Exploring Differences in Leadership Styles Between Men and Women School Principals

A project Presented to the Lebanese American University in Beirut Faculty of the Education and Social Science Division

In Partial Fulfillment of the Requirements for the degree of Master in Education

by

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To my parents Sami and Sania,

my husband Chawki,

and my children Ghadi, Gherwa and Fawzi
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Abstract

The purpose of the present study was to examine differences in leadership styles between men and women school principals in Lebanon. In other words, this study explored gender differences among school principals. The sample of this study consisted of two principals and twelve teachers belonging to two schools in Lebanon. The instruments used were interviews and observation sessions developed according to the western literature. The results revealed that women school principals lead in a more open, efficient and democratic way than men school principals do. The male school principal in this study was authoritarian, used one way communication patterns, took decisions unilaterally, didn’t empower the teachers and handled conflicts in a one-sided approach. On the other hand, the female school principal in this study was democratic, used direct interpersonal contacts, decided collaboratively, empowered her teachers and consequently trusted them and resolved conflicts justly. Similarly, the teachers under the male school principal perceived him as authoritarian and the teachers under the female school principal described her as democratic. Additionally, the observation reports supported the results and revealed the existence of two different leadership styles in the two schools.
CHAPTER ONE

Introduction

Context of the study

The emancipation of women during the last decades and their active participation in societies altered the preconceived ideas of men and women's responsibilities towards their families, societies, and careers. According to Maddock (2002), gender balance is a euphemism, and shifting from traditional male and female responses requires a trust in limbo towards more dynamic interactions. Women appended their feminine touch to their work; therefore, a new era of managerial styles is being witnessed. Stocking (1995) concluded that “women have always found the cold nature of bureaucratic protocol alienating” (p.3). Women are facing bias, partiality, prejudice, intolerance, racism, sexism, and unfairness at work where they are expected to work in a man’s world and follow the pre-established rules and regulations in order to succeed. Gender bias is a network of boundaries and limitations existing only in the minds of humans. It exists beyond logic and reason. Almost always, its seeds are planted early in life, cultivated at home and in schools (Stocking, 1995). Along the same lines, Maddock affirms that women are motivated by a desire for change rather than a desire for promotion, whereas male cultures continue to reward leaders who favor competition. This is due mainly to the fact that men feel more comfortable and secure as leaders in power.

Statement of the problem

One of the major social dilemmas of heterogeneous societies continues to be that of gender bias. The current study will examine differences in leadership styles between men and women school principals. In other words, the study will explore gender differences among school principals in Lebanon.
Rationale and significance of the study

Women school principals have a different leadership style than men (Holmes, Burns, Marra, Stubbe, & Vine, 2003). In Lebanon, there is a traditional misconception that male figures can only serve leadership positions effectively whereas females are mostly confined to teaching positions. Consequently, the significance of this study is that it will shed light on the extent to which females' leadership styles are effective in Lebanese school settings.

Review of the Literature

Having been raised in a xenophobic culture, one has typical beliefs about what women and men can do and be, how they act, and how they should be treated. These values emerge from the education one receives and the families one lives in. Gender differences are considered to be taboo issues that should be tackled with care and concern due to the mere fact that people don’t like to admit their existence, yet they affect everyone’s life and style of being.

According to Ridgeway and Smith-Lovin (1999) “gender is a system of social practices within society that construes people as different in socially significant ways and organizes relations of inequality on the basis of the difference” (p.191).

Exploring gender differences in leadership styles between men and women school principals implies considering both female and male natures in respect to social interactions (Shakeshaft, Nowell, & Perry, 1992), communication (Pearson, 1981), power (Ruhl-Smith, Shen & Cooley, 1999), conflict resolution (Renwick, 1975), and decision-making (Eagly & Johannesen-Schmidt, 2001).

Hypothesis
There is a significant difference between the leadership style of women school principals and men school principals in Lebanon as determined by data which will be gathered from interviews based on the following criteria of categorizing: leadership style, communication, decision-making, empowerment, and conflict resolution.

**Rationale of hypothesis based on the literature review**

Research attests to gender differences between men and women school administrators. Modern leadership approaches aspire to initiate a collaborative work environment where principals and teachers work together to enhance the pupil’s wellbeing and education. Leadership gender differences have not been investigated thoroughly in Lebanese schools, thus it is imperative to examine this issue in order to detect false assumptions or stereotypes that might be hindering directly or indirectly the Lebanese students’ learning experience.

**Operational definitions**

Leadership styles will be determined according to four criteria: 1) communication skills: formal or informal 2) Decision-making processes: shared or coercive 3) Empowerment: presence or absence 4) Conflict resolution: democratic or autocratic.

**Operational restatement of hypothesis**

The first criterion that will be utilized for categorizing whether women or men school principals differ in their leadership practice will be communication. Vertical communication, principal with subordinate and vice versa is established through direct informal channels, such as face to face conversations, discussions, amiable tone, eye contact, open body gestures, “open door” policy, or indirect reserved channels, such as memos, orders,
offensive tone, closed body language, “closed door” policy. The second
criterion consists of the shared decision-making, either resolutions are made in a
collaborative manner by both administrators and teachers who operate as a team
and make shared decisions, or by adopting a coercive decision-making where
unilateral decisions are made from top to bottom, that is, from the principal to
the subordinate. The third criterion is based on the process of conflict resolution,
whether it is democratic, that is, the principal interviews conflicting parties
separately then all convene to reach an agreement based on mutual
understanding; or autocratic, that is, conflicts are repressed and resolved on one-
sided basis. The fourth and last criterion consists of ways principals use to
empower their subordinates, for instance delegation of tasks, creation of active
committees that can decide on administrative measures, as well as other
techniques used by the principal to empower subordinates.

Methods and techniques

This study is a qualitative descriptive case study, therefore, interviewing
is the method of choice that will be used. Interviews will be conducted with one
female and one male school principals as well as six of their teachers. Upon the
permission of the interviewees, audiotapes will be used for recording the
interviews. In addition, total confidentiality will be maintained for ethical
purposes. The questions asked will be mostly open-ended and in a semi-
structured format (i.e., preset but open to alterations and additions depending on
the course of the interview). Some of the questions will be indirect in order to
reveal the principals’ leadership styles and the subordinates’ impressions
without suggesting the answers that the interviewer intends to hear. One male
and one female school principals will be interviewed in two different catholic
schools. Six interviews will be conducted with teachers from both schools. Teachers will be full-timers in the elementary cycle. Both schools will be similar in regard to location (Beirut), size (approximately 2000 students), language of instruction (French), and religion (Catholic).

Instruments

Two different sets of questions will be used in the interviews: one for principals and the other for teachers. (See Appendix A for principal’s interview and Appendix B for teacher’s interview).

An observation report will be written based on observing each principal for the duration of two full days (7:30 a.m. until 3:00 p.m.).

Data analysis

The qualitative method is used to analyze the data collected in this study. The interview will be analyzed by dividing the content into three files: transcript file, personal file, and analytical file. Emphasis will be placed on the personal file as the reactions, behaviors, movements, gestures, and face expressions can reveal whether the interviewee is sincere. Categorizing and coding the data obtained from the interviews in the analytical file would provide evidence for the hypothesis of the study. The categories and subcategories are divided as follows:

- Leadership Style => LR
  - Sub-category, Trust => LRT
- Communication => C
Decision-making => DM
Sub-category Board Decisions => DMBD
Empowerment => E
Conflict Resolution => CF

Comparing the results of the two sets of conducted interviews, as well as analyzing the data collected from interviews with teachers and from observing the two principals at work would assist in supporting or refuting the hypothesis.

Expected results and educational implications

It is expected to find leadership style differences between male and female school principals in Lebanese schools. Certainly, leadership styles affect the school climate and culture. If the teachers and principals work in a collaborative environment, the Lebanese students' learning experience will be enhanced and expanded. The results of this study might show that women school principals have a transformational leadership style and lead in a less coercive and more democratic manner than men school principals. This transformational leadership style creates a positive school culture and reflects on the well-being of the employees as well as the students. One recommendation that might stem from this study is that school principals need to follow leadership training sessions in order to forge a collaborative work environment where teachers are empowered and involved in decision-making. Furthermore, it is vital to eliminate prejudice and preconceived ideas about what women and men can or cannot do in order to rid the next generations of this burden and to move on with a bias-free society that provides equal opportunities for both genders.
CHAPTER TWO

Review of the Literature

Introduction

Chapter one consists of a review of the literature pertaining to gender differences in school administration. Three leadership styles will be examined: transformational, transactional and laissez-faire. After relating the different leadership styles to female and male social interactions, research on power exercise will be scrutinized to expose differences between both genders. Since empowerment is associated with decision-making and conflict resolution, studies on this topic will be probed to unveil their relation to the exercise of power by both women and men. Finally, communication schemes explored in several research studies will be reviewed since these schemes are vital to social interactions.

Review of the Literature

In the 1980's and the 1990's, researchers such as Bass (1998) focused on studying arising trends in leadership styles by distinguishing between leaders who are transformational and those who are transactional. Studies were conducted to examine the effects of leadership style on organizations.

Transformational leaders were found to have high standards and inspire their subordinates by gaining their trust. They have a vision, set goals, and design plans to reach these goals. As Eagly and Johannesen-Schmidt (2001) described them, transformational leaders are skeptical of the status quo, which drives them to innovate even when the organization that they lead is generally successful. Such leaders empower their followers, thus enabling them to contribute more competently to their organization. Eagly and Johannesen-Schmidt called leaders
with such characteristics "transactional leaders", who establish exchange relationships with their subordinates. Transactional leaders clarify subordinates’ responsibilities, monitor their work, and require them to meet objectives and correct them for failing to meet objectives. Researchers also have identified another leadership style termed laissez-faire (Yammarino & Bass, 1990) which consists of a general failure on the part of leaders to take responsibility for managing. Such leaders are inactive, rather than proactive or reactive, ignore their duties, succumb to pressure, and are attached only to their managerial position (Hood, 2003). Moreover, these leaders fail to take adequate decisions, to resolve conflict efficiently, or to communicate openly with their subordinates. According to Sarros & Santora (2001) laissez-faire is a kind of non-leadership. On the other hand, Boehnke, DiStefano, DiStefano, & Bontis, (1997), contended that although these leaders may think they are empowering their employees, they are in fact abdicating rather than delegating.

Even though transformational and transactional leadership styles are not distinctly linked to gender issues, transformational leadership seems to be aligned with female behavior in organizational settings. Kohlberg (1981) stated that “masculine discourse typically projects faith in authority … that is the rule of position and the rule of law” (p. 45). Men base their moral decisions on notions of fairness and justice, women on fairness and care (Powell, 1999).

The new leadership styles were examined in school settings where the relational factor is predominant. Few studies have been conducted on female school principals, despite the fact that women have been in administrative jobs since the early 1900’s (Shakeshaft, 1989). Research has shown that female principals experience their jobs at schools differently than men do and that they
may approach administrative tasks from a female perspective, that is, caring, listening and favoring the relational aspect when dealing with their subordinates (Shakeshaft, 1989). Gross and Trask (1976) found that women derive more satisfaction from supervising instruction than men do. They also reported that women exert more control over teachers’ professional activities by requiring teachers to discuss classroom problems. Also, women supervisors have a greater understanding of what usually takes place in the classroom (cited in Shantz, 1993).

On the other hand, male principals have different values and approaches to running schools. According to Shakeshaft, Nowell, and Perry (1992), men and women have different definitions of trust. From a man’s perspective, the main trait of a trustworthy person is maintaining confidentiality; he/she must not disclose information or communicate actions or discussions with others. In contrast, women expect people to discuss conversations and share feelings with others. What women saw as untrustworthy were individuals failing to keep their commitments, whereas men considered this behavior as a lack of time management or capability.

Research studies have also examined the power struggle in organizations. According to Aburdene and Naisbitt (1992), effective leadership drifted from “military-style authoritarian management in favor of an approach that empowers people thereby increasing both productivity and profits” (p. 63). In school settings, principals can foster collegiality and a partnership spirit through empowering teachers, thus enhancing the learner’s educational experience. Empowerment appeared in the education literature in the late 1980’s with the advent of school site-based decision-making (Edwards, Green &
Lyons, 2001). Educational research studied the principal's behavior in empowering teachers. When principals have a transformational leadership style, are "authentic" (Kirby & Colbert, 1994), use a human relations leadership style and collaboration, their teachers tend to be more empowered (Edwards et al., 2001). Other researchers (e.g., Ozga, 1993) pointed out that this change in leadership styles brings advantages to women. Such authors claim that women generally lead in a more developmental and supportive manner. This argument supports the notion that gender related differences exist (Ruhl-Smith, Shen & Cooley, 1999). Shakshak (1989) stated in that sense that "women manage with clear educational goals, supported by a value system that stresses support, caring, and relationships" (p. 113). This suggests that women tend to use leadership to empower subordinates and foster human relations.

Empowerment is associated with decision-making and conflict resolution. When a principal empowers his/her subordinates, it implies a shared decision-making style and a bottom-to-top conflict resolution approach. Another trait of leadership style that has been investigated in research is the difference between leaders who behave democratically and allow subordinates to participate in decision making and those who behave autocratically and restrain followers from participating in decision making (Eagly & Johannesen-Schmidt, 2001). The democratic-autocratic aspect also relates to gender roles due to the fact that men are relatively more dominant and controlling, therefore, more autocratic-directive than women are (Bass, 1998). Renwick (1975) explored the issue of conflict management style by collecting retrospective evaluations of supervisors' behavior from their subordinates. She found that women subordinates were more likely than men to report that their male supervisors
used withdrawal (avoidance), smoothing (obliger), and compromise to deal with supervisor-subordinate conflicts (Korabik, Baril & Watson, 1993). Salmon emphasized the fact that good principals should focus their energy on predicting problems before they arise (cited in Shannon, 1994). Furthermore, he believed that decisions should be made at the lowest level possible and as close to the point of origin as feasible (empowerment). He advised administrators to communicate in order to resolve conflicts, thus, to think like a judge in resolving disputes.

Additionally, collaborative school cultures exist within an atmosphere that critically examines existing practices and seeks better alternatives. Thus problem solving, negotiating, clarifying, listening and reflecting are central elements to this process. Collaborative supervision is based on equity, and the purpose is to solve problems as a group. Principals, as all other participants in the group advocate for their own position, also urge others to express their standpoints and act as motivators to move the group towards a decision. Interpersonal relations become vital, and the administrator must model effective conflict resolution strategies and assist in solving difficulties when they arise (Shautz, 1995). Collaborative school cultures share the same characteristics with the democratic and transformational leadership approaches. In a collaborative setting, communication is informal, simple, and clear.

Men and women use language differently. Laney and Packer (1993) list some of the differences, noting that women are more likely than men to use expressive language that encourages community building. Women show respect to their audience by listening and remembering what has been said. Pearson (1981) exposed a difference in speech patterns of communication: women use a
less autocratic, less coercive style of leadership than men do (Ruhl-Smith et al., 1999).

Conclusion

Contemporary leadership styles in school administration mold and determine school cultures and could enhance or hinder learning experiences. Transformational leadership coupled with trust, shared decision-making, astute conflict resolution, judicious empowerment, and adequate interpersonal communication, constitute the ingredients of the efficient profile of school administrators. As reflected in the reviewed studies, women’s nature concurs with the above stated profile. Research findings refute the preconceived stereotyping that limits women’s abilities in handling managerial positions.
Method

Chapter Three

This study consists of a comprehensive investigation of two schools, a qualitative descriptive case-study design. The perceptions of the two principals and teachers were scrutinized concerning the two school principals' leadership style in relation to gender differences.

Sample

The sample of the study consisted of two principals and twelve teachers. One female and one male school principals in two comparable catholic schools in terms of location (Beirut), size (approximately 2000 students), language of instruction (French), and religion (Roman Catholic). The female principal holds a BA in education, has 10 years of experience in teaching and has been principal for the last 15 years at the same school. The male principal holds a BA in education as well, has a teaching experience of 10 years and has been the principal for the last five years at the same school. It should be noted that both principals are lay people even though both schools belong to the Catholic church. The teachers in both schools were all tenured, full timers, in the elementary cycle and predominantly women (84% women and 16% men). At the female principal's school, the teachers’ average age was 37 years, with an average of 14 years of experience and an average of 13 years of experience in teaching at the school in this study. At the male principal’s school, the teachers’ average age was 38 years, with an average of 15 years of experience and an average of 14 years of experience in teaching at the school in this study.
Instruments

A 30-minute interview was conducted with both principals regarding their leadership style, communication channels, conflict-resolution processes, decision-making and empowerment. Furthermore, six teachers from each school were interviewed regarding their perceptions of the leadership style of their principal, his/her communication channels, conflict-resolution processes, decision-making and empowerment. The interview questions of the principals and the teachers were open-ended, preset but open to alterations and additions depending on the course of the interview. The format was semi-structured to allow the interviewees to give their opinion unreservedly and, at the same time, direct the interview towards the focal areas under discussion in this study. Moreover, a three full days (7:30 a.m. until 3:00 p.m.) of non-participant observations were carried out in both schools. During the observation sessions, the collected data consisted of written notes, due to the fact that the permission to use a tape recorder or a video camera was not granted. The general atmosphere of the teachers' lounge, bulletin board announcements, and the principals' interactions with their subordinates were the focal point of the observations. It should be noted that both principals did not allow the researcher to observe any of the daily staff meetings.

Procedures

Prior to the process of collecting data, the school principals' permission was granted orally. The researcher explained to the participants the purpose of the study before conducting the interviews. In addition, all participants were guaranteed total confidentiality regarding their identity and the content of the interview.
Data analysis

This study relied on the qualitative method based on data collected from interviews and observations. The interviews with the principals and the teachers were tape recorded and transcribed verbatim to an analytical file to cover the findings of the interviews (See Appendixes G and H). Observation reports were written to record the perceptions gathered during the sessions (See Appendixes A through F).
Results

Chapter Four

The purpose of the current study was to examine whether gender differences affect leadership practice in Catholic school settings in Lebanon. Data were collected through interviews with one female and one male school principals and twelve of their teachers. Furthermore, the interviews were accompanied by observation reports in the two schools to substantiate the results. In this chapter, the results of the study are divided into seven categories for both female and male school principals: trust, communication, decision-making, empowerment, conflict-resolution, care, and leadership style. The appendices consist of the transcribed interviews as well as the observation reports of the two schools.

The Female School Principal

Trust.

The female school principal’s responses (see Appendix C) showed that she trusted her teachers. She affirmed clearly that she could not work and perform without trusting the teachers. Accordingly, she stated that she delegated responsibilities to them, listened to their proposals, and cooperated with them about having a clear vision for the school’s future.

Concurrently, the six teachers interviewed (see Appendix E) confirmed that their principal trusted them with tasks to assist her. Consequently, the teachers believed that their principal delegated to them tasks of different magnitude. They felt involved in all aspects of school governance because they chose to be involved rather than because sharing in the school governance was imposed on them.
Communication.

The female school principal declared that she communicated through direct channels with her staff members. She followed the “open-door” policy, used memos and notes for general concern matters, and conveyed messages personally to them. Furthermore, she stated that she did not live in an ivory tower and she was always available to listen to the teachers’ concerns.

Along the same lines, the six interviewed teachers affirmed that their principal was always available to convene with them without prior appointments. They added that the best approach to communicate with her was the direct and the straightforward approach. In addition, she used memos sparingly and favored face-to-face communication to convey messages.

The observation report (see Appendix G) conducted by the researcher corresponded with the declarations of both teachers and principal. The researcher noted that on one occasion, the principal stopped a meeting to discuss an urgent matter with a teacher. In addition, the researcher saw the principal in the playground having a conversation with a teacher. Furthermore, the memos posted at the teachers’ lounge were of general interest, such as vacation schedules in addition to texts of jokes and citations lists. The principal was also seen chatting amicably with her teachers about personal matters in the teachers’ lounge, such as discussing the annual staff dinner and inquiring about the health of one of the teachers’ relative.

Decision-making.

All through the interview, the female school principal showed the profile of a shared decision-making leader. She stated that she involved her teachers in decision-making through a clear process: she administers questionnaires,
collects and analyses data, and makes decisions accordingly. Moreover, she stated that at present, she was consulting with the teachers for revising the school's vision statement and reforming the rules and regulations of the school.

On the other hand, her teachers affirmed unanimously that they participated actively in the decision making process at their school. They stated that they were involved in a committee that was created to reformulate the internal rules and regulations of the school. Furthermore, they all affirmed that their principal's decisions emanate from a general consensus and are made after consulting with them.

*Empowerment.*

The female school principal discussed the issue of empowering her teachers. She stated that she couldn't accomplish tasks alone and that she needed a team to help her run the school. Additionally, she delegated numerous tasks to the team members such as attending conferences, writing reports, curricula and books' evaluations, and other tasks related to running the school.

The interviewed teachers stated that they made their own decisions in their classrooms and that their principal delegated to them numerous tasks after consulting with them, such as giving them the choice to participate in the reform committee.

*Conflict-resolution.*

The female school principal declared during the interview that she resolved conflicts between her teachers by meeting with them separately at first and then together in order to solve problems between them. She stressed the fact that she made sure not to hurt anyone's feelings in this process. She added that she acted like a judge in a tribunal.
Similar declarations were made by her teachers who stressed the fact that conflicts were rare in the school since the general climate of the school was mostly stress-free and family-like relationships.

*Ways of empowerment.*

With regard to the ways she used to empower her subordinates, the female school principal stated that she delegated to teachers the responsibilities of conducting research, collecting statistical data, attending meetings, representing her in conferences, writing reports, and meeting with the students’ parents.

As shown in the transcribed interview, the teachers supported the principal’s claims and concurred with her on the tasks she delegated to them. They stated that she delegated to them tasks such as reforming curricula, suggesting new teaching methods, writing academic reports, evaluating books, and handling academic and administrative affairs.

*Care.*

The female school principal responses reflected a caring style in exercising power. She stated that she always made sure not to hurt anyone’s feelings. She followed a value system that stresses simplicity and human relationships emanating from the religious congregation’s rules that the school follows.

The interviewed teachers reflected the caring aspect in their description of her. On many occasions, they stated that she was considerate and cared for her staff members.

The observation report concurred with the data gathered from interviews. The researcher noted that the principal showed affection students, such as whispering gentle words into an injured student’s ear. The principal was
caring as well with the teachers; on one occasion, she was heard asking two teachers about their mom’s and son’s health respectively.

*Leadership style.*

The female school principal’s responses showed that she was a transformational leader. She had high patriotic and moral standards and inspired her subordinates by gaining their trust. She had a vision, fixed goals, and designed plans to reach these goals. She was skeptical of the status quo at her school, which drove her to innovate even if the organization that she led was successful. She empowered her staff members, thus enabling them to contribute more competently to their organization. She declared that she managed with a collaborative approach, a clear futuristic vision and that she was assisted by her team to change the status quo and make progress. She stated that she put forth high educational objectives based on solid values.

In conjunction with her declarations, the interviewed teachers supported her sayings and described her as being close to them, supportive, open, a good listener, and has good communication skills.

The observation report conducted by the researcher corresponded with the declarations of both teachers and principal. The researcher noted that, on one occasion, the principal asked a teacher about the new textbook she was asked to evaluate. The researcher also reported that the principal interrupted a meeting to meet with a teacher for an urgent matter and was seen on two occasions, talking to teachers on individual basis in the playground.
The Male School Principal

Trust.

The male school principal’s responses (see Appendix D) showed that he trusted his teachers on the academic level. He affirmed that his teachers can manage well their classrooms. Accordingly, he listened to their suggestions for change and tried to fulfill them when possible, but these had to be presented to him ahead of time.

Alongside, the six teachers interviewed (see Appendix F) confirmed that their principal trusted them to manage their own classrooms. Nevertheless, two of them pointed out that their work was followed up closely by subject-matter coordinators and cycle directors.

Communication.

The male school principal declared that he used direct communication channels to communicate with his subordinates. He followed the “open-door” policy, used memos and notes for general concern matters, and conveyed messages in a direct manner. Furthermore, he stated that his staff members could meet with him without prior appointments during the two recesses.

However, the six interviewed teachers declared that in order for them to meet with the principal, they had to make an appointment ahead of time. They added that the best way to approach him was “to be as clear and as concise as possible”. In addition, the teachers stated that he used memos often and conveyed messages to them through his assistant.

The observation report (see Appendix H) conducted by the researcher corresponded with the declarations of the teachers, but not those of the principal. The researcher noted that a teacher couldn’t meet with the principal
even for an urgent matter without an appointment. Instead, the principal's assistant conveyed the teacher's message to him. His assistant was the mediator between him and the teachers and conveyed his messages to and from them repeatedly.

Decision-making.

Throughout the interview, the male school principal emphasized that the school followed a managerial hierarchical system. Decisions are made at the top level, starting with the school's rector, and handed down to staff members who have to comply.

On the other hand, the teachers affirmed unanimously that decisions are made by the principal and the rector and that they, the teachers, had to comply without questioning.

Empowerment.

The male school principal discussed empowering his teachers. He stated that the teachers are encouraged to suggest new teaching strategies and curriculum material.

Similarly, the interviewed teachers stated that they were the ones who decided on the curriculum and teaching methods applied in their classrooms.

Conflict-resolution.

The male school principal declared that he resolved conflicts between his teachers by meeting with each one of them separately and then together in order to solve problems. He noted that he usually tries to convince the conflicting parties to go beyond their personal differences and to treat each other in a professional manner.
Similar declarations were found in the interviews with the teachers who stated that the principal usually handles conflicts fairly. However, one teacher declared that the principal solved problems by avoiding to bring together conflicting parties; rather, he dealt with conflicts in an indirect manner by dropping hints instead of direct confrontation.

Ways of empowerment.

With regard to the ways of empowerment, the male school principal stated that he delegated to teachers tasks of academic nature, such as evaluating new curriculum material and suggesting teaching methods.

As shown in the transcribed interview, the teachers supported the principal’s claims and declared that he delegated the tasks of suggesting new projects and methodologies applied in the classrooms.

Care.

Regarding the caring factor, the male school principal declared that he was of an authoritarian and firm nature.

The teachers’ declarations coincided with the principal’s sayings as they stated that he was authoritarian and firm.

The observation report was in accordance with both the teachers’ and the principal’s statements. The principal avoided contact with the staff members and the students and stayed in his office most of the time.

Leadership style.

With respect to the leadership style, the male school principal appeared to follow the transactional leadership style. He established exchange relationships with his staff members, clarified their responsibilities, monitored their work, and required them to meet objectives and corrected them for failing to meet objectives. He declared
that he made sure that decisions made by the rector were well implemented. He added that he was firm, authoritarian, but also ready to listen to his staff members.

As revealed by the teachers, the principal was seen as fair, open, firm, but also authoritarian. One of the teachers stated that the principal’s presence was always felt even when he was not on the school premises.

The observation report concurred with the claims of both teachers and principal. The researcher reported that on many occasions, the principal established exchange relationships with the staff members through meeting with them. Furthermore, he clarified to them their duties by posting rules and regulations on the board at the teachers’ lounge.

**Conclusion**

In conclusion, the results revealed some discrepancies between the male school principal standpoints, his teachers’ declarations, and the observation report. The male school principal declared that he favored direct communication and that he practiced the “open-door” policy. However, his teachers stated that an appointment was necessary to meet with him. Their allegations were confirmed during the observation sessions conducted by the researcher. Furthermore, the principal didn’t mention his assistant as being a mediator between him and his subordinates, whereas the observation report and some of the teachers’ statements revealed the opposite. Additionally, the male school principal noted that he resolved issues by conferring with the two parties and convincing them to go beyond their personal differences and treat each other professionally. One teacher stated that the principal in fact resolved issues by sending a letter to the conflicting parties or by pointing out the conflict’s subject during a staff meeting.
On the other hand, discrepancies were not found between the female school principal statements, those of her teachers, and the data collected in the observation report.

The results of this study showed that the female school principal led differently than the male school principal did. The female principal followed the transformational leadership style, empowered her teachers, resolved conflicts justly, decided collectively, communicated directly, and was caring in dealing with the staff and the students. On the other hand, the male principal followed the transactional leadership style, put forth objectives and made sure to reach them, removed himself from situations requiring interaction, and was firm in dealing with staff members and students.
Discussion

Chapter Five

This study examined administrative differences between female and male principals in Lebanese schools. In chapter two of this study, studies on gender differences between school administrators were reviewed; however, none of the reviewed studies discussed the gender differences experienced in the Lebanese school administration. Therefore, this small-scale study investigated whether gender differences affected leadership styles in school administration in Catholic schools in Lebanon. In general, numerous similarities and a few discrepancies were perceived in the patterns of responses encountered in this study and those of the Western literature.

Trust

The results of the present study indicated that the female school principal favors discussions and sharing feelings with others. Those results are congruent with the Western literature (Shakeshaft et al., 1992).

With regards to the male school principal, the results of this study did not concur with the western literature given the fact that the trust pattern was not observed by the researcher nor detected in the conducted interviews.

Communication

The male school principal in this study claimed that he communicated directly with teachers, staff, and students. However, the observation report and teachers’ interviews revealed that he used indirect communication channels, such as having his assistant as mediator between him and the staff members, sending memos and notes to teachers rather than meeting with them personally, and adopting a closed-door policy. The female school administrator interviewed in the current study believed in direct communication patterns. Her door was
open to her staff members; she conveyed personally messages to them and used memos and notes moderately. These claims were supported by the interviewed teachers’ declarations and the data collected in the observation report. These results were compatible with those of the Western literature (Laney & Packer, 1993; Pearson, 1981; Ruhl-Smith et al., 1999; Shautz, 1995). One explanation of the difference in communication patterns between the male and female school principals in the present study might be related to the patriarchal Lebanese society where males consider that communication must be restricted to the minimum levels in order not to lose control over issues.

Decision-making

The decision-making process was a focal point addressed in this study. The male school principal stressed the fact that decisions originated from the top and that he followed a hierarchical system. This autocratic decision-making process was also stated by the interviewed teachers in his school. The female school principal behaved democratically and allowed subordinates to participate in the decision-making process through consulting with them on every issue of concern to them. Her interviewed teachers vouched for her shared decision-making policy and described the procedures she followed to involve them. It is noteworthy to mention that the teachers in the school with the female principal had the choice of participating in the decision-making process. These results were congruent with those present in the Western literature (Eagly & Johannesen-Schmidt, 2001; Bass, 1998; Renwick, 1975; Korabik et al., 1993; Shannon, 1994) where it was shown that female leaders usually follow a democratic decision-making process whereas male leaders followed an autocratic and unilateral one. One explanation might be that the democratic-
autocratic aspect also relates to gender roles in the Lebanese society and Catholic institutions where men are supposed to be relatively more dominant and controlling, therefore, more autocratic-directive than women are.

**Empowerment**

The male school principal followed an authoritarian management style. He empowered his teachers only in relation to the simple daily operation in the classroom. The female school principal empowered her staff members by assigning different tasks to them, thus fostering collegiality and a sense of belonging among them. She managed with a clear vision, supported by a value system that stresses support, caring, and human relationships. Equally, in the literature, those findings were revealed (Edwards et al., 2001; Ruhl-Smith et al., 1999; Shakeshaft, 1989) where women were found to use leadership to empower subordinates and foster human relations while men tend to restrain the empowerment of their staff members. A possible explanation of this finding might be that the current study was conducted in Catholic schools where male dominance is expected; thus, to keep control over matters, it is in the best interest of the male school principal to limit empowerment of his staff to a minimum level.

**Conflict resolution**

The male school principal resolved conflicts by listening to both parties and forcing all involved to reach a solution. One of his six interviewed teachers stated that the principal dealt indirectly with conflicts between staff members. According to the principal himself, conflicts could be avoided if staff members abided by the internal rules and regulations. The female school principal on the other hand, intervened between conflicting parties in order to resolve conflicts;
thus, acted like a judge in a tribunal. Conflicts were avoided because of the collaborative and stress-free atmosphere that reigned in the school. Correspondingly, similar findings were revealed in the Western literature (Korabik et al., 1993; Shannon, 1994) where male leaders were found to tend to avoid conflicts and resolve them by forcing conflicting parties to reach an agreement whereas women tend to communicate and reach an agreement without hurting other people's feelings. One explanation might be that males in Catholic schools and in the Lebanese society as a whole are expected to resolve conflicts successfully without paying much attention to feelings. The goal is to reach an efficient solution to a problem rather than keeping all parties emotionally satisfied and hurt-free.

Care.

The male school principal declared having faith in authority, the rule of position, and the rule of law. The female school principal exercised leadership based on notions of fairness and justice. Those findings were in parallel with the literature reviewed (Kohlberg, 1981; Powell, 1999) where females were fond to stress social, relational and humane interactions in schools whereas men favored order and discipline. One explanation might be related to men and women stereotype images in the Lebanese society where men are expected to avoid the expression of feelings and women are expected to be caring and nurturing.

Leadership style

Following the five patterns of analysis listed previously, the leadership styles of the female and male school principals can be aligned with the Western literature (Bass, 1998; Eagly & Johannesen-Schmidt, 2001; Shakeshaft, 1989; Gross & Trask; 1976). The male school principal was a transactional leader who
dictated his subordinates’ responsibilities, monitored their work, and required them to meet objectives, and corrected them for failing to meet objectives. The female school principal was a transformational leader. She was found to have high standards and inspired her subordinates by gaining their trust. She had a vision, fixed goals, and designed plans to reach these goals. She was skeptical of the status quo, which drove her to innovate even when the organization that she led was successful. She empowered her followers, thus enabled them to contribute more competently to their organization. One explanation might be related to the Lebanese patriarchal society where men are expected to rule over people and women with people. Another explanation might be related to catholic schools contexts where women vulnerability and frailty are accepted and male authority and control are supposed to be exerted.

Conclusion

In conclusion, parallel findings were found between the results of the present study and the patterns of responses stated in the Western literature. The female school principal followed the transformational leadership style whereas the male school principal followed the transactional style. The female school principal drew her authority from delegation, empowerment, communication, shared decision-making, just conflict-resolution and emphasis on care and collegiality as shown in the relevant sections. The male school principal supervised closely his followers, limited their empowerment, communicated indirectly with them or through mediators, took unilateral decisions, resolved conflicts by compliance or avoidance, and emphasized the importance of duties and responsibilities.
Limitations and implications for future research

Implications for future research could be summarized in the following points:

1- This study has put some perspective on how gender affects administration in Lebanese schools. However, further research should include a larger sample to strengthen the results and make them more useful in understanding the Lebanese gender differences in school administration.

2- The sample of this study was limited geographically to one area and also limited to Catholic schools, future studies need to comprise diverse Lebanese areas and a variety of schools with different orientations, both religious and secular.

3- The instruments of the study were limited to interviews and observation reports. Administering large-scale questionnaires would help to highlight the validity and reliability of the results in this study.
References


Appendix A

Interview questions for school principals
Interview questions for school principals

1. Describe your job.

2. How do you describe your relationship with your teachers?

3. Describe the kind of teachers you have at your school.

4. What is your reaction when teachers suggest outings, fieldtrips, and new curriculum material; do you usually take their requests into consideration?

5. What are the issues/problems that you believe teachers can handle/solve successfully?

6. How do you communicate with teachers? Directly or through memos and personnel?

7. What do you think is the best approach to communicate with your staff?

8. What is the process of decision-making at your school?

9. Under which circumstances you might change your decisions?

10. Do teachers participate in the school governance? If yes, which tasks do you delegate to them?

11. Did you form committees to assist you? If yes, what are these committees and how do they function?

12. If a conflict arises between the teachers, how do you handle it?

13. Are there any preventive measures set to avoid conflicts? If yes, what are they?

14. Do you interfere in the conflicts that arise between the teachers and the students?

15. Describe your managing style.
Appendix B

Interview Questions for Teachers
Interview Questions for Teachers

1. How do you describe your relationship with your principal?

2. Describe the kind of principal you have at your school.

3. What is the reaction of your principal when you suggest outings, fieldtrips, and new curriculum material; does he/her usually consider your requests?

4. Does the principal trust you to handle/solve issues and problems successfully?

5. How does she/he communicate with you? Directly or through memos and personnel?

6. What do you think is the best approach to communicate with your principal?

7. What is the process of decision-making at your school?

8. Under which circumstances does the principal change his/her decisions?

9. Do you participate in the school governance? If yes, which tasks does he/she delegate to you?

10. Did he/she form committees to assist him/her? If yes, what are these committees and how do they function?

11. If a conflict arises between the teachers, how does she/he handle it?

12. Did she/he set any preventive measures to avoid conflicts? If yes, what are they?

13. Does the principal interfere in the conflicts that arise between you and the students?

14. Describe the principal's managing style.
Appendix C

Interview with the female school principal
Interview with the women school principal

1-Describe your job.

If you want me really to describe my work here, it will take me a lot of time since I do a lot of things. Anyway, I manage this school. I am the pedagogical director and I handle all academic and educational matters. Cycle directors help me in my work as well as a team of monitors who take care of discipline. What I mean by cycle directors are the directors for the preschool, primary, middle and secondary levels. In fact, I am also responsible for the middle and secondary cycles. I have a lot of work to do and I am going to limit myself now to the principal’s job. My work consists of planning, organizing and preparing for the future. For the time being, we are completing a task that is time consuming. We are restructuring the school, which means institutionalizing, defining techniques and writing new texts and rules. The internal rules were old and needed updating. We want to keep a heritage for the coming generations. We are writing new rules and regulations for teachers, students, job descriptions, organizational structure... This is the general organizational side of my work. I am doing this job in collaboration with the others, we are conducting numerous meetings and we are deciding on what we want the organization to be in the future. I think this is my role as a school principal, to have a vision about how we want the school to be. I am working according to this vision which I consider very important in every organization.

My second task is the academic part. I follow up on new curriculum material and innovative teaching strategies. I train my teachers and if I can’t I ask for professional trainers. I make sure that my teachers apply the new acquired teaching methods. We offer both the French and the Lebanese baccalaureates. With all the changes in the Lebanese curriculum, we had to be up to date and train our teachers. I also coordinate
with all the subject coordinators and I follow up on their reports. I am giving you the big picture, the wide axies of my academic work.

Furthermore, I evaluate the teachers’ performance and commitment; I recruit new ones, and assess whether the objectives set at the beginning of the year are met. I follow up the students and their families affairs. I organize parents-teacher conferences throughout the cycles, there are meetings that I organize personally and others that I delegate to the cycle directors. It depends; sometimes we organize the meetings together because they know better their students. I provide the general objectives and then I listen to everyone to reach a decision. Those meetings are made for parents to be updated because changes in the educational system are so fast. You need to explain to them for example that their children don’t need to memorize geography lessons anymore, as well as history, math, science, language... Their children don’t need drilling but need to understand the system and the method and to have autonomy as well.

Regarding the students, I have to supervise the education they are receiving, see what their needs are, if the objectives are met, if we are teaching them critical thinking, analyzing... Make sure that Christian values are implemented, since we are a Christian school. We have a secular teacher who teaches religion. I make sure that we educate our students in the human, academic, and civic fields. We stress the civic education because it’s very important. We have to transmit values through modeling and that’s why we work closely with teachers, monitors and coordinators. They follow training sessions to model those values and our vision statement.

2-What are those values?

Those values are drawn from our vision statement and the constitution of the congregation which is our main reference. The values and the objectives of the
religious congregation of Nazareth are the backbone of our vision statement. This female religious congregation was called "nuns of Nazareth" after the French revolution in the 18th century because they had the simplicity and modesty of this city. Those moral values cannot be taught but practiced and modeled to our students.

3-How do you do that?

When a student breaks the rules, I punish him and explain to him clearly the reasons that lie behind this punishment. I act like a judge in a court, I listen to him, explain to him what is wrong and what are the consequences of his actions. There is a lot of work to be done; I can say that this is an "impossible" job. Education is a huge responsibility for the teacher and the principal as well. We have to work according to a future vision and always keep hoping because if we lose hope we will be depressed and we won't be able to be devoted to our mission. We have to initiate the change, for all our students, whether Christians or Moslems, we have to model respect, trust and sense of belonging. This is our objective in the current situation in order to have committed individuals.

4-How do you describe your relationship with your teachers?

Very friendly and professional. I don't want to say only friendly because it is professional as well. The fact that I was a teacher before being a principal facilitates my task and enables me to be close to everyone.

5-Describe the kind of teachers you have at your school.

They are excellent teachers, very committed and engaged in their work. Of course, some of them need to be followed up but overall, they are committed to their work.

6-Do you think you can trust them?

Yes of course, I will not be able to work without trusting them. If I didn't trust
them, I’ll have to quit. If I can’t trust the people I work with, then it is my problem. I am not here to trap and spy on them but to work with them. We have a hierarchical system, at the same time; we follow the cooperative management approach. I always administer questionnaires to teachers and then draw conclusions to be able to take my decisions. I usually take decisions but after consulting with everyone.

7-What is your reaction when teachers suggest outings, fieldtrips, and new curriculum material; do you usually take their requests into consideration?

I appreciate all suggestions and my door is open all the time. The most important thing is the interest of the students. Of course, I examine the feasibility of the proposition whether it is academic or extracurricular. I try to fulfill their requests.

8-What are the issues/problems that you believe teachers can handle/solve successfully?

I trust they can handle all issues relating to their field of expertise.

9-How do you communicate with teachers? Directly or through memos and personnel?

Through notes, memos, direct contact. I follow the open doors policy. If I have a meeting they can drop by later and see me. Sometimes I transmit the message to them in the playground or the classroom.

10-What do you think is the best approach to communicate with your staff??

I organize departmental meetings in coordination with departments’ heads. I like the interpersonal approach; I go and see them when I need them. I go sometimes and have a cup of coffee with them.

10-What is the process of decision-making at your school?

I consult with my team before making any decision. It is a process, first they fill a questionnaire, I collect data, hold meetings and then decide after listening to
everyone.

11-Under which circumstances you might change your decisions?

I think that changing my opinion is not a sign of weakness. I study the circumstances and then I explain and give a sense, a meaning to the change. Yes, I can change my decisions based on solid reasons.

12-Do teachers participate in the school governance? If yes, which tasks do you delegate to them?

Yes I delegate. I can’t complete the work alone. I give them research work to do, collect statistical data, attend meetings, represent me in conferences, write reports, parents conferences...

13-Did you form committees to assist you? If yes, what are these committees and how do they function?

Yes I did. We have teachers’, parents’ and students’ committees. In addition, we formed academic committees throughout grades and cycles. We have a committee in charge of reforming the curriculum. Another committee is helping me to write the internal rules and regulations as well as the new vision statements... We have a cooperative system, everyone participates in the school work.

14-If a conflict arises between the teachers, how do you handle it?

Mediation is the best way to solve problems. I listen to each party alone then I confer with them and try to solve the issue without hurting their feelings.

15-Are there any preventive measures set to avoid conflicts? If yes, what are they?

Yes, the staff is relaxed and not pressured. If they lived in a tyranny they would be oppressed and conflicts arise between them. They live a peaceful life here!

16-Do you interfere in the conflicts that arise between the teachers and the students?
I interfere if the teacher and the cycle director ask me to. Usually, they solve conflicts efficiently on their own.

17-Describe your managing style.

I follow the cooperative management style. Dialogue is crucial to me. I don’t take any decision without consulting my staff members, teachers, parents and students. I can’t work in a different way. I can’t give orders and run a one woman show here. I manage with a futuristic vision, I try to predict, I trust my staff members and I don’t live in an ivory tower.
Appendix D

Interview with the male school principal
Interview with the male school principal

1-Describe your job.

I am the director by delegation of this school. I have been working in this capacity for the last 12 years. I am responsible for the management of the school and I report directly to the rector of this school. We have clear rules and regulations to abide by that emanate from the congregation’s spirit and vision. I make sure that the decisions made by the rector, who represents the congregation responsible for this school, are properly implemented. I am also responsible for the academic aspect including programs, books, and methods of teaching to be adopted. The personnel and recruitment of teachers are my responsibility as well. All kinds of issues related to the school, whether internal or external, like for example the reporting to government authorities are also my responsibility. Basically, I am responsible for this school on all levels.

2-How do you describe your relationship with your teachers?

I have an open, transparent, professional relationship with them based on mutual respect. I am authoritarian; I know what I want and what is in the best interest of the school and the students’ interest and I act accordingly with everyone, including the teachers.

3-Describe the kind of teachers you have at your school.

All our teachers are holders of university degrees in their fields of expertise, even in the preschool section. If they don’t have a university degree they might have an adequate degree for teaching preschool, like the Technical Baccalaureate for example in Kindergarten teaching. The teachers are young, dynamic and have at least two years experience. They are open to new teaching methods and follow the school’s spirit. They are mostly women.
4-Why do you think that you have a majority of woman teachers?

The teacher job is regarded in a wrong manner in our society. It is considered to be a woman’s field because salaries are not high and cannot by themselves support a family. Men don’t consider teaching as a good career in our society because when you are a teacher you will remain one till the end of your life. This is very wrong because teachers can be promoted to coordinators, directors or principals like me for example. Additionally, women like to be next to their kids at school and the working hours suit them if they want to be present at home when their kids come back from school. In Lebanon, teaching is a female job because of what I already mentioned and because the salary is considered to be secondary in a family.

5-What is your reaction when teachers suggest outings, fieldtrips, and new curriculum material; do you usually take their requests into consideration?

Given the fact that we are in Beirut, we have access to the national museum, public gardens, municipality libraries... and we make our students benefit from this opportunity. Everything is planned ahead of time, for example we are finalizing next year’s program including outings related to classroom projects. If the teachers suggest a new outing, a new project, I will listen to them and if I am convinced, I try to assess if it is feasible. The feasibility depends on the timing, the financial resources, and the general atmosphere. Like for instance, we couldn’t do any outings lately because of the unstable situation in the country and the manifestations taking place in Beirut.

6-What are the issues/problems that you believe teachers can handle/solve successfully?

My teachers can handle problems in their classrooms successfully. They are the masters of their classrooms. I think there is a hierarchy. Children cannot be on the same level as teachers. They have to understand it as well as their parents. If a
problem exists between a student and a teacher, I always take the teacher’s side. I back them up.

7-How do you communicate with teachers? Directly or through memos and personnel?

    Face to face communication. If I need to talk to them I just have to call them and I’ll convey the message. I have an open door policy, they can see me during the two recesses or whenever they want if I am available. I mean if I don’t have a meeting with a parent or another staff member. I only send them memos four times per year. I pass my messages personally, it is better that way. They don’t need an appointment; they can come and share with me openly whatever they have in mind.

8-What do you think is the best approach to communicate with your staff?

    The personal approach is the best one. I am understanding and can resolve their problems. They can talk to me without reservation.

9-What is the process of decision-making at your school?

    We adopt a hierarchical system. The decisions are made by the rector and we have to apply them. The teachers’ and parents’ committees also are part of the decision-making process. The interdisciplinary and intercycle committees also take part in the decision-making process. We rarely have to vote in the classroom council, usually there is a unanimous consensus on whether a student must fail or pass.

10-Under which circumstances you might change your decisions?

    Everyone has to change his opinion at some stage. You cannot stick to your position no matter what. I can change my decision if I have a solid argument or a good reason. If a new circumstance arises, I can cope with it and change my decision. I am flexible generally.
11-Do teachers participate in the school governance? If yes, which tasks do you delegate to them?

Since I am a director by delegation, I practice delegation very well. Teachers can manage their classrooms, adopt new programs, new teaching strategies and change according to the circumstances. They can also suggest new curriculum material and classroom projects and these will be applied. Of course, always under the supervision of the subject-matter coordinator and the cycle director.

12-Did you form committees to assist you? If yes, what are these committees and how do they function?

As I already mentioned, we have a teachers’ and parents’ committees, in addition to the interdisciplinary and intercycle committees. The teachers’ and the parents’ committees organize the social events along with the extracurricular activities. The interdisciplinary and intercycle committees make sure that transfer of learning and programs are flowing between cycles.

13-If a conflict arises between the teachers, how do you handle it?

We have a strict set of rules with clear internal regulations for teachers and staff members. Everyone knows his job and what his boundaries are. Generally, those boundaries are respected; therefore conflicts are kept to the minimum. But we are only humans; I am not saying that we never have fights between our teachers. Conflicts are of personal nature usually. I decide always after listening to both parties and do whatever is in the best interest of the school and the teachers.

14-Are there any preventive measures set to avoid conflicts? If yes, what are they?

Yes of course, we have the rules and regulations and a hierarchical system that keeps everything clear. But conflicts cannot be avoided as they are part of being human.
15-Do you interfere in the conflicts that arise between the teachers and the students? If teachers ask me to interfere, I do and I always take the teachers' side. And also if the parents ask me to interfere, I do that as well.

16-Describe your managing style.

I am open, transparent, firm, authoritarian, understanding and always present to listen to my staff. I practice the collaborative approach. Communication is very important to me.
Appendix E

Interview with the teachers at the school of the female principal
Interview with teacher 1
Age: 50 years
Sex: female
Years of experience: 25

1- How do you describe your relationship with your principal?
   Perfect, very friendly and professional.

2-Describe the kind of principal you have at your school.
   She is very close to us; she exchanges ideas with us, communicates well and is up to date in academic issues.

3-What is the reaction of your principal when you suggest outings, fieldtrips, and new curriculum material; does she usually consider your requests?
   She usually accepts and doesn’t refuse before hearing us out. There is no dictatorship in this school, democracy rules.

4-Does the principal trust you to handle/solve issues and problems successfully?
   Yes of course, she always defends us. If she encounters a pending issue, she always seeks the truth and communicates to resolve it.

5-How does she communicate with you? Directly or through memos and personnel?
   Face to face. No personnel or memos between us.

6-What do you think is the best approach to communicate with your principal?
   Knock on her door and go inside her office to talk to her.

7-What is the process of decision-making at your school?
   She shares her ideas and invites the others to do so. She organizes sessions where everyone has the right to speak out without reservation. She has a method, she administers questionnaires, collects data and then reaches a decision. She consults and communicates with everyone before deciding. For example, she formed a committee
of teachers to write the schools' rules and she left us the choice to decide whether we want to take part in it or not. Decisions are made collectively in our school.

8-Under which circumstances does the principal change her decisions?

If the circumstances are valid, yes she does. Usually decisions are made based on a general consensus, and voted on, that's why she doesn't need to change them often.

9-Do you participate in the school governance? If yes, which tasks does she delegate to you?

We help her. She delegates to us tasks that we can excel in.

10-Did she form committees to assist her? If yes, what are these committees and how do they function?

Yes, in every major decision, we felt we are involved. She forms committees and leaves us the choice to chose the teachers that will represent us in those committees.

11-If a conflict arises between the teachers, how does she handle it?

Fairly, she listens to the teachers and tries to solve the issue directly.

12-Did she set any preventive measures to avoid conflicts? If yes, what are they?

We all know what we have to do and we treat each other respectfully. We are relaxed and willing to work in this nice atmosphere.

13-Does the principal interfere in the conflicts that arise between you and the students?

If we ask her to do so.

14-Describe the principal’s managing style.

She follows the participatory management system. She communicates with us and trusts us. She is an ideal principal, she defends us and points to what is wrong in a
soft manner. We feel that we are involved in the system.
Interview with teacher 2

Age: 35
Sex: female
Years of experience: 12

1- How do you describe your relationship with your principal?

   Respectful and friendly.

2- Describe the kind of principal you have at your school.

   Fair and open. She involves us in numerous aspects of her work.

3- What is the reaction of your principal when you suggest outings, fieldtrips, and new curriculum material; does she usually consider your requests?

   She usually accepts if it is feasible.

4- Does the principal trust you to handle/solve issues and problems successfully?

   Yes she does. She trusts her staff members and we trust her also.

5- How does she communicate with you? Directly or through memos and personnel?

   Face to face, direct communication and rarely uses memos to convey general messages that involve everyone.

6- What do you think is the best approach to communicate with your principal?

   Direct and straight forward.

7- What is the process of decision-making at your school?

   She administers questionnaires, collects data and then reaches a decision. She lets us decide whether we want to take part in it or not. Decisions are taken collectively in every aspect of her work.

8- Under which circumstances does the principal change her decisions?

   She does if there is an emergency like the latest events in Beirut.
9-Do you participate in the school governance? If yes, which tasks does she delegate to you?

Yes we do. She delegates academic and administrative affairs to us.

10-Did she form committees to assist her? If yes, what are these committees and how do they function?

She forms committees and asks who wants to help her. Committees like the interclass (a committee formed from the teachers of one grade level who teach different sections), intercycle, interdisciplinary, extracurricular activities...

11-If a conflict arises between the teachers, how does she handle it?

She solves it discreetly and quickly.

12-Did she set any preventive measures to avoid conflicts? If yes, what are they?

We don’t have conflicts in our school, we are like a family.

13-Does the principal interfere in the conflicts that arise between you and the students?

If I ask for her help, she does.

14-Describe the principal’s managing style.

Caring, professional, communicative and participatory.
Interview with teacher 3
Age: 25 years
Sex: female
Years of experience: 3
1- How do you describe your relationship with your principal?
   Good and respectful.
2- Describe the kind of principal you have at your school.
   Very nice, close to us and competent.
3- What is the reaction of your principal when you suggest outings, fieldtrips, and new curriculum material; does she usually consider your requests?
   Yes, if she can she does. She always tries to do her best to accomplish what is the best for the school and the students.
4- Does the principal trust you to handle/solve issues and problems successfully?
   Yes, she has absolute trust in us.
5- How does she communicate with you? Directly or through memos and personnel?
   Directly, on face to face basis.
6- What do you think is the best approach to communicate with your principal?
   In a respectful manner. You have to present your ideas clearly and she listens to you.
7- What is the process of decision-making at your school?
   Participatory, we all take part of the big decisions made at the school.
8- Under which circumstances does the principal change her decisions?
   If we give her solid reasons and we succeed in convincing her, she definitely will.
9-Do you participate in the school governance? If yes, which tasks does she delegate to you?

Yes we do. She delegates tasks related to our field of expertise. For instance, I am a math teacher thus a member of the math committee that reforms curricula and suggests new teaching methods.

10-Did she form committees to assist her? If yes, what are these committees and how do they function?

Yes, we have the choice to help her through committees or not.

11-If a conflict arises between the teachers, how does she handle it?

She resolves problems in an efficient manner.

12-Did she set any preventive measures to avoid conflicts? If yes, what are they?

We work in a friendly environment which prevents conflicts.

13-Does the principal interfere in the conflicts that arise between you and the students?

If we ask her to do so.

14-Describe the principal's managing style.

It is excellent; I feel that I belong to the school because of her. I feel I am at home with my family.
Interview with teacher 4
Age: 40 years
Sex: female
Years of experience: 15

1- How do you describe your relationship with your principal?
She is very close to us; she listens to us whether the issue we are dealing with is trivial or crucial.

2-Describe the kind of principal you have at your school.
She is stable, balanced, communicative and soft.

3-What is the reaction of your principal when you suggest outings, fieldtrips, and new curriculum material; does she usually consider your requests?
She always makes sure to listen to our request, and if it is feasible, she tries her best to fulfill it.

4-Does the principal trust you to handle/solve issues and problems successfully?
Yes of course.

5-How does she communicate with you? Directly or through memos and personnel?
Face to face. We don’t wear gloves when dealing with her.

6-What do you think is the best approach to communicate with your principal?
Directly, without a mediator. She is very discrete also.

7-What is the process of decision-making at your school?
Decisions are a collective task in our school. All the teachers team up to reach them. We exchange ideas, discuss our different point of view and we vote.

8-Under which circumstances does the principal change her decisions?
She is a cool person. She isn’t an authoritarian principal and is open to change if it makes sense.
9-Do you participate in the school governance? If yes, which tasks does she delegate to you?

   We are a team and we are free to accept or refuse the delegated tasks. That’s the reason why we all feel involved.

10-Did she form committees to assist her? If yes, what are these committees and how do they function?

   Yes, for example the social committee that I am part of. We make decisions and present them to her, she usually considers them.

11-If a conflict arises between the teachers, how does she handle it?

   We don’t have conflicts in our school.

12-Did she set any preventive measures to avoid conflicts? If yes, what are they?

   We are simple and cool. We are not oppressed and everyone knows and does his job.

13-Does the principal interfere in the conflicts that arise between you and the students?

   If she is aware of it, she interferes. She always defends us and protects us.

14-Describe the principal’s managing style.

   She is cool, sincere and adopts the school’s spirit, which is “think positive”!
Interview with teacher 5

Age: 45 years

Sex: female

Years of experience: 23

1- How do you describe your relationship with your principal?

Excellent.

2- Describe the kind of principal you have at your school.

She is open, has a positive attitude, listens to our concerns and suggestions and is very understanding.

3- What is the reaction of your principal when you suggest outings, fieldtrips, and new curriculum material; does she usually consider your requests?

She listens to our request, discusses it with us, looks into the objectives and carries out the project.

4- Does the principal trust you to handle/solve issues and problems successfully?

Yes, I trust her and she does too, trust is mutual.

5- How does she communicate with you? Directly or through memos and personnel?

She communicates directly. If she needs to tell me anything, she talks to me directly in the playground or in the classroom. She doesn’t use a mediator.

6- What do you think is the best approach to communicate with your principal?

The best way is the straightforward manner. I can talk to her openly about anything. Being objective is very important, too.

7- What is the process of decision-making at your school?

The principal suggests new ideas or proposes solutions, consults with us and then reaches a decision based on a general consensus.
8. Under which circumstances does the principal change her decisions?

If we propose a logical argument, she changes her opinion.

9. Do you participate in the school governance? If yes, which tasks does she delegate to you?

She distributes tasks equally to all her staff members following their approval.

10. Did she form committees to assist her? If yes, what are these committees and how do they function?

Yes she did. For example, she created a French language committee in every grade level. All the French teachers from grade 4 meet to evaluate the work and suggest new programs, projects, ideas... She usually considers those suggestions seriously.

11. If a conflict arises between the teachers, how does she handle it?

There are no conflicts between teachers.

12. Did she set any preventive measures to avoid conflicts? If yes, what are they?

We are all well educated teachers. We live in a stress-free environment. We are aware of our limits, rights and duties. Everything is very transparent and we have a family spirit.

13. Does the principal interfere between the conflicts that arise between you and the students?

If we ask for her help she does and she always backs us up.

14. Describe the principal’s managing style.

She allows for participation. She adopts the school’s spirit. We live in a serene and open environment. She cares for us and listens to us. We don’t feel that she is the boss, that she is the chief commander. We feel that she is one of us, we are a team.
Interview with teacher 6

Age: 26 years

Sex: female

Years of experience: 4

1- How do you describe your relationship with your principal?

   Friendly and open.

2-Describe the kind of principal you have at your school.

   She is a special principal. She is active, understanding, caring, professional and competent.

3-What is the reaction of your principal when you suggest outings, fieldtrips, and new curriculum material; does she usually consider your requests?

   Yes of course. Teachers in our school suggest new ideas in all fields and we all feel free to declare openly what we think is the best for our students. She usually considers our requests and tries to implement them.

4-Does the principal trust you to handle/solve issues and problems successfully?

   Yes of course. If she didn’t trust us we wouldn’t be able to perform well. She trusts us to handle daily problems and participate in academic excellence.

5-How does she communicate with you? Directly or through memos and personnel?

   If she needs to convey a personal message, she will do it directly. If there is a general interest question like holiday dates she just posts a note in the teachers’ lounge.

6-What do you think is the best approach to communicate with your principal?

   I communicate with her in an open manner. I don’t have to worry about her reactions, I’ll be myself because she appreciates simplicity.
7-What is the process of decision-making at your school?

We all participate in the decision-making process. There are no decisions or orders that come from the top which we are supposed to implement.

8-Under which circumstances does the principal change her decisions?

She is able to change her decision according to the circumstances. She considers all facts and consults with us in order to make the change.

9-Do you participate in the school governance? If yes, which tasks does she delegate to you?

Yes we all do participate in the school governance. She delegates tasks like curriculum studies, reports, books evaluations...

10-Did she form committees to assist her? If yes, what are these committees and how do they function?

Yes she did. There are numerous committees in our school. I cannot name all of them. All committees are active and participate in the school work.

11-If a conflict arises between the teachers, how does she handle it?

It never happened to me personally. I think that she will act in a fair way.

12-Did she set any preventive measures to avoid conflicts? If yes, what are they?

We are all aware of our responsibilities, duties and rights. We are like a family and we feel good. There is no need for conflicts.

13-Does the principal interfere between the conflicts that arise between you and the students?

Rarely, because she usually trusts us to handle problems in our classrooms with students.

14-Describe the principal's managing style.

Her management style is cooperative. She motivates us to do our best because
she does it herself. She respects and trusts us. She listens to us and makes us feel that we are a team.
Appendix F

Interview with the teachers at the school of the male principal
Interview with teacher 1

Age: 40 years

Sex: female

Years of experience: 15

1- How do you describe your relationship with your principal?

   My relationship with him is very professional.

2- Describe the kind of principal you have at your school.

   He is a serious person, straightforward, he doesn’t like detours.

3- What is the reaction of your principal when you suggest outings, field trips, and new curriculum material; does he usually consider your requests?

   Yes he does. It depends if he can do it.

4- Does the principal trust you to handle/solve issues and problems successfully?

   Generally, he does.

5- How does he communicate with you? Directly or through memos and personnel?

   There is a hierarchy in our school. He usually sends memos of general concerns. When he needs us he sends his assistant to tell us that we have an appointment with him.

6- What do you think is the best approach to communicate with your principal?

   We take an appointment with him and tell him about our problem.

7- What is the process of decision-making at your school?

   Decisions come from up, the rector and the director. We have to implement them.

8- Under which circumstances does the principal change his decisions?

   He never does.
9-Do you participate in the school governance? If yes, which tasks does he delegate to you?

   No, we don’t participate in the school governance. He delegates tasks like classroom management issues.

10-Did he form committees to assist him? If yes, what are these committees and how do they function?

   Yes, we have the parents’, teachers’ and students’ committees that assist the councils and take part in major decisions.

11-If a conflict arises between the teachers, how does he handle it?

   He meets with both teachers if the conflict is very big. What he usually does is he expresses his opinion during the class or cycle councils without naming anyone. Sometimes he sends a letter to both teachers to urge them to solve the issue for the sake of the school.

12-Did he set any preventive measures to avoid conflicts? If yes, what are they?

   Yes, we have clear sets of rules and regulations at the school that prevent conflicts.

13-Does the principal interfere between the conflicts that arise between you and the students?

   If parents interfere, he does.

14-Describe the principal’s managing style.

   His management style is intelligent, firm and professional.
Interview with teacher 2

Age: 41 years

Sex: female

Years of experience: 21

1- How do you describe your relationship with your principal?

   It is a cordial relationship based on the respect of individuals and positions. I have no problem with him.

2- Describe the kind of principal you have at your school.

   My principal is very efficient, very intelligent, understanding and takes decisions very fast, which is very important.

3- What is the reaction of your principal when you suggest outings, fieldtrips, and new curriculum material; does he usually consider your requests?

   Yes, in general. He listens to me, considers advantages and disadvantages and then decides.

4- Does the principal trust you to handle/solve issues and problems successfully?

   Yes, I feel he trusts me, anyway with me, he is like that.

5- How does he communicate with you? Directly or through memos and personnel?

   He communicates mostly in a direct manner about important issues. If the matter is not urgent, he sends me an e-mail or a message with his assistant.

6- What do you think is the best approach to communicate with your principal?

   Usually we have to take an appointment with him. Personally, if I need to talk to him I simply go and see him. If he is busy, I wait for my turn and I convey the message quickly.

7- What is the process of decision-making at your school?

   All suggestions are made by the principal, the final decisions emanate from
him. We work together on issues but he always makes the decisions.

8-Under which circumstances does the principal change his decisions?

Normally, no. It is very hard for him to change his decisions. I think that he is very firm and he doesn’t change his opinion often. When he makes a decision, it is usually after deep reflection, that’s why it is so hard to see him change his decisions.

9-Do you participate in the school governance? If yes, which tasks does he delegate to you?

Yes, he delegates a small amount of the work. He has to because he has a lot of work to do and he cannot do it all on his own. I think that it is better if he delegates more often, especially if he delegates tasks in our field of expertise. He can’t do everything by himself.

10-Did he form committees to assist him? If yes, what are these committees and how do they function?

Yes, there are committees in the school. We have the parents’, teachers’ and students’ committees.

11-Are there any curriculum committees or subject matter committees?

No, it is the cycle director and the coordinator who transmit curriculum to teachers according to the Lebanese Baccalaureate and the French one. Teachers cannot decide on programs, it is the administration job. He always gives final directions to all of us.

12-If a conflict arises between the teachers, how does he handle it?

Normally, he confronts them. He meets with every one of them alone and then he calls on them together to his office. I think it is the best approach.

13-Did he set any preventive measures to avoid conflicts? If yes, what are they?

We always try to avoid conflicts but we can’t. We are human after all. We
cannot always manage and control others' emotions and characters'. It is not so simple.

14-Does the principal interfere between the conflicts that arise between you and the students?

Probably yes. There is a pyramid system in the school, the cycle directors usually solve problems between teachers and students. If the problem has escalated, we have to refer to the principal.

15-Describe the principal's managing style.

It is a strict and rigid management system. He trusts certain persons and he lets them do whatever they deem necessary to enhance the school. I think I have to point out to a downfall in his system. He doesn't acknowledge the persons working with him. If something goes wrong he will mention it, but if we are doing a great job, he will keep quiet. It is deceiving; we would like to be called upon to be congratulated when we deserve it.
Interview with teacher 3

Age: 40 years

Sex: male

Years of experience: 15

1- How do you describe your relationship with your principal?

   The relationship is very close and we collaborate in a very good manner.

2-Describe the kind of principal you have at your school.

   He is an authoritarian person and, at the same time, he is close to the teachers.

3-What is the reaction of your principal when you suggest outings, fieldtrips, and new curriculum material; does he usually consider your requests?

   Yes, as far as he can do.

4-Does the principal trust you to handle/solve issues and problems successfully?

   Of course he does.

5-How does he communicate with you? Directly or through memos and personnel?

   Through memos and if he has a personal matter, he sends the message with his assistant since he is too busy.

6-What do you think is the best approach to communicate with your principal?

   Normally, we can meet with him during the two recesses. But if we have an urgent matter to treat, we can make an appointment or ask to see him for a few minutes.

7-What is the process of decision-making at your school?

   Decisions are made by the rector and the principal delegated by him at this school. The principal takes the decisions.

8-Under which circumstances does the principal change his decisions?

   It never happened to me previously. Generally, he never changes his mind.
9.-Do you participate in the school governance? If yes, which tasks does he delegate to you?

Yes he delegates to some people. He doesn't delegate anything to me. He has his assistant, his helpers...

10.-Did he form committees to assist him? If yes, what are these committees and how do they function?

Yes, there are intercycle committees, coordination committees...

11.-If a conflict arises between the teachers, how does he handle it?

He is fair and he always backs up the person who is right according to him.

12.-Did he set any preventive measures to avoid conflicts? If yes, what are they?

Yes, the internal rules prevent conflicts.

13.-Does the principal interfere between the conflicts that arise between you and the students?

If the teacher and the cycle director don't solve the problem, he interferes.

14.-Describe the principal's managing style.

He is authoritarian and close to us at the same time. We feel his presence even if he is not present in the school premises.
Interview with teacher 4

Age: 35 years

Sex: female

Years of experience: 10

1. How do you describe your relationship with your principal?
   It's a good relationship based on respect and frankness.

2. Describe the kind of principal you have at your school.
   He is very just and has a lot of authority. He takes the right decision at the right moment.

3. What is the reaction of your principal when you suggest outings, fieldtrips, and new curriculum material; does he usually consider your requests?
   Yes, he listens but, at the same time, he studies the request and sees if it concurs with the school's interest. If he likes the idea, he might implement it.

4. Does the principal trust you to handle/solve issues and problems successfully?
   Yes, if we do a good job during our first year of teaching, he will trust us afterwards to manage our classrooms.

5. How does he communicate with you? Directly or through memos and personnel?
   He calls us and he sends memos.

6. What do you think is the best approach to communicate with your principal?
   I can ask for an appointment with him whenever I need to.

7. What is the process of decision-making at your school?
   It depends on the decision. If it is within our classroom, we can decide with our director. But, if the decision comes from the top, we cannot do much about it.

8. Under which circumstances does the principal change his decisions?
   He never does.
9. Do you participate in the school governance? If yes, which tasks does he delegate to you?

   I manage my own classroom. He delegates the task of managing my classroom to me.

10. Did he form committees to assist him? If yes, what are these committees and how do they function?

    No, I don’t know about any committee.

11. If a conflict arises between the teachers, how does he handle it?

    Yes, he listens to both of them and then decides based on his own judgment.

12. Did he set any preventive measures to avoid conflicts? If yes, what are they?

    Yes, at the beginning of the year during the meetings, he gives clear directions to all of us.

13. Does the principal interfere between the conflicts that arise between you and the students?

    If the teacher doesn’t solve the problem, he interferes.

14. Describe the principal’s managing style.

    He is very authoritarian and firm. He is a nice person.
Interview with teacher 5
Age: 32 years
Sex: female
Years of experience: 10

1- How do you describe your relationship with your principal?

I don’t see him often, but generally, we have a good relationship based on respect.

2- Describe the kind of principal you have at your school.

He is demanding and strict.

3- What is the reaction of your principal when you suggest outings, fieldtrips, and new curriculum material; does he usually consider your requests?

Yes, he listens. He always checks the feasibility of the request.

4- Does the principal trust you to handle/solve issues and problems successfully?

Yes, I feel that he trusts us to handle our classrooms successfully.

5- How does he communicate with you? Directly or through memos and personnel?

Through memos and meetings. He can also send a message with his assistant.

6- What do you think is the best approach to communicate with your principal?

I usually take an appointment with him and tell him briefly what I have in mind.

7- What is the process of decision-making at your school?

He makes the decisions.

8- Under which circumstances does the principal change his decisions?

He is not the kind of person who can change decisions. As far as I know, he never did.
9-Do you participate in the school governance? If yes, which tasks does he delegate to you?

   No, the principal manages the school. He delegates tasks for people close to him, or in managerial positions.
10-Did he form committees to assist him? If yes, what are these committees and how do they function?

   No, I am not aware of such committees.
11-If a conflict arises between the teachers, how does he handle it?

   He mentions it during class meetings without mentioning names in order not to hurt anyone’s feelings.
12-Did he set any preventive measures to avoid conflicts? If yes, what are they?

   Yes, if we follow the internal rules and regulations we will face no problems.
13-Does the principal interfere between the conflicts that arise between you and the students?

   If we ask for it, he does or sends his assistant who will report back to him.
14-Describe the principal’s managing style.

   He is firm, strict, demanding and just.
Interview with teacher 6

Age: 38 years

Sex: female

Years of experience: 16

1- How do you describe your relationship with your principal?

We have the relationship that an employee has with his boss.

2-Describe the kind of principal you have at your school.

He is firm, severe and professional.

3-What is the reaction of your principal when you suggest outings, fieldtrips, and new curriculum material; does he usually consider your requests?

Yes, but it depends on the timing and the budget.

4-Does the principal trust you to handle/solve issues and problems successfully?

Yes, within our classroom.

5-How does he communicate with you? Directly or through memos and personnel?

Through memos for general interest issues, and through his assistant for individual matters.

6-What do you think is the best approach to communicate with your principal?

I make an appointment with him. I present my point of view clearly and briefly.

7-What is the process of decision-making at your school?

Decisions are made by the administrations and we apply them.

8-Under which circumstances does the principal change his decisions?

Our principal sticks to his beliefs, decisions and opinions. He never changes his mind unless it is a matter of national emergency.
9-Do you participate in the school governance? If yes, which tasks does he delegate to you?

He is a hard worker. He assumes his responsibilities to the fullest.

10-Did he form committees to assist him? If yes, what are these committees and how do they function?

Yes, there are the parents', teachers' and students' committees who are present in general assemblies.

11-If a conflict arises between the teachers, how does he handle it?

If the conflict is not solved by itself, he interferes and tries to be fair.

12-Did he set any preventive measures to avoid conflicts? If yes, what are they?

Yes, he always tells us that if we know what our duties and obligations are, we will have peace.

13-Does the principal interfere between the conflicts that arise between you and the students?

If we ask him to do so, or if the parents do.

14-Describe the principal's managing style.

He is firm and demanding. He is responsible and assumes his duties.
Appendix G

Observation report at the school of the female principal
Observation report

Observation method: Global Scan

Date: May 18-19-20, 2005

Time period: 22 hours

(7:30 a.m. – 3:00 p.m.)
Day one

The female principal was very active during the first day. She arrived at exactly 7:30 a.m. and entered her office. Ten minutes later she headed towards the secondary playground and participated with the teachers and the students in the daily prayer, a daily routine, then went back to her office. She had a conference with two parents that lasted for half an hour. The researcher was not allowed to attend her meetings. The observation took place in her assistant's office, located at the entrance of her office. The principal had a staff meeting at 10:00 o'clock in the board room located next to her office in the administration department. The meeting lasted for two hours and coffee and biscuits were served. After the meeting, she went back to her office and a nun followed her. A female teacher came into the assistant's office after 15 minutes and asked for a meeting with the principal. The assistant told her that she is in a meeting and that she has to pass by later. The teacher responded that it is for an urgent matter. The assistant entered the principal's office, explained the situation and walked out with the principal to meet the teacher. The principal stayed with her for 10 minutes and then got back to her office to continue her meeting with the nun.

The researcher collected data in teachers' lounge at the primary section during the two recesses. Memos of general interest were hung on the bulletin board: schedules, vacation dates, a prayer, list of small citations, list of jokes, Lebanese flag, children drawings and hygienic rules for coffee services posted by the teachers' committee. Teachers were relaxed, chatting joyfully and drinking coffee. Two teachers approached the researcher and chatted with her in a friendly manner.

While touring the school premises, the researcher encountered the principal talking to a teacher in the playground during the recess.
The physical aspect of the principal’s office and her assistant was very modest. Steel tables and closets and simple fabric chairs. A bulletin board in the principal’s office was full of notes and children drawings.

Day two

The researcher arrived at the school at 7:30 a.m. and found the principal already at her office. Ten minutes later she headed towards the secondary playground to perform her daily routine already described in day one, and then went back to her office. The researcher was not allowed to attend her meetings. The observation took place in her assistant’s office, located at the entrance of her office. The principal had a meeting with the coordinators of the departments at 9:00 o’clock in the board room located next to her office in the administration department. The meeting ended at 11:30 a.m. and coffee and biscuits were served. After the meeting, she went back to her office.

A 3rd grader fell down and bumped his forehead during the first recess while the researcher was touring the playground premises. The school nurse attended to him quickly and two minutes later the school principal arrived. They both went to the nurse’s room and the principal didn’t leave the student until his wound was taken care of. She held him and whispered gentle words into his ear to calm him down. During the second recess, the principal was tying a student’s shoe laces on the stairs.

The researcher collected data in the teachers’ lounge at the middle school during the two recesses. Memos of general interest were suspended on the bulletin board: exams schedules, vacation dates, prayers, Lebanese flag and hygienic rules for coffee services posted by the teachers’ committee. Teachers were relaxed, chatting joyfully and drinking coffee. Several teachers approached the researcher and asked
about her identity. When she explained about the study conducted in their school, they offered help.

While touring the school premises, the researcher encountered the principal talking to a teacher in the playground during the second recess.

After the second recess, the principal returned to her office and had a meeting with a publishing company representative for half an hour. She exited her office at dismissal time and toured the school until all the students left.

Day three

The researcher arrived at the school at 7:30 a.m. and didn't encounter the school principal. The researcher asked the assistant about the principal's absence who responded that the principal will be absent until 11:00 o'clock since she had a meeting outside the school at the ministry of education. During her absence, all daily routines were executed as usual. She arrived at 11:15 a.m. and asked her assistant about the calls she received during her absence.

During the second break, the principal came into the teachers' lounge, drank coffee and chatted with the teachers about the latest political developments, the end of the year dinner with all the staff members and asked a teacher about her mother's health and about another teacher's son's health.

The principal headed to the primary section and conversed with the cycle director for five minutes then came back to her office where she stayed till dismissal time.

The researcher collected data in the teachers' lounge at the secondary school during the two recesses. Memos of general interest were suspended on the bulletin board: exams schedules, vacation dates, prayers, Lebanese flag, training sessions schedules and hygienic rules for coffee services posted by the teachers' committee.
Teachers were relaxed, chatting joyfully, drinking coffee and eating sandwiches. One teacher spoke to the researcher and offered her coffee.
Appendix II

Observation report at the school of the male principal
Observation report

Observation method: Global Scan

Date: May 23-24-25, 2005

Time period: 22 hours

(7:30 a.m. – 3:00 p.m.)
Day one

The researcher arrived at the school at 7:30 a.m. and encountered the principal at the school's main entrance. During the observations sessions, the researcher was not allowed to attend the male principal’s meetings. Recording data took place in his assistant’s office. It should be noted that observation was limited during the three days since the principal stayed most of the time in his office and the researcher was not allowed to record data concerning his meetings. The principal had three meetings with staff members following an appointment schedule during the two recesses.

The researcher recorded data in the teachers’ lounge during the two recesses. The teacher’s lounge was common to all cycles. Teachers were relaxed and chatting. Prior to the end of the recess, they all left the lounge. The researcher inquired about this hurry and one teacher replied that those are the rules; teachers should be ahead of time in their classrooms in order not to lose time. The principal’s assistant continuously entered and left the teacher’s lounge to talk to teachers and post memos on the bulletin boards. The bulletin board was full of memos: Vacation schedule, meetings schedule, exams timetables, prayers and general guidelines for teachers’ conduct such as, punctuality, absences, proctoring during exams...

The principal stayed in his office all day. His assistant toured the school’s playgrounds and observed students entrance to the classrooms and their dismissal in the afternoon.

The principal left the school at 2:30 p.m.

Day two

The researcher arrived at 7:30 p.m. to the school. The principal was absent because he had a meeting with the rector. He arrived at 12:00 p.m. to the school, greeted his assistant, asked her about his telephone calls and “if everything was
normal during his absence”. She responded that there were no incidents to be reported. He entered his office and stayed there until the researcher left the school at 3:00 p.m.

During the second recess, a teacher asked to meet with the principal. The assistant asked her to make an appointment for the next day since the principal was very busy. The teacher insisted and told her that the issue was urgent. The assistant told the teacher to tell her about it and she’ll convey the message. The assistant went out with the teacher and then came back alone to the office after five minutes.

The physical setting of the principal’s office and his assistant was of great style: wooden and leather desks, cubbies and chairs, paintings were hung up on the walls and a high-tech computer and sound system were on the desk.

Day three

The researcher arrived at 7:30 a.m. at the school. The principal was already at his office. The daily routine of monitoring student’s entrance to the classrooms was performed by his assistant.

The principal had a meeting with three parents that lasted each for ten minutes. During the first recess, three teachers had meetings with the principal according to prior appointments.

The principal had an evaluation meeting with the cycle directors at 12:00 p.m. that lasted two hours.

The researcher observed the teacher’s lounge during the two recesses and recorded that teachers were eating and drinking coffee in a relaxed atmosphere.

The principal’s assistant monitored the dismissal of students and came back to the office where she stayed. The researcher left the school at 3:00 p.m. and the principal was still in his office.