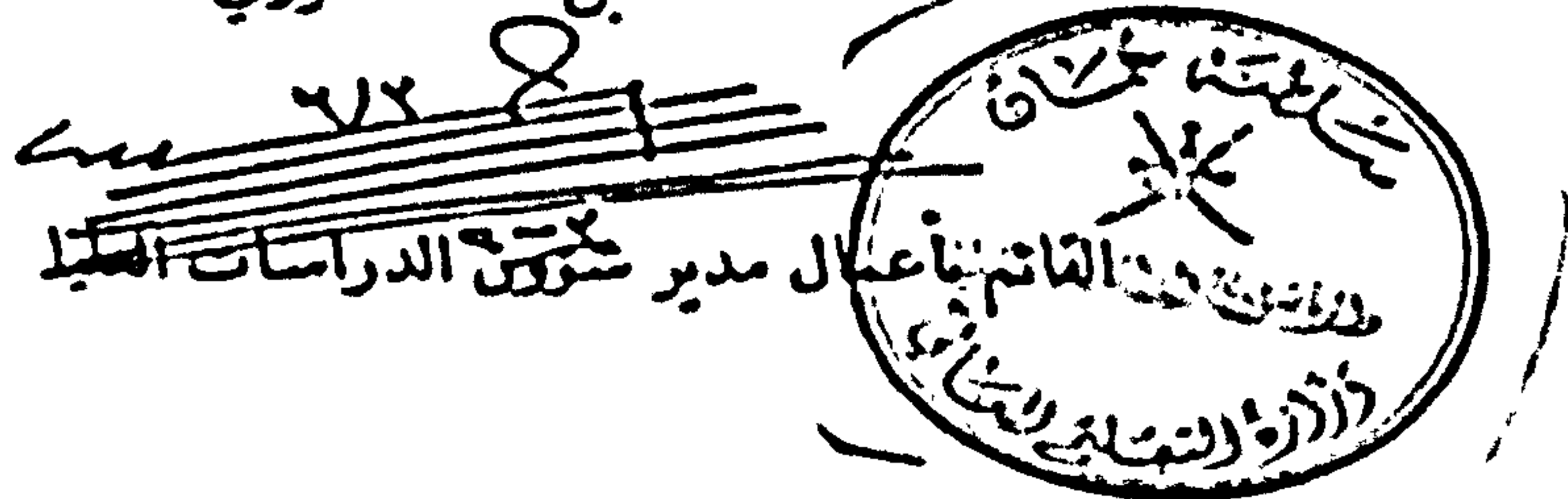


شهادة لمن يهمه الأمر

تشهد دائرة الدراسات العليا بوزارة التعليم العالي بأن الفاضل / سعيد بن ناصر بن محمد  
الفارسي مبعث لمواصلة دراسته العليا للحصول على درجة الدكتوراه في مجال الإدارة التربوية بجامعة  
جلاسكو بالمملكة المتحدة ويقوم حالياً بإعداد بحث والذي هو بعنوان (فعالية القيادة التربوية لدى مدراء  
مدارس الثانوية في سلطنة عمان) وهو حالياً متواجد بالسلطنة لجمع المعلومات اللازمة لبحثه .  
نرجو التكرم بمساعدة المذكور في الحصول على المعلومات والبيانات المطلوبة .

وتفضلوا بقبول وافر الاحترام،،،،،

أحمد بن محمد المزري





## Appendix G

This appendix contains the translated transcripts from the interviews with head teachers from across all districts in Oman. As mentioned previously, only the material related to the questions was included in the translated transcripts

### Set 1: Head teacher male

#### Question 1.A Why is it important to share vision?

*Undoubtedly, any educational organization should be setting a future vision with clear goals either for the long term or short term, so sharing the setting of a vision is rated as a basic issue and very important for the promotion of a school and the realization of progress in all areas of the educational process with teachers, staff, students and parents. An existing vision helps head teachers for planning.*

#### Question 1.B And how do you share vision?

*As a head teacher in school my rule for sharing the vision with staff is through setting goals, planning and implementation by the school council and senior teachers, by all of these we can get involved including sometimes we share this with the parents council and social organizations in the wider society to help us set the school vision. We care for the school and student progress by sharing with the local society, let's say a school plan can be set by head teachers while its achievement needs cooperation, all I mean the teachers, parents, students and local society, for example, in my school we are designing a program called 'communication bridge' between the school and the home and we are setting plans to assess all of these activities in one year.*

*Through these programs we are active with the parents council in all school issues and we are convinced that this method, of course plays an important role in getting a solution for school difficulties. Moreover, we are using a variety of ways to upgrade the school level by meeting with parents council inside the school or outside the school, sometimes by visiting students' homes and listening to their problems related to school as well introducing to the local society how they can participate in educational process, and we remove the mistaken idea with parents that the purpose of visiting is to collect money, consequently they are convinced of the importance of the parents council in the school's progress, and by active student care by students, school, parents, companies, - some of these programs help students' need and hone the talents of students as well support treatment plans. At the end by communication with the local society we achieve a lot of our goals.*

#### Question 2.A Why is teamwork essential?

*Of course the success of any educational organization will not be present unless all are convinced of the idea of teamwork, head teachers are considered the organizers of teamwork, - but inevitably he is also one of the team in the school, so when the school implements this style - it leads to the best results on achievement levels or knowledge as well developing thinking levels.*



**Question 2.B What are the best ways you use for developing teamwork?**

*Head teachers should consider the human side of teachers and staff as well as students to develop teamwork and give a chance to everyone to be trusted by himself and practice completing work - either a large or small task, as well by organizing staff and tasks - thus head teachers distribute the mission according to the speciality of each one.*

**Question 3.A What do you think the role of head teacher should be in focusing on learning?**

*Absolutely, it is a vital issue for the school, for pupil learning and other issues such as activities that serve the curriculum or attainment or upgrading students' level of achievement, the learning side is basic to the school.*

**Question 3.B And how do you focus on pupils' learning?**

*So head teachers should be focusing on the learning side and that will be clear through a planning study of school as well treatment plans, and through caring and organising work in schools as well through the arrangements in the school timetable by selecting appropriate time for studying materials - not at the end of the day when the teachers and students are very tired - and also it is better to focus on applied subjects on the beginning of the day and by ensuring justice between teachers. Then we can go on to study books as well the curriculum and implementing the learning process in classes with talented students by encouraging them as well with weak students by caring for them and giving them lessons to improve their abilities to learn.*

*Head teachers also need to give some consideration to the human side of teachers as well the evaluation of teachers, - that means by respecting and evaluating teachers we can translate these values into real situations in the education field; we've suffered from disrespect and the undervaluing of teachers, and that makes teachers poor in helping to developing schools, so the question is what is the reason for this, and the answer is that teachers don't prepare in a good way to deal with their defaults - unless they find a good head teacher directing, advising and understanding them and standing beside them; they may well find themselves in an educational environment that never helps them to be doing better what they have been doing.*

**Question 4.A Do you see interpersonal skills as important?**

*Absolutely, any interpersonal skills utilization in a good way gives positive direction, it will be about sharing to improve the school, so head teachers should be looking to and caring for all teachers in the school by dealing with them equally, if a head teacher finds there is a variety of capabilities among teachers they can use them in real situations by motivating them - and this gives teachers as sense of trust as well as empowerment, - and these interpersonal skills are very important to the success of the school's work.*

**Question 4.B What do you see as your strengths in interpersonal skills?**

*This is a basic skill for any successful head teacher to present and to be strong in interpersonal skills to create trust with teachers as well motivate them, so head teachers*



*should not blame a teacher's lack of interpersonal skills whatever the weakness, because a head teacher can deal with these abilities in many areas in school.*

**Question 5.A What is the significance you give to being committed and purposeful?**  
*School management is not just a daily duty for head teachers, it is about individual management skill, it should be that head teachers practice this themselves - this is called personal management skills, if head teacher can manage and control themselves as well as control and dealing with others, they can be examples for others - as well motivate and activate them. Then he gets what he wants from teachers; it is a vital task, therefore head teachers should be aware of the significance of him being committed and purposeful in thoughts, appointments, plans, the future vision before he deals with others.*

**Question 5.B How do you indicate this?**  
*Commitment to school rules, developing the school, focusing on learning process, training teachers, sharing leadership and so on, - head teachers committed to these issues show teachers what they as head teachers care for in the school.*

**Question 6.A Why is shared leadership important?**  
*A basic consideration for head teachers in schools is to share with teachers school leadership, if we have agreement on the issues by all group of teachers in school, that means that the success or failure of these issues will be for all the school; when head teachers works alone, and fails in mission the result of that failure will be pointed to head teachers alone and undoubtedly blamed on him. But when head teachers share leadership with teachers, there is responsibility for all in school to achieve the mission according to their position in school*

**Question 6.B How do you go about delegating and share leadership?**  
*I share with teachers through distributing activities and works according to the school organization board which is attributes duties to all staff in school without the head teachers intervention – teachers accept the head teacher's supervision and this gives head teachers the chance to involve all teachers in the work; in this school there is school teamwork, which means everybody in school has shared responsibility, when the head teacher is absent then you don't feel there is any change in the school - everyone in school doing his job.*

*So involving teachers in school leadership helps the performance of the school and ensures successful teamwork, as well in my school we have an authority program fir training, and we can authorize one teacher to be head teacher for one day and this gives teachers the chance to be head teachers*

**Question 7.A Why is personal credibility essential for leadership?**  
*Personal credibility as well as honesty is, any field of life, is vital and this goal should be for any head teacher seeking to realize and determine aims, - what do you think even if these head teachers have a monthly salary for his duties, responsibility, tasks, if his loyalty to the work is different, his job will not be carried out and he cannot be*



*productive as well, he will feel pangs of remorse all the time and will face the blame for uncompleted work and he can't prove his ability or upgrade or enhance the school.*

*Therefore, if credibility is evident then good work will be evident on the ground; head teachers without credibility cannot demand teachers to do what they want them to do.*

***Question 7.B What are your methods of developing personal credibility?***

*We are using a lot of methods to train and supply teachers with ideas such as association as well trust, honest, sincerity, and what teachers should be is to have a loyalty to his students and his country, if the counselling side isn't of benefit then the teachers will be of little use.*



## **Set 2: Head teachers female**

### **Question 1.A Why is it important to share vision?**

*That is because the nature of life is about progress and development, so if we don't have a future vision to develop ourselves or at least to make every effort to go forward -there will never be development or innovation in our school purpose, nor will people seek promotion and to be effective, to progress to being the best.*

### **Question 1.B And how do you share vision?**

*At the beginning of the study year the head teacher designs the job plan, it expands other plans and contains many issues such as staff development and the approach to be taken in implementation, so plans like that can be considered participative plans, because head teachers in person can't do plans for vision by themselves. In other words, as a head teacher I believe to be successful in the school you share school management with the staff and give them practice in preparing plans and discussing what is the difficult, negative and positive to suggest solutions, so by this style of practice work is done automatically in the school.*

### **Question 2.A Why is teamwork essential?**

*Undoubtedly it is very important in the school because teamwork creates a feeling, an atmosphere of working cooperatively and with collaboration between colleagues in the school. And this makes the job very interesting and lessens the load in the school for head teachers and teachers as well and helps it to achieve the school goals.*

### **Question 2.B What are the best ways you use for developing teamwork?**

*By respecting teacher's opinions and developing effective and consistent communication as well as through implementation activities and enhancing trust and sharing in all work at school.*

### **Question 3.A What do you think the role of head teacher should be in focusing on learning?**

*Supplying the latest innovations in the educational fields such as teaching methods and sharing the school purpose and task with parents.*

### **Question 3.B And how do you focus on pupils' learning?**

*Encouraging teachers as well as other staff to develop professionally, to meet, and prepare reports about pupils, share in school activities as well as care for both the talented and the lazy pupils; have consistent evaluation of examinations as well as engage in curriculum analysis and professional growth and other school activities.*

### **Question 4.A Do you see interpersonal skills as important?**

*It is basic for a successful job in school so head teachers should be using personal skills to present a special image in school and definitely it means time can be used on visits or to solve problems and to ensure fairness with the staff.*

### **Question 4.B What do you see as your strengths in interpersonal skills?**



*Trying to present these skills and transfer these to the other teachers by having a consistent image and being organised. Or also by having experimental lessons and mentioning these lessons at the teacher's meeting or the school council as well motivating teachers to develop these interpersonal skills.*

**Question 5.A What is the significance you give to being committed and purposeful?**

*When head teachers have goals these can direct work and ensure the achievement of these. Another way that school headteachers are committed and purposeful is through setting plans at the start of the year as well determining goals. School head teachers try to do what they can where there is the possibility of achieving these goals, that is because I believe the role without goals will be random, so it should be for head teachers to have goals for going forward and trying to achieve these as well preparing all strategies to ensure effectiveness at all of these stages. Here can be the realization of the upgrading process in the school.*

**Question 5.B How do you indicate this?**

*Indicate this by being committed to the present setting and translate this on the ground situation; at the beginning of study year having respect for teachers and staff as well parents and students; Being committed during the school day as well through school teamwork; A commitment to school law and instructions and to the school board, the school's curriculum and to teachers and students.*

**Question 6.A Why is shared leadership important?**

*It is very important because it gives head teachers time to think and to do other tasks that might be more important. Sharing and delegating leadership has many positive ways to promote schools as well as build teamwork and remove autocracy from the schools.*

**Question 6.B How do you go about delegating and share leadership?**

*By delegating head teachers' jobs to assistants as well as giving effective teachers a role in the school - these help to give some time to the head teacher's assistant to manage meetings and also make decisions, give direction and advice to the head teacher - and all of this supports delegation.*

**Question 7.A Why is personal credibility essential for leadership?**

*This is very basic to the job, the way to be effective and have quality in the job; and if teachers and staff are not honest, they can't do their duties well, so it is very necessary to be characterized by credibility.*

**Question 7.B What are your methods of developing personal credibility?**

*Some teachers - they don't have credibility in teaching or they don't have skills to be a good teacher, I mean that is because they have either less experience in teaching or they don't want to develop themselves, In this area, credibility emerges through, setting work plans at the beginning of the year including activities, methods, goals, class visits, workshops to strengthen teachers.*



### **Set Male 3: Head teachers male**

#### **Question 1.A Why is it important to share vision?**

*Sharing the vision is very important for head teachers as well teachers, because all school staff have previous experiences in sharing their vision; at the end they will abound with ideas and notions which have a positive benefit on the future educational process. And by means of the future vision we can determine characteristics and development as well assess the job in school... necessary to emerge with a clear vision.*

#### **Question 1.B And how do you share vision?**

*Through teachers' comments and, sometimes we use questionnaires to find out teachers' opinions and we raise questions for teachers ... how they thinking and planning, as well as holding workshops, and short meetings.*

#### **Question 2.A Why is teamwork essential?**

*Collective work is always a clear strategy to be replicated, ... through team cooperation you get multiple views, ideas and impressions which can give positive results, that is because more than one notion and more than one opinion should shape the job plan in the school.*

#### **Question 2.B What are the best ways you use for developing teamwork?**

*My role in school as a head teacher is to empower teachers as well to convince them of the importance of making decisions, and setting individual plans and strategies. Being cooperative all areas in the school - all of these approaches gives value and meaning to the work.*

#### **Question 3.A What do you think the role of head teacher should be in focusing on learning?**

*It is very important, because the head teacher is a senior supervisor in the school, and they have a lot of work and many duties including administration and other specific issues such as overseeing the assessment and curriculum by class visiting, by workshops and by these approaches we are dealing with many issues in learning process... in the school, so we always provide teachers with feedback and try to correct and get solutions for these difficulties for students' achievement, to gain positive results.*

#### **Question 3.B And how do you focus on pupils' learning?**

*Head teachers should be following all these issues to avoid increasing difficulties in the school and avoid negative results and also to get solutions for any difficulties in learning. Head teachers have administrative and specific duties and need to continue working hard and focusing on this specific side that is because this side is about the learning process and influences the student achievement level.*

#### **Question 4.A Do you see interpersonal skills as important?**

*Yes, these are very important for schools; teachers have these skills but they maybe different from one teacher to another, each school has teachers who have a variety of skills; head teachers can recruit in any area in the school and build cooperation between*



*teachers in order to transfer skills from one teacher to another teachers, for example some teachers have skills, this can be of benefit and provide skills for all other teachers show how they develop these kind skills; in school trying we are trying to develop all these skills with teachers because it complements teachers' charisma, skills in learning planning, skills for school activities as well class management, if these skills are common among teachers in the school, they should transfer to others, sometimes we focus on developing materials and activities to discover these skills with teachers in the school.*

**Question 4.B What do you see as your strengths in interpersonal skills?**

*There are teachers meetings and school workshops, as well job experience exchanges between teachers in different schools. We promote new teachers by a lot of these methods, but at the same time we need to understand and deal with the problems of new teachers - how they have less experience in dealing with students and other staff as well in communicating with the community or parents.*

**Question 5.A What is the significance you give to being committed and purposeful?**

*Head teachers should be committed and purposeful, that is because they are an example in the school and they have responsibility for everything in the school... and one of these commitments is to the learning process as well to administrative and technical issues. Also it is important to make teachers care for all of these areas in their job. Head teachers should be considered as symbol for teachers, but if head teachers are not active in school, absolutely teachers will be not active, and we can't achieve the aims, we need committed and convince teachers, but if a head teacher can't convince teachers of this, his own commitment will be negative ... as a result this will effect the teaching and learning process.*

**Question 5.B How do you indicate this?**

*Through the school board and by line management as a head teacher ... all these are demonstrated in teachers' meeting, in student communication and these undoubtedly have positive role in the process of learning - through active class councils, as well communication with parents, through parents council. All of these at the end make everyone feel that are part of the school and that the head teacher is committed, he does his job, as initiator, developer, giving feedback, as a result he convinces others that he is committed to the development of the school.*

**Question 6.A Why is shared leadership important?**

*Shared leadership is very important and vital for the school, that is because head teachers in the school look to teachers, students and parents as a leader to have the authority and manpower to determine learning... and the power of head teacher is to let teachers look to head teachers in respect and appreciation ... students look to the head teacher as a father and leader of them and by this head teachers can easily communicate, present his thoughts about what they need in the school; unless there is easy communication between head teachers and students, student lose any means of communicating with leader.*

**Question 6.B How do you go about delegating and share leadership?**



*We lean always to decentralisation, which means giving others authority, that means as a head teachers if you don't empower others to take some of your responsibilities you would face a lot of difficulties in the job in the school; and we wouldn't achieve the goals so, by sharing and empowering others to take some kinds of headteacher duties - but this does not mean a decline in the headteacher's role in school - head teachers should give some of their responsibilities to teachers, but this step needs time to think to see who among the teachers is able - to give him a chance to demonstrate his abilities and skills and to give him these experiences.*

**Question 7.A Why is personal credibility essential for leadership?**

*Teachers and head teachers are always seen as educators, society is looking for this to be exemplary and no black points should be present, so a headteacher always tries to be an example in his duties and job in the school and outside the school ... must practice credibility in the school and be without mistakes, and credibility is so fundamental in school - it is an indicator, being exemplary in everything - as a teacher and administrator as well an educator – we should be exemplary in everything.*

**Question 7.B What are your methods of developing personal credibility?**

*We deal with many difficulties in the school and try to get solutions - this is what credibility is, - trying to find solutions at the beginning is better than delaying it to another time - it is very important to know the ground and helps teachers in different aspects, psychological and economic and social - and it is a head teacher's responsibility to find solutions for these kinds of difficulties.*



#### **Set 4: Female Head teacher**

##### **Question 1.A Why is it important to share vision?**

*Headteachers share the future vision and basic goals - these visions focus on head teachers' opinion for the current reality and for the future in relation to his own abilities and development and teachers' abilities and development ... focusing on current improvements as well as future requirements, - by the principle of having vision it's a way for headteachers to consider the important issues.*

##### **Question 1.B And how do you share vision?**

*Certainly share the future vision with teachers, according to their abilities and what their future needs are – what they really need - a head teacher studies these needs according to school's capability and selects ways forward but also to have a choice in case some ways are unavailable and by selecting what is the difficult. Also share through teachers' meeting and by designing the work plan and sometimes by distributing questionnaires to know what teachers' and parents' opinions are - also not ignore student views when taking forward new ideas and looking at school development, - these help us especially in relation to the students and the educational process, and we also include community participation in our plans. We then can translate opinions and ideas into projects and programs that will serve the educational process.*

##### **Question 2.A Why is teamwork essential?**

*We can't do the job in the right way in school through the head teacher by himself, unless there is cooperation and collaborative work between teachers in the school... so working through teams in any organisation and especially in a school is emphasised as quality aspect. Moreover it is efficient, therefore establishing teamwork in the school is a vital requirement. Here in my school all staff are working under designation of teamwork by participating in different committees according to every one's specialism, and at the same time duties distributed between teachers; teamwork in the school is complementary, a - every member of the team complements the work of others; moreover management in other organisations today focuses on teamwork, and we need this in the school - the result of this is that duties are distributed.*

##### **Question 2.B What are the best ways you use for developing teamwork?**

*We need to support teachers and teamwork, and provide them with comments and show interest if it is either positive or negative – and if its this - find solutions for any difficulties and support as well encouraging and motivating all staff.*

##### **Question 3.A What do you think the role of head teacher should be in focusing on learning?**

*At the start of the academic year as head teachers we visit for all classes in the school to discover the students' level of knowledge as well as doing pre exams, especially as our school is the biggest in the area and we welcome a lot of students from many schools... we classify the students according to exam results as talented students and good students as well weak students needing special caring and at the same time we are use supervisor visits inside the classes and cover all classes. We tend to focus on higher classes which*



*are in need of particular care in order to upgrade their level. And there is also a plan to improve the knowledge level through courses given at start of the day to create an atmosphere of rich discussion and independent study. Also in the middle of term we study the results of school in open discussions with all teachers in the school so as to explore the reasons for this and to assist in any weaknesses and plan to improve students achievement, by the way in our school we have a friend-student program which is a particular student teaching program.*

**Question 3.B And how do you focus on pupils' learning?**

*By identifying talent pupils and weak pupils and setting treatment plan with teachers to motivate and encourage the pupils.*

**Question 4.A Do you see interpersonal skills as important?**

*When interpersonal skills are important is particularly with teachers in schools maybe reach to the aspirations and be role models; and there are also other skills like teaching methods and school activity skills, of course all of these skills develop the learning process in the schools.*

**Question 4.B What do you see as your strengths in interpersonal skills?**

*Giving teachers a chance to practice these skills at the school as well encourage and support them– and standing shoulder to shoulder with them to go forward and to progress further.*

**Question 5.A What is the significance you give to being committed and purposeful?**

*Sure, be committed and purposeful, being available in our school, head teachers should be examples for teachers, staff as well as students and community, so if teachers see the head teacher has a commitment that means they can be an example for many things in the school.*

**Question 5.B How do you indicate this?**

*This commitment is translated through faithfulness in the job and dedication as well capability in dealing with individuals - a concern for personal relationships with teachers and staff, so if these features not available in the school be sure that teachers' behaviour will be dangerous, what head teachers are required to deal justly with staff in the school and always to be as one family.*

**Question 6.A Why is shared leadership important?**

*The school's mission really needs leadership, but if leadership is resting in the head teacher's hand alone you will see that the duties and the mission of the running the school are conducted in an authoritarian way without any real engagement by staff, and this image has an effect on the school outcomes. The shape of democratic leadership style will have a positive outcome for teaching and management process.*

**Question 6.B How do you go about delegating and share leadership?**

*Through authorizing tasks and commissioning some teachers to do particular tasks, as well as working with fellow head teachers ...to know what is positive and negative and*



*give advice as well directing and consulting, sometimes I am careful in relation some teachers according to the different levels of qualification and expertise.*

**Question 7.A Why is personal credibility essential for leadership?**

*It is vital for the job in school and without credibility there is no role. If you are a head teacher in the school it is very necessary that you should be characterised by credibility in your job -to be an example by being objective and open in your dealings and ways of dealing and in conversations be a listener to the opinions, thoughts, suggestions which are being presented.*

**Question 7.B What are your methods of developing personal credibility?**

*To develop credibility have individuals meeting with teachers and study the difficult conditions teachers have as well communicate with them and get solutions, otherwise we can only implement at a low level.*



## **Set 5 Male Headteacher**

### **Question 1.A Why is it important to share vision?**

*Every head teacher who wants to be successful in his job should have the future vision for his school, these visions are supposed to be achieved through implementation inside the school or depend their colleagues, headteachers sharing the vision with teachers, with staff as well the local community; this will require a lot of thought to help the head teacher to select what is the best for the development and success of the school.*

### **Question 1.B And how do you share vision?**

*At the beginning of the study year, the head teacher designs the job plan, which expands the content of the school plan and contains many issues such as staff development and approaches to implementation, so plans like this can be considered participative plans, because the head teachers personally can't create the plans for the vision by himself. In other words as a head teacher I believe to be successful in the school you need to share with the staff and with the school management and give them practice in preparing plans and discussing what is the difficult, negative and positive to suggest solutions, so by this style of job role the work is done automatically in the school.*

### **Question 2.A Why is teamwork essential?**

*If the school management is to do the job in the school in an effective way, it should be through their participative style, in the past head teachers were the only individuals to manage the school, today there is a different situation- you can't manage the school through one person and ignore the rest of staff; it is right that the head teacher comes at the top of the organisation structure in the school and he is responsible for the school but, if we leave all the duties in the school to head teacher he will be tired and the school will falter, therefore it is important work on the majority of the school work with teachers and staff - that is the first reason, the second is whatever issues you present in school meeting you need to have support with you.*

*For example, there is an issue with student food; in my opinion as a head teacher I see it is as important for students to bring food and whatever they need inside the school and so I don't allow students to go outside the school, I need to present these ideas to teachers and parents as well student and local community - I can't as one person to do that, but when this idea is presented to the school council they will support the idea and defend it, so participative management as well teamwork is very necessary to management of the school. And thirdly if there is a different school management style, there is school progress. There will be improvement as well as innovation, in other schools there is no change, in the rest of schools there would be no development as well no innovation, and for the reason that there is no participation by teachers and no teamwork in the school .*

### **Question 2.B What are the best ways you use for developing teamwork?**

*There is a teamwork approach regarding development and innovation and we give them more authority to follow the issues, teachers appreciate having this authority, it gives teachers responsibility in the school and by these actions you will make teachers feel very important with colleagues; therefore a head teacher who believes in sharing duties*



*should announce these in the school meeting to avoid an overlap of duties between teachers as well give teachers guidelines to follow at student level meetings, with students and parents discussions regarding student progress; all of these teachers feel valued through the responsibilities given to them*

**Question 3.A What do you think the role of head teacher should be in focusing on learning?**

*Head teachers do a lot of administrative and technical duties in the school, so if head teachers can distribute the school timetable between teachers justly as well the school curriculum - by this method the learning process will be successful in the school. The timetable should consider the distribution of classes and class time. Head teacher assessments for teachers through inspection visits or assessment visits and the each study material for the day ... sitting with teachers to discuss all issues, ... making question banks at the student level; following talented students and weak students. Headteachers also have to communicate with the parents on all issues regarding to the students.*

**Question 3.B And how do you focus on pupils' learning?**

*By a participative style between all staff in the school, such as senior teachers and consult teachers and teachers – the way we are successful is by following the case of weakest students after we know the reasons for this and select treatment for them.*

**Question 4.A Do you see interpersonal skills as important?**

*Yes, it is very important and necessary for teachers; because any teacher will have skills that should be transferred to other teachers and be of benefit for all teachers, and the various skills for participating in the school development.*

**Question 4.B What do you see as your strengths in interpersonal skills?**

*Any skills should be supportive to develop as well motivate staff and this helps teachers to do the best and to do more than they can do and this will have a great effect psychologically.*

**Question 5.A What is the significance you give to being committed and purposeful?**

*Undoubtedly head teachers must be innovative in their schools, but innovation differs from school to school and from one school management to another according to the head teacher's leadership style and his ability and his power. Some head teachers start their innovation excellently but after that stumble, because they are not interested, so head teachers should be committed, and if it is not - it is reflected in his job and his professional future as well in the view of the local community.*

**Question 5.B How do you indicate this?**

*At the beginning of study year, show commitment and translate this to the on the ground situation, through respect for teachers and staff as well parents and students, commitment to the day to day running of the school as well school teamwork, being committed to school policy and instructions as well as the school board, teachers and students, following the school curriculum.*



**Question 6.A Why is shared leadership important?**

*Without sharing leadership they can't lead even in the country, they can't lead without giving colleagues a chance to share. This is economic feature as well as being political, and even in the house in a different side of life from teaching, you should be sharing with your family. It is firstly a basic aspect of leadership. And secondly to be successful in your job you should have a role in helping your staff and giving them authority in the school. Thirdly I mentioned before you need support for your opinion and thoughts and fourthly if you do not share, you do not find anyone standing beside you, because you are not giving colleagues a chance. Fifthly, a head teacher seeking to be successful in his job must share with staff - this is vital for success. As I am being interviewed by you and I know what happens in my school, so a democratic leadership style and not an authoritarian leadership style that brings good results in the job.*

**Question 6.B How do you go about delegating and share leadership?**

*I am authorized to give 50% of my work to the assistant head teacher and senior teacher as well to teachers because this is a chance for them to train for leadership in school and to gain experience and to establish good relationships in the work.*

**Question 7.A Why is personal credibility essential for leadership?**

*You can't follow every staff doing his job in the school, so a teacher's job depends on his behaviour and credibility, so learning and teaching about credibility, I visit teachers in their class four times a year so that is enough for every teachers' assessment, if teachers don't have credibility that is very difficult, so credibility is fundamental to school leadership.*

**Question 7.B What are your methods of developing personal credibility?**

*Giving teachers advice and directions so they understand the importance of credibility in their lives in general and in the school and always monitor teachers, so if we find teachers don't have credibility then we apply can the school law with them and transfer them from my school.*



## **Set 6: Female Head teacher**

### **Question 1.A Why is it important to share vision?**

*Sharing the vision for the future is very necessary considering that it is those teachers who implement this vision in the school... Teachers and students in the school know what the goals of this vision are and how to achieve it in the future, so sharing ... for the future is very important and the staff should have this experience to guarantee the success of goals they are seeking to achieve. Before we design the vision, what the goals are must be known – what is to be achieved related to the students and teachers as well the surrounding context and school. For example, recognising students' needs and supporting all of these is a very important factor that should be taken into account when you plan a vision for the future.*

### **Question 1.B And how do you share vision?**

*The vision for the future is supposed to be shared with all staff as well parents and students and the range of ways of sharing differs from one to one with regard to the position of each person, so we can include a lot of ideas and opinions and ways of achieving the vision of the future by the teachers' meeting; sometimes we invite the parents' council to discuss with them and to get to know their experiences and suggestions.*

### **Question 2.A Why is teamwork essential?**

*School teamwork is very important and is necessary to be successful in your job, so without people to help you in the school it is very difficult to do the job; so the school should be depend on school teamwork, on sharing the vision of the future and developing the school plan. And a lot of successful activities in the school are associated with teamwork and collective work, while mistakes and failures are associated with the one person and individual work.*

### **Question 2.B What are the best ways you use for developing teamwork?**

*A good method of developing teamwork is by spreading an atmosphere of cooperation and love as well good human relationships between teachers - to remove boredom and sorrow from the job and to give teachers a reason to do the best and to use their personal capacities.*

### **Question 3.A What do you think the role of head teacher should be in focusing on learning?**

*In fact head teachers and teachers have a significant role to continue to upgrade the level of students' learning especially the head teacher should know the result of students, so the students are the principle task of the headteacher. Head teachers' duties require plans to develop the learning process in his school through recognising the results of weak students and sitting with them, as well communicating with their parents and holding meetings and having seminars and lectures by the educational supervisor, school management has an important role in promoting the learning process and developing a variety of teaching methods, that is because teachers need to continue to be enhanced ... by supporting and holding educational workshops, so school management have effective*



*role in promoting learning process and teaching of students as well teachers' development and motivation*

**Question 3.B And how do you focus on pupils' learning?**

*Yes, through teachers and senior teachers as well through the psychology specialist after the announcement of results which help to recognise student's level; so you can divide students according to these results - excellent students, medium students and weak students, teachers can make reports to the head teacher suggesting and discussing treatment plans. By adopting a solution and again follow this after the head teacher determines the weakness point, so we sit with student to know what is the social and economic reason for this or maybe a health reason and if we need to communicate with parents.*

**Question 4.A Do you see interpersonal skills as important?**

*Of course, but there are differences between one teacher and another and that is very common - some have good experiences playing an important role in the learning process and school activities are effective, but new teachers who have less experience as well poor skills, they can't contribute in the school, so you privilege teachers playing an effective role to developing learning process in the school those teachers' abilities, as a head teacher we care for this and pay attention to this side through teachers' professional development plans such as teacher exchange visits it is a method for those who don't have skills to gain experience from teachers who have skills.*

**Question 4.B What do you see as your strengths in interpersonal skills?**

*Regarding the programme for preparing teachers - there are exchange visits between teachers and workshops as well monthly seminars and weekly teachers' meeting.*

**Question 5.A What is the significance you give to being committed and purposeful?**

*As you know it is very hard and difficult for school management; students in the school look for honesty and faith as well trust, so school head teachers have a full responsibility regarding students and the organisation process and the school - to communicate to the students. So from this side a head teacher should have an inner commitment to the school for improvement and a view of all sides of the school and to be able to see through the eyes of students, teachers and staff and to find the best methods and approaches and plan to develop the school.*

**Question 5.B How do you indicate this?**

*This is a distinction in school management, as a head teacher I do the best to make my mark on school effectiveness and the learning process so that this is executed with the student in what they learn and how they gain skills.*

**Question 6.A Why is shared leadership important?**

*Head teachers alone can't do anything, it is very important point to have good personal relationships and share effectively with teachers and staff, students and local community, - through my service its recognised as having a style of school management - the same throughout the job and even with students in the school. When there's a time the head*



*teacher makes a decision personally without sharing with teachers or turning to the staff in the school they are using authoritarian style leadership, so because the job in the school is participative and collective then an older style does not agree with the nature of school duties. However, if a head teacher shares his authority and his responsibility through controls you will find the school making good progress, while, when school management use an authoritarian style you will find a school under significant pressure – so when school management is making a decision to share with all staff you will find that though all staff are required to implement this decision, they are against it if the decision is the opposite to their benefits, so we are convinced that sharing leadership has many benefits for staff and schools as well the learning process.*

**Question 6.B How do you go about delegating and share leadership?**

*For head teacher assistants there is a job specification by organisation board and some head teachers delegate their duties to the head teacher's assistant until they is freed from this work in order to undertake bigger duties such as the curriculum and what is happening through organisation programming plans. Also with regards to the repositioning of teachers according to their capability as teachers and who are the best in the school; head teachers can use their authority to empower them through clear programmes, not to leave them distant and scared.*

**Question 7.A Why is personal credibility essential for leadership?**

*Specifically we are commissioned to carry the integrity of the school, so head teachers and teachers should do their job faithfully and be trusted to care for the students, because we are dealing with humans as well our practice and educational processes, we must keep our conscience alert to all of these.*

**Question 7.B What are your methods of developing personal credibility?**

*By continuing to follow and solve their problems and creating an atmosphere and revise approaches and methods of dealing with them and communicate effectively with staff ... sitting with those who have poor credibility and using some time to advise, direct and consult with them.*



## **Set 7: Male Head teacher**

### ***Question 1.A Why is it important to share vision?***

*That is because the nature of life is progress and development, so if we don't have a vision of the future to develop ourselves or at least to make every effort to go forward, it will be for developing or innovating in our job, because people need to seek to move forward.*

### ***Question 1.B And how do you share vision?***

*Yes I share the vision of the future with my staff as well with the students and parents if necessary; so at the beginning of study year we are meet with all staff to know what are the negatives and positives, any difficulties facing us last year in our jobs in all areas of the operation of the school such as school activities as well the curriculum. In my school we look at what are the difficulties still without solutions and any suggestions to improve students' results, we analyse these results to know who are the best students in the school as well who are the weakest students and why? All these methods provide ideas, to adapt new ideas for the vision.*

### ***Question 2.A Why is teamwork essential?***

*Teamwork should be in any school, working with teams in a learning organisation, and the duties for each member in the team are necessary to carry out so the mission is achieved, if there is no teamwork or if teamwork has failed it means that it is difficult to do; and in this case opinions about the importance of teamwork vary and but teamwork is basic in the school that is because teamwork in the school must ensure making decisions by the staff or change opinion of staff.*

### ***Question 2.B What are the best ways you use for developing teamwork?***

*Through a general development through teacher's promotion programmes as well training programs and workshop, seminars - continuous monitoring and motivating teachers.*

### ***Question 3.A What do you think the role of head teacher should be in focusing on learning?***

*At the start we choose a suitable teacher for a particular class and employ his experience, ability and capability to benefit the students and in relation to this point we are careful to not to lose any class periods through teachers' absence by commissioning other teachers to teaching the class this period until the teacher comes and - implement time management and motivating students to do the best in their studies and to use the good methods for study.*

### ***Question 3.B And how do you focus on pupils' learning?***

*We monitor all the learning process in my school specifically psychological cases and transfer to the psychological special school as well - collect information on students and recognise their needs and make suggestions to address students' social problems ...*



*finding out students' mental ability and its role in the learning, also communicating with the family to coordinate efforts on the development of learning*

**Question 4.A** *Do you see interpersonal skills as important?*

*Of course it is very important for example here in my school many teachers have these interpersonal skills, such as the science teacher implements lessons with a theatrical style, so he changed the traditional study methods without fearing students and the goals well achieved by more flexible approaches - other teachers implement lessons by story style.*

**Question 4.B** *What do you see as your strengths in interpersonal skills?*

*Trying to present these skills and transfer them to the other teachers by setting 'the standard an image. By organising or by trying experimental lessons and mentioning these lessons in teachers' meeting or in the school council and motivating teachers who have these interpersonal skills.*

**Question 5.A** *What is the significance you give to being committed and purposeful?*

*Yes it is very important for head teachers to be committed and purposeful, so firstly by looking at the school content and the duties of the head teacher - as well school side caring such as students and teachers as well school environment and we design plans for each aspect of the goals and approaches and solutions for difficulties, develop to the best.*

**Question 5.B** *How do you indicate this?*

*To be example for students and teachers in the school and making a commitment to all appointments, to build teachers' commitment through class visits, to be committed through managing time and I require teachers to be as committed as me.*

**Question 6.A** *Why is shared leadership important?*

*That is because I know this issue is very important I mean school leadership, so always in my school I share leadership with teachers and staff and sometimes students if they need; and share expertise if it is necessary in all aspects regarding to the school development, staff improvements and the learning process; because head teachers can't do all these duties just alone or in person, a headteacher's staff should stand beside him and help him.*

**Question 6.B** *How do you go about delegating and share leadership?*

*At the start of the study year we distribute a questionnaire for teachers to present their opinions regarding any difficulties in the last year and what they suggest as ways to resolve issues and how they assess the job, so it is very common to delegate to the assistant head teacher to consider them as future head teachers and sharing must be about training for that and giving them a chance to be a leader, so when they making a wrong decision I can't get this cancelled to support them, and I do the same strategy with teachers.*

**Question 7.A** *Why is personal credibility essential for leadership?*



*Because if there is not credibility in the job, the job is uncompleted in school and the school will not achieve success, and even if they are successful one time it will be never successful the next time, it will fail.*

***Question 7.B*** *What are your methods of developing personal credibility?*

*In my school we deal with teachers by a style to love the job, giving them advice and direction - focusing on the aspects of the morale side and if these methods not useful, then we use formal system.*



## **Set 8 Female Headteacher**

### ***Question 1.A Why is it important to share vision?***

*According to the speed of development in the world, in the various sciences especially in education, so we need to listen to the school teacher's opinions particularly if they are experienced - to make the plans for the school's vision plans more effective and definitely any teachers who have thoughts and ideas that can be useful to others and the learning process, so when we collect all these ideas it will serve the school and the majority of ideas relate to the vision of the vision and through these strategies we can shorten the time and the endeavour need to prepare the plan successfully and effectively without any load on the head teacher. Then a collective and participative leadership will be clear in the school and all teachers can do their job faithfully.*

### ***Question 1.B And how do you share vision?***

*We ask all staff in my school in relation to the plans for the vision and listen to their opinions about all aspects of the plans and students, parents and community leaders, and we use a questionnaire distributed to all of these, then we analyse the data to recognise indicators.*

### ***Question 2.A Why is teamwork essential?***

*That is because school teamwork plays an important and basic role in the school, on occasion my school gathers group of good teachers who have the benefit of experience and have them communicate with rest of teachers and students and parents and community; the school management assign a lot of duties to those teachers according to their experience, they don't wait to do any of these jobs, and they pay attention to that and to raising the teaching level and addressing students' problems - how to solve these, so this develops valuable and beneficial ideas, as well from time to time we distribute duties to teachers, all of these contribute to school enhancement.*

### ***Question 2.B What are the best ways you use for developing teamwork?***

*There are a lot of ways like advising and directing teachers as well attempting to solve problems and overcome difficulties - motivating school teamwork through encouragement and information about how to improve this area.*

### ***Question 3.A What do you think the role of head teacher should be in focusing on learning?***

*Head teachers have a major role in school management, they care for the technical and administrative side in the school purpose, so it should be equal on both sides in relation to this point - there are many methods used in the school such as communicating to the parents to clarify students' level, teaching and how school management share in the same difficulties, but at the same time we face uncaring parents. For weak students the aim is to provide strong lessons ... some material, undoubtedly, these methods contribute to raising the level of students' learning. Conducting meetings between students and the community especially giving a kind of encouragement and motivation - supporting and creating competition between students.*



**Question 3.B** *And how do you focus on pupils' learning?*

*I follow the progress of the learning process myself and under my supervision also delegate parts of my duties to the head teacher's assistants and as well to the rest of teachers.*

**Question 4.A** *Do you see interpersonal skills as important?*

*Interpersonal skills in the school have a big role particularly in the learning and teaching process; to discover treatment plans to deal with difficulties as well problems, to raise the level of learning at a cultural level in the school, to have these, a good group of qualified and expert teachers in our school - it is the largest school in the area, a lot of these teachers have these skills including skills in learning process, in school activities, in community service and through these skills we gain many awards in many competitions.*

**Question 4.B** *What do you see as your strengths in interpersonal skills?*

*Being motivating and encouraging as well honouring and celebrating those teachers who have these kinds of skills.*

**Question 5.A** *What is the significance you give to being committed and purposeful?*

*Head teachers are a good example for their students and teachers and for the community and the first issue is students' concerns and educational process in the school, through these strategies head teachers gain respect and are assessed by all staff in the school and in the local community and that also are relevant to teachers and students and lead to obtaining the results.*

**Question 5.B** *How do you indicate this?*

*There must be a commitment of faith and honesty as well as by doing the best job in the school and in life, to be the first man coming into the school in the morning and the last man gone from school as well developing the school and learning process and promoting the teachers' professional job and serving the local community and communicating - all these methods are necessary to be effective, it should be through advice and direction.*

**Question 6.A** *Why is shared leadership important?*

*Sure, it is very necessary to share school leadership with all staff in the school so for these reasons we prepare wide plans which contain the majority of the fields in the school, therefore all staff participate in these plans, so in our school we delegate duties to all staff, even students are given a chance to train, to be considered as a future leader.*

**Question 6.B** *How do you go about delegating and share leadership?*

*Giving assistant head teachers as well teachers a chance to train and implement their ideas and thoughts as well delegating fully to manage a school - making decisions and supporting, - encouraging and motivating them.*

**Question 7.A** *Why is personal credibility essential for leadership?*

*It is a vital issue because it is connected with human behaviour, so if head teachers are honest with themselves firstly and with others secondly, credibility should there with*



*those who you deal with, therefore head teachers must be faithful in dealing without pretence and when those duties are done with credibility the result will be clear and gleaming - this credibility should be in the talk and work.*

**Question 7.B** *What are your methods of developing personal credibility?*

*If we found a case of a lack of credibility in my school that is very dangerous and so dealing with them we should beware and at the same time we must to continue to give advice and direction, if there is carelessness, it must be rejected and they must follow the law.*



## **Set 9 Male Headteachers**

### ***Question 1.A Why is it important to share vision?***

*It is important for any job, and for the job to be successful and to achieve the goals; it should be their views of the future and it must be looking forward, as well what is head teachers planning for? and what do they want to implement? and what they want to reach? Head teachers have answers to all these questions, to accomplish these head teachers must set plans that include the majority of all these points this calls for the head teachers to have job plans and definitely know the implications, this is a vital part of the future vision or translation of the setting into goals and activities for all staff in the school and the local society .*

### ***Question 1.B And how do you share vision?***

*All staff in the school can present ideas and suggestions in the school meeting and school management should encourage this, so the vision has many implications for many areas such as students' affairs and the teaching level, teachers' affairs and professional effectiveness, communication and the relationship with the local community.*

### ***Question 2.A Why is teamwork essential?***

*Undoubtedly it is very important in the school because it creates a feeling, an atmosphere of working cooperatively and collaboratively between colleagues in the school and makes the job very interesting and it lessens it for head teachers and teachers and increasing being productive in the school and in the task collectively and in the school goals.*

### ***Question 2.B What are the best ways you use for developing teamwork?***

*Distribute jobs between staff, allow responsibility and give staff authority.*

### ***Question 3.A What do you think the role of head teacher should be in focusing on learning?***

*In fact the learning process is a very important role of head teacher and the basic aim for him is to achieve success that is because the school's job is important for staff to care pupils, so at this point head teachers needs to design plans that contain the learning process of the curriculum and activities and the study programme through goals to ensure effective practice for able and weak students.*

### ***Question 3.B And how do you focus on pupils' learning?***

*Yes, but a big contributor are the teachers and the social specialists and through my review of students' results - of the special cases of students when there are a few cases with social reasons, in this case I am convinced that head teachers play an important role to ensure success in this case.*

### ***Question 4.A Do you see interpersonal skills as important?***

*Of course interpersonal skills play a big role in the success in the learning process, but if interpersonal skills are not present, encouragement and support will disappear time after time, and in a head teacher it should be noticeable and present - strong with staff to increase school performance and the learning process through encouragement and motivation.*



**Question 4.B** *What do you see as your strengths in interpersonal skills?*

*I try to discover these interpersonal skills in teachers spotting them and strengthening and by having a lot of workshops and exchange visits between teachers and between schools in the area, we have a good group of teachers who have these skills.*

**Question 5.A** *What is the significance you give to being committed and purposeful?*

*Every head teacher is suppose to be committed and purposeful, and if they do not have these it is an indication of failed school management, so it should be part of a head teachers' responsibility - to seek to achieve goals having a commitment to be interested.*

**Question 5.B** *How do you indicate this?*

*Firstly, scanning the school situation and attempting to indicate the principle of commitment by creating plans as well distributing duties and as well assessing the task of the school, definitely these structures confirm the head teacher's commitment to the development of the school and the learning process in general.*

**Question 6.A** *Why is shared leadership important?*

*Sharing school leadership is about feeling more connected with the place and those who are associated with it, so when teachers feel this, have this impression they will be more active and more productive, I believe sharing makes the school job resting upon head teachers lighter, by taking responsibility, in the end keeping teachers interested and satisfied to lead and this is a sort of teacher's training in this situation and creates trust and increases productivity through a democratic style.*

**Question 6.B** *How do you go about delegating and share leadership?*

*Yes I share with my staff in school leadership under my supervision and delegate leadership but my reservation in this issue of shared leadership is in determining who in the staff and in the qualified teachers have the necessary skills, and at the same time the assistant head teachers, yes, I give them a chance to practice school leadership by leading school meetings and visiting teachers in the class.*

**Question 7.A** *Why is personal credibility essential for leadership?*

*In any job if they don't have credibility, they can't even achieve or determine goals, not have long term successes, maybe some short term successes, so for an effective job there should be credibility and head teachers must have credibility in their job in the school and to be an example for teachers and students and the local community to gain respect from all.*

**Question 7.B** *What are your methods of developing personal credibility?*

*I am not acceptable if I do not have credibility with teachers in my school, and any teachers should have this real in his image and his job, so I need to develop credibility using many methods such as paying attention and directing and by supervision as well continuing to monitor and to encourage and support staff, conducting workshops by directing and communicating*



**Set 10: Female Head teacher**

**Question 1.A** *Why is it important to share vision?*

*Definitely, any head teacher should have their goals at the start of the study year, setting them out through the teachers' school meeting, for example through suggestion about the vision, we can plan for our students to gain the top results in secondary schools in Oman by raising the level of student outcomes*

**Question 1.B** *And how do you share vision?*

*Through teachers' meeting and by distributing questionnaires, conducting teachers' interviews and by good communication with local community, with students and parents.*

**Question 2.A** *Why is teamwork essential?*

*There should be teamwork in the school to develop ideas and to have a way forward - sort of realizing the completed ideas, to grasp the goals.*

**Question 2.B** *What are the best ways you use for developing teamwork?*

*By reading up to date information regarding school teamwork and research in the same area with lectures and courses for the personal development of teachers.*

**Question 3.A** *What do you think the role of head teacher should be in focusing on learning?*

*It's a continual focus for senior teachers and teachers by analysing the curriculum study by gathering suggestions and conclusions - through students' assessment and treatment plans for weak students and by class visits to recognise the real situation of students and communicating with students' parents.*

**Question 3.B** *And how do you focus on pupils' learning?*

*Through directing as well advising teachers and students and continuing to care for senior teachers as well sometimes I visit classes even with my hard duties.*

**Question 4.A** *Do you see interpersonal skills as important?*

*They play a big role in being successful in the learning process in the school especially when the teachers have interpersonal skill and have strong charisma in the school, so interpersonal skills are an advantage in a good school specifically and for the learning process in general, skills such as skills in teaching and school activities, in management and in communication and making decisions that positively effect the students, so we in our school are trying to use and encourage these by continual motivation and we have established a culture of friendship and public service and dialogue among groups which discuss issues such as national associations and the respect for teachers.*

**Question 4.B** *What do you see as your strengths in interpersonal skills?*

*Through the supervisory visiting and developing treatment plans and for any issues in the school there needs to be care and self-esteem for staff as well supporting and advising by directing and there are incentives.*



**Question 5.A** *What is the significance you give to being committed and purposeful?*

*It is very significant and head teachers must be committed and purposeful to develop learning process and the school as well the wider educational system, this commitment is in the improving of the school and students improving steadily and scientifically and developing the curriculum, the school building and the school programme, teachers professional development and improving local community relationships.*

**Question 5.B** *How do you indicate this?*

*Commitment to school rules, having time to develop the school, focus on the learning process, training teachers, sharing leadership and so, head teachers who are committed to these issues show teachers what head teachers care for in schools.*

**Question 6.A** *Why is shared leadership important?*

*It is firmly established as a participative job in the school and to be not one individual's job as there are always a lot of opinions, so I attend the school council to help in my job in such areas as the school plans as well the senior teachers who are in the communication circle.*

**Question 6.B** *How do you go about delegating and share leadership?*

*There is no clear programme in my school, but I am trying to delegate many duties to teachers such as school management and school meetings, class visiting and assessing the school's performance and by sharing decision-making.*

**Question 7.A** *Why is personal credibility essential for leadership?*

*When there is no credibility in school in the school, this will result in the task of the school not being done therefore self evaluation is a basic principle for teaching and school head teachers should be examples for staff and again for the local society, if they don't have credibility this is very dangerous.*

**Question 7.B** *What are your methods of developing personal credibility?*

*By supervision reports and directing, advising and continuing to monitor these, if these methods are not useful we use school board and the school law.*



## **Set 12 Male Head**

### ***Question 1.A Why is it important to share vision?***

*It is very necessary for any head teacher or manager of an organisation to have a vision of the future, making plans is very important for success in the school mission; the importance of this vision is to predict the future of school's work and that of the staff, in other words it is to plan for future school projects which will be implemented in the next year or years later, however the planning is in the light of revisions to previous plans - assessing the positive and negative points of the school tasks such as the school context and teachers, students, staff as well the school programme and local community, so future thinking is available especially in the strategy planning of the school.*

### ***Question 1.B And how do you share vision?***

*Sitting with them as well listening to their thoughts and opinions, suggestions and through the school council and parent's council as well checking the vision periodically in the attempts to assess and to continue to correct and giving the opportunity for students to open negotiations to participate in the future vision or sometimes through suggestions box.*

### ***Question 2.A Why is teamwork essential?***

*It is very basic and necessary in the school to ensure the job demands and responsibility in the school are met, in our school we established many groups as school teamwork, for example warning group and group for students non-smoking in the school as well school structures, however, when teamwork exists in the school it is usual that a school will be successful.*

### ***Question 2.B What are the best ways you use for developing teamwork?***

*Selecting good teachers if they have an interest in being involved in the school teamwork and they are convinced of the effectiveness of this idea.*

### ***Question 3.A What do you think the role of head teacher should be in focusing on learning?***

*Focusing on learning and the curriculum by supplying study materials as well continually checking and analysing with the support of senior teachers and teachers; in teaching methods and examinations, students outcomes and the school programme as well students' advancement.*

### ***Question 3.B And how do you focus on pupils' learning?***

*Visiting classrooms to be sure that good progress is made in the teaching process, meeting teachers and senior teachers, discussing any problems facing school as well meeting with parents to find solutions for any difficulties with the help of the community especially in the school.*

### ***Question 4.A Do you see interpersonal skills as important?***

*Of course adored some of these interpersonal skills in the school privileged by initiative, in our school many kind of these skills and it is participation in many*



*projects as well suggestions and thoughts and the head teacher's expertise about supporting the learning process to select what is useful for school.*

**Question 4.B** *What do you see as your strengths in interpersonal skills?*

*As a head teacher always monitoring, advising, directing - supporting and encouraging and trying to show what you can do, and more- supplying training as well replacement visiting between teachers as well as between schools.*

**Question 5.A** *What is the significance you give to being committed and purposeful?*

*School head teachers must be committed and purposeful through the school work plans evident in all the basic school tasks – besides this by developing teachers and students; the curriculum and school programme and we need to renew the commitment to promoting schools and give more attention to teachers and students by a enhancing the way of dealing with them and the local community.*

**Question 5.B** *How do you indicate this?*

*For head teachers to be an example for all in the school to others teachers and staff, they should be committed to continue to support for staff advising them and some times if they need to use it, use the legal system.*

**Question 6.A** *Why is shared leadership important?*

*Teachers sharing in the school leadership is very important and necessary and in our school we implement this to keep up the image as well delegating leadership for teachers to be future leaders and continuing to act in a supportive way.*

**Question 6.B** *How do you go about delegating and share leadership?*

*We meet with them and clarify duties and delegating some of the tasks in the school like managing the school meeting and class visits, and in regard to the head teacher's assistant they have delegated tasks to practice a lot of school functions that is according to organisation school board and teacher's assessment and managing the school meeting.*

**Question 7.A** *Why is personal credibility essential for leadership?*

*It is very important in the school, so if head teachers don't have a concerned conscience it is very dangerous especially in the educational organisation, in our school we have 800 students and a large number of teachers as well other staff, we can't scan all of these, so it a moral behaviour issue requiring self evaluation, however also honesty, truth, loyalty are necessary criteria for teachers.*

**Question 7.B** *What are your methods of developing personal credibility?*

*Meeting with teachers and directing them, supervision and advising attempts to improve the situation, or to use school system law when we discover any case of no credibility.*



## **Set 12 Female Headteacher**

### **Question 1.A Why is it important to share vision?**

*The vision of the future gives teachers the opportunity to recognise many of the future ways and to develop modern approaches in education - personally it is very interesting to see future life developing which is happening all the time; in my opinion it is very important for teachers to recognise, especially in the education area, thinking from round the world, and study research and ideas to help them to develop their job in the school.*

### **Question 1.B And how do you share vision?**

*We direct teachers and staff in the school to conduct research in the same area of future developments and by collective negotiation and the school meetings and with staff and students - as well parents through periodic meeting to setting a clear vision for the future of the school.*

### **Question 2.A Why is teamwork essential?**

*I believe that school teamwork is very basic in the school especially when you give this team opportunity to play an important role under the supervision of the head teacher regarding determining goals for specific plans and to working alongside the head teacher, these I consider some of the reasons for being successful in the school job*

### **Question 2.B What are the best ways you use for developing teamwork?**

*Fellows of head team as well head teachers and direct supervision of head teachers as well support playing big role in improving as well dealing with the competition between teamwork members.*

### **Question 3.A What do you think the role of head teacher should be in focusing on learning?**

*The head teacher's role in focusing in learning process – it is clear that his job is as supervisor in the school, undoubtedly head teachers have administrative and technical duties in the school, and as head teachers in the school - we want to give more attention to the technical side of the job, so we conduct workshops in the school, and motivate teachers to do research and having teacher group meetings also by studying the teaching level of students and the problems facing the school and trying to find solutions to the these; meeting with students to support them.*

### **Question 3.B And how do you focus on pupils' learning?**

*meeting regularly with senior teachers and teachers to monitor and recognise students' teaching level and what the difficulties are facing students. The social/pastoral side especially - by informing parents of the treatment plans, through participating in all of these to find solutions for any difficulties in school.*

### **Question 4.A Do you see interpersonal skills as important?**

*I'm sure that interpersonal skills help you succeed in the school role and when teachers demonstrate specific skills this encourages other teachers to learn or gain these skills, we have in our school a number of teachers have many skills in computer and school*



*activity, so at the beginning of the year we try to find these skills to demonstrate and to develop them and encourage and motivate - sometimes let teachers select what is suitable for them.*

**Question 4.B** *What do you see as your strengths in interpersonal skills?*

*Provide more opportunities for the school as well as encouragement, motivation and directing and monitoring - through advising and supervision - all of these methods we are using in the school.*

**Question 5.A** *What is the significance you give to being committed and purposeful?*

*It is when head teachers have goals they intend to achieve especially when school headteachers are committed and purposeful - it is through creating plans at the start of the year and determining the goals. School head teachers try to do what they can and what they have possibility of achieving through these goals, that is because the task without goals I believe will be random, head teachers should have goals for going forward - trying to achieve this as well prepare all the strategies towards effectiveness, through all of these stages the improvement of the school can be realized.*

**Question 5.B** *How do you indicate this?*

*We in an education organisation depend on honesty and loyalty, so we direct and supervise, give advice to extend these in the school and between teachers.*

**Question 6.A** *Why is shared leadership important?*

*In fact it is very important to share the school leadership with teachers, so head teachers when distributing school duties at the beginning of the year there is a kind of sharing and this makes it lighter for the headteacher as well giving teachers and staff the opportunity to practice school leadership within school - and those who have the ability and inclination to aspire to achieve this and to find out for themselves and in the end you will be conducting a democratic style in school management and dealing in human relationships with teachers and staff and you make collective and participative decisions and communicate with all.*

**Question 6.B** *How do you go about delegating and share leadership?*

*There is a program in assistants head teachers are delegated and share school leadership and a head teacher gives him full opportunity to do a lot of work in the school - to make decisions and meet the school council and assess teachers at the annual assessment and in these points teachers are required to participate effectively to share school leadership.*

**Question 7.A** *Why is personal credibility essential for leadership?*

*Credibility is very necessary and important to be successful in the job in school especially when they have conscientious teachers, so if teachers take responsibility it makes something lighter for head teachers as well focusing on self controlling issues. So when they have credibility they can be considered an example for others in credibility in everything personally as well as officially, you require this from teachers and students, so you should have credibility.*



**Question 7.B** *What are your methods of developing personal credibility?*

*We trust teachers to do their job in the school and continually following this as well as advise, direct, supporting, supervise, consult, at the end if it is necessary we punish those who are careless in their job and as a head teacher through reviewing your job in the school you will find some who notice.*



**Set 13 Male Headteacher**

**Question 1.A** *Why is it important to share vision?*

*To determine how plans and purposes might be realized on the ground and because we must acknowledge scientific development it is very important to predict the future.*

**Question 1.B** *And how do you share vision?*

*By sharing with teachers and coming to an agreement with them over which in their opinion vision of the future brings the most benefits and discuss the teachers' suggestions for vision.*

**Question 2.A** *Why is teamwork essential?*

*Because teamwork produces opinions that most often are positive and correct as well as being less negative and so inspiring teamwork and encouraging collective work is more productive in the school duties.*

**Question 2.B** *What are the best ways you use for developing teamwork?*

*Through discussion and motivation of staff as well as by trusting teachers and students*

**Question 3.A** *What do you think the role of head teacher should be in focusing on learning?*

*The real role of school head teachers is in relation to the implementation of school plans as well as looking after teachers and the curriculum, pupils and staff and including considering the school buildings*

**Question 3.B** *And how do you focus on pupils' learning?*

*By recognising the real level of pupil's attainment and by designing treatment plans suggested by stakeholders.*

**Question 4.A** *Do you see interpersonal skills as important?*

*Yes, they are very important and necessary for developing learning and the teaching process as well as the full educational progress in the school.*

**Question 4.B** *What do you see as your strengths in interpersonal skills?*

*As a headteacher don't attribute a lot of work and use courses and workshops for teachers and staff to strengthen skills.*

**Question 5.A** *What is the significance you give to being committed and purposeful?*

*It is very important for any organisation and its leader for success in the school task.*

**Question 5.B** *How do you indicate this?*

*It should be characterised by flexibility, by being up-to-date and through loyalty as well as devotion to the school task.*

**Question 6.A** *Why is shared leadership important?*

*To be successful in learning and teaching process in the school as well as sharing leadership is important - in directing work in the school in a good way.*



***Question 6.B How do you go about delegating and share leadership?***

***By giving teachers some authority according to their capabilities and by distributing roles related to the abilities of workers to facilitate the job.***

***Question 7.A Why is personal credibility essential for leadership?***

***Individual credibility is connected with job credibility as well satisfaction in the job and it is very important for teaching and learning process***

***Question 7.B What are your methods of developing personal credibility?***

***Through discussion to clarify educational purposes as well as to feel confident in your opinions and estimate their effectiveness and from the personal first and then with others***



**Set 14: Female Head teachers**

**Question 1.A** *Why is it important to share vision?*

*School plans cannot be made without a vision of the future to put forward appropriate plans and strategy.*

**Question 1.B** *And how do you share vision?*

*Derive this from the teachers' meetings and use channels of communication for discussion to discover teachers' capabilities for innovation and committees to recognise the real situation of organisations sociologically.*

**Question 2.A** *Why is teamwork essential?*

*No organisation can work unless there is much teamwork to facilitate and accomplish the collective work in a good way.*

**Question 2.B** *What are the best ways you use for developing teamwork?*

*The best way is by delegating more freedom in school duties as well as in distributing commissions and attributing a role and authority to each member showing talent.*

**Question 3.A** *What do you think the role of head teacher should be in focusing on learning?*

*It is a large role divided into technical areas like the learning and teaching process as well as the curriculum and examinations, and administratively including the development of staff as well as consistency and continuity among teachers and pupils recognising strong and weak points in the curriculum, and evaluating them.*

**Question 3.B** *And how do you focus on pupils' learning?*

*By coordinating with the senior teachers and the observation of student behaviour.*

**Question 4.A** *Do you see interpersonal skills as important?*

*Yes somewhat, needs to develop these to support school duties.*

**Question 4.B** *What do you see as your strengths in interpersonal skills?*

*By workshop and seminar practice and through caring and supporting and showing consistent encouragement for all staff as well teachers and students.*

**Question 5.A** *What is the significance you give to being committed and purposeful?*

*Without purposeful commitment to the job there is neither progress nor promotion in school; it is to promote and improve the school as well as to be successful in the school job.*

**Question 5.B** *How do you indicate this?*

*That will not happen unless there is professional sincerity as well as dedication, by recognising what schools should have and what they should not have.*

**Question 6.A** *Why is shared leadership important?*



*To create cooperation between head teachers and staff and seeking to be successful in the job as well as cooperating in their efforts - this will definitely help problems in school to disappear.*

**Question 6.B** *How do you go about delegating and share leadership?*

*Listening to teachers' opinions as well as by the appropriate distribution of roles and as authority and through consistent cooperation between all staff in the school to serve the teaching and learning process*

**Question 7.A** *Why is personal credibility essential for leadership?*

*It is very hard to create individual credibility but credibility is supposed to lie with individuals, and any job empty of credibility is incomplete because it is to put trust and confidence in teachers and to take care for their credibility.*

**Question 7.B** *What are your methods of developing personal credibility?*

*By sharing the school plans. Implementing them and by direction and constant advice*



**Set 15 Male Head teachers**

***Question 1.A Why is it important to share vision?***

*Sharing is very important for teachers' cooperation and to inspire teachers to share in the building of the school's purpose, demonstrating innovation in the learning process and educational development.*

***Question 1.B And how do you share vision?***

*By arranging with them which aspect of teaching can be progressed to their benefit then by discussion and determination of the teacher's role, and making decisions.*

***Question 2.A Why is teamwork essential?***

*To ensure successful work in school and to develop work in school as well as to create the opportunity of collective work.*

***Question 2.B What are the best ways you use for developing teamwork?***

*By creating excitement and enthusiasm and by motivating teachers; by consistently communicating and feeding back.*

***Question 3.A What do you think the role of head teacher should be in focusing on learning?***

*It should be a head teacher's most serious concern from the beginning to eliminate points of weakness and to focus on learning and teaching because they are basic to the school*

***Question 3.B And how do you focus on pupils' learning?***

*By suggesting solutions as well going on to demonstrate achievements by making learning and pupils' achievement clear - making progress on school activities.*

***Question 4.A Do you see interpersonal skills as important?***

*Absolutely yes, they are very important because you need to carry a lot of innovation - this which is useful*

***Question 4.B What do you see as your strengths in interpersonal skills?***

*Through enhancing teachers' abilities to do the best - so they are encouraged in each individual job, even simple ones.*

***Question 5.A What is the significance you give to being committed and purposeful?***

*It is very important to have a commitment to upgrade work in schools as well as having honesty is very necessary.*

***Question 5.B How do you indicate this?***

*As the school is a social organisation to serve the local community and it is through the design of future strategic plans and determining the priority of jobs in school and selecting work methods for good professional efficiency.*

***Question 6.A Why is shared leadership important?***



*Because it gives teachers the opportunity to be innovative as well as to improve the school's performance and it gives individuals freedom to think and believe in themselves and show their courage. Sharing helps to ensure leaders for future and by sharing and delegating leadership this helps head teachers to do a lot of work and makes the teaching and learning process shared and collaborative.*

***Question 6.B How do you go about delegating and share leadership?***

*By sharing of opinions as well suggestions and delegating power - open management and the exchange of respect and by sharing the planning and implementation to create and continue to have good communication with staff*

***Question 7.A Why is personal credibility essential for leadership?***

*That is because credibility is built on lots of decisions, because all staff associations should be felt to be professional in school and personal credibility gives support to hard work and will establish enthusiasm; ... you provide a forum for teachers to defend and exchange experiences and to respect each others' opinions and professional growth*

***Question 7.B What are your methods of developing personal credibility?***

*Based on co-operation by the staff in the school and by cooperation and respect supportive communication and sharing in decision-making and discovering innovation.*



## **Set 16 Female Head teacher**

**Question 1.A** *Why is it important to share vision?*

*Exchange of teachers' experiences and the enhancement of teamwork we have multiple views, leading to finding solutions – it is not the simple achievement of aims by the head teacher: the vision is a general comprehensive target for many years.*

**Question 1.B** *And how do you share vision?*

*By listening to teachers' suggestions and opinions as well by sharing planning and implementation – and by inspiration, motivation and by stimulating interest constantly.*

**Question 2.A** *Why is teamwork essential?*

*To create a climate for challenge but one which is socially comfortable to work in effectively to gain and exchange experience ... to achieve work speedily, saving time.*

**Question 2.B** *What are the best ways you use for developing teamwork?*

*By respecting teacher's opinions and developing effective and consistent communication as well as implementing activities and enhancing trust and share all the work at school.*

**Question 3.A** *What do you think the role of head teacher should be in focusing on learning?*

*Improve the situation of students and the critical elements of the curriculum, and develop the facilities and activities as well have a concern for student needs - have an effective treatment plan for students, by identifying and caring for student talent and having abundant appropriate facilities.*

**Question 3.B** *And how do you focus on pupils' learning?*

*By consistent evaluation and teachers' evaluations to make progress in learning and teaching more easily.*

**Question 4.A** *Do you see interpersonal skills as important?*

*Yes, it gives the opportunity to innovate, from professional development workshops and support - to share in decision- making and trusting teachers.*

**Question 4.B** *What do you see as your strengths in interpersonal skills?*

*By reading and practising to develop skills in personal abilities, to develop the capabilities of innovation and creativity.*

**Question 5.A** *What is the significance you give to being committed and purposeful?*

*It makes it easy for head teachers to work in the school and realize their work successfully and is vital that is because the head teacher is an example for others in the school.*

**Question 5.B** *How do you indicate this?*



*By good beginnings as well as purposeful evaluation and his commitment inspires teachers as well as other staff to be committed, the head teacher is the first person on any initiative in the school.*

***Question 6.A Why is shared leadership important?***

*To break the block which separates head teachers far away from teachers as well as to discover leaders in the school - to distribute jobs in school and to create educational organisations that depend on shared work and gathering opinions and suggestions.*

***Question 6.B How do you go about delegating and share leadership?***

*By sharing and delegating in the discussion of results ... evaluating leadership in school step by step as well as by delegating power.*

***Question 7.A Why is personal credibility essential for leadership?***

*So, if there is no credibility there is no loyalty to the job, it should be established through head teachers' credibility - it is one of the vital components of accomplishing the school's role.*

***Question 7.B What are your methods of developing personal credibility?***

*Work by teamwork as well as constant monitoring and evaluation of staff jobs - giving staff courses and workshops on credibility. Jobs should not be delayed and work should be implemented on time.*



**Set 18: Male Head teachers**

**Question 1.A** *Why is it important to share vision?*

*It will not be accomplished unless it is shared with all teachers but there will also be the benefit of staff having multiple experiences for a clearer mission.*

**Question 1.B** *And how do you share vision?*

*Through discussions and purposeful arguments as well as adopting good ideas to give teachers trust and through good communications.*

**Question 2.A** *Why is teamwork essential?*

*One hand doesn't clap by itself so aims should be carried out by teamwork to succeed - the learning and teaching processes should build through teamwork in school.*

**Question 2.B** *What are the best ways you use for developing teamwork?*

*By distributing jobs and following up as well as emphasising strengths and safety within the group - in school meetings and there's workshops as well as courses.*

**Question 3.A** *What do you think the role of head teacher should be in focusing on learning?*

*Recognise the reasons for weakness in the learning process in the school and to find solutions for it as well as making numerous small changes to create a suitable climate for teaching – by continuously helping those who find the work exceedingly difficult.*

**Question 3.B** *And how do you focus on pupils' learning?*

*Motivation and encouragement, by evaluation for staff and teachers - for students, through honest recognition of student abilities and levels in an effort to allow individual differences.*

**Question 4.A** *Do you see interpersonal skills as important?*

*Yes, if it is utilized and directed in the correct way.*

**Question 4.B** *What do you see as your strengths in interpersonal skills?*

*By courses and educational workshops such as computer courses and by giving teachers the opportunity to show their abilities to be exemplary practitioners in school for others, it is based on developing and supporting teachers to do their best, and giving benefits to teachers who have interpersonal skills.*

**Question 5.A** *What is the significance you give to being committed and purposeful?*

*It drives head teachers and encourages them to develop schools ...and it is very important to have commitment to the school and that means the aim should be to achieve and actually have a process of evaluation of these aims helps that.*

**Question 5.B** *How do you indicate this?*

*Through planning and by looking at many educational activities and programs*



***Question 6.A Why is shared leadership important?***

***To accomplish all aspects of the job in school and present a clear picture of work - and distributing and achieving the mission - because people in school should be abundantly trained in teamwork and in administration.***

***Question 6.B How do you go about delegating and share leadership?***

***By distributing some jobs in school so that teachers can feel responsible and take a place in leadership - teachers should share in a variety of committees in school, and they should be given the opportunity to manage the school for one day as well as daily rotation.***

***Question 7.A Why is personal credibility essential for leadership?***

***Credibility leads to quality jobs and to a rise the standards of the school task and it is very basic for the teaching and learning process in the school.***

***Question 7.B What are your methods of developing personal credibility?***

***By motivating teachers, discussion and lead them to like and admire the work, without credibility a school cannot realize its purposes or achieve continuing results, there should be punishment those who have not credibility and reward for those who have credibility.***



## **Set 17: Female Head teacher**

**Question 1.A** *Why is it important to share vision?*

*It is very important to establish firmly the effective fulfilment of the purpose for teachers - to give teachers responsibility for implementation.*

**Question 1.B** *And how do you share vision?*

*By giving them the opportunity to express their views through the school council and delegating authority to addressing their interest in practicing school leadership.*

**Question 2.A** *Why is teamwork essential?*

*No work can be done in the school without the help of teamwork, it is very necessary for the implementation of jobs and the generation of ideas and suggestions.*

**Question 2.B** *What are the best ways you use for developing teamwork?*

*Within consistent training and showing the latest innovations, designing vocational development programs for teachers.*

**Question 3.A** *What do you think the role of head teacher should be in focusing on learning?*

*Provide the circumstances and climate and environment which is encouraging for teachers and students to learn and teach; visiting classrooms and looking at teachers' plans this provides an appropriate climate for teaching and learning and make teachers better at selection.*

**Question 3.B** *And how do you focus on pupils' learning?*

*Supplying the latest innovations in educational fields such as teaching methods and share the learning process with parents.*

**Question 4.A** *Do you see interpersonal skills as important?*

*Yes, it is very important for school leadership - to enrich the educational process.*

**Question 4.B** *What do you see as your strengths in interpersonal skills?*

*Discovers skills and develop the culture and provide information, continue training also by caring and - encourage and inspire teachers - strengthening skills by incentives.*

**Question 5.A** *What is the significance you give to being committed and purposeful?*

*Without being committed to anything head teachers do not firmly establish any achievement. Head teachers should be considered examples for their own schools.*

**Question 5.B** *How do you indicate this?*

*Commitment and hard work in many things is needed to succeed and by accomplishing the job speedily as well as efficiently.*

**Question 6.A** *Why is shared leadership important?*



*Sharing leadership is very important because the head teacher when making decisions alone might be accused of mistakes so it is a way to succeed in leadership and to lighten the administrative work of head teachers.*

**Question 6.B** *How do you go about delegating and share leadership?*

*By sharing the decision-making with others this avoids school problems and through categorising technical as well administrative work in order to share and delegate school leadership.*

**Question 7.A** *Why is personal credibility essential for leadership?*

*To recognise negative points which should be treated as well as positive points to motivate - this is essential in life and it is very important in the job because if a job has no credibility it is finished, when your lack of credibility is found out you will be punished.*

**Question 7.B** *What are your methods of developing personal credibility?*

*By the human relationships and educational values which should be in school; and continuing to direct, consulting and respecting other opinions and through being punished when its lack of credibility is found out.*



**Set 18 Male Head teachers**

***Question 1.A Why is it important to share vision?***

*Ensure pupils' future in the knowledge century as well enrich the school's plan for the future.*

***Question 1.B And how do you share vision?***

*By sharing privileges with teachers and giving teachers the opportunity of listening to their ideas.*

***Question 2.A Why is teamwork essential?***

*To obtain teachers' opinions as well as their ideas, teamwork is vital in school to serve pupils - to do the collective task.*

***Question 2.B What are the best ways you use for developing teamwork?***

*By better selection of team members – at the second stage evaluate teachers' abilities – and then work in school should be collective as it leads to a variety of opinions.*

***Question 3.A What do you think the role of head teacher should be in focusing on learning?***

*Focusing on the learning and teaching process in the school because of the knowledge explosion and globalization, to give our students access to information as well as principles of learning and teaching process, preparing teachers, classroom visits, treatment plan for student.*

***Question 3.B And how do you focus on pupils' learning?***

*By training them in computer skills and by a consistent evaluation process of educational aims.*

***Question 4.A Do you see interpersonal skills as important?***

*It is basic for a successful job in school so head teachers should be using personal skills to present a particular image in school and definitely it means time can be spent on visits or to solve problems and to implement justice among the staff.*

***Question 4.B What do you see as your strengths in interpersonal skills?***

*.. with which teachers are given the opportunity to contribute and to gain sight of the latest information in any interesting area*

***Question 5.A What is the significance you give to being committed and purposeful?***

*Aim to carry out educational purposes in school ... it should be for everyone in school to be committed to any job delegated to him and to try to promote his job to optimal levels*

***Question 5.B How do you indicate this?***

*Through loyalty and dedication and through faith and the head teacher's initiative as the exemplary person in the school by continual quality*



**Question 6.A Why is shared leadership important?**

*To give leaders of the future practice and the opportunity to implement school leadership  
- the teaching and learning process in the school has recently become more shared.*

**Question 6.B How do you go about delegating and share leadership?**

*By sharing responsibility and roles as - helping them the teachers so it doesn't depend on head teachers alone as the modern trend leads to sharing with pupils and parents to making decisions concerning their own school, - participating in leadership to improve the output of the learning process*

**Question 7.A Why is personal credibility essential for leadership?**

*Credibility is vital for a successful job in school and the realisation of its purposes and in addition, no credibility leads to laziness and carelessness and as a consequence attainment and performance drops so head teachers are supposed to give freedom to all staff in school as part of their rights moreover, they should consider the exchanging of experience between teachers.*

**Question 7.B What are your methods of developing personal credibility?**

*No credibility can be avoided by head teachers' constant monitoring through performance evaluation and school meetings*



**Head teachers' female No 10:**

**Question 1.A** *Why is it important to share vision?*

*To be clear and cover all aspects of the school and to determine the educational purpose of the school and seek to realize it in the future.*

**Question 1.B** *And how do you share vision?*

*By sharing some issues presented by teachers ...listening to their ideas through meetings and workshops as well as questionnaires.*

**Question 2.A** *Why is teamwork essential?*

*It is vital in school to the collective job and the pupils - it is very important for work in school*

**Question 2.B** *What are the best ways you use for developing teamwork?*

*Teachers should be motivated and encouraged to develop and be provided with courses by scientific methods to ensure effective teamwork*

**Question 3.A** *What do you think the role of head teacher should be in focusing on learning?*

*Encouraging teachers as well as other staff to develop professionally; to meet and prepare reports about pupils and to share in school activities as well as care for talented and lazy pupils there are also by consistent evaluation of examinations, curriculum analysis and ...professional growth and school activities.*

**Question 3.B** *And how do you focus on pupils' learning?*

*Motivating as well honouring them in how they address the demands of an effective school curriculum*

**Question 4.A** *Do you see interpersonal skills as important?*

*Yes it is very important in developing school duties.*

**Question 4.B** *What do you see as your strengths in interpersonal skills?*

*I seek to strength these skills by refining and enhancing them and it is better to delegate to others, relying on stimulating them as well as focusing on their importance.*

**Question 5.A** *What is the significance you give to being committed and purposeful?*

*Leads to development, modernization in the school - also no promotion should come without a good commitment to the job.*

**Question 5.B** *How do you indicate this?*

*Through the head teacher's commitment to developing it and promoting plans for pupil attainment as well school activities and by making himself a model to others in school.*

**Question 6.A** *Why is shared leadership important?*



*Distributing work helps head teachers to do quality work - also to share and delegating leadership decreases the head teacher's workload which are partly about the technical job of caring for the school as well as developing and reforming it.*

***Question 6.B How do you go about delegating and share leadership?***

*Delegating and sharing leadership according to roles in school and through giving teachers power and authority to make decisions, in some cases according to the nature of these cases.*

***Question 7.A Why is personal credibility essential for leadership?***

*Giving importance to work in school, and credibility should be considered basic at work because it leads to effective achievement and hard work.*

***Question 7.B What are your methods of developing personal credibility?***

*By building trust and honesty within all staff - feeling how others feel, share decision-making, giving an opportunity to capture teachers' opinions, suggestions, and feel teachers are an important factor in school who have a vital role in the teaching and learning process*



**Head teachers' male No 11:**

**Question 1.A** *Why is it important to share vision?*

*To help the school's drive for the future and to establish cooperation between staff through distributing staff roles according to their ability.*

**Question 1.B** *And how do you share vision?*

*...by sharing with all connected with the school, including the local community*

**Question 2.A** *Why is teamwork essential?*

*For jobs to be done speedily, teamwork gives an opportunity for understanding the nature of work as well as leadership, effective sharing and showing the cynics as well as new staff - enhanced talents and abilities and basically according to many studies on schools, head teachers can't do without teamwork.*

**Question 2.B** *What are the best ways you use for developing teamwork?*

*By practice and workshops and through sharing the purpose for teamwork*

**Question 3.A** *What do you think the role of head teacher should be in focusing on learning?*

*Particularly supervising the school function and motivating staff and teachers, talented pupils ... and the big role is to monitor teachers and other staff as well as students and supervise treatment plans*

**Question 3.B** *And how do you focus on pupils' learning?*

*Through programs is designed to raise lazy pupils - to continue to encourage purposeful behaviour and the enhancement of the excellent pupils' abilities*

**Question 4.A** *Do you see interpersonal skills as important?*

*Sure, in particular and it is very important for the job in school*

**Question 4.B** *What do you see as your strengths in interpersonal skills?*

*Determining these skills and providing courses which support teachers - they are made strong by training in their areas of interest - should aim to bring them out*

**Question 5.A** *What is the significance you give to being committed and purposeful?*

*It is very important that head teachers should be models in their schools as well as showing sincerity and honesty and it is important to succeed in the school job through long-term plans*

**Question 5.B** *How do you indicate this?*

*They should also be effective and capable in dealing with human relationships by determining aims in trying to raise levels of attainment far above for those students who are in difficulty*

**Question 6.A** *Why is shared leadership important?*



*It is very important because it gives head teachers time to think and to do other tasks that might be more important and sharing and delegating leadership here this has many positive ways to promote schools by through building teamwork and removing autocracy from them*

***Question 6.B How do you go about delegating and share leadership?***

*Distributing jobs according to the credibility and effectiveness of the leadership of his subordinates and by distributing jobs, giving authority*

***Question 7.A Why is personal credibility essential for leadership?***

*Individual credibility proves loyalty to the job which leads to working hard to achieve the purposes of school, credibility makes the job in schools go forward,*

***Question 7.B What are your methods of developing personal credibility?***

*By respecting them and sharing with them and through constant encouragement as well as inspiration*



Head teachers' female No 12:

**Question 1.A** *Why is it important to share vision?*

*It is very interesting to find out the multiple views from teachers and present suggestions for a clear vision to facilitate and support the future plans of the school.*

**Question 1.B** *And how do you share vision?*

*By school council meetings as well as by delegating authority*

**Question 2.A** *Why is teamwork essential?*

*Because cooperation leads to good results in school and it develops many sides of the school as well as develops the work in the school and earns best results - many ways should be tried.*

**Question 2.B** *What are the best ways you use for developing teamwork?*

*By workshops and encouragement as well as learning through experience and giving direction and consulting and giving advice*

**Question 3.A** *What do you think the role of head teacher should be in focusing on learning?*

*They have a positive role for teachers, pupils and staff and deal with the school buildings, continuing to study plans and analyse the curriculum and student levels and the educational process in the school.*

**Question 3.B** *And how do you focus on pupils' learning?*

*Through the ongoing recording of student levels and suggest appropriate solutions*

**Question 4.A** *Do you see interpersonal skills as important?*

*They have an important role to play - a successful job in school and in particular they help tasks in school to be successful - this might be seen more clearly with new teachers as there are differences between them*

**Question 4.B** *What do you see as your strengths in interpersonal skills?*

*Head teachers should notice these skills and strengths as well as encourage them and help them to proceed by workshops, direction and supervision, by relying on different plans for professional growth, sharing experience and workshop*

**Question 5.A** *What is the significance you give to being committed and purposeful?*

*It is important because lack of commitment lead schools to fail - it is vital for the school because it helps innovation and improvement on job and the community's judgement,*

**Question 5.B** *How do you indicate this?*

*By commitment to school plans, schedules and distributing jobs in school continuing to evaluate what success might be achieved and through respecting all in school- teachers and other staff, the pupils and parents - the head teacher should show commitment to his time in work from the first day*



**Question 6.A** *Why is shared leadership important?*

*Important and necessary especially when tasks are distributed for the participation of junior colleagues to have responsibility, sitting with teachers - this is important for successful work in schools.*

**Question 6.B** *How do you go about delegating and share leadership?*

*By delegating head teachers' jobs to assistants - giving effective teachers a role in the school that helps, give some time to the head teacher's assistant to manage meetings as – having the assistant manage meetings and make decisions and give direction and advice to head teachers - this enables delegation*

**Question 7.A** *Why is personal credibility essential for leadership?*

*Credibility is definitely important for work in schools and to make some things lighter for head teachers and it is vital because educators are examples for others,*

**Question 7.B** *What are your methods of developing personal credibility?*

*By giving trust to teachers, head teachers should continue to be a model for all in the school through the job giving advice, consulting, these create credibility on job*