

**LEBANESE AMERICAN UNIVERSITY**

**CAN PRINCIPALS WITHOUT EDUCATIONAL BACKGROUND BECOME**

**EFFECTIVE LEADERS?**

**By**

**GRASIELLA KHALED HARB**

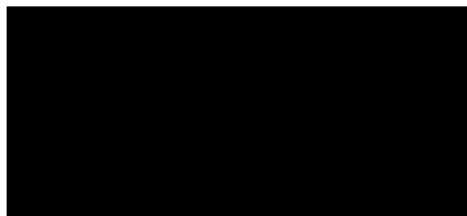
**A project**

**Submitted in partial fulfillment of the requirements**

**For the degree of Master of Arts in Education**

**School of Arts and Sciences**

**July 2011**







## ACKNOWLEDGMENTS

I would like to thank everyone who made my MA project a success. Finishing my study and preparing for my wedding simultaneously was not easy at all. Thank God for giving me the courage, wisdom, and patience to overcome all the challenges that came along the project preparation.

In particular I would like to thank the following people for their valuable support and assistance:

Thanks from the heart to my supervisor Doctor Nabhani, who believed in my potential and supported my enrollment in the MA program. Thank you for your support and for providing me with detailed feedbacks and necessary articles and references, which were of a big help for me. Because of your flexibility and support I was able to overcome many obstacles and finish my project before my wedding. Thank you also for presenting a mother-figure for me and giving me all those beneficial advice. You were of a big help, doctor!

I would also like to thank Doctor Rima Bahous for being my second reader. Acknowledging that my topic was interesting gave me a real push to work on it enthusiastically to make her feel proud of me.

I am speechless in front of the support my mother offered. She used to share my tears and laughter and fix me delicious meals to keep me in the mood. My gratitude and appreciation also go to my brother and the love of my life, my precious father. I know we fought a lot during my preparation for the project, but as always you were forgiving, patient, and supportive.

Finally, I would like to thank my loving fiancé, my supportive friend, and my trustworthy reference. This is especially dedicated to you! Thank you for instilling pride in me and making me believe in my potential. Thank you for all the long evenings you spent with me as I worked on my project. I know this whole period you have been pulling your hair out, yet you remained patient and ready for any help. I am so proud to have you in my life.

**To Jamal, my adorable husband**

# **Can Principals Without Educational Background Become Effective Leaders?**

**Grasiella Khaled Harb**

## **Abstract**

The following paper introduces an exploratory research study conducted in a private school in Beirut. The importance of this study resides in its contribution to the literature on school management and leadership. It introduces a new research problem through which the researcher discusses her speculation about the performance of private school owners in Lebanon, who are running their own school with limited education background. Out of a teaching experience in one of these schools, the researcher decided to find answers for her speculations and in the same school she used to teach. More specifically, she explored the school owner's role and style in running his school, and the type of culture he established, through both qualitative and quantitative instruments (interview, observation, and questionnaire). Findings were triangulated and results indicated: (1)- the ineffective role the school owner played except for maintaining discipline and order, (2)- the ineffective autocratic style he showed in fulfilling his role, and (3)- the school owner's failure in establishing a positive culture.

*Keywords:* Private Schools, School Owners, Role, Style, School Culture, Vision and Mission, Collegiality, Decision-Making

## TABLE OF CONTENTS

<b>Chapter</b>	<b>Page</b>
<b>I – Introduction</b>	<b>1 - 8</b>
1.1 Overview	1-4
1.2 Research Problem	4
1.3 Research Purpose and Rationale	5-7
1.4 Research Context	7-8
<b>II – Literature Review</b>	<b>9 - 23</b>
2.1 Role	9-12
2.2 Style	12-18
2.3 Culture	18-23
<b>III – Methodology</b>	<b>24 - 32</b>
3.1 Research Design	24
3.2 Sample	24-25
3.3 Instrumentation	25
3.4 Interview	25-26
3.5 Observation	26-28
3.6 Questionnaire	28-29
3.7 Triangulation	29
3.8 Validity and Reliability	30-31
3.9 Data Analysis	31-32
3.9 Ethical Consideration	33



<b>IV – Data Results</b>	<b>34– 42</b>
4.1 Results and Common Findings of Research Question 1	34-37
4.2 Results and Common Findings of Research Question 2	37-40
4.3 Results and Common Findings of Research Question 3	40-42
<b>V – Discussion of Findings</b>	<b>43 - 50</b>
5.1 The Principal’s Role	43-46
5.2 The Principal’s Style	46-47
5.3 The Principal and School Culture	47-50
<b>VI - Conclusions</b>	<b>51 - 53</b>
6.1 – Conclusion	51
6.2 – Limitations	52
6.3 – Recommendations	52-53
5.5 – Suggestions for Further Research	53
<b>VII – Bibliography / References</b>	<b>54 - 59</b>
<b>VIII – Appendices</b>	<b>60 - 69</b>
Appendix A: Interview Questions	60-61
Appendix B: Interview Questions and Observations	62-66
Appendix C: Questionnaire	67-69

## **Chapter I**

### **Introduction**

Successful effective schools have unique characteristics and processes which help all children learn at high levels. Such characteristics are best described by Sammons, Hillman, and Martimore (1995), who concluded, through their empirical studies on schools in the UK, that effective schools add value to their students' outcomes because they help them achieve and progress further than what the schools expect from them. They added that the most important element in establishing an effective learning environment is the principals, the role they play, their style of management, and the type of culture they create in their schools. Effective principals are those who create an attractive environment, which stimulates learning and enhances students' academic achievement. This is achieved when principals focus on setting a clear vision and mission for their schools and on the quality and quantity of teaching and learning. That is they focus on the teachers' performance and on organizing the learning time. However, principals' efforts are not fruitful unless they create a positive school culture based on shared-leadership, collaboration, high expectations for all, order and discipline, positive reinforcement, and safe environment (Sammons et al., 1995).

In Lebanon, some of the principals of private schools are the owners of their schools. They had a sufficient capital of money and decided to invest it in education. Some of these principals have specialties in fields that are not related to education, and thus, have minimum qualifications of education management and leadership. This factor may affect teachers' development and performance and, consequently, students' performance and achievement. Unfortunately, there has been no research or empirical studies conducted in Lebanon about how these private school owners are playing the role of school principals and running their schools.

The researcher is a teacher who once worked in a school run by a school owner with a degree in psychology. Based on the owner's minimum knowledge of school leadership, the researcher witnessed the gaps the owner had in managing his school. Now that she has studied education management and leadership, she can diagnose when, where, and how the performance of that principal was implemented in an ineffective way. For the first time such a topic is explored, and the way private school owners, with minimum education qualifications, are running their schools is explored. The researcher gained access to the same school she had taught in to investigate the school owner's style and skills and the school culture he established.

In Lebanese private schools (K-12), the principal must meet certain government criteria. He/she is required to have: (a) a university degree with a specialty in education or educational administration or (b) a university degree in a field other than education and at least three years of teaching experience (Decree No. 2896, 1992). However, according to the literature on school management and leadership, being an effective principal demands much more than what the decree states.

A study conducted by Akkary and Greenfield (1998) on the role of principals in Lebanese private secondary schools showed that out of 33 principals (participants of the study), 12% indicated that their undergraduate major was education. The study findings showed that the primary concern of those principals was succeeding in helping the highest number of students pass their official exams. They tended not to focus directly on the effectiveness of teaching and learning, the instructional program, or the school's curriculum; their role was mainly focused on supervising teachers' attendance records and checking teachers' preparation books to ensure that they have prepared to teach what is prescribed.

Private school owners should be education oriented rather than business oriented; that is their schools should be learning-centered and not profit-centered. These owners should have a core scheme for how to develop their school's capacity through competent staff members, who collaborate together to develop lifelong learners (LaPointe & Davis, 2006).

In order to develop students, teachers should be developed and empowered too (Marks & Printy, 2003). The efficiency of school owners lies in recruiting competent and knowledgeable instructors and constantly developing their character, professional identity, teaching methodologies, skills and knowledge. Practically speaking, school owners should have teacher leaders with whom they share power and decisions. These teacher leaders would act as instructional leaders in developing their teachers. Through professional development, they would train teachers on how to design and implement a student-centered curriculum and on how to align it with the school's vision and mission (Mangin, 2007).

Based on the above, the researcher investigates the role and style of the principal in managing his school and the culture he is promoting among his staff. According to Bolman and Deal (2008), culture is the norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. School culture is shaped by how people think, feel, and act. It serves as the tight bond that brings the school together and makes it special. Furthermore, the researcher explores whether the principal creates a clear school mission and puts it into practice through a positive culture based on consistent and collaborative ways of working and making decisions. The researcher explores the involvement of the school owner with the staff's daily activities and performance and examines his role and skills in creating a meaningful learning environment. It examines whether he is motivational and inspirational enough in encouraging teachers to be risk takers, to take the initiative and apply updated

pedagogical approaches and extra-curricular activities, to be held accountable, and to work collaboratively with other staff members to achieve their goals (Hoy & Miskel, 2005).

### **The Problem**

With the absence of supervision by the Lebanese Ministry of Education and with the lack of research on privately owned schools and effective school leadership, one may wonder whether some private school owners in Lebanon might be managing their schools affairs ineffectively and, consequently impact teachers' performance and students' academic achievement. The researcher, who was a teacher in a rural area, had informally gained knowledge of such privately owned schools whose owners run the school with minimum education qualifications. She speculates that not having a qualified principal may encourage instructors to teach students according to easy and traditional approaches, which demand less effort, preparation, and creativity. Furthermore, curriculum and lesson plans may be based on rote learning (drills and memorization) rather than on students' personal experiences and on what the 21<sup>st</sup> century requires of skills and knowledge. Constructivist learning may not take place since teachers, in the absence of knowledgeable principals, would not be working on implementing updated approaches that are based on interactive and social learning. As a result, students may not develop critical analysis, and their characters may not develop intellectually, socially, and emotionally. Lack of motivation to exert effort may also result.

The above raises the need for having research on how private school owners, coming from fields other than education, are playing the role of principals in their schools and mainly in low SES communities.

## **Research Purpose and Rationale**

The objective of this exploratory study is to investigate whether one private school owner in Lebanon who manages his own school with minimum education qualifications is an effective principal. The aim is not to generalize but only to explore this type of school culture so that others can learn from it. In order to investigate his performance, the researcher examines: 1- the owner's role, 2- the owner's style in running the school, and 3- the type of culture prevailing in the school.

The purpose behind investigating the role of the principal is to know whether he works on improving his school's capacity. Newman, King, and Young (2000) defined school's capacity as the competency of the school to bring about changes through: (1)- the professional development of knowledge and skills of its staff, (2)- collaborative efforts of a professional staff in setting clear goals and developing action plans for implementing them, (3)- the extent to which school's programs are coordinated, focused on clear learning goals, and sustained over time, and (4)- the availability of technical resources such as high quality curriculum, instructional material, assessment instruments, technology, workspace, etc... This will show what the principal does for developing his staff members in order to provide quality learning for his low SES learners. The study also explores whether he shares with teachers ideas, values, and opinions, and how much he is concerned with initiating action and inspiring others to reveal their best potential. It also examines whether the principal is involving his staff in the decision making process and sharing accountability and fostering self-esteem among his staff. The role and skills of the school owner will lead us to his style in managing the school and his ways in implementing his role and motivating his teachers to improve their performance.

The third purpose of the study is to investigate whether the culture of the school is positive and effective or a dysfunctional one, where parents, teachers, and administrators do not like, trust, or respect one another. Dysfunctional school cultures are characterized by low academic and social performance (Comer, 2005). To explore the culture's nature, the researcher focuses on four factors: 1- physical structure of the school, 2- hierarchical structure of the school, 3- social control over the teachers and students; that is whether they work together in an orderly and systematic way, concentrate on teaching and learning and avoid any possibilities of distraction and delay (Hargreaves, 1995), and 4- social cohesion in the school; that is if there are social relationships that are satisfying, supportive, and sociable between students and staff and among staff themselves (Hargreaves, 1995). The objective behind exploring the culture is to know what type of environment is created for teachers and students and whether this culture is effective in developing the teachers' and students' performance.

The hypothesis of the research is that some private school owners who are running their schools with minimum education qualifications in Lebanon and mainly in low SES communities may not be functioning as effective principals. From this assumption stems three core research questions:

- 1- What is the role of the school owner in running his school?
- 2- What is the style of the school owner in managing his school?
- 3- What type of culture is established by the school owner?

The importance of this study lies in the fact that it introduces something new to the literature since no research studies in Lebanon explored whether school owners who are running their schools with minimum education qualifications in Lebanon are playing the role of effective

principals. It encourages other educators in Lebanon and other countries to conduct empirical studies on private schools with similar conditions.

It is also worth mentioning that many parents in Lebanon are encouraged to enroll their children in private schools more than in public ones. However, not all can afford the expenses of reputed private schools, so they may end up enrolling their children in schools with similar conditions to the one the researcher is investigating. Thus, it is important to make sure that these private schools, which are led by their owners, are performing effectively and offering quality education to the low SES Lebanese communities.

### **Research Context**

The study is conducted in a private school in a low SES community in Beirut. The location of the school is not healthy since it is built in an industrial region. It is surrounded with factories and the area is quite noisy for students to learn. The school is a two-storey building, with one playground for all students with no trees, flowers, and other aesthetic natural elements. There is a theater hall but no labs, computers, or clubs for students. The school is run by its school owner, who has been its principal for ten years. It offers education from kindergarten till secondary classes for children from the surrounding low SES community; all belong to the same faith. It teaches English as the first foreign language and French as the second. Gaining access was not difficult for the researcher since she was a previous instructor at that school, and the principal gave her his consent and was interested in the research idea because it would help in evaluating his school and in offering suitable recommendations for improving the school. As for the teachers, not all hold a Bachelor's degree. Those who did not acquire this degree are assigned to cycle 1, while those who did or are still studying at universities are assigned to higher cycles. The school has a good reputation because all its students pass the official exams.



The above chapter presented the research problem and explained its importance. The following chapter includes a review of relevant studies on effective schools: the role and style of the principal in running these schools, and the positive collaborative culture they establish.

## **Chapter II**

### **Review of Literature**

Research showed the effectiveness of a school is based on: (1)- the role of principals, (2)- their style in managing their schools, and (3)- the type of culture they establish (Sammons et al., 1995; Bell, 2004; Hoy & Miskel, 2005; Catano & Stronge, 2007; Bolman & Deal, 2008). These three elements are discussed in this chapter, and they provide a theoretical framework for the study.

#### ***Role***

The role of effective principals is not restricted to one area only. They function as building managers, agents of change, personnel administrators, and disciplinarians. They are also responsible for hiring, supervising, and evaluating faculty and staff, providing leadership in curriculum development and administering the operating budget. They are called upon to solve academic and social problems, and to involve parents in school decisions (Kathlee, 2000; Vyverman & Vettenburg, 2009). Good principals are balanced within all their roles and work hard in implementing them. All of these responsibilities are discussed under the following headings of the most prominent roles of effective school principals.

#### **Articulating a clear vision and mission of the school**

Effective principals are the ones who seek to define, strengthen, and articulate a clear vision and mission, values, and beliefs that give the school its identity. After shaping their vision, principals must include all the staff members in implementing it. This helps ensure an increased sense of empowerment and greater potential for long-term sustainability of the school's reform efforts (Kathlee, 2000). The school vision should be communicated clearly through explaining its

relation to teachers' performance and its alignment with their teaching strategies so that teachers know how to implement the vision on the floor. Furthermore, the principal should make it clear that the curriculum and all necessary resources should align with the school vision (Ubben, Hughes, & Norris, 2001).

Communicating a clear school vision is also related to the principals' role in overseeing the physical structure of the school, which should reflect the vision and values of the school. Physical aspects are exemplified in students' work displayed on the walls, clean and bright spaces that exhibit pride in the school's appearance, classrooms that allow flexibility in different seating arrangements and adequate resources for both students and teachers (Sherman, 2000).

### **Creating a safe environment**

Another major role is maintaining school safety. This responsibility includes: (1) ensuring that facilities and equipment are safe and work properly, (2) developing school discipline policies and enforcing these policies, and (3) assigning supervisory responsibilities among the staff to ensure constant protection for the students (Jenlink, 2000). Principals have the role of creating a safe environment also through conflict-resolution and mediation. Such environment is based on the principals' skills in promoting healthy, productive interactions among the staff, ensuring that the positive and negative feedback of the teachers is heard and taken into consideration (Sherman, 2000).

### **Maintaining Discipline and order in the school**

Principals play an important role in establishing and maintaining school discipline, with the help of effective administrators and by personal examples. Principals present a visible role model by walking around and greeting students and teachers, showing by that a respectful

attitude. Effective principals are liked and respected rather than feared, and they communicate caring for students as well as willingness to impose punishment if necessary (Morrison & Skiba, 2001).

By maintaining discipline, principals ensure the safety of staff and students, and they create an environment conducive to learning. The role of the principal is to make certain that rules are clearly communicated to teachers and students and that the consequences of breaking them are clearly specified and communicated to staff, students, and parents through newsletters, student assemblies and handbooks (Morrison & Skiba, 2001).

### **Directing, supervising, and developing teachers**

From their own teaching experiences, principals can have valuable insights into the challenges teachers face in the classroom. They can act as guides and supporters for their teachers in helping them develop their teaching performance for better results. This is done through providing teachers with continuous professional development (Sherman, 2000).

Effective principals share knowledge with their teachers, model expected behavior, and show willingness to be supportive. For example, they encourage their teachers to try new things, which may be beneficial to students. Doing so makes teachers feel under no threat, for their principals give them full support (Sherman, 2000). Sherman adds that effective principals can play the role of coaches through setting clear goals for their teachers and inspiring them to reach those goals. They give teachers the knowledge or information and show them the way to implement it and improve their skills on their own. Furthermore, principals make sure that teachers are working together effectively toward a common objective (Goddard, Hoy, & Hoy, 2000). Principals encourage teachers to share common strategies for improving and developing the teaching learning process. Thus, effective principals act as mentors, create a clear vision for

their teachers, set goals, build strong teams, encourage skill building and continuous learning, assess performance by looking at results, and inspire teachers for a better performance (Kathlee, 2000).

### **Collaborating with parents and other community members**

Principals are responsible for facilitating their school's interactions with parents and other members in the school community (Epstein & Salinas, 2004). Their role includes working with parents concerning students' discipline, academic performance, special needs and services, and other concerns (Ubben et al., 2001). Through collaboration, parents can provide important contributions and perspectives for school improvement. They can also offer technical assistance and valuable resources necessary to the schools (Sergiovanni, 2001). Kathlee (2000) also believed in the importance of principals collaborating with the outside community. Referring to parents and other community members outside the school helps in ensuring commitment towards the school and improvement in the learning outcomes of students. When parents are informed about the school's plans and reformations and learn about their importance, they become more encouraged to support the school. Principals are also engaged with outside entities. For example, they contact companies, agencies, alumni, etc... to inform them about any contributions or sponsorships needed for various school programs. Sergiovanni (2001) believes that principals should not keep their achievements for themselves; they should welcome every opportunity to open doors to visitors and share their success.

### ***Style***

Principals should play an effective and determining role in achieving the vision and mission of the school. The extent to which they succeed in achieving the school's objectives and fulfill the principles included in the mission statement depends on their management style. The

particular style of principals is so critical that it affects the school either adversely or positively (Kowalski, 2003; Kythreotis, Pashiardis, & Kyriakides, 2010).

Five prominent styles of school management are explored in the following part:

### **Autocratic Style**

Autocratic style reflects the style of school principals who direct their staff, improve effectiveness, assume they know best, give orders, treat staff as subordinates, discourage dissent, promote themselves as leaders, and hate failures (Dubrin, 2005). Autocratic principals determine the school policy alone and assign duties to staff members without consulting them. They provide clear expectations for what needs to be done, when it should be done, and how it should be done. However, they do not delegate authority nor permit the staff to participate in making decisions. Orders and decisions are issued and must be applied without any question (Dubrin, 2005).

Henderson (2010) explains that under this style, school staff is coerced, controlled, directed, and demotivated. Consequently, autocratic style leads to low morale among staff and students, which may, in turn, become the main cause of staff turnover and students drop-out.

Starrat (2001) argues that autocratic style is often based on the assumption that the power of principals is derived from the position they occupy and from their belief that people are innately lazy and unreliable. They try to influence their subordinates through written and unwritten rules and regulations of behavior. Such a style may result in low-level of performance and behavior.

Starratt (2001) continues that autocratic style does not facilitate the development of a collaborative school climate. The staff is led to believe that their input is not valued or needed

and that principals have all the answers. Moreover, principals give instructions directly to teachers. They do not believe in the existence of head teachers or coordinators with whom they can share authority and delegate responsibilities to. The lack of appreciation, trust, and authority sharing may cause dissatisfaction among staff members (Harris & Muijs, 2005; Draper & McMichael, 2003).

On the other hand, an autocratic style may provide those working under the principal with a sense of certainty and protection. The staff may feel safe because they do not have to be involved in solving problems. Their principals usually have great self-confidence, a clear vision of what needs to be done, and the political skills to get things done (Liu, 2003). This style is considered appropriate when decisions need to be taken quickly when there's no time for input, and when the staff agreement is not necessary for a successful outcome (Liu, 2003).

### **Democratic Style**

Principals who exhibit this style spend their time trying to inspire their staff, finding new approaches, developing knowledge and skills of their staff, treating them equally, encouraging constructive dissent, sharing rewards, and are more comfortable with failure (Kowalski, 2003).

Such principals believe that the staff should be involved in the decision-making process. Decisions are made after principals consult their staff and study with them why these decisions were made and where they lead the school to. The democratic style allows the freedom of thought and action within the framework of the vision and mission of the school (Adeyemi, 2010).

Through this style, principals create an environment where the staff and students are encouraged to set their own goals and find the best way of achieving them (Leithwood & Janatzi,

2000). Motivated to do so, they will be exercising self-control and self-direction. Motivation comes through principals delegating responsibilities for the staff; the thing which creates a sense of belonging and promotes creativity and higher degree of morale (Adeyemi, 2010). Principals delegating authority and responsibility to their staff reflect a sense of respect and trust. The development of such values facilitates the mission of the school and increases morale by making the staff feel respected and valued (Kowalski, 2003; Troman, 2000).

Liu (2003) argues that the democratic style of management is not only possible but necessary. It renders the relation between principals and staff to be productive in all school procedures. Liu (2003) also discusses that in a democratic environment, it is more likely to find collegiality among staff members and a strong desire to remain a member of the school, that is, social cohesion. However, democratic style might lead to adverse consequences if there is no clarity as to how the decisions will be implemented (Adeyemi, 2010).

### **Transactional Style**

According to Avolio and Bass (2004), transactional principals seek a compromise between stressing the school's goals and demands and the staff's needs. Such principals appreciate the need to achieve the school's vision and mission and at the same time ensure that the needs of the staff are not ignored. Principals are firm with the rules and procedures they set, but at the same time they aim at achieving school objectives without upsetting people too much in terms of their needs (Jung & Berson, 2003).

This style is based on the idea that team members agree to obey their principals and comply with the school rules once they have accepted the job. The principal rewards the staff's efforts and compliance and at the same time has the right to apply sanctions if the staff's work does not meet the pre-determined standards. This plays a role in motivating the staff since such



principals give incentives (allowance, bonus, benefits, prestige) that encourage greater productivity (Bass & Riggio, 2006). However, because there is not a persevering purpose beyond that, staff members are likely to choose to stop following the principals' directions unless they extend the bargain of fulfilling the staffs' needs. Hence, this style is more suitable for times when the school is relatively stable (Clegg, 2005).

### **Contingency Style**

One important function of principals is to communicate effectively to their staff the vision and goals of the school and thus gain their commitment to them. Principals need to realize that effectiveness in management depends on being able to diagnose and adapt to constant changes. A contingency management style is shown when principals deal with each problem as it arises (Sabanci, 2008). This style suggests that because principals and teachers will be faced by problems and issues on a daily basis, they need to plan how best they can equip themselves with approaches to handle problems confidently and with a minimum of stress (Liu, 2003).

Ellis and Dick (2003) assert that this style's effectiveness lies in the fact that principals determine the appropriate style to follow with respect to the situation they face. Effective principals adjust and adapt their style and can use one or more as needed, depending on the situation. Clegg (2005) proposes that such school principals are flexible and change their styles according to whatever the situation requires. Furthermore, for determining their style, principals take into consideration the following factors: school effectiveness, environment, maturity of their followers and their behavior. Thus, principals' styles are interchangeable depending on the situation (Dubrin, 2005).

## **Laissez-Faire Style**

Principals with this style of management just sit back and allow everyone to do their job. They believe that there should be no rules, directions, and regulations to be set since everyone in the school should have an inborn sense of responsibility (Liu, 2003). According to Liu (2003), this concept may prevail among mature and experienced teachers, but it cannot be applied on new and fresh graduate teachers. It would only lead to disorder and chaos, which would hardly be conducive to quality education.

Under this style, principals focus on administrative procedures rather than the vision and mission of the school. They are so consumed by the daily operations and routine procedures that they neglect real action plans that develop the school and improve the quality of education. Perhaps at the request of staff members, these principals schedule a school meeting to discuss improvement issues. Even when doing so, their focus will be on monitoring who attends and does not attend the meeting rather than on making recognizable progress in school improvement (Ellis & Dick, 2003).

Frischer (2006) adds that principals following laissez- faire style make no direct attempt to control or modify the structural organization of the school. They allow the staff to have complete freedom to make decisions concerning the completion of their work. Principals provide their staff with the materials they need to accomplish their goals and answer their questions. In addition, they fail to inspire their staff and do not rely on the contractual agreement of performance that is found in the transactional style. Therefore, since there are no shared goals between principals and their staff, there is no successful school management behind this style (Frischer, 2006).

One advantage of this style is that it creates a challenging and creative climate for those who are highly motivated and take the initiative to apply and improve things. Furthermore, this style works well with a staff that is highly capable and motivated and does not need close mentoring or supervision (Adeyemi, 2010).

### ***Culture***

The third element that this study explores is school culture and the role of principals in shaping it.

Hargreaves (1995) described four types of school culture in terms of social control and social cohesion. He explained that schools face two fundamental tasks: one is to achieve the goals for which they exist (e.g. student achievement), and the other is to establish harmonious relationships (e.g. social relationships among teachers and students). However, these two tasks are often in tension because the pressure of achieving might be at the expense of establishing harmonious relationships. That's why, Hargreaves (1995) continues, effective schools are those that maintain: (1)- social control over teachers and students so that they work together in an orderly and systematic way, concentrate on teaching and learning and avoid any possibilities of distraction and delay, and (2)- social cohesion or maintaining social relationships that are satisfying, supportive, and sociable. These two dimensions are the factors that determine the nature of the school and its effectiveness as described in the following part.

#### **The formal school culture (high social control and low social cohesion)**

In this type of culture, students are under pressure of achieving learning goals, including curriculum targets and exam or test performance, but with weak social cohesion between staff and students. The school's tasks are ordered and scheduled, traditional values are promoted, and

there is a discipline system with strong emphasis on ethics. Academic expectations are high, with a low acceptance for struggling learners. Furthermore, the staff is relatively strict with students (Hargreaves, 1995).

### **The welfarist school culture (high social cohesion and low social control)**

Schools of this culture have a relaxed, friendly, and cozy atmosphere. The focus is on individual student development through a child-centered educational philosophy. Work pressure is low because social cohesion goals of social adjustments and life skills are given priority over achieving academic goals (Hargreaves, 1995).

### **The hothouse school culture (high social control and high social cohesion)**

Everyone working in this school culture is under pressure to participate actively in every aspect of the school system. High expectations of work, personal development, and team spirit are high. Teachers are enthusiastic and committed to their school and want their students to be the same. Furthermore, teachers and students in this culture are anxious of not showing their fullest potential and achieving as they should (Hargreaves, 1995).

### **The survivalist school culture (low social cohesion and low social control)**

Schools of this culture are characterized with poor social relations and poor discipline system. Teachers strive to maintain basic control over their students and find difficulty in developing their students' achievement. Often teachers allow students to avoid academic work in return of not engaging in misconduct. Thus, lessons move at a leisurely space, most students feel bored and alienated from work, and, consequently, they under-achieve. As for teachers, they feel unsupported by senior colleagues and enjoy little professional satisfaction (Hargreaves, 1995).

In this study, the researcher examines what type of culture was fostered by the school principal under study.

Rosenhottz (1989) had also examined how some of the cultural characteristics of schools correlated with students' gaining knowledge and achievement. She classified the schools as follows:

### **Moving Schools**

The vision and mission of moving schools are clear and the staff knows what they are doing and where they should reach with their plans. Moving schools have a strong sense of shared goals. Teachers continuously examine their practice and make sure that curriculum aligns with their students' needs and interests. Besides, they always get their principal's support for collaborative efforts.

Teachers in this type of school work together actively and effectively to respond to changes and to keep on developing. They know where they are going, they have clear policies, determination, and understanding of the processes needed to reach their goals. Teachers are also engaged with their students and strive to create a motivating learning environment. That's why student achievement is usually high in such schools. Furthermore, teachers believe that their own professional development is important, and they always seek opportunities for developing their knowledge especially from their colleagues. Besides, these teachers believe that teaching is not an easy thing, and that they constantly need to learn how things are done in a better updated way.

### **Cruising Schools**

Cruising schools are usually located in affluent areas. They tend to look good; usually have modern buildings and well maintained grounds and facilities. Such schools are effective in

terms of their student achievement but not in terms of the quality of teaching. That is these schools appear to be effective because students do well on external tests, but the schools lack the capacity to change and is therefore not adding value to students.

Teachers in cruising schools do not usually wish to change believing that as long as the school is working well and students' results are high then there is no need to change things. Such schools, says Stoll (2003), may be society's greatest challenge because they have not been identified as ineffective for the significant results their students are achieving,

### **Struggling Schools**

Struggling schools are ineffective, and they know it. Staff often lack the knowledge and skills necessary for improvement, yet they exert considerable effort trying to decide what changes should be done. Thus, there is a willingness to try anything that makes a difference. These are the types of schools that outside consultants or networks have an impact on because the school staff recognizes that the school is ineffective and that help is needed for implementing change. Consequently, they succeed because they have the will to improve.

### **Sinking Schools**

Sinking schools are mostly found in deprived areas where parents are less demanding. These schools are considered as failing ones in terms of their students' achievements. Teachers in such schools do not wish to change because of apathy or ignorance. They rarely speak to each other about their professional work. They work as isolated individuals, and they are secretive and defensive about what happens with them inside their classes. Most of these teachers are not devoted to their teaching profession and often blame students' failure on factors outside the school.

In addition to the school types, the importance of establishing a positive collaborative culture in schools was also discussed in the literature due to its effect on teachers' performance and students' outcomes.

### **Positive Collaborative Culture**

In a positive collaborative culture, principals are direct and clear about what they want and have high expectations for their teachers and students (Rahgozar & Samira, 2010). Principals communicate a clear vision and mission and delegate authority and responsibility to their staff. Doing so, principals influence their teachers' self-efficacy and professional development (Bush, 2003). Principals play a mediating role and motivate teachers, inspire them, and provide intellectual stimulation through involving them in the decision making process and sharing leadership with them (Singh & Gumbi, 2009; Harris, 2004).

In such culture, there is a collaborative and collegial relationship among staff members. They work together for a better quality education where they interact around their work and reflect on it, share ideas, problems, and solutions (Beck & Frederiksen, 2008). Besides, teachers decide on what they want to teach and are encouraged to construct a curriculum that is related to students' needs and interests. Moreover, they use time effectively in their classrooms, are good listeners, praise their students publicly and reprimand them aside, ask students for their opinions, and encourage participation in extra-curricular activities. So the culture is professional in nature since student learning is the main focus (Mangin, 2007).

As for students, they are given a meaningful involvement through which they have the chance to analyze and experience democracy (Southworth, 2002). Students are assigned specific roles; they are told how to fulfill their tasks. They also give advice on projects, activities, design of the class; and their input is taken into consideration and appreciated. On a higher level,

students initiate and direct projects and share decision making among each other with the help and support of their teachers (Southworth, 2002).

Both teachers and students are appreciated through the school's rituals and ceremonies that celebrate students' success and appreciate teachers, who work hard and bring new ideas to their classrooms. These types of traditions motivate students and the staff members and spread a sense of positiveness and belonging (Singh & Gumbi, 2009; Wong & Law, 2002).

The physical structure of such schools reflects the positive nature of its culture (Kruger & Steinmann, 2003). For example, the vision and mission of the school are displayed in visible places, slogans and mottos are posted, and students' work is displayed in the hallways. There are also aesthetic symbols such as finding green areas around the playground, flowers in the lawns and walkways, in addition to a commendable hygiene level. There are also places for a variety of groupings (conference room, teachers lounge, parents meeting room, etc...) places for inquiry and project-based learning (science labs, art rooms, computer lab, music room, library, etc...), and comfortable furnishings that encourage collaboration (spacious classrooms, round tables, couches, etc...) (Kruger & Steinmann, 2003).

This chapter reviewed some of the available literature on the topic of the study. It discussed the role of the school principal in communicating a clear vision and mission, creating a safe, disciplined, and orderly environment, developing teachers, and collaborating with parents and other community members. Moreover, it introduced several styles of management school principals adopt in running their schools: autocratic, democratic, transaction, contingency, and laissez-fair. Finally, it discussed several school cultures that were based on the social cohesion and social control in the school and the collaborative spirit among the staff members. The following chapter presents the methodology and type of instruments used to collect data.



## **Chapter III**

### **Methodology**

In this chapter, the researcher introduces the methodology followed to address the three research questions. Three essential sections are integrated. The first one introduces the research design and the targeted sample. The second part introduces the instruments used to collect qualitative and quantitative data, and aspects of validity and reliability in the study. As for the third part, it highlights the triangulation method for analyzing the data derived from the three instruments.

#### **Research Design**

A suitable design for conducting the study was the exploratory one since it is adopted when there is not enough information or studies conducted on certain problems or research issues. The focus is on gaining insights and familiarity for later investigation. In such cases, extensive preliminary work needs to be done to gain information about the topic; usually through collecting qualitative data. Researchers collect data through conducting extensive interviews and observations, which are exploratory in nature (Fraenkel & Wallen, 2010). Since the research problem has not been explored before and there are no studies to rely on, the researcher decided to collect data through an interview with the principal, questionnaire for the teachers, and weekly observations.

#### **Sample**

In choosing the participants, the researcher used the purposive sampling techniques because she already knew that the school chosen suited the hypothesis of her study. In a purposive sampling, researchers select a sample that they believe, based on prior information,

will provide the necessary data they need (Fraenkel & Wallen, 2010). The researcher was a previous teacher in the targeted school and had experienced the role and style of the school owner and the culture of the school.

The study was conducted in a private school in Beirut. The reason this school was chosen is that its students came from low SES community. Besides, it is run by its owner who came from a minimum education qualification background. Since his major was psychology, it served the purpose of the study. The school owner and all his instructors (40 teachers) were the participants.

## **Instruments**

### ***Interview***

The first part of the research was a qualitative study in which an interview of open-ended questions was conducted with the school owner. The questions were developed from recent theories of school management and culture and they were categorized under: 1- the role of the school owner, 2- his style in running his school, and 3- the type of culture he was promoting (see Appendix A). Most of the interview questions were structured as “what” and “how”. For example: “What is the vision and mission of your school?”, “How do you work on developing your teachers?”, “How do you motivate staff members to perform effectively?” Yin (2003) explains that how and what questions are more explanatory and likely to lead to the case studies, histories, and experiments as the preferred research strategies.

The purpose behind the interview is to find out about things the researcher could not observe. For example, it was difficult for the researcher to observe the principal’s feelings,

thoughts, and intentions (Patton, 2002). Examples from these questions are: “What values do you promote in your school?”, “How do you practice delegation in your school?”

The school owner was interviewed on the date he had set for the researcher. The recorded interview session took place in his office and lasted for one hour. Then the researcher finished transcribing it in 2 days. It was saved on her computer and was later used to compare its findings with those of the questionnaires and observations.

### ***Observation***

Qualitative data were also collected through observations of the manifestations of the school culture. The researcher focused on the physical and organizational structure of the school, and the school’s social control and social cohesion. These four elements were highlighted by Hargreaves (1994) for investigating the school culture’s effectiveness. Observing the first two elements focused on the physical structure of the school (building, layout of classes, staff rooms, administrative corridors, etc...) and the distribution of power and authority, which influenced the social relationships and interactions among everyone in the school (principal, staff, and students). Moreover, observing the other two elements helped the researcher explore in depth the social control exerted on teachers and students so that they worked together in orderly ways, concentrated on teaching and learning, and avoided any distractions or delays. At the same time, social cohesion reflected the nature of the social relationship among the members of the school (hostile, friendly, caring, supportive, etc...)

A key advantage of observation is that often the observed people are unaware that they are being observed; allowing their behavior to be observed naturally. Its main importance lies in observing participants in their natural setting. The researcher immersed herself into the participants’ world she wanted to study in order to gain more understanding of the principal’s

beliefs and attitude, the teachers' performance and behavior, and the values and norms that everyone shared in the school. Thus, the aim was to see the world from the participants' point of view rather than imposing the researcher's own point of view (Jorgenson, 2002).

Observation took place over four weeks, and it was focused on the following areas: playground, toilets, hallways, teachers' lounge, classrooms, activity rooms, meeting room, and administration office. Observations were done qualitatively according to a checklist that included a list of elements that should be observed for every research question. While observing, the researcher wrote descriptive details beside every element (see Appendix B). For example, under the role of the principal stemmed the following factor: articulating a clear vision and mission. The researcher observed this factor by checking the elements listed under it such as hallways, copybooks, uniforms, and classes, and taking descriptive notes to check whether the vision and mission were displayed in public places. Another example is that under the culture of the school stemmed the following factor: safe and orderly environment. This factor included elements such as playground, hygiene, janitors, and security men. The researcher wrote notes about whether the playground was clean and surrounded with fences, toilets were hygienic, janitors constantly cleaned around, security men were found around the school, and violence was not practiced.

The observations helped the researcher understand what social processes and actions participants were involved in and what they meant to them. This helped her in developing a theoretical statement about what she saw. By observing how the principal spent his day in the school, how he communicated with students, teachers, and parents, and how his visibility or lack of visibility was affecting the staff and students, the researcher collected concrete evidence for the research questions. Moreover, observing how teachers were interacting with each other and with students also reflected the climate of the school. Furthermore, observation served the

researcher in examining details about safety and health in the school building to explore the type of environment offered to the children. Finally other aspects such as trust, intimacy and concern could not be felt by the researcher unless she was involved in the natural setting observing her target sample (Jorgenson, 2002).

### *Questionnaire*

Equally important was the quantitative data since it increased the objectivity, validity and reliability of the descriptive data. Onweugbuzie and Leech (2010) believe that the purpose behind such type of methodology is to obtain an objective truth that can be measured and explained scientifically.

In this part a Likert-scale questionnaire was administered (see Appendix C). The questionnaire was meant to help the researcher extract valuable information, which were analyzed at later stages to reach concrete answers to the research questions and to frame relevant recommendations for the improvement of the principal's performance (Creswell, 2005).

The questionnaire's items were derived from the research questions and from the reviewed literature. They were constructed in alignment with the interview questions and also covered the role of the school owner, his style in running the school, and the type of the school culture. The questionnaire explored the alignment between what the school owner expressed in the interview and the ratings of teachers that reflected the extent they agreed on what was mentioned in the interview part.

Before administering the questionnaire, the researcher piloted the questionnaire on two teachers other than the target sample in the university she taught at. Piloting the questionnaire increased the questionnaire's validity. The researcher checked if it was going to function

effectively through testing how long it took to be completed, checking that the instructions were clear, items were not ambiguous, and the layout was clear and easy to follow. According to the comments made in the pilot study, the items were either eliminated or modified.

After doing the necessary modifications, the researcher gave the questionnaires to the principal assistant, who offered to distribute them to all teachers. All questionnaires were returned back in 4 days. During this period, the researcher was doing her observations, so teachers were able to refer to her for any ambiguous ideas in the questionnaire items.

### **Triangulation**

In order to serve the purpose of the study and address the research questions, qualitative and quantitative data were collected and results were triangulated. Teddlie and Tashakkori (2003) outlined primary advantages of implementing the triangulation design. It helps the researcher in answering questions other methodologies cannot, and in reaching more credible conclusions with a greater diversity of outlooks. A variety of data, both textual and numerical were collected and analyzed in order to provide a more complete, balanced, and authentic view of the performance of the principal. The researcher compared the school owner's answers with the results of the questionnaire and the findings of her observation to obtain common findings for every research question. This helped the researcher examine whether what was discovered in one part of the study matched with the findings of the other part (Creswell, 2005). Finally, the common findings were compared to those in the literature for analyzing how effective the school owner was in running his school.

## **Validity and Reliability**

According to Golafshani (2003), validity and reliability in a qualitative study are concerned with the precision, credibility, and trustworthiness of data. Thus, they are less concerned with the replicability of results as in a quantitative study. Patton (2002) supports the involvement of the researcher in collecting qualitative data because his/her efforts in observing the real world around are directly related to the credibility of results. Creswell and Miller (2000) comment that although reliability and validity are two separate terms in a quantitative study, they are viewed as inseparable in the qualitative study, and they are substituted with other criterion terms such as credibility, dependability, and trustworthiness. In the following study, qualitative data were collected from multiple informants (principal, coordinators, novice and old teachers) who contributed information about the role of the principal, his style, and the culture of his school. Moreover, the multiple instruments used (interview and questionnaire) in addition to the involvement of the researcher in multiple observations of the daily life of the same people (principal, teachers, and students) over a period of four weeks ensured the credibility and trustworthiness of data.

In a quantitative study, reliability reflects the extent to which results are consistent over time and are replicated (Joppe, 2004). The reliability of the quantitative data of the following study was reflected through the fact that all the participants had the knowledge about the role and style of the principal, and they were all experiencing teaching under the same vision, mission, policy, discipline, and culture of the school. So, their opinions were constant and similar to each other. That is even if they filled the questionnaire another time, they would give the same answers. Moreover, the researcher did multiple observations every day for the same people for four weeks. This helped in exploring the consistency of their behavior and attitude.

Joppe (2004) comments that the validity of quantitative results is related to the instrument's ability to measure and describe what it is supposed to measure and describe. The items of the questionnaire were based on the literature review and on the research questions of the study related to the role and style of the principal and the culture of the school. Moreover, its items were directly linked to the interview questions in a measurable sense. For example, the following interview question: "How do you encourage collegiality and collaboration among your teachers?" was reflected by the following questionnaire item: "The school owner encourages teachers to share ideas, observe each other, give feedback, and work together to achieve their goals." Another example is the question: "Do you collaborate with parents in achieving the school's goals?" which was reflected in the questionnaire item: "Parents are involved in school's developmental plans and share in activities related to their children's learning development."

### **Data Analysis**

Analyzing data was done through several steps. First, all forty questionnaires were answered, and the researcher collected them after 4 days. She read one by one and counted the answers of every scale to know the number of teachers who strongly agreed, agreed, disagreed, and strongly disagreed on every item in the questionnaire. Then she typed the deduced numbers in an empty version of the same questionnaire (see Appendix C).

Next, the recorded interview session with the school owner was transcribed, documented (typed), and saved; it took 2 days to finish it. In this stage, the researcher scrutinized all the documented papers and summarized them in tables by highlighting the answers that were common with the ideas of the questionnaire items (see Appendix B). Then, she compared the findings of both instruments. She took notes beside every interview answer; as to whether the principal's answers aligned with the number of teachers, who answered the item related to the



question being read. For example, when she read the principal's answer, "*Of course everyone is aware of the vision and mission,*" and compared it to the number of thirty teachers, who strongly disagreed on the item: (You are aware of the school's vision and mission), the researcher wrote no alignment beside the answer.

Then, the researcher read the narrative accounts of her checklist that she had taken over 4 weeks of observation. She referred to the interview questions, the questionnaire items, and the common findings of the literature in order to decide on what to observe (people, places, documents, books, rules, slogans, etc...). For example, from her readings, the researcher learned that in order to know if principals created a safe environment for their students, she had to observe places like playground, toilets, classes, buses, etc... and write descriptive details about them. She searched for concrete evidence for the interview questions and questionnaire items. As the interview answers, observation remarks were typed and saved. Then the researcher compared the observation findings with those of the interview and questionnaire and highlighted what she found in common. After that, she typed the common findings of the observation beside the interview answers they reflected (see Appendix B). Then beside the observation findings she wrote whether they aligned with the owner's answers or the teachers' opinions.

As already mentioned, after reading the findings from every instrument, the common ones among the three were highlighted and compared to come up with one result. Then in the final stage of analysis, the researcher compared them to the reviewed literature in order to draw conclusions about the role and style of the school owner, and the culture he established in his school.

## **Ethical Considerations**

It is important for every researcher to think about the ethical issues related to his/her study. It is the researcher's full responsibility to make sure that the whole study is ethical (Fraenkel & Wallen, 2010). The researcher made sure to get the verbal approval from the school owner to conduct her study. The principal agreed as long as the school name stayed confidential. All teachers also agreed to participate. They were assured that their names would be completely anonymous and confidential (Fraenkel & Wallen, 2010). They were referred to as teachers.

This chapter has introduced the methodology followed by the researcher to collect data. The following chapter introduces the data results and study findings.

## Chapter IV

### Data Results

This chapter presents the data results of the interview questions, questionnaires, and the observations. It presents a synthesis for the common findings, which were obtained after comparing the findings of the three instruments to each other and coming up with one result. These are categorized and used to address each research question at a time.

#### Research Question 1

##### *What is the role of the school owner in running his school?*

The interview started with the school owner telling the researcher that the vision and mission of his school was that all Lebanese children have the right to learn and excel because it is only through knowledge they could defeat the enemy of their country. The school owner also assured that all teachers and students were aware of the vision and mission,

*Of course everyone in the school is aware of the school's vision and mission*

However, out of 40 teachers, four teachers agreed that they were knowledgeable of them. This fact was supported by the researcher's observations around the school; there were no posters, symbols, or mottos displayed in the hallways, classes, copybooks, uniforms, or screens.

When asked about his role in maintaining safety and discipline among students and teachers, the school owner replied with a self-confident tone,

*Safety is a priority in our school, and everyone is responsible for that. We are quite successful in doing that by communicating rules and their consequences clearly among students and staff members.*

Thirty-two out of 40 agreed on what the school owner stated. Furthermore, while observing, the researcher witnessed how teachers established order among students inside their classes, on the stairs, and in the playground, with the assistance of the school owner. Besides, teachers arrived and left on time and handed in their preparation copybooks every Monday.

Besides maintaining discipline among staff members, the interview findings showed that the school owner maintained consistency in teachers' work and worked on developing their performance, through creating a collaborative relation between the new and old teachers,

*Once teachers are hired, I explain for them our policy in preparation and work. I also make sure that new and old teachers are cooperating together and helping each other in all means to develop their performance.*

Five teachers out of forty agreed that they followed common guidelines and same approaches in preparation and teaching, and only eight of them agreed that they worked cooperatively in developing each others' performance. Observations showed that teachers worked in isolation, did not observe each others' classes, did not plan and prepare together, and did not attend any workshop. Furthermore, documents showed that teachers followed different guidelines in designing lesson plans, exams, and activities. Teachers also followed traditional approaches and used no audio-visual or technological aids to make learning more interesting.

Finally, in the interview the school owner stated that he had no collaborative role with parents other than asking them to follow up on their children's work at school,

*We have parent community in the school, but it does not make profound contributions that might benefit the school. We only ask parents to follow up on their children's assignments at home.*

Thirty-two teachers strongly agreed that there was not any collaboration with the school and parents concerning any reformation or developmental learning plans. As for the observation part, the researcher only saw parents during the report distribution day. Parents talked only to teachers about their children. Only those whose children had failed entered the principal's office to agree on certain terms. Besides, there was no room for parent meeting in the school.

### **Triangulated Results**

The findings indicated that only the school owner was aware of the school's vision and mission. A considerable number of teachers were in total ignorance of them. As for creating a safe environment and maintaining discipline, findings showed how successful the principal was in playing this role. Discipline rules were clearly communicated to teachers and students, and they knew their consequences. Another point is that the professional development of teachers almost did not exist. There were no coordinators; the principal was the controller of everything related to developing teachers. He encouraged teachers to work together, visit each others' classes, and help develop each other, but he did not reinforce that. Besides, he encouraged his teachers to develop their performance and make their classes more motivating, but ironically he did not provide them with the necessary resources (inductive programs, workshops, visual aids, LCD, computers, DVD, etc...). Finally, it was quite clear that the principal had no collaboration with parents. He did not share with them any plans about the school or take their opinion in relation to the school's development, type and quality of teaching, students' curriculum, activities, etc... The principal believed that parents lacked knowledge and resources for offering contributions to the schools. The only thing they could do was following up on their children's work at home. As for external community members, the principal had connections with different

book authors with whom he shared opinions about the best books and curriculum design to be adopted.

## **Research Question 2**

### ***What is the style of the school owner in managing his school?***

With respect to the school owner's style, he was asked about how he kept himself knowledgeable about the teaching process in the classrooms, and he replied with the following,

*I regularly visit classes. I refer to students and teachers, and I always check copybooks and lesson plans.*

Twenty-five teachers out of forty did not agree on the fact that the school owner was aware of what happened in their classes. During observation, the school owner was rarely seen visiting classes and rarely checking students' copybooks. He asked students during the recess to know about the learning process inside the classes.

Concerning motivating staff members, praising, and reprimanding them, interview findings showed that the principal motivated his staff through offering them help when needed and through praising them publicly. Reprimanding teachers also happened in front of the colleagues.

*We motivate our teacher through offering them help through their colleagues and me. Their achievements are praised publicly. Their mistakes are also highlighted in front of their colleagues so that they are not repeated.*

Only two of the teachers agreed that the school owner praised their achievements publicly and 33 of them strongly agreed that he highlighted their mistake in public. As for the

researcher's observations, she did not see the school owner offering help to teachers; they usually referred to old teachers. As for reprimanding, she witnessed him few times giving teachers remarks in front of their students. However, not once had she seen him praising any of his staff members. Besides, everyone in the school feared him and tried to avoid him.

Interview findings also showed that the school principal evaluated his teachers through class visits, teachers' preparation, and students' grades,

*Evaluating teachers happen through my class visits, lesson plans, and through following up on the grades of the high, average, and low achievers.*

Only two teachers agreed that the school owner evaluated them through several ways (class observations, lesson plans, students' performance, and reports). The researcher saw the principal checking students' exams and checking if there was any regression shown by the high achievers or progression shown by average and low achievers. Then, he discussed the results with the teachers.

Interview findings also reflected the school owner's style in resolving conflicts among his staff and in dealing with teachers who disagreed with him.

*When a conflict happen between teachers, I sit with them and listen to both attentively and try to reconcile them through making an objective position that satisfies both... As for teachers who disagree with me, I listen to their opinions, and if I were not convinced, things would be applied according to my way.*

Six teachers agreed that the school owner was a good listener and resolved conflicts objectively, and twenty teachers agreed that he was strict and firm with teachers who opposed his decisions. With respect to observations, the researcher did not witness any conflict among

teachers. However, during informal conversations with teachers, she learned that many teachers left the school because of the school owner favored some teachers and was strict with those who opposed his decisions.

### **Triangulated Results**

For keeping himself knowledgeable about the teaching process, the school owner mainly relied on teachers' lesson plans and students' results to make sure that students were getting the message through proper teaching methods. However, only teachers of grade 9 and twelve were closely and constantly followed up on and visited since they had to prepare students for official exams. As for motivating teachers, in his general meetings the school owner reminded his teachers that they were recruited because they were highly qualified and skillful, and that he believed in their potential to help all students reach success, and that he trusted that they could do it. However, this trust was only given through words and not through actions. Praising teachers' achievements rarely happened and especially publicly. Besides, most teachers were dissatisfied with the way the principal reprimanded them publicly. He pinpointed their mistakes during faculty meetings, and in front of the students whether in the classes or in the playground. Besides, teachers' evaluation was done only through students' exam results; the school owner checked whether the high achievers were still excelling and the average and low achievers were improving. As for the conflicts between teachers, the principal favored some teachers over others; he was not objective in resolving conflicts. One of the novice teachers said, *"In this school new comers are always wrong, and those who are used to informing the principals secretly about what's happening around are always right."* No matter what the conflict was, the principal used a diplomatic way to calm the other person and convince him/her with his opinion.



Thus, things were always done according to his way even if the other party was not convinced; otherwise teachers would expect not to be among the staff for the following academic year.

### **Research Question 3**

#### ***What type of culture is established by the school owner?***

During the interview, the school owner talked about the values he spread in his school with the assistance of his staff members,

*The values promoted in our school are respect, honesty, loyalty to the country, citizenship, and more importantly, transcending above all religious sanctions and accepting others' differences.*

Ten teachers agreed that they promoted values in their classes. In addition, the researcher did not see any values posted in visible places (hallways, classrooms, copybooks). Teachers also did not relate the content they taught to life's values.

The school owner also expressed his certainty about students' enthusiasm for learning in his school; however, 10 teachers only agreed on this factor. Moreover, the researcher did not witness any motivating learning environment in classrooms (no group works, challenging questions, projects, problem-based assessment, use of technology, extra-curriculum activities, etc...). The school owner also expressed that all teachers had high expectations for their students, but 25 teachers strongly agreed with this finding. During informal conversations with teachers, many expressed to the researcher that they felt hopeless towards low achievers despite the remedial sessions they were receiving.

With respect to collegiality and collaboration, interview findings showed that the school owner encouraged and promoted collaborative environment and team work spirit among his staff

members. On the other hand, only four teachers agreed that he promoted such an environment. Besides, the researcher had seen the principal several times entering the teachers' lounge and not commenting on those teachers working in isolation from each other.

Finally, at the end of the interview, the school owner explained how he shared decisions with his staff members and when he delegated responsibilities to his teachers,

*When I recognize that change is needed, I inform the teachers with my decisions... I delegate responsibilities to teachers since they are experienced enough. We discuss ideas together, and if I were convinced I give them my approval.*

Two teachers out of forty agreed on the above mentioned. Besides, during a general faculty meeting the researcher had attended, the school owner announced decisions concerning the promotion and failure of some students without taking teachers' opinions into account; many teachers were not satisfied with the decisions. Moreover, all throughout the observation period, the researcher saw teachers constantly referring to the principal or his assistant before making decisions about certain issues (students' grades, misconduct, length of the exam, or removal of a lesson). They were not authorized to make decisions on their own.

### **Triangulated Results**

Based on the findings it is obvious that promoting values was not given much weight in the school. When the researcher asked the teachers about the kind of values they promoted to students, everyone gave a different answer. Answers varied between respect, success, determination, hard work, etc...

As for the learning process, it was based on traditional approaches, mainly lecturing and solving activities on the board. Furthermore, the researcher realized that the level of questions

asked by the teachers whether in class or in the exams did not extend beyond the application level of Bloom's Taxonomy. On the other hand, in cycle III, the quality of education was a little better. Although the approaches of teaching were also traditional, instructors challenged their students with high-order thinking questions and encouraged them to use their imagination and creativity in solving problems. However, there were high expectations for all students, and the principal exerted effort to develop the performance of struggling learners despite the fact that the efforts done were not successful with all students. As for extra-curricular activities, they did not exist despite their importance in developing students' character.

Furthermore, with respect to collegiality and collaboration, findings indicated that teachers worked in isolation and had no interest in sharing either academic or social issues with each other. Finally, with respect to the decision making process, all decisions related to school issues (administrative, managerial, pedagogical, instructional, extra-curricular, etc...) were taken by the school owner. The only delegation given to teachers was to check whether the textbooks, chosen by the principal, are suitable for teaching students. Besides, the school owner believed that teachers did not need support. They were the masters of their classes, and they knew what they should be doing without the help of anyone. Otherwise, they were not qualified to be teachers.

This chapter introduced the findings obtained from every instrument. For every research question, it offered descriptive and numerical data to show to what extent the findings of the three instruments aligned with each other. Then, it discussed the common findings the researcher reached after triangulating the results. The following chapter compares the common findings discussed in this chapter to the findings of the literature.

## **Chapter V**

### **Discussion of Findings**

In this chapter, the researcher analyzes and discusses the role and the style of the school owner and the culture of his school in comparison to the findings of the literature. The results were not surprising for the researcher since she discovered that nothing had changed in the school since she left the place 7 years ago. Consequently the previous gaps that she experienced as an instructor were re-witnessed while conducting the study.

#### ***The Principal's Role***

Effective principals are those who communicate to their staff a clear vision and mission about the school and make sure that teachers and students are aware of them. Teachers should understand these two elements in terms of instructional goals, that is how to implement them in their lesson plans and teaching approaches. Students also should be aware of the identity of their school and how it is related to what they are learning and experiencing in the school (Sabanci, 2008). Such a fact does not align with the case of the school owner, who failed in making his staff members and students become aware of the vision and mission of the school. The vision and mission should be articulated verbally and non-verbally (Marks & Printy, 2003). Findings indicated that the school owner neither mentioned them during any of the meetings held with his teachers nor posted them in visible places. All of these aspects reflected how the school was not directed in a systematic way.

The school owner viewed his staff as subordinates and gave them no chance of being part in any plans and decisions related to them in specific and to the school in general. Obviously, the staff were demotivated because they felt that they did not belong to the school, and that their

qualifications and efforts were not appreciated and valued. All what they did was follow the orders, teach the required material, and give extra work for the struggling learners. They knew quite well that if they tried to change the issued orders or the school policy, they would face undesirable consequences (Dubrin, 2005). Consequently, this had led to what Henderson (2010) described as low morale among staff which in turn leads to teachers' turn-over.

The above mentioned contradicts with the role of effective principals, who play a democratic role in running their school. They promote productive interactions in which they accept the positive and negative feedback and take them into consideration (Sherman, 2000). Moreover, in shaping their school's vision and mission, they include their staff in deciding upon the goals and values that should give identity to the school (Kathlee, 2000). Furthermore, effective principals delegate this responsibility to staff members. In this way they would be creating a sense of belonging and empowerment in their staff through motivating them to be creative and show their best potential. They feel appreciated because they are given trust and shown respect by their principals (Kowalski, 2003). Hence, delegation of responsibilities creates a democratic environment based on collegiality and cooperation among staff (Liu, 2003).

The ineffective role of the school owner was also reflected through the lack of professional development for his staff. Starratt (2001) had explained that autocratic principals do not facilitate the development of their staff. Definitely, teachers in the targeted school did not benefit from the directions of the school owner, who had a limited knowledge in their fields. They even did not argue with him because they knew that at the end things were done according to his way. These teachers need coordinators who can follow up on their work properly, enhance their strengths, and develop their weaknesses. There should also be an inductive system for new comers before sending them directly to classes. More importantly, workshops should be

conducted for all the staff members, including the principal, to develop their skills as educators (Sherman, 2000).

Besides the lack of professional development, the school owner's ineffectiveness was also reflected through his resistance to change. He did not provide his teachers with any updated resources that make learning more enjoyable. The researcher had recognized that the visual aids used seven years ago were still the same. Even the paintings on the walls were still the same. Textbooks were the only things that were changed a couple of years ago. Principals who resist change are described by Stoll (2003) as society's greatest challenge because although they are ineffective, they have not been identified as such for the significant results their students are achieving.

On the other hand, the school owner was successful in establishing a disciplinary system and an orderly safe environment in his school. Findings revealed that all staff members and students were aware of the school rules, and knew their consequences. Morrison and Skibba (2001) discussed that by maintaining discipline, principals ensure safety. Effective principals make sure that the school rules and their consequences are clearly communicated. They also present a visible role model by walking around and reflecting a friendly and respectful attitude for everyone. This was also the case with the school owner, who was constantly seen roaming around, treating people respectfully but coldly and making sure that everything is under control. Part of his success in maintaining discipline was that he was feared by students, who wanted to avoid being hit, and by the teachers, who wanted to avoid being criticized in public. This fact contradicts with Morrison and Skibba's (2001), belief that effective principals are liked and respected rather than feared. Besides they should have productive interaction with teachers and accept their positive and negative feedback (Sherman, 2000; Jenlink, 2000).

Finally, the school owner collaborated with parents only with respect to their children's discipline and academic performance. There was an agreement between the two parties that average achievers and struggling learners stayed in the school till seven o'clock to receive remedial sessions and extra work that was directly monitored by the school owner himself. This was a positive step from the school owner because he had high expectations for such students and collaborated with parents to ensure success for them. Effective principals' role includes working with parents concerning students' discipline, academic performance, special needs and services, and other concerns (Ubben et al., 2001). Sergiovanni (2001) believes that when parents are also informed about the school's plans and reformation and learn about their importance, they become more encouraged to support the school.

### ***The Principal's Style***

Based on the findings of the school owner's role in running his school and in comparison with the reviewed literature, it was inferred that the owner had an autocratic style in managing his school. Several factors supported this conclusion:

The school owner was the person who set the vision and mission of the school, decided on the values, and established a policy and discipline system to create an orderly environment. Teachers were not part of that; they just had to apply the rules and made sure that all their students succeeded especially those who had to sit for official exams. This fact aligns with Dubrin's explanation (2005) that autocratic principals are those who assume that they know best, view their staff as subordinates, and assign duties for them without prior consultation. Furthermore, they neither share decisions nor delegate responsibilities.

The owner's style in managing his school was one of the main reasons behind the annual turn-over of teachers. Their demotivation on one hand and their constant sense of fear and threat

on the other hand led them to resign. With respect to this issue, informal conversations with old colleagues revealed that most of the teachers who left the school had fights with the principal because of an opposing opinion. This situation aligns with Henderson's (2010), finding that under autocratic style, the staff is coerced and demotivated, which in turn, becomes the main cause of staff turn-over and student drop-out. Starratt (2001) also found that autocratic style results in teachers' demotivation and low-level of performance.

There were no coordinators, teacher leaders, or any other professional figure with education background for following up on the teachers' performance and students' achievement. The only reference, in urgent cases, was the school owner. Thus, teachers did not feel the urge to be coordinating together for the purpose of producing homogenous work. That's why the researcher did not recognize any sign of cooperation among them. This type of climate aligns with the one described by Starratt (2001), who discussed that autocratic style does not facilitate the development of a collaborative school climate since the principal has all the answers.

### ***The Principal and the School Culture***

According to Hargreaves (1995), to determine the type of culture (formal, welfarist, hottest, or survivalist) one should examine the level of social control and social cohesion found in the school. He added that for a school to have an effective culture, both factors should be found at a high level.

The social control of the school owner was considerably high since the principal proved to be effective in maintaining discipline and order and protecting teaching from any distraction and delay (everyone came and left on time, all sessions were given for fifty minutes, students' behavior was controlled, teachers and students attended the extra sessions, rules were constantly applied and on everyone, etc...).



On the other hand, social cohesion was considerably low since there's no collaborative climate among the staff. Although teachers had the common objective of securing success, everyone worked in isolation. Their attitude of not sharing things was also reflected on the lack of social activities with each other. They did not have outings or celebrate happy moments. As for the principal, his encouragement for tightening the bonds among teachers was only done verbally rather than through action. For example, he did not invite them out on teachers' day or organize events that recognized their efforts and achievements. Thus, he was responsible for the cold relation among teachers.

With respect to students, their relation with their teachers and principal was not that friendly. Like their teachers, students' efforts were also not recognized and no events were held to celebrate their success. Moreover, no trips were organized for them although they are essential in enhancing the relation between students and teachers. Furthermore, students did not enjoy any extra-curricular activities although these are important for developing their characters. This low level of social cohesion between the staff and between students and staff weakened the sense of belonging towards the school. Hargreaves (1995) described such culture as formal. In a formal school culture, students are under the pressure of achieving learning goals or test performance, but with weak social cohesion among staff and students. He added that the most effective school culture is the hothouse, in which students and staff are under the pressure of achieving, but they do this through personal development, high team spirit, enthusiasm, and sense of commitment.

Rosenhottz (1989) also discussed this type of school culture but in terms of students' achievements. According to her study findings, this type of the school culture aligns with what she had described as cruising schools. Such schools are effective in terms of their students' achievements but not in terms of the quality of teaching, mainly because they lack the capacity to

change. Change in such schools is not important as long as students are achieving successful results (Stoll, 2003). This description is a typical reflection of what the researcher had found. With respect to change, things had been run in the same way since the researcher was teaching in the school seven years ago.

As for the quality of physical facilities, it was poor despite students' high achievements in the official exams. Starting with the structure of classes, desks were placed in rows, there were no bulletin boards for displaying visual aids or students' work, and there were no student lockers. The physical structure reflects the traditional type of teaching followed by teachers. The organization of desks showed the absence of group work activities, which were necessary for constructivist learning. Moreover, the white walls reflected the absence of stimulation and motivation in teaching. Thus, students were not given meaningful involvement through which they would have the chance to experience democracy (Southworth, 2002).

As for the curriculum, in KG to grade 5 teachers follow American books, but there was no curriculum designed or scope and sequence to align the material of every subject and build on it from one grade to another. Teachers just followed the organization content of the book without any modifications. Moreover, learning and assessment was solely based on books and paper and pencil work; there was no project-based learning. Starting from grade 6 to grade twelve, the curriculum was based only on the Lebanese one because the school starts preparing them for the official exam requirements. As for the qualifications of teachers, those who taught KG till grade 6 were a mixture of BA and school baccalaureate certificate holders, whereas higher grades were taught by BA holders and with an experience ranging from 3 to twelve years.

In conclusion, the nature of the targeted school culture concurs with the formal type which Hargreaves (1995) described and the cruising school, which Rosenhottz (1989)

discussed. Hence, this alignment reflects that the school owner had failed in promoting positive social cohesion and collaborative culture that offer a good quality of education other than that required for passing the official exams. Furthermore, because his style was autocratic, he failed in playing an effective role in running his school. He was only effective in establishing a safe environment and maintaining discipline and order among students and staff.

## **Chapter VI**

### **Conclusion**

The study findings addressed the speculation the researcher had about the performance of the school owner, who had limited education background and was running the school himself. His performance was effective in two areas: (1)- maintaining discipline and order among his staff and students and (2)- achieving successful results in the official exams. However, according to the reviewed literature, principals' effectiveness lies in:

- 1- Articulating a clear vision and mission
- 2- Sharing decisions and delegating responsibility
- 3- Improving and developing teaching quality
- 4- Creating a safe and motivating learning environment
- 5- Collaborating with parents and external community members
- 6- Promoting a positive collaborative culture

According to the findings and in comparison with the literature, the school owner had followed an autocratic style rather than a democratic one and, consequently, failed in playing an effective role in running his school. The high social control and low social cohesion (Hargreaves, 1995) of his cruising school (Rosenhottz, 1989) reflected a negative culture, in which teachers and students lacked motivation, development, creativity, updating, and more importantly, a sense of belonging.

## **Limitations**

The sample size of the study was small; however, its significance is in being the only sample studied to check how some private school owners in Lebanon may be running their own schools as principals. A larger sample would have been more appropriate for increasing the validity and reliability of the results and for the purpose of possible generalization.

It is worthy to mention that the obtained results showed the need for shedding light on schools with similar conditions. Their school owners may be also playing an ineffective role and promoting a culture that does not align with what the Lebanese generations need in order to adapt to the 21<sup>st</sup> century changes and requirements.

## **Recommendations**

Through this study the researcher addressed educators in general and private school owners in particular. Several recommendations are directed to these school owners:

- 1- They need to broaden their knowledge about effective school management and leadership through taking courses or attending professional development training and workshops. This would help them understand how effective principalship is not only related to discipline and obtaining successful results in official exams.
- 2- They should share decisions with their staff because it is not through their position that they gain authority and power but through a cooperative team to whom principals delegate authority for achieving the vision and mission of the school.
- 3- School owners should have a different perspective for students. They should view them as the future generation of Lebanon rather than customers. Gaining money in the field of

education is essential for improving the school's capacity, developing its teachers, and ensuring the necessary resources but should not be the *raison d'être* of the schools.

### **Suggestions for Further Research**

There are many private schools in Lebanon and other countries that are run by their owners, who have limited knowledge in effective education. These owners may lack an effective role, style, and culture for providing quality education. The conducted study had answered the speculations around one school owner and showed that such school should not be left without supervision. Unfortunately, it is only one study and there are no other results to support its findings. Therefore, more interest in this topic is needed to make a better judgment and to offer references or guidelines for improving the performance of these school owners.

## References

- Adeyemi, T.O. (2010). Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. *Journal of Education Administration and Policy Studies*, 2(6), 83-91.
- Akkary, R., & Greenfield, W. (1998). *Leadership and work context of public and private secondary schools in the republic of Lebanon*. A paper presented at the annual meeting of the American Educational Research: San Diego, California.
- Avolio, B. J., & Bass, B. M. (2004). *Multifactor leadership questionnaire*. Redwood City: Mind Garden.
- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Mahwah: Erlbaum Associates.
- Beck, S., & Frederiksen, F.L. (2008). Teaching, leadership, and school culture-from loose to tight couplings. *International Journal of Management in Education*, 2(1), 1-13.
- Bell, L. (2004). *Management skills in primary school*. London: Routledge.
- Bolman, L., & Deal, T. (2008). *Reframing organizations artistry choice and leadership*. San Francisco, CA: Jossey-Bass.
- Bush, T. (2003). *Theories of educational leadership and management* (3<sup>rd</sup> ed.). London: Sage Publications.
- Catano, N., & Stronge, J. (2007). What do we expect of school principals? Congruence between principal evaluation and performance standards. *International Journal of Leadership in Education*, 10(4), 379-399.
- Comer, P. J. (2005). The rewards of parent participation. *Educational Leadership*, 62(6), 38-42.

- Clegg, S. (2005). *Managing and organizations: An introduction to theory and practice*. London: Sage Publications
- Creswell, J. W. (2005). *Research design: Qualitative, quantitative, and mixed method approaches*. Thousand Oaks, CA: Sage Publications.
- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into Practice, 39*(3), 124-131.
- Decree No. 2896 (1992). Specification of the qualifications for occupants of the private schools principalship. The Lebanese Republic.
- Draper, J., & McMichael, P. (2003). Keeping the show on the road: The role of the acting headteacher. *Educational Management and Administration, 31*(7), 67-81.
- Dubrin, A.J. (2005). *Fundamentals of organizational behavior* (3rd ed). Canada: South Western.
- Epstein, J.L., & Salinas, K.C. (2004). Partnering with families and communities. *Educational Leadership, 61*(8), 12-18.
- Ellis, S., & Dick, P. (2003). *Introduction to organizational behavior*. Berkshire: McGraw-Hill Education.
- Freankel, R. J., & Wallen, E. N. (2010). *How to design and evaluate research in education*. New York: McGraw-Hill Company.
- Frischer, J. (2006). Laissez-faire leadership versus empowering leadership in new product developing. *Managing and Philosophy, 1*(1), 1-15.



- Goddard, R., Hoy, W., & Hoy, A. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Educational Research Journal*, 37(2), 479-507.
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report*, 8(4), 597-607.
- Hargreaves, A. (1994). Helping practitioners explore their school's culture. In J. Prosser (Ed.), *School Culture 1999* (pp. 48-65). London: Paul Chapman Publishing.
- Hargreaves, A. (1995). What does school culture look like? What can you see and hear. In J. Prosser (Ed.), *School Culture 1999* (pp. 41-47). London: Paul Chapman Publishing.
- Harris, A. (2004). Distributed leadership in schools: Leading or misleading? *Educational Management Administration and Leadership*, 32(1), 11-24.
- Harris, A., & Muijs, D. (2005). *Improving schools through teacher leadership*. New York: McGraw-Hill Education.
- Henderson, J. E. (2010). The symbolic relationship between new principals and the climate of the schools in which they lead. *E-Journal of Organizational Learning and Leadership*, 8(1), 1-33.
- Hoy, W. K., & Miskel, C. J. (2005). *Educational administration theory, research, and practice* (7<sup>th</sup> ed.). Boston: McGraw- Hill.
- Jenlink, P.M. (2000). *Marching into a new millennium*. Lanham, MD: Scarecrow.
- Jung, D. I., & Berson, Y. (2003). Predicting unit performance by assessing transformational and transactional leadership. *Journal of Applied Psychology*, 88(2), 207-218.

- Joppe, M. (2004). The research process. Retrieved from <http://www.htm.uoguelph.ca/pagefiles/MJResearch/ResearchProcess/home.html>.
- Jorgenson, D. (2002). *Participant observation: A methodology for human sciences*. Newbury Park: Sage Publications.
- Kathlee, T. (2000). Taking the lead: The role of the principal in school reform. *Connections, 1*(4), 1-10.
- Kowalski, T. J. (2003). *Contemporary school administration* (2nd ed.). Boston: Allyn & Bacon.
- Kruger, A. G., & Steinman, C. F. (2003). *The organizational climate and culture of schools*. Pretoria: Van Schaik Publishers.
- Kythreotis, A., Pashiardis, P., & Kyriakides, L. (2010). The influence of school leadership styles and culture on students' achievement in Cyprus primary schools. Retrieved from <http://0-www.emeraldinsight.com.library.uor.edu/journals.htm?issn=0957-8234&volume=48&issue=2&articleid=1846582&show=html>.
- LaPointe, M., & Davis, S. H. (2006). Effective schools require effective principals. *Leadership, 36*(1), 16-38.
- Leithwood, K., & Janatzi, D. (2000). The effects of transformational leadership on organizational conditions and student engagement. *Journal of Education Administration, 38*(2), 112-129.
- Liu, W. (2003). Matching leadership styles with employment modes: Strategic human resource management perspective. *Human Resource Management Review, 13*(1), 127-152.
- Mangin, M. M. (2007). Facilitating elementary principals' support for instructional teacher leadership. *Educational Administration Quarterly, 43*(3), 319-357.

- Marks, H., & Printy, S. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly*, 39(3), 370-397.
- Morrison, G., & Skiba, R. (2001). Predicting violence from school misbehavior: Promises and perils. *Psychology in The Schools*, 38(2), 173-184.
- Newmann, F. M., King, M. B., & Youngs, P. (2001). *Professional development that addresses school capacity: Lessons from urban elementary schools*. Paper presented at the annual meeting of the American Educational Research Association: New Orleans, LA.
- Onweuegbuzie, A. J., & Leech, N.L. (2010). *Qualitative analysis techniques for the review of the literature*. Paper presented at the annual meeting of the Southwest Educational Research Association: New Orleans, LA.
- Patton, M. Q. (2002). *Qualitative evaluation and research methods* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Rosenholtz, S. (1989). School culture: Black hole or fertile garden. In J. Prosser (Ed.), *School Culture 1999* (pp. 38-40). London: Paul Chapman Publishing.
- Sabanci, A. (2008). School principal's assumptions about human nature: Implications for leadership in turkey. *Educational Management Administration and Leadership*, 36(51), 1-20.
- Sammons, P., Hillman, J., & Martimore, P. (1995). Key characteristics of effective schools: A review of school effectiveness research. *School Effectiveness and School Improvement Journal*, 8(2), 1- 72.
- Sergiovanni, T. J. (2001). *The principalship: A reflective perspective*. Boston: Allyn and Bacon.
- Sherman, L. (2000). The new principal. *NW Education Magazine*, 5(3), 2-20.

- Singh, P., & Gumbi, D. (2009). Resource management skills of high school principals in rural communities. *The International Journal of Learning*, 16(6), 249-263.
- Southworth, G. (2002). Instructional leadership in schools: Reflections and empirical evidence. *School Leadership and Management*, 22(1), 73-91.
- Starratt, R. J. (2001). Democratic leadership theory in late modernity: An oxymoron or ironic possibility? *International Journal of Leadership in Education*, 4(5), 333-352.
- Stoll, L. (2003). *Strategic leadership and educational improvement*. London: Sage Publications.
- Teddlie, C., & Tashakkori, A. (2003). *Handbook of mixed methods in social and behavioral research*. Thousand Oaks, CA: Sage Publications.
- Ubben, G. C., Hughes, L. W., & Norris, C. J. (2001). *The principal: Creative leadership for effective schools*. Boston: Allyn and Bacon.
- Vyverman, V., & Vetterburg, N. (2009). Parent participation at school: A research study on the perspectives of children. *Childhood*, 16(1), 105-123.
- Wong, C.S., & Law, K.S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *The Leadership Quarterly*, 13(1), 243-274.

## **Appendix A**

### **Interview with the Principal**

#### **Role:**

- 1- What is the vision and mission of your school? Are teachers and students aware of them?
  - a- If yes, ask: how do they know about them?
- 2- How do you think your performance would have changed had you majored in education?
- 3- On what basis do you recruit your teachers?
- 4- How do you make your teachers aware of their responsibilities?
- 5- How do you make sure that teachers are complying with the school's policy and procedures?
- 6- How do you maintain discipline among students and teachers?
- 7- How do you work on developing and improving your teachers?
- 8- How do you maintain consistency in teachers' work?
- 9- Going back to the past year or two, have you made any major changes in the school? Why did you seek this change? How did you execute this change?
- 10- Who designs the curriculum of the school? According to what standards is it based on? How are you involved in the designing process?
  - a- How does your school cater for students' different levels (low, mid, high), needs and interests?

#### **Style:**

- 11- How do you keep yourself knowledgeable about the teaching process in the classrooms?
- 12- How do you motivate staff members to perform effectively? How do these ways differ from one person to another?
- 13- How do you praise and reprimand your staff?
- 14- How do you evaluate your staff?
- 15- How do you usually resolve conflicts among staff members?
- 16- How do you deal with teachers who disagree with you and resist implementing your decisions?

#### **Culture:**

- 17- What values do you promote in your school?
- 18- How do you know students are excited about learning in your school?
- 19- What is the average number of students' drop outs and teachers' turn-over per year? Do you think this is a normal number? Why?
- 20- What expectations do teachers have for their students?

- 21- Do you encourage collegiality and collaboration among teachers?
- a- If, yes, how?
  - b- Do teachers share instructional approaches? If yes, what approaches have they recently shared/discussed together?
  - c- Do you allow teachers to observe each others' classes? Why?
- 22- What kind of social activities are held among teachers in your school?
- 23- How do you usually make decisions about introducing pedagogical changes? Please, give an example.
- a- If teachers are involved in making decisions, ask: To what extent are teachers involved in sharing decisions with you? Please, give an example.
- 24- How do you practice delegation in your school?
- 25- To what extent are parents involved in developing their children's learning?

**Thank you for your time and patience**

## Appendix B

### Common Findings of the Interview and Observations

#### Research Question 1

*What is the role of the school owner in running his school?*

Interview Questions	Answers	Observations
<b>1.What is the vision and mission of your school? Are teachers and students aware of them?</b>	<p><i>-All Lebanese children have the right to learn and excel because it is only through knowledge they can defeat the enemy of their country.</i></p> <p><i>-Everyone in the school is aware of the school's vision and mission.</i></p>	<p>-chatting with teachers and students showed they didn't know the vision and mission of their school.</p> <p>-vision and mission were not visible in the school (not displayed on posters in the hallways, classes, screen, copybooks, uniforms )</p> <p>-the vision and mission were not mentioned in the meetings</p>
<b>2.How do you maintain safety and discipline among students and teachers?</b>	<p><i>-Ensuring safety is a priority in the school, and everyone in the school is responsible for maintaining it.</i></p> <p><i>-Rules of discipline and order are clearly communicated to students and staff members and everyone is aware of the consequences.</i></p>	<p>-two security men were found at the main gate</p> <p>-five teachers monitored the playground</p> <p>-teachers and the school owner established order while students climbed the stairs or rode the buses</p> <p>-toilets and few classes were only clean in the morning (one janitor only)</p> <p>-some teachers asked their students to clean around their desk</p> <p>-teachers reminded students of class rules in case of a misconduct (prevention from recess, doing extra work, staying till 7 o'clock studying in the school)</p> <p>-school owner slapped children on their hands, but teachers were forbidden from doing that</p> <p>-teachers signed on an attendance copybook once they arrived and before they left</p> <p>-every Monday morning, teachers handed in their preparation copybook to the principal</p>
<b>3.How do you maintain consistency in teachers' work?</b>	<p><i>-Once teachers are hired I explain for them the policy of preparation and work. In addition the old teachers help in explaining for them the rules and regulations of work.</i></p>	<p>-there were no coordinators to follow up work</p> <p>-teachers designed different lesson plans, exams, activities, and followed different teaching approaches from each other even in the same department</p> <p>-teachers were never seen coordinating together, helping each other, or preparing material together</p>

<p><b>4.How do you work on developing your teachers?</b></p>	<p><i>-They cooperate together through helping each other, planning together, observing each others' classes, and through asking me. They are also sent to several workshops.</i></p>	<p>-Teachers worked in isolation. There was no teamwork in which teachers helped, planned, explained, or shared pedagogical issues that helped in developing them.          -Teachers did not observe each others' classes.          -Teachers revealed that not once had they attended a workshop and were quite dissatisfied with that          -no induction programs: new teachers were directly sent to classes</p>
<p><b>5. Going back to the past year or two, have you made any major changes in the school? Why did you seek this change? How did you execute this change?</b></p>	<p><i>-We have introduced new books, and now we are using modern approaches based on audio-visual aids. This change is done to make learning interesting for children. I ask publishers about new books, and we discuss their content. Then I refer to teachers' opinion before I make the decision.</i></p>	<p>-traditional way of teaching: no audio-visual aids were used in classes          - Only books of k-5 had been changed to Harcourt versions.          -researcher's old colleagues expressed that no change had occurred since she left seven years ago.</p>
<p><b>6.Do you collaborate with parents in achieving the school's goals?</b></p>	<p><i>-No, I don't because parents' ignorance about education is not helpful. We have parent community but it doesn't offer any important contributions that might benefit the school. Parents are only asked for more cooperation at home where they follow up their children's work and assignments.</i></p>	<p>-There was no room for parent meeting in the school          -There were no meetings held between the parents and the school owner.          -The parent community was passive, and they did not hold any meetings among each other.          -Parents were only seen during the report grades distribution.</p>

## Research Question 2

*What is the style of the school owner in managing his school?*

Interview Questions	Answers	Observations
<p><b>1.How do you keep yourself knowledgeable about the teaching process in the classrooms?</b></p>	<p><i>- I regularly visit classes, I refer to students and teachers, and I always check copybooks and lesson plans.</i></p>	<p>-the school owner was rarely seen visiting classes          -during recess, the school owner asked students about the material they had taken and how they had taken it          -the school owner rarely checked students' copybooks          -every week, the school principal checked teachers' preparation copybooks without making any remarks</p>



<p><b>2.How do you motivate staff members to perform effectively? How do these ways differ from one person to another?</b></p>	<p><i>- Usually when you offer help and development, all teachers get motivated. We offer them development through their colleagues and me.</i></p>	<p>-the school owner gave no allowances or bonuses or organizes celebrations for announcing achievements -The school owner was never seen attending teachers' classes and then discussing their strengths and weakness.</p>
<p><b>3.How do you praise and reprimand your staff?</b></p>	<p><i>- Praising staff happens when their achievements are announced in front of their colleagues, and reprimanding happens in the same way so that it is not repeated.</i></p>	<p>- The school owner was never seen praising teachers for their achievements even during meetings. -The school owner was frequently seen giving teachers remarks publicly about committing mistakes (in front of students and colleagues). -Students were seen laughing at the teacher's embarrassment.</p>
<p><b>4.How do you evaluate your staff?</b></p>	<p><i>- Through my class visits, and through following up the grades of the high, average, and low achievers..</i></p>	<p>- teachers were evaluated through their students' exams: the school owner examined the grades of the high achievers' section to check any regression or stability of grades. Same thing was done for the low achievers' section to check any progress achievement. -teachers said that they were evaluated with respect to their compliance with the school's rules and policy</p>
<p><b>5. How do you usually resolve conflicts among staff members?</b></p>	<p><i>-If it is not something that affects the learning process then I don't interfere. However, if it is something serious, I sit with them listen to both parties and make the proper decision to reconcile them. It is important to make them understand their mistakes</i></p>	<p>- No conflicts among teachers were witnessed by the researcher. However, many teachers expressed that usually the school owner shows bias. He always supported the more experienced ones or those who secretly informed him about what goes around in the school.</p>
<p><b>6.How do you deal with teachers who disagree with you and resist implementing your decisions?</b></p>	<p><i>- I listen to their opinions, and if they convinced me then I modify my decisions. In case we did not come to terms, and they didn't implement my decision then at the end of the academic year they get fired.</i></p>	<p>-through chatting the school owner assistant and many teachers assured that many teachers had left the school either because of the low salary or because of different perspectives for teaching.</p>

### Research Question 3

*What type of culture is established by the school owner?*

Interview Questions	Answers	Observations
<p><b>1.What values do you promote in your school?</b></p>	<p><i>- The values promoted in the school are respect, honesty, loyalty to the country, citizenship, and more importantly transcending above all religious sanctions and accepting others' differences.</i></p>	<p>- No values were posted in visible places (hallways, classrooms, copybooks, etc...)                      -Teachers didn't emphasize values in their classes. They did not post statements, quotations, or slogans that reflected the values of the schools. They also did not relate the content and its theme to life's values.</p>
<p><b>2.How do know students are excited about learning in your school?</b></p>	<p><i>- Students are excited about learning through their perseverance and hard work to achieve success. Our students love learning, and they are proud to be in this school because it shows them the way to success</i></p>	<p>-Most of the students in the low achievers' classes felt bored and did not interact with the teachers.                      -teachers did not ask challenging questions                      -Students did not work in groups or in pairs.                      -no problem-based tasks were done with students                      -no project-based assessment was done to students                      - No audio-visual aids were used for explanation.                      -There were no labs, computers, drama or music sessions in the school.                      -No athletic events or trips were held for students.</p>
<p><b>3.What expectations do teachers have for their students?</b></p>	<p><i>They believe in the potential of every student, that's why in this school we know no failings. Teachers help all their students to develop and succeed</i></p>	<p>-teachers praised all students who gave correct answers                      -teachers interacted more with good performers                      - Teachers confessed that they felt hopeless towards low achievers because despite the extra work, they didn't show a noticeable progress.                      Teachers did not use differentiated learning. They used same strategies in both sections.</p>

<p><b>4. Do you encourage collegiality and collaboration among teachers?</b></p>	<p><i>- Through my class visits, and through following up the grades of the high, average, and low achievers..</i></p>	<p>- The principal showed no signs of promoting collaboration among teachers. He didn't mention anything if he saw teachers working in isolation in the teachers' lounge.</p>
<p><b>5. How do you usually make decisions about introducing pedagogical changes?</b></p>	<p><i>- Once, I recognize that change is needed in some areas such as introducing new themes or changing the books, I inform the teachers with my decisions.</i></p>	<p>- The school owner held general meetings where he announced his decisions and listened to teachers' questions. However, he made it clear that his decisions should be implemented</p>
<p><b>6. Do you practice delegation in your school?</b></p>	<p><i>- I delegate responsibilities to teachers since they are experienced enough. We discuss their ideas and then if I were convinced I'd give them my consent for implementation.</i></p>	<p>- Teachers had no authority or power in running things. They were frequently seen in the administration office asking the school owner to make decisions about certain issues such as students' low performance, misconduct, length of the exam, removal of a lesson. Some were even afraid to confront him so they referred to his assistant.</p>

## Appendix C

### Questionnaire

Draw (✓) under the category that best reflects your opinion.

Questionnaire Items	Strongly Agree	Agree	Disagree	Strongly Disagree
<i>School Owner's Role</i>				
1. You are aware of the school's vision and mission	0	4	6	20
2. The school owner and teachers work together in	32	7	1	0
3. Teachers in all departments follow common guidelines and similar approaches in preparation and teaching.	2	3	28	7
4. The school owner provides you with all resources to develop your performance (workshops, in-service programs, technology, visual aids, etc...)	0	8	7	25
5. The school has witnessed major changes in the recent years (accreditation, changing the curriculum, integrating technology, etc...)	0	4	6	30
6. Parents are involved in school's development plans and share in activities related to their children's learning development.	0	0	8	32

### ***School Owner's Style***

1. The school owner frequently visits classrooms, makes informal conversations and formal meetings with teachers to stay knowledgeable about the teaching process in classrooms.	<b>0</b>	<b>3</b>	<b>25</b>	<b>12</b>
2. The school owner always shows you that he trusts you and expects the best from you.	<b>7</b>	<b>14</b>	<b>6</b>	<b>13</b>
3. The school owner praises you in public	<b>0</b>	<b>2</b>	<b>6</b>	<b>32</b>
4. The school owner highlights your mistakes	<b>33</b>	<b>6</b>	<b>1</b>	<b>0</b>
5. The school owner assesses your performance through several ways (classroom observations lesson plans, students' performance, reports, etc...)	<b>0</b>	<b>6</b>	<b>12</b>	<b>22</b>
6. The school owner is a good listener and solves conflicts among teachers wisely, fairly, and objectively.	<b>0</b>	<b>6</b>	<b>12</b>	<b>22</b>
7. The principal is strict and firm with teachers opposing his decisions.	<b>10</b>	<b>20</b>	<b>10</b>	<b>0</b>

### ***School Owner's Culture***

1. Teachers promote and implement values in Their classes (respect, honesty, citizenship, etc...)	<b>7</b>	<b>10</b>	<b>10</b>	<b>13</b>
2. The school owner encourages extensive activities related to subject matters (science fair, reading club, writing contest, debate club, etc...)	<b>0</b>	<b>0</b>	<b>10</b>	<b>30</b>
3. Students are happy with the school's curriculum and are excited to learn.	<b>0</b>	<b>10</b>	<b>8</b>	<b>22</b>
4. You are happy teaching at this school	<b>2</b>	<b>8</b>	<b>24</b>	<b>6</b>

5. Teachers have high expectations for all students and modify their teaching style according to students' differences so that they all reach the objectives of the lesson.	<b>10</b>	<b>15</b>	<b>10</b>	<b>25</b>
6. The school owner encourages teachers to work collaboratively in sharing ideas, observation each other, giving feedback, and planning together to achieve their goal.	<b>0</b>	<b>4</b>	<b>20</b>	<b>16</b>
7. Faculty members share their problems and concerns with each other.	<b>5</b>	<b>11</b>	<b>10</b>	<b>14</b>
8. The school owner involves you with his decisions	<b>0</b>	<b>2</b>	<b>18</b>	<b>20</b>