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Exploring Leadership Capabilities And Implication on
Teachers' Performance

By

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To Rabih, My wonderful husband
Your friendship, love, prayers, and faith are my inspiration
during this work and all through life.

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Exploring Leadership Capabilities And Implication on Teachers' Performance

Alice Z. Wazir

ABSTRACT

The purpose of this study is to identify the leadership capabilities needed for effective educational leadership and consequently set the standards for the knowledge, skills, and personal qualities needed for school principals. It also explores whether leadership capabilities impact teachers' performance at school. To achieve this, this study is conducted in one private secondary school in Beirut with a purposive sample of one vice principal and 40 teachers and coordinators. A sequential mixed methods design was used. The questionnaire, the Executive Leadership Diagnostic Questionnaire (ELDQ) elicits the coordinators and teachers' perceptions of their vice principal's capabilities and behaviors (personal, interpersonal, educational, strategic and organizational) and the impact of these on their performance. The researcher's reflective journal explores personal qualities, knowledge and skills and their possible impact on teachers. Self-reflection can bring about self-awareness, which is considered to be the first personal capability and perhaps, catalyst, of an executive leader. Quantitative and qualitative data analysis contributed results that were triangulated to enhance validity and reliability of findings. Study findings show a strong congruence between the participants' views and those of the vice-principal on her leadership with executive capabilities.

Keywords: Leadership Capabilities, Educational leadership, Leadership Effectiveness

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Chapter One

Introduction

It is strange how leaders in general and school leaders in specific are unaware of how their behavior hinders their own's, others' and their organizational effectiveness. The outcome is a serious conflict between what leaders think and say they do, and what and how they actually do. Exploring leadership capabilities of the vice principal of academics by eliciting the perceptions of coordinators and the vice-principal of her own leadership to compare between how she perceives herself through self-rating and self-reflections will help school leaders to know who they are, what they are supposed to do, how others perceive them and how they influence their organizations. Leadership capabilities framework, is an approach that considers leadership as an observable set of skills and abilities that can be identified, assessed, strengthened, honed, improved, and reinforced (Kouzes, Maxwell, McAlister, Wilson, Lencioni, Ortberg & Blanchard 2008, p.180). "Capabilities describe what people need to be able to do and to be able to carry out a particular function" (Robinson, 2010, 3). Executive Leadership Capabilities Framework: "is a combination of knowledge, understanding, attitudes, skills and personal qualities that allows a person to execute at a high standard in a given school leadership role or context" (Professional Learning and Leadership Development Directorate [PLLDD], 2007, p.3). The executive leadership capabilities are embedded under five domains, each of which has a number of elements and descriptors. The five domains are interrelated and are underpinned by a set of three higher order leadership skills. These domains are the following: Personal, Interpersonal, Educational, Strategic, and Organizational domains.

1.1 Problem Statement

The important role of school leaders and the high expectations associated with the role for student achievement and school effectiveness and improvement call for a new perspective in terms of the standards and capabilities required from them. These capabilities should help educational leaders to understand and practice their responsibilities in terms of instructions, communication, policies, people, and

systems. School leaders might have a certain leadership style, trait, approach, or philosophy, but they should not hold the school and its stakeholders hostages to their style, they are not excused when they fail to improve the school and to add value to students' learning because they are chained by their style, trait, approach, philosophy... "While the pool of potential leadership talent is decreasing, the urgency of putting in place capable leaders is increasing" (Scott, Coates & Anderson, 2008, p. viii).

Being a school leader for more than seven years, it is frustrating for me that anytime I glance through today's news, chances are great I will come upon another story of leadership failure. The whole Arab world is face to face with the uprising of democracy. Country by country strives for deliverance from captivity. Tunisia is in rebirth, Libya is in release, Egypt is in transition, Syria is in conflict, and Lebanon in labor. A domino effect is sweeping more and more leaders from power. Some long for new, fresh, less dominant approaches. Others prefer a static philosophy, maintaining the status quo. The crying need for leadership comes through loud and clear and makes me certain that school leadership is not an exception. According to me as the researcher of this study, who is also a school vice-principal, it is time to identify certain capabilities, regardless of the leadership style that the principal must have in order to impact teachers' performance and motivate them to do the same for their students. There is a growing conviction for the researcher, that there is more than the leadership style factor and the character element that school leaders need to make things happen at schools. She believes that "There are two kinds of people in life: those who make things happen and those who wonder what happened. Leaders have the ability to make things happen. People who don't know how to make things happen for themselves won't know how to make things happen for others"(Kouzes et al., 2008, p.180). Therefore, she prefers to be a leader who has the ability to make things happen for her and for others.

School leadership has become more complicated and challenging than in the past, common with ever changing role expectations for principals trying to manage these roles and lead their schools effectively. Inherently, they must embrace the best practice of leadership to be effective leaders as they define school's mission and vision, manage the implementation of curricula, and endorse a safe environment conducive for teaching and learning (Heck & Hallinger, 1999). "Educators and policy makers have given significant importance and accountability to the role of

school leaders in attaining school effectiveness through creating difference regarding teaching and learning and influencing student achievement” (Pont, Nusche, & David, 2008, p.1).

Throughout the years, researchers have tried to tackle every aspect of the requirements for quality leadership. They identified different leadership theories and analyzed several leadership styles in an effort to identify a relation that will improve the academic achievement of students without specifying guidelines for school leaders that will practically help them achieve this goal. Early research associated school effectiveness with different leadership styles. Some research supported instructional leadership to achieve school effectiveness but their preference was without definite guidance for school leaders as Waters, Marzano, and McNulty (2003, p. 2) said, “Many early studies on school effectiveness, reported that instructional leadership was one of several defining characteristics of successful schools....this notion of instructional leadership remained a vague and imprecise concept for school leaders”. Other researchers, like Robinson, Lloyd, and Rowe (2008) found that transformational leadership style has more influence on the social outcomes of students, whereas instructional leadership style has more influence on their academic achievements. Moreover, according to Brown and Keeping, subordinates ratings of transformational leadership are strongly influenced by the degree to which they ‘like’ their leader (as cited in Robinson et. al, 2008). The Subordinates’ liking of their leader is subjective and not reflecting actual leadership practices.

Although previous research has highlighted the significant impact of these and other leadership styles on school effectiveness, I can conclude that none of the leadership styles has identified specific leadership capabilities that could be considered as a reference for school effectiveness, since each one may contribute to one area, but it lacks in another. Accordingly, the impact of leadership is relative depending on the leadership style practiced. “Evidence about effective leadership practices is not the same as evidence about the capabilities that leaders need to confidently engage in those practices” (Robinson, 2010, p.2).

In my opinion, this is a warning for school leaders, policy makers, parents and students. Robinson (2010) states that because the evidence about the relative impact of different types of leadership practice does not directly translate into either a curriculum for leadership preparation or a set of leadership standards, it is now the

time to identify the leadership capabilities needed for effective educational leadership, to set the standards for the knowledge, skills, and personal qualities needed for school principals.

The above inspired me to go into self-reflection and to ask myself as a leader: Am I an effective leader? Do I have the knowledge, skills and personal qualities that qualify me to be a school leader? How do teachers perceive me? Do they see me as a leader? Do I impact their performance at school?

To answer all of these questions, I decided to explore my leadership capabilities, first of all by developing a better insight about myself through self-reflection, second by knowing what others think about me through seeking the perception of my teachers about my leadership capabilities, and third by examining if my executive leadership capabilities impact teachers' performance at school.

1.2 The need for the study

This study is important for school leaders since, “Many leaders are unaware of how their behavior impedes functioning- their own, and others’ – in their organization, and the result is a serious gap between what many leaders say they do, and what they really do” (Ket De Vries, Vriгнаud, Florent-Treacy, & Korotov, 2007, p.2). This means that such leaders don't know who they are, what they are supposed to do, how others perceive them and how they are influencing their organizations. Leadership capabilities framework, as presented by Kouze et al., (2008) considers leadership as a visible set of skills and abilities that can be diagnosed, evaluated, and improved.

If this is true, then it is essential to study whether such capabilities may be found and developed among educational leaders. Therefore, identifying my current leadership capabilities and examining evidence of my performance will give me better insight and self-awareness and help create a plan for my professional growth as a school leader and will provide a good resource for other school leaders in Lebanon.

1.3 Purpose, Rationale and Research Questions

As policy-makers aim to improve schools, they assume that the success with which their policies are implemented has much to do with the nature and quality of

local leadership, especially leadership at the school level (Leithwood & Jantzi, 2006). Little is known about the leadership capabilities that are required to confidently engage in the practices needed for school leadership that can improve teaching and learning, expand curriculum choices, and direct problem solving (Robinson, 2010). Policy-makers and researchers in many countries such as the UK expect leaders to transform their schools (Barber, 2000; Blair, 2001). Heads and principals are encouraged to adopt new styles and habits that will increase motivation, build capacity and boost performance (National College for School Leadership, 2003).

However, the researcher tried to find local studies addressing the Leadership Capabilities Framework in educational leadership in Lebanon, none could be found. The next literature provided the researcher with a model that may improve and validate school leadership training in Lebanon. The need for this study is apparent in that there are many studies about the impact of different leadership styles on school effectiveness and student achievement, but little research on leadership capabilities that will lead to school effectiveness.

The purpose of this study is to explore the leadership capabilities of one school vice- principal of academics and their impact on teachers’ performance in one private school in Beirut. The following table will present the purpose of this study in parallel with the research questions:

Table 1.1 Purpose and research questions

Purpose	Research Questions
1. Exploring executive leadership capabilities of the vice-principal of academics by eliciting the perceptions of coordinators and the vice-principal of her own leadership capabilities.	1. How do the coordinators of the secondary and middle school perceive the VPA’s executive leadership capabilities?
2. Examining correspondence between how the VPA perceives herself through self-rating and self-reflection of her own capabilities and how the teachers and coordinators perceive her as an executive leader.	2. How do the VPA’s and coordinators’ perceptions compare?
3. Exploring the impact of the executive leadership capabilities, if modeled by the vice-principal on their performance at school.	3. How do teachers perceive the impact of the VPA’s executive leadership capabilities if modeled on their own performance at school?

It is time to identify certain capabilities that, regardless of the leadership style, personality, and character of the principal may contribute to a measurable leadership framework that pinpoints knowledge, understanding, attitudes, skills and personal qualities that make an effective educational leader.

To the knowledge of the researcher, no such study has been conducted yet in any school system in Lebanon, making it of pioneering nature. The information resulting from this exploratory study will prove helpful to the development of the researcher's work as a vice-principal of academics of a school, who also supports the philosophy of Executive Leadership Capabilities as a method for developing educational leadership. The school where this study was conducted was established in 1956, as a faith-based organization with a mission "promoting love of God and country and seeking to liberate the mind and soul from the bondage of fear and ignorance" (Beirut Baptist School, Policy Manual, p.2). It believes in leaders who can improve their capacities to guide others and to lead and make a positive difference not only in their school and community but also in other schools in Lebanon and all over the country as mentioned in the school's policy manual under staff and professional development.

1.4 Summary

Over the years, many theories have addressed evidence of how critical the presence of capable leaders is to workplace productivity, morale, trust, and effectiveness. Leaders of teaching and learning in schools have essential roles not only to manage their schools but also to transform and develop their schools and societies. From here has come the significance and complexity of what they are expected to do. Executive leadership capabilities framework, helps school leaders to be effective by reflecting on what they do and how to capitalize their strength to manage different situations, and to plan for professional learning and growth. Executive leadership capabilities framework, is believed to be a balanced, comprehensive and enduring model of school leadership.

Chapter two will present the research on the development of Leadership Capabilities as a concept worthy of being studied and pursued in educational leadership. Within this development, the importance of leadership capabilities to organizational outcomes will be addressed. Chapter three will detail the methods and procedures of the study, together with the research design, instrumentation, and data

analysis. Chapter four will state the results of the study, and address the three research questions. It presents elements of validity and reliability summarizing the results through triangulation. Chapter five will close with a discussion of the findings in comparison to the relevant research, with a statement of the ethical considerations, implications for practice, and considerations for future research.

Chapter Two

Literature Review

2.1 Introduction

With the leadership challenges of various political systems, one may dream of a world that is inspired by capable leaders who can lead because they believe that they can enthuse others to become leaders. Executive Leadership Capabilities Framework is the model that can be perceived as one which encompasses the best of most preexisting leadership theories to transpire as the paradigm of leadership for leaders of today, tomorrow, and times to come.

This chapter will present the former models of educational leadership that have emerged and developed over the last century, starting from the different definitions of leadership, development of leadership theories, the role of school principals, general view of leadership capabilities, school as systems and leadership capabilities, leadership capabilities framework for school principals, and the Executive Leadership Capabilities Framework.

2.2 Leadership Definition

What do we mean when we mention the term leadership? “There are many different definitions of leadership as there are persons who have attempted to define the concept” (Bass, 1990, p.11). Some people define leadership as a process of influence that leads others to do something. “Leadership may be considered as the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement” (Stogdill, 1950, p. 30). “Leadership is a process of influence between a leader and those who are followers’ (Hollander, 1978, p. 1). Others refer to leadership as the art that motivates, inspires, and maximizes the performance of whom it leads. “Leadership is the art of mobilizing others to want to struggle for the shared aspirations” (Kouzes & Posner, 1995, p. 30). “Leadership is the art of influencing others to their maximum performance to accomplish any task, objective or project” (Cohen, 1990, p. 9), whereas, others view leadership as an interaction between someone who leads and others who follow. “Leadership is an

interaction between two or more members of a group that often involves a structuring or restructuring of the situation...” (Bass, 1990, p. 19-20). “Leadership is the initiation and maintenance of structure in expectation and interaction” (Stogdill, 1974, p. 411). “Leadership is interpersonal influence, exercised in a situation, and directed, through the communication process, toward the attainment of a specific goal or goals” (Tannenbaum, Weschler & Massarik, 1961, p. 24). The premise is that there is no one definition of leadership, but an aim of describing and understanding the relationship that exists between leaders and followers to achieve a certain goal or goals.

2.3 Leadership Theories:

The modern leadership philosophies are the fruit of various theories, concepts, and suppositions that created the legacy of leadership literature. According to Yukl (1989), we can classify most of the leadership research into four approaches: (1) power-influence approach, (2) behavior approach, (3) trait approach, and (4) situational approach. In this section I will discuss the leadership theories that are based on these approaches and that have stimulated leadership’s development: Great Man, Trait, Behaviorist, Situational, Contingency, Transactional, and Transformational. Uniquely, each of these theories shaped in one way or another the framework of leadership. Different periods of time questioned, examined, understood, and followed one theory or another and some are still considered today when assessing modern leaders and leadership effectiveness.

2.3.1 The Great Man Theory

Believing that leaders are unique people, born with inherent qualities, and designed to lead formed the root of the ‘Great Man Theory’ Bass (1981) and Outcult, Farris, and McMahon (2001) emphasized that the Great Man Theory is related to Darwinism in terms of the idea that leadership ability is genetic and is passed from one generation to another and as a matter of fact it is natural that kings would be born of kings. In fact, someone who is born within a royal family will probably be having the essence of leadership and the right to be a future leader. Moreover, the ‘Great Man Theory’ does not mention any thing about ‘great woman’ or female leaders,

which limits the role of leadership to men and makes woman incapable of this leading role

2.3.2 The Trait Theory

The Trait Theory stemmed from the ‘Great Man Theory’ as it states that some leadership qualities can be inherited but it also expanded to draw the attention to other leadership traits that may exist regardless of genes. “The trait theory of leadership effectiveness involves the existence of distinctive physical and psychological characteristics” (Manning, 2003, p.16). According to the trait theories, leaders are different from followers as they possess specific discernible traits. “Leaders were seen to be different in various attributes and tested personality traits that were non leaders” (Bass, 1990, p.38). An overview on trait theory is found in two surveys completed by Stogdill (1974); in the first he explained that traits that leaders possess must be relevant to the situation in which the leader is operating. Whereas, his second survey, confirmed the influence of personality factors of the leader on their leadership ability (Northouse, 2010). The shortcoming of trait theory is that having certain traits that make you a good leader in one situation don’t necessary make you a good leader in another situation.

2.3.3 The Behavioral Theories

Behavioral theories followed trait theory in the 1950s and 1960s. What became important is not who you are but how you behave and what you can do. “Focusing on what the leaders do, not on the traits that individual possesses, the behavioral complexity model emphasizes the leader’s ability to manage various organizational orientations or roles that specify different, and possibly competing behaviors” (Sperry, 2002,p. 27). Boldon (2003), stated that different behavioral patterns were clustered together and categorized to form styles of working. McGregor (1960) classified leadership into directive and participative in his Theory X and Theory Y of managerial portrayal. Blake and Mouton’s Managerial Grid (1964-1978) classified leaders according to their concern for task against concern for people.

2.3.4 The Situational Theory

Situational leadership, unlike other theories, perceives leadership as particular to the situation in which it is being exercised where all the demands and conditions connected to the situation, will define who will mature to be the leader (Bass, 1990). It also suggests that leadership style may be exercised differently at different levels in the same organization. For example, while some situations may necessitate an autocratic style, others may require a more participative approach. “There is no one best way to influence people” (Hersey, Blanchard & Johnson, 2001, p. 173). They also argued that since the situation drives the leader’s behavior, there is no single way for a leader to manage every situation faced. According to Gorton, Alston and Snowden (2002), a major drawback with this theory lies in the fact that the choice of leadership style and the behavior of a leader are influenced by their own persona and temperament that tend to be static and constant in different situations. Consequently, the leader’s personality may not allow him to develop a new leadership style when faced with a new situation.

2.3.5 The Contingency Theory

Contingency Theory by Fiedler (1967) is a sophisticated version of the situational viewpoint. It focuses on detecting the situational variables which best anticipate the most suitable or effective leadership style to fit the particular circumstances (Bolden, 2003). Hence, effective leadership is contingent and dependent on a compatible and matching relationship between the personal abilities and style of the leader and the necessities of the situation. Sperry (2002) stated that contingency theory originates from a behavior approach but must contain the dynamics of the situation and match the proper leadership style of that situation. Fiedler (1967) identifies three situational variables favorable to leaders, which are member relations, task structure, and position of power the leader possesses.

2.3.6 The Transactional Theory

Transactional Theory is conceptualized by Burns (1978) who “emphasizes the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of 'contract' through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers” (Bolden, 2003, 6). Transactional leadership accentuates a transaction

between a leader and a follower where the leader specifies the conditions and negotiates the reward that will be given as an exchange for the required task (Bass & Aviola, 1994). Hence, the follower is motivated by the rewards listed in this contract not by the leadership abilities of whom he follows.

2.3.7 The Transformational Theory

Transformational Theory is presented by Bass (1985) where the major conception is change and the role of leadership in envisaging and employing the transformation of organizational performance. “Transformational leaders, on the other hand, are those who stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity” (Bass & Riggio, 2006, p.3). Fisher and Koch (1996) inferred that transformational leaders will bestow vision, teach pride, arouse confidence and trust, prompt important goals in simple ways, endorse intelligence and treat everyone as equals.

The leadership theories presented in an earlier section explained different theories that varied and changed from time to time. None of those theories is proven right or wrong as each one of them presents a logical argument that supports it. Moreover, despite the fact that leadership theories are varied, no one theory has incorporated all the variables to define the leadership role (Razik & Swanson, 2001). As a researcher, I believe that the roles of school leaders, being complex and influential, should be presented and explained through a more comprehensive approach that does not disregard the previous theories but that builds on them and at the same time embrace the different aspects that create the complex role of the school leader.

2.4 The Role of School Principals

In the late 1970s, scholars got interested in identifying what principals really do and how their leadership behaviors, actions and styles impact student outcomes (Brookover, Beady, Flood, Schweitzer, & Wisenbaker, 1979); School leadership is defined by The National Association of Elementary School Principals (2001) as ‘leading learning communities’ with principals as facilitators who are guiding and encouraging an educational environment in which school heads work with teachers to detect and resolve the problems facing their schools. The leadership behavior of a

principal and his/her role as an instructional leader has a significant impact on creating more effective schools leading to higher levels of student achievements as cited in Gamage, Adams & McCormack, 2009. McEwan (2003) mentioned in the introduction of his book that “policymakers have discovered that teachers, tests, and test books can’t produce results without highly effective principals to facilitate, model, and lead” (p.xxi). This means that principalship is not anymore a status, but it is involvement in everything that makes school effective. The principal in what was presented previously is not the person who assesses teachers and students but the one who is accountable to facilitate teaching and guarantee students’ success. An effective principal is involved in ‘achieving higher levels of pedagogical thoughtfulness, developing relationships characterized by caring and civility, and achieving increases in the quality of student performance on both conventional and alternative assessments’ (Sergiovanni, 2001, p.204). Thus, school leaders should not spend their time “so busy complying with bureaucratic and reporting procedures that do not demonstrably add value to achieving the core purposes of their roles” (Sergiovanni, 2001, p.204).

2.5 Executive Leadership Capabilities Framework for School Principals

2.5.1 General View of Leadership Capabilities

The roles of school leaders have improved from committed teachers with added responsibilities to permanent professional executives of human, social, financial, moral and other resources accountable for their outcomes. This has meant that their job descriptions include increasingly more tasks in instructional leadership, staff evaluation, budget management, performance assessment, accountability, and community relations (Matthews, Mourman, & Nusche, 2007). The complexity of the task is calling for specific and diverse leadership capabilities that will enable school leaders to carry out their mission. It is important to identify and describe the critical capabilities that school leaders require to create the organizational conditions under which quality learning and teaching takes place (Fraser, 2007).

In its primary sense, capability refers to the capacity to perform the work of the profession; capability is both essential for the performance and enables performance. In its secondary sense, capability can be said to provide a foundation

for developing future expertise, including the possession of the knowledge and skills necessary for future professional work (Eraut, 1994). Capability, according to Stephenson (1992), depends on our ability to use our knowledge and skills in complex and changing situations. This takes leaders to more than possessing the skills but to integrate practices, skills, knowledge and attitudes, take appropriate and effective action to apply all of these within unfamiliar and changing circumstances (Ryam P., 2012). “Capability entails the possession of attributes like being able to work productively, calmly, persuasively and cleverly with diversity and uncertainty; a willingness to take responsibility and a hard decision; a capacity to inspire others to action through sound decision-making, integrity and enthusiasm; an ability to diagnose and figure out what is really going on in a complex situation” (Scott, Coates & Anderson, 2008, p. 11).

Recognizing the essential knowledge, skills and dispositions of an effective school leader will support the development of a shared understanding of effective school leadership across educational systems and highlight the importance of ongoing professional learning (Fraser, 2007). That’s why policy makers in the educational field are working on identifying leadership capabilities for school principals that are critical for those applying for the job and who are actually doing it. In this sense, we refer to the Developmental Learning Framework for School Leaders, Department of Education Victoria that specifies five capabilities: Relational capabilities (advocates for all students, develops relationship, and develops individual and collective capacity), educational capabilities (shapes pedagogy, focuses on achievement, and promotes inquiry and reflection), behavioral capabilities (develops and manages self, aligns actions with shared values, and creates and shares knowledge), and cultural capabilities (shapes the future, develops a unique school culture, and sustains partnership and networks) (Fraser, 2007).

Moreover, (Mendels ,2012) identified five capabilities required for effective school principals: shaping a vision of academic success for all students, creating a climate hospitable to education and welcoming to interaction, cultivating leadership in teachers and students as part of the school vision, improving instruction enabling high standards of teaching and learning, and managing people, data and processes to foster school improvement.

2.5.2 Schools as Systems and Leadership Capabilities

As a school leader, the researcher believes that she is responsible to make things happen, she does not see her career as an occupation but a mission that should be accomplished faithfully and successfully. This can be possible if schools are seen as systems.

It is important to understand the systems thinking leadership that is suggested by Fullen (2006) as the foundation of leadership that leads to making schools sustainable. Similarly, systems thinking leadership is presented as an emerging practice that will bring sustainable change to schools (Hopkins & Higham, 2007). System thinking leaders are those who view schools as systems that are made of different units interacting with each other in order to achieve an ultimate goal, namely, effective teaching and learning. Such leaders are able to internalize different habits in order to keep the system functioning efficiently and effectively while simultaneously improving it. In this study, we suggest that leaders need more than their leadership style or styles to bring effectiveness to schools. Past research has stressed the impact of leadership style on school effectiveness, but neglected the needed capabilities that the leader should have in order to contribute to school effectiveness. It is important to note that specific leadership styles, such as instructional and transformational, have significant impact on school effectiveness. At the same time, they both have weaknesses in certain areas, and neither style can bring effectiveness by itself. The same principle can be expanded to other leadership styles; there is no one single style that brings effectiveness by itself. For example, while it is true that schools need instructional leaders who are highly knowledgeable and involved in the curriculum and in the teaching and learning process, it is equally true that they might not be effective if they fail to create vision and inspire the stakeholders in the education process (i.e., teachers, students, parents, and staff). For that reason, researchers stressed the importance of a transformational leader who can communicate the vision, support the team, and sacrifice themselves for the benefit of others. However, transformational leaders might not be knowledgeable in curriculum and hence they might fail to improve student learning which would fail to lead to school effectiveness. We can apply the same argument for other leadership styles; all have weaknesses that must be overcome or addressed.

There are limited studies that measure leadership capabilities and effectiveness in organizations especially in educational institutions. "Leadership capability can be

thought of as practical application of skills and knowledge, understanding and essential attributes or personal qualities with experience and lessons by the leaders themselves” (Sankaran, Shepherd, Cartwright, & Kelly 2006, p. 53). Leadership capability is a balanced form of leadership that can serve the complex systems represented by schools. School leaders need the pedagogical knowledge not only the managerial experience of the business world, they need personal values and attributes that can guide them to believe in the school’s vision and mission and to lead the school into success by owning interpersonal, strategic and organizational qualities. The new challenges in this century necessitate a review of the traditional leadership models and this requires a change in thinking away from individual power to complex system leadership that facilitates knowledge and can be represented only in a leadership capability model (Uhl-Bien, Marion & McKelvey, 2007).

2.5.3 Leadership Capabilities as a Framework for School Principals

Several researchers have tried to understand school leadership in different mode. Peretomode (1991) indicated the importance of leadership in schools for execution of school programs, objectives and accomplishment of educational goals. Cheng (1994) suggested that school leadership is composed of five major dimensions, specifically: structural leadership, human leadership, political leadership, cultural leadership and educational leadership which describe the role and functions of school leaders. However, the important roles of a principal put a variety of demands and challenges for the principal (Mestry & Grobler 2004). In an effort to clarify the requirements of a capable principal, Cranston (2002) described the skills and capacities which principals are expected to possess and stated that they can be measured from various dimensions; from the perceptions of students, teachers, parents, communities and their employers. Luo (2004) further affirmed that perceptions about principals as leaders by their teachers indicate an important dimension to evaluate the leaders capabilities and to provide evidence for improvement of school leadership. Research has also demonstrated principals’ capabilities and their working conditions will determine the organizational climate and culture of the school.

Educational institutions are still functioning within the limitations of traditional educational leadership models such as transactional and transformational leadership (Gronn, 2002) that focus on individual leaders with positions and authorities

(MacGillivray, 2010). However, Goldstein, 2008 suggests that leadership should not be seen only as a position with authority but as a complex interaction of leaders' capabilities to foster conditions in which workers can respond quickly and effectively.

Robinson (2012) proposed three interrelated leadership capabilities that can lead to effective leadership in schools: 1) applying depth in content knowledge, 2) solving problems that might exist in schools, and 3) building trustful relations with the school stakeholders. In a meta-analysis by Waters, Marzano, & McNulty (2003), leadership was identified as the knowledge, skills, strategies, and tools that make what they called a "balanced leadership" that the leaders need in order to be effective and to influence student achievement. Their leadership framework also predicted on the notion that effective leadership means more than simply knowing what to do- it's knowing when, how, and why to do it" (Waters et al. 2003). Hence, we can see that both studies did not present a specific leadership style that can create effectiveness in schools, which lead us to conclude that leaders need to possess more than specific leadership style/styles in order to drive the school towards effectiveness they need to be capable of executing what is required from them on the personal level, interpersonal level, educational level, strategic level, and organizational level.

2.5.4 The Executive Leadership Capabilities Framework

There are few studies done in the world that promote for the concept of leadership capabilities. This study is driven by a conceptual perspective on leadership capability. This framework has supported the study's approach, and has been tested through the empirical work. It is based on the framework validated in studies of successful early university graduates in nine professions (Vescio, 2005), in a detailed study of 322 effective school leaders (Scott, 2003), and in the pioneer higher education leadership study (Scott, Coates & Anderson, 2008).. Prior leadership research has focused on leadership capabilities (Rankin, 2004; Byham, 1996; Tucker, 1992; Aziz et al., 2005; Ramsden, 1998), with research done at the USA that put particular emphasis on capability.

There are currently around fifty sets of leadership standards and capability frameworks that have been designed and developed in Australia that acknowledge focus on providing a national framework for use in all schools and education systems. One of these is the Australian Institute for Teaching and School Leadership (AITSL) that in consultation with the profession, systems and sectors works to

promote excellence in the profession of teaching and school leadership was formed by the commonwealth to provide a standard of leadership capabilities (National Professional Standard for Principals, 2011).

The Executive Leadership Capabilities Framework is chosen by the researcher of this study because it is a standardized structure developed by the State of New South Wales, Department of Education and Training, Australia, it includes a set of expected skills and knowledge that the school leader specifically school principals or vice-principals should be able to display and execute. It is a model for lifelong learning leaders who seek to reflect on their practices build on their strengths and develop in different areas related to their roles. These capabilities are described and emphasized in five domains that we will explain below:

2.5.4.1 Personal Domain

The Personal Domain explains the capabilities that represent professional values and ethics, the personal strengths and commitment to ongoing personal and professional development and the decision-making and judgment. Personal capabilities have been noted in studies like Ramsden (1998) and Robinson and Timperley (2007) who have identified the importance of self-regulation, Bryman (2007) identifies the importance of decisiveness, and Waters et al. (2003) highlighted that effective leaders have personal capabilities that enable them to know when, how and why to do something.

2.5.4.2 Interpersonal Domain

The Interpersonal Domain represents the capabilities required for effective communication, productive relationships, and inspiring others. Interpersonal capabilities where also values by many scholars such as Scott (2003) who mentioned that leaders of learning and teaching work with all sorts of people by being able to have a more developed set of interpersonal capabilities and the ability to form and get the best out of a diverse team. Moreover, (Waters et al., 2003) stated that leaders must appreciate the value of personnel and interpersonal relations in the organization and (Hopkin & Higham, 2007) concluded that leaders must be capable of building relations across and beyond the school.

2.5.4.3 Educational Domain

Whereas the Educational Domain defines the capabilities needed for pedagogical knowledge, pedagogical application, building an environment that maximizes student learning, and building learning communities. Furthermore, educational leaders need to “know when, how, and why to create learning environments that support people, connect them with one another and provide the knowledge, skills, and resources needed to succeed” (Waters et al., 2003 p. 2). The educational capabilities of a school leader will “commit staff in their own and other schools to the improvement of teaching and learning, . . . learning curriculum and assessment so as to ensure learning is increasingly personalized for students” (Hopkin & Higham, 2007 p. 148-149).

2.5.4.4 Strategic Domain

However, the Strategic Domain outlines the capabilities needed to build a school vision and culture, plan strategically, and build leadership. DeBowski and Blake (2004) commented that academic leaders of teaching and learning require the general attributes noted as being important for many leadership roles—for example, the ability to develop a collaborative and supportive culture and to provide opportunities to share knowledge between colleagues. Ramsden’s (1998) study about effective leadership found similar cognitive attributes to those mentioned above: being a strategic thinker; knowing what is achievable and having a clear but flexible vision and set of goals.

2.5.4.5 Organizational Domain

This Domain defines the capabilities that enable the leader to operate effectively within a regulatory and organizational framework, develop the personnel, manage the resources, and manage the systems and processes. (plldd, 2007). Organizational capabilities were also highlighted by (Waters et al., 2003 p. 2) as they allow the leader to “know which policies, practices, resources, and incentives to align and how to align them with organizational practices”.

2.6 Summary

My aim through this study to build on the previously presented literature review to suggest a new paradigm shift in educational leadership that will be going beyond leadership style and aiming to identify the required capabilities that are needed to attain school effectiveness. This paper suggests the concept of ‘ Executive Leadership Capabilities’ as a solution to what other leadership theories, models and concepts lack in order to help leaders as Kouzes and Posner (2008) said, build trust, strengthen relationships, stand firm against the winds of resistance, give courage to continue the quest, and take people to places they have never been before.

The above chapter presented the previous models of educational leadership that have emerged and developed over the last century, starting from the different definitions of leadership, development of leadership theories, the role of school principals, general view of leadership capabilities, school as systems and leadership capabilities, leadership capabilities as a framework for school principals, and the Executive Leadership Capabilities Framework. The next chapter discusses methodology for addressing the research questions.

Chapter Three

Methods and Procedures

3.1 Introduction

This chapter introduces the research methods and procedures, along with the design, and sample, with an overview of the instruments used in the data collection and how the analysis of the data was conducted throughout the study.

Since school leadership is supposed to make great difference in the field of education, and because little research is conducted on the concept or framework of executive leadership capabilities of school principals in real school settings, the researcher is seeking to explore the perceptions of secondary coordinators and teachers concerning their vice-principal's executive leadership capabilities, as well as the vice-principal's perception of her own executive leadership capabilities. Since the researcher is as well the vice-principal whose leadership abilities are in question, the design of the research is important in controlling internal reliability and validity.

3.1.1 Research Design

This exploratory study used a two phase sequential mixed-methods design. "Mixed methods research involves the use of both quantitative and qualitative methods in a single study" (Fraenkel & Wallen, 2010, p.557). Mixed methods research is a design using philosophical assumptions that monitor the course of the collection and analysis of data and the combination of qualitative and quantitative approaches in any phases in the research process. Its main foundation is that the use of quantitative and qualitative approaches in conjunction offers a better understanding of the research problems than each method alone (Creswell & Clark, 2007).

From here comes the strength of mixed-methods research as it can help to clarify and explain relationships found to exist between several variables, allows researchers to explore relationships between variables in depth, and can help to confirm relationships discovered between variables (Fraenkel & Wallen, 2010). The first phase included finding quantitative results from a questionnaire which elicited

the perceptions of teachers of their Leader's Executive Leadership Capabilities; in the meantime the researcher also coactively completed the questionnaire as a self-analysis of the same capabilities. In the first phase, questionnaires were sent by email to all the secondary coordinators. The questionnaire that was administered was developed by Geoff Scott a researcher in the New South Wales Department of Education and Training (plldd, 2007).

The second phase was divided into two stages which involve the use of two qualitative methods self-reflection on the part of the researcher and a cross-sectional survey with close-ended questions that were developed by the researcher and completed by teachers to explore attitudes concerning the capabilities assembled from the first quantitative part. The researcher used closed-ended questions since they are easy to score and code when the data is analyzed and also because all respondents can respond to the same options that are related to specific concepts through which standardized data will be provided. (Fraenkel & Wallen, 2010).

3.1.1.1 Sample

The first phase of this study included a convenience sample (Fraenkel & Wallen, 2010) of all coordinators, teachers and the vice-principal of the secondary division of a private school in greater Beirut, Lebanon where the researcher works. As the researcher is at the same time the subject whose leadership capabilities are being assessed, access to the population was not a problem. In addition, in the first stage, the sample population was purposively identified of all 15 coordinators of the secondary division, while the second stage, a purposive sample of all 27 teachers of the secondary division were chosen by the researcher of the survey. A purposive sample means that the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience (Bernard 2002, Lewis & Sheppard 2006). Thus, the sample is considered purposive since all the participants have been working with the researcher for more than eight years and they know her, which means they are in a position to provide the researcher with feedback on her leadership capabilities. It was also important for the researcher to elicit the perception of the subordinates since effective leaders don't focus on management only, but they frequently pay attention to how others perceive them especially those whom they are heading (Niqab, Sharma, & Wei, 2014).

The study did not encompass any stratification of the population; this means no specific characteristics of the individuals are focused upon to guarantee any particular kind of representation within the study.

3.2 Instrumentation

The research capitalized on the mixed method design approach using both quantitative and qualitative methods in the form of three instruments: a standardized questionnaire, a close-ended multiple choice survey, and personal reflections of the vice-principal. The questionnaire was chosen because it was developed by researchers with the direct purpose of exploring, diagnosing, and identifying leadership capabilities as well as eliciting subordinates' as well as self-perceptions of leadership capabilities.

Personal-reflection, the exploration and examination of one's thoughts, feelings and behavior and insight, the clarity of realizing one's thoughts, feelings, and behavior, are metacognitive factors central to the process of determined, directed effectiveness (Carver & Scheier, 1998). Since leaders are expected to manage effectiveness in their workplace, self-analysis and self-reflection is a requisite in this study. To attain this objective, the researcher chose to use the template of the Executive School Leadership Capability framework since it facilitates correlation.

Lastly, the close-ended multiple choice survey was developed by the researcher as a follow-up tool to additionally explore the attitudes of teachers concerning Leadership Capabilities as a framework, since perceptions, attitudes and beliefs regarding Leadership Capabilities are not dealt with in the Executive Leadership Diagnostic Questionnaire (ELDQ). The researcher believes it an advantage not just to explore whether or not the vice-principal exhibits Executive Leadership Capabilities behaviors, but also whether or not they believe Leadership Capabilities Framework is important to them, and how they think it may influence them as they work at school.

3.2.1 The ELDQ

The Executive Leadership Diagnostic Questionnaire (ELDQ) was developed by the State of New South Wales, Department of Education and Training as one tool of the Executive Leadership Diagnostic Instrument (ELDI). The *School Leadership*

Capability Framework (SLCF) was developed by the NSW Department of Education and Training in collaboration with the NSW Secondary Principals' Council and the NSW Primary Principals' Association (plldd, 2007). It is based on the results of research conducted by Professor Geoff Scott in 2002 with 322 effective NSW principals. The ELDI is an instrument which provides schools leaders with a range of tools and instruments to assist them in designing their professional learning. The ELDQ is part of this instrument and was used as a 360 degrees diagnostic instrument. Personal reflections and feedback from others then provide the basis for planning as a school leader. It is available from www.det.nsw.edu.au and the researcher took the permission to administer it, with clear instructions on how to use it and was given the consent to do any necessary modifications if needed (Refer to appendix V). The researcher checked the clarity of the instrument with two colleagues and with her advisor. Two questions were totally omitted as they were not relevant to the Lebanese society. Explicit restrictions are to be considered in terms of using the ELDQ only for this academic work as it is being removed from the website to be updated.

A sample of how the ELDQ measures the perceptions of followers of a leader's behavior is as follows: "personal (professional values and ethics)- maintains commitment to ethical values and professional practice at all times", "interpersonal (effective communication)- uses active listening and questioning skills effectively to ensure understanding and to clarify issues", "educational (pedagogical knowledge)- clearly articulates the links between curriculum, assessment and pedagogy", "strategic (strategic planning)- gathering data from a variety of sources to inform planning", "organizational (managing systems and processes)- developing and communicating clear statements regarding structures, processes, delegations, roles, responsibilities and accountabilities within areas of responsibility" (plldd, 2007).

The questionnaire was sent via electronic mail to 15 coordinators of the secondary division of the school including one Arabic and one Social Studies coordinators who speak and understand English very well.

3.2.2 Personal -Reflections

Experts on leadership development recognize the importance of helping managers and leaders to engage in self-discovery and self-reflection because if leaders are to improve their leadership skills and practice, then it is important to become aware of

their current level of skills, strengths and weaknesses, values and behavioral patterns and how they attempt to influence others (Miller, 2012). The developers of the ELDQ encourage the leader to “reflect on practice and to capitalize on strength, deciding what to develop and where to spend energy ” and “thus requires individual analysis of strengths and areas for further development” (plldd, 2007). This encouraged the researcher to use a personal reflection and self-analysis in this study as she believes that self-awareness is the first key to success and to improve her skills and develop her capabilities.

3.2.3 Close-ended Multiple Choice Survey

The closed-ended multiple choice survey was developed by the researcher to be conducted after the self-rating questionnaire was completed in the first part of the second stage of the research. Seventeen questions were developed to correspond with each of the five domains of leadership capabilities of the ELDQ –three questions on each sub-domain, one about whether they valued Executive Leadership Capabilities and one about the impact of these executive leadership capabilities if displayed on their feelings. The first fifteen questions were derived from the definition of each sub-domain in the ELDQ. The survey was piloted by random external participants to check the clarity in the responding process. Although the results of the pilot study were positive, one question was changed totally, and one question was modified. The instrument was revised and then re-administered to another group of randomly chosen participants. It was then administered to the purposive sample of 27 secondary teachers. Piloting refers to the pre-testing or 'trying out' of a particular research instrument (Baker 1994: 182-3). One of the advantages of conducting a pilot study is that it might give pre-warning about where the main research project could fail, where research procedures may not be followed, or whether suggested methods or instruments are inappropriate or too complicated (De Vaus ,1993).

The questionnaire were sent via electronic mail to each of the participants and they responded to the researcher’s assistant and remained anonymous to eliminate any bias by the researcher.

The purpose was to have a tool that would highlight the attitudes and beliefs of the teachers engaged in the study concerning Leadership Capabilities as framework. The validity and reliability were confirmed as much as they align with the responses to the ELDQ questionnaire and the responses of the survey. The results

of this closed-ended survey was used to answer research question three and was used in the triangulation process together with the results of the ELDQ and the self-reflection tool.

Mathison (1988, p.1) states that “good research practice obligates the researcher to triangulate, that is, to use multiple methods, data sources, and resources to enhance the validity of research findings.” The use of methodological triangulation according to Guion, Diehl, and McDonald (2011) involves the use of multiple qualitative and/or quantitative methods that could be compared to see if similar results are being found to establish validity. As the advantages of triangulation include “increasing confidence in research data, creating innovative ways of understanding a phenomenon, revealing unique findings, challenging or integrating theories, and providing a clearer understanding of the problem” (Thurmond, 2001, p. 254), it is hoped that this holistic framework will be used to assess executive leadership capabilities and to enhance implications in educational leadership. The use of triangulation is, thus, intentional to increase the validity and reliability of this study, where validity refers to the meaningfulness, correctness and usefulness of the implications a researcher makes and reliability refers to the consistency of answers from one administration of an instrument to another (Fraenkel & Wallen , 2010).

3.3 Ethics in Research

It is a critical responsibility of every researcher to abide by ethical protocols when conducting a study. “Before any research involving human being can be conducted at an institution that receives federal funds, it must be reviewed by an institutional review board (IRB) at the institution” (Fraenkel & Wallen , 2010, p. 63). Abiding by this protocol the researcher took an online training and received a NIH certificate “Protect Human Research Certificate’ that protects and supports staff involved in the research project. The researcher ensures that there are no risks in participating in this study beyond those experienced in everyday life and that the participants can refuse to participate without penalty or loss of benefits. Also, if they decide to stop their participation in the study, the relationship between them and the school or the researcher will not be affected. The researcher also pledged to keep the information provided by the participants confidential and to be used for research

purposes only. The results of the study will not include any names or other identifying information. Finally, as Fraenkel and Wallen stated in alignment with IRB requirements, the researcher ensures voluntary participation allowing participant to stop participating at any time without penalty or loss of benefits. Also, refusal to take part in the study or withdrawing from the study will involve no penalty or loss of benefits you would receive otherwise.

3.4 Data Analysis

Data from the ELDQ which were obtained online were provided to the researcher in the form of an excel spread sheet, where the researcher was able to get all the results and generate a table of frequencies of responses and of percentages corresponding to each category as outlined on the excel sheet. The table of the number of responses recorded per item by each participant was listed next to the researcher's own responses. Data retrieved from participants of the ELDQ helped the researcher answer research question one. The data from the ELDQ self-analysis' responses and ELDQ responses were compared against each other to answer research question two about the congruency of perceptions.

The deeply-structured self-reflection of the vice principal was incorporated with the responses of the questionnaire in order to explore the coordinator's ratings and the vice-principal's self-rating.

The results of the closed-ended survey were used to answer research question three as a follow up to the ELDQ, which was not designed to deal with the attitudes and beliefs of participants about executive leadership capabilities. The researcher thought it was important to explore the concept that followers who associate positively with their leaders would encounter better motivation, engagement, and ultimately, satisfaction in their work (Kark & Shamir, 2002).

All the data was explored and analyzed within the framework of Executive Leadership Capabilities as a hypothetical model and preferred design for educational leadership. To establish triangulation, data from the three instruments was examined and compared against each other to examine evidences and note the existence of similarities and the emergence of differences. By doing that, the results and the interpretations of the study were validated through the use of various instruments of quantitative as well as qualitative nature. (Refer to table below).

Table 3.1 Comparison of Data From Three Instruments

Purpose	Instrument 1 ELDQ	Instrument 2 Self-Reflections	Instrument 3 Closed-ended Survey
Research Question 1 How do the coordinators of the secondary and middle school perceive the VPA's executive leadership capabilities?	Considering the impact of decisions on others and on current systems before acting	thinks and plans well before making a decision that impact others	Demonstrating an ability to think and plan creatively and strategically
Research Question 2 How do the VPA's and coordinators' perceptions compare?	VPA...Constantly Developing and communicating, delegations, roles, responsibilities and accountabilities	I... Constantly explain and assign clear responsibilities and accountability	Highly displays.... Executive Leadership Capabilities
Research Question 3 How do teachers perceive the impact of the VPA's executive leadership capabilities if modeled on their own performance at school?	Motivating different groups with differing needs and expectations	I Motivate and support students, teachers, staff and parents	When my Vice-principal displays the executive leadership capabilities, I feel....motivated/highly motivated

3.5 Summary

This research used a mixed-methods design that is divided into two sequential parts. The first part involving 15 secondary coordinators and the vice principal who completed an online questionnaire that was developed to assess their perceptions of their vice-principal's leadership approach, together with the vice-principal's own perception of her leadership. The data retrieved was used to answer the first research question of this study. The research was intended to underline the leadership capabilities of the vice-principal as a leader. The vice-principal also completed a self-rating questionnaire and a deeply structured self-analysis to investigate the second question concerning congruency between the perception of the coordinator' and the vice-principal concerning the vice-principal's leadership etiquette.

The third research question concerning the attitudes of teachers towards Executive Leadership capabilities was addressed by way of the responses that were gathered from the closed-ended survey that was obtained from a purposive sample. The results were then tabulated and discussed in the results section. The responses

from the survey were integrated with the results from the ELDQ and self- reflections through the triangulation process for a meaningful discussion and are found in the discussion section of chapter five.

In conclusion, this chapter presented the design, sampling, instruments and data analysis methods that were employed in my study. the next chapter presents results derived from data analysis.

Chapter Four

Results

4.1 Introduction

Practicing leadership capabilities by school leaders was the core of this research, where one school's middle and secondary coordinators' perceptions of their vice-principal were examined and compared against the vice-principal's own perception of her leadership. Attitudes regarding leadership capabilities by teachers were also explored and compared to the results of the ELDQ questionnaire.

Three research questions were addressed, with the results lending themselves to inference for the role of leadership capabilities as the model in educational leadership.

4.2 Research Questions and Results

4.2.1 "How do the teachers and coordinators of the secondary and middle school divisions perceive vice-principal of academics' executive leadership capabilities?"

In order to compare the perceptions of the vice principal to the perceptions of secondary coordinators concerning the vice-principal's leadership capabilities, the following statistical method was conducted:

- 1- The rating of the vice principal's own leadership capabilities were entered on SPSS for each Domain
- 2- The average (mean) of the ratings of the 15 secondary coordinators were calculated for each question on every domain using the formula:
- 3- Average rating of the 15 respondents = (sum of the ratings of the 15 respondents) / 15
- 4- For every Domain, a dependent sample t-test was conducted to investigate whether the vice principal's rating (self-report) was significantly different from that of the 15 secondary coordinators rating on each question.
- 5- A dependent sample t-test was conducted to investigate the differences between the vice principal's own rating to that of the 15 secondary coordinators' average

rating on the Personal, Interpersonal, Educational, Strategic and Organizational Leadership Capabilities of the Vice Principal.

4.2.2.1 Domain 1: Personal Domain

Table 4.1 Paired Samples Test

		Paired Differences			t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
Self-report Domain 1 -							
Pair 1	respondent report domain 1	.09	.26	.062	1.38	17	.19

The dependent sample t-test revealed that there were **no significant differences** between the vice principal’s self-report and the secondary coordinators’ average ratings on the Personal Domain of the Executive Leadership Diagnostic Questionnaire; $t(17) = 1.38, p > .05 ns$.

Table 4.2 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	self report Domain 1	2.94	18.00	.24	.06
	respondent report domain 1	2.86	18.00	.11	.03

The results also revealed that the Mean of the vice principal’s rating on the personal Domain of Leadership Capabilities ($M = 2.94, SD = .24$) was somehow the same to the mean of the coordinator’s average rating on the personal Domain of Leadership Capabilities ($M = 2.86, SD = .11$).

Moreover, since the scale is from 1-3 (1 = rarely, 2 = sometimes, 3 = consistently), this indicated that on average, both the vice principal and the secondary coordinators agreed that the Vice principal consistently endorsed the Personal leadership capabilities (both means > 2).

4.2.2.2 Domain 2: Interpersonal Domain

Table 4.3 Paired Samples Test

		Paired Differences			t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
Pair 1	Self report Domain 2 - Respondents Domain 2	.09	.28	.07	1.38	17.00	.19

The dependent sample t-test revealed that there were **no significant differences** between the vice principal’s self-report and the secondary coordinators’ average ratings on the Interpersonal Domain of the Executive Leadership Diagnostic Questionnaire; $t(17) = 1.38, p > .05 ns$.

Table 4.4 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Self report Domain 2	2.94	18.00	.24	.06
	Respondents Domain 2	2.85	18.00	.11	.03

The results also revealed that the Mean of the vice principal’s rating on the Interpersonal Domain of Leadership Capabilities ($M = 2.94, SD = .24$) was somehow the same to the mean of the coordinator’s average rating on the Interpersonal Domain of Leadership Capabilities ($M = 2.85, SD = .11$).

Moreover, since the scale is from 1-3 (1 = rarely, 2 = sometimes, 3 = consistently), this indicated that on average, both the vice principal and the secondary coordinators agreed that the Vice principal consistently endorsed the Interpersonal leadership capabilities (both means > 2).

4.2.2.3 Domain 3: Educational Domain

Table 4.5 Paired Samples Test

		Paired Differences			t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
Pair 1	self report domain 3 - respondent domain 3	.10	.26	.07	1.53	15.00	.15

The dependent sample t-test revealed that there were **no significant differences** between the vice principal’s self-report and the secondary coordinators’ average ratings on the Educational Domain of the Executive Leadership Diagnostic Questionnaire; $t(15) = 1.53, p > .05 ns$.

Table 4.6 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	self report domain 3	2.88	16.00	.34	.09
	respondent domain 3	2.77	16.00	.17	.04

The results also revealed that the Mean of the vice principal’s rating on the Educational Domain of Leadership Capabilities ($M = 2.88, SD = .34$) was somehow the same to the mean of the coordinator’s average rating on the Educational Domain of Leadership Capabilities ($M = 2.77, SD = .17$).

Also, since the scale is from 1-3 (1 = rarely, 2 = sometimes, 3 = consistently), this indicated that on average, both the vice principal and the secondary coordinators agreed that the Vice principal consistently endorsed the, Educational leadership capabilities (both means > 2).

4.2.2.4 Domain 4: Strategic Domain

Table 4.7 Paired Samples Test

		Paired Differences			t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
Pair 1	self report domain 4 -	.05	.22	.06	.79	11.00	.45
	respondent domain 4						

The dependent sample t-test revealed that there were no significant differences between the vice principal’s self-report and the secondary coordinators’ average ratings on the Strategic Domain of the Executive Leadership Diagnostic Questionnaire; $t(11) = .79, p > .05 ns$.

Table 4.8 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Self-report domain 4	2.92	12.00	.29	.08
	respondent domain 4	2.87	12.00	.12	.03

The results also revealed that the Mean of the vice principal's rating on the Strategic Domain of Leadership Capabilities ($M = 2.92$, $SD = .29$) was somehow the same to the mean of the coordinator's average rating on the Strategic Domain of Leadership Capabilities ($M = 2.87$, $SD = .12$).

Moreover, since the scale is from 1-3 (1 = rarely, 2 = sometimes, 3 = consistently), this indicated that on average, both the vice principal and the secondary coordinators agreed that the Vice principal consistently endorsed the strategic leadership capabilities (both means > 2).

4.2.2.5 Domain 5: Organizational Domain

Table 4.9 Paired Samples Test

		Paired Differences			t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
Pair 1	self report domain 5 - respondnet domain 5	.08	.23	.06	1.27	13.00	.23

The dependent sample t-test revealed that there were **no significant differences** between the vice principal's self-report and the secondary coordinators' average ratings on the Organizational Domain of the Executive Leadership Diagnostic Questionnaire; $t(13) = 1.27$, $p > .05$ ns.

Table 4.10 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	self report domain 5	2.93	14.00	.27	.07
	respondnet domain 5	2.85	14.00	.12	.03

The results also revealed that the Mean of the vice principal's rating on the Organizational Domain of Leadership Capabilities ($M = 2.93, SD = .27$) was somehow the same to the mean of the coordinator's average rating on the Organizational Domain of Leadership Capabilities ($M = 2.85, SD = .12$).

Moreover, since the scale is from 1-3 (1 = rarely, 2 = sometimes, 3 = consistently), this indicated that on average, both the vice principal and the secondary coordinators agreed that the Vice principal consistently endorsed the Organizational leadership capabilities (both means > 2).

In other words, the vice principal displays personal capabilities represented in her professional values, ethics, personal strengths, decision making and judgment. She also, reveals interpersonal capabilities through her effective communication, productive relationships and the way she inspires others. Furthermore, her educational capabilities are represented in her pedagogical knowledge and application, and in the way she maximizes student learning through nurturing learning environments and communities. Also, her strategic capabilities are confirmed, as she proves to build a school vision and culture, plan strategically and build leadership. Finally, her organizational skills, are demonstrated in the way she operates within the school by developing the personnel, and managing resources, systems and processes.

4.2.2 “How do the vice-principal of academic’s and coordinators’ perceptions compare?”

Analysis of the self-reflections of the vice-principal revealed that she exhibits the capabilities characterizing the personal domain, being committed to professional values and ethics that are said and lived on daily basis. One of her personal strengths is her ability to control her emotions, remain calm under pressure, and overcome difficulties. She is also committed to ongoing personal and professional development and is also consistently able to make decisions and judgments objectively using different strategies and taking into consideration various complex relations. (Refer to appendix 1-self reflections).

Furthermore, the vice-principal's analysis of self-reflections regarding the Interpersonal Domain, reveal that she consistently demonstrates effective

communication skills, productive relationships that inspire others to achieve and improve their skills.

Likewise, analysis of the vice-principal's self-reflections on the Educational Domain states that she has pedagogical knowledge and application that enable her to build an environment that maximizes learning and learning communities that encourage learning.

Similarly, the vice-principal's self-reflections on the Strategic Domain, expose her capabilities in building school vision and culture and building leadership through strategic planning to improve programs, develop faculty and enhance learning, not forgetting her advocacy for all stakeholders.

Respectively, the self-reflections on the Organizational Domain, reflect her capabilities in operating effectively within regularity and organizational framework, developing and empowering personnel, and managing resources, systems and processes to achieve goals.

4.2.3 “How do teachers’ perceive the impact of the vice-principal of academics’ executive leadership capabilities?”

$N = 27$ teachers completed the Questionnaire “Exploring the Attitudes of teachers concerning Executive Leadership Capabilities Framework” to explore their attitudes concerning the 5 domains of the Leadership capabilities. This is a 1-4 likert scale (1 = not important, 2 = somewhat important, 3 = important, 4 = very important).

For every participant, the means (average) of the 5 domains were calculated using the following formulas:

- Domain 1 = $(Q1 + Q2 + Q3) / 3$
- Domain 2 = $(Q4 + Q5 + Q6) / 3$
- Domain 3 = $(Q7 + Q8 + Q9) / 3$
- Domain 4 = $(Q10 + Q11 + Q12) / 3$
- Domain 5 = $(Q13 + Q14 + Q15) / 3$

The five questions then aimed to explore the attitudes of teachers regarding the importance of executive leadership capabilities represented in the five mentioned domains.

The results revealed that;

- On average the teachers rated the personal domain of the leadership capabilities as important to very important ($M = 3.65$, $SD = .42$), since the Mean is (> 3).
- On average the teachers rated the interpersonal domain of the leadership capabilities as important to very important ($M = 3.58$, $SD = .50$), since the Mean is (> 3).
- On average the teachers rated the educational domain of the leadership capabilities as important to very important ($M = 3.42$, $SD = .57$), since the Mean is (> 3).
- On average the teachers rated the strategic domain of the leadership capabilities as important to very important ($M = 3.15$, $SD = .66$), since the Mean is (> 3).
- On average the teachers rated the organizational domain of the leadership capabilities as important to very important ($M = 3.46$, $SD = .51$), since the Mean is (> 3).

Table 4.11 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Domain 1	27.00	2.67	4.00	3.65	.42
Domain 2	27.00	2.00	4.00	3.58	.50
Domain 3	27.00	2.33	4.00	3.42	.57
Domain 4	27.00	2.00	4.00	3.15	.66
Domain 5	27.00	2.00	4.00	3.46	.51
Valid N (listwise)	27.00				

Question sixteen aimed to ask the teachers if the vice-principal of academics display the Executive Leadership capabilities at the school. The majority of participants ($N = 15$) regarded the Executive Leadership capabilities as “**highly displays**”, and ($N = 10$) of participants regarded the Executive Leadership capabilities for the school as “**displays**” and ($N = 2$) of participants regarded the Executive Leadership capabilities for the school as “**somewhat displays**”. It is notable that none of the participants regarded the Executive Leadership capabilities for the school as “**not displayed**”.

Moreover, question seventeen aimed to check the impact of executive leadership capabilities on teachers when displayed by the VP. The majority of participants ($N = 14$) reported that when the Vice-principal displays the executive leadership capabilities, they feel “**very motivated**” to work at school, and ($N = 10$)

of participants reported that when the Vice-principal displays the executive leadership capabilities, they feel “**motivated**” to work at school, and ($N = 3$) of participants feel “**somewhat motivated**” to work at the school. It is notable that none of the participants feel “**de-motivated**” to work at school when the Vice-principal displays the executive leadership capabilities.

Table 4.12 Leadership capabilities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
	somewhat displayed	2.00	7.41	7.41
	displayed	10.00	37.04	44.44
	highly displayed	15.00	55.56	100.00
	Total	27.00	100.00	100.00

Table 4.13 Motivation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
	somewhat motivated	3.00	11.11	11.11
	motivated	10.00	37.04	48.15
	very motivated	14.00	51.85	100.00
	Total	27.00	100.00	100.00

According to the closed-ended questionnaire, teachers found the executive leadership capabilities as important for school and they also confirmed that the vice-principal of academics displayed the executive leadership capabilities which make them feel very motivated at school when displayed (Refer to table no. 12).

Table 13 summarizes the teachers’ attitudes about the importance of executive leadership capabilities in its five domain give them value and significance, moreover, teachers’ attitudes triangulated with instrument one, the coordinators’ questionnaire, and with instrument two, the self-reflection as the closed-ended questionnaire, specifically as questions sixteen and seventeen confirmed that the academic vice-principal demonstrated the executive leadership capabilities and that these capabilities make them feel motivated to work at school.

4.3 Synthesis

Based on the results presented in the previous section and as the researcher of the study, I am now more aware about my leadership capabilities. This means that I am a leader with executive leadership capabilities as perceived by my coordinators, my-self, and my teachers. My executive leadership capabilities are represented in five domains, personal, interpersonal, educational, strategic, and organizational. It is not how I think I am but it is also how I proved to be in practice and how my subordinates see my capabilities. The strong congruency between how I see my-self and how others see me proves significant self-awareness and insight from my side and also is a proof that I am an effective leader.

4.4 Summary

According to responses of the ELDQ and the closed-ended survey, the coordinators and teachers of the middle and secondary divisions revealed several beliefs concerning their vice-principal's leadership. First of all, not only did they denote that they believe that their vice-principal is a leader, but that she also employs the executive leadership capabilities. In addition, there is strong congruence with how the vice-principal sees herself as a leader with executive capabilities. This was further enabled through the process of reflecting upon her values that have influence over her current leadership practices. The application of self-reflection was intended to bring about more self-awareness, which is considered to be the first personal capability and perhaps, catalyst, of an executive leader. Finally, while the ELDQ and the self-reflections were able to address the issue whether the coordinators and the vice-principal perceived the vice-principal to be a leader with executive capabilities, the closed-ended survey was a useful tool in exploring the attitudes and beliefs of the teachers concerning the value of Executive Leadership Capabilities. By the responses gathered, there was a strong indication that they do in fact believe it is very important for a leader in general, and their leader, in specific, to have executive leadership capabilities- for their well-being and motivation at school and for the sake of their school generally.

Chapter Five

Discussion, Conclusions and Recommendations

5.1 Introduction

In this final chapter, the scope of the study will be explored starting with the need of the study of Executive Leadership Capabilities as a model followed by the design of the study, together with the data collection, analysis and results. Directly after that was the discussion of the findings, conclusions, and recommendations for further research.

5.1.1 Problem Statement

It is enough to retrace the Arab World's news in the last 10 years to realize that today's civilization is loaded with models of fading hope in the leadership of countries. Looking at organizations around us is enough to realize that there is a call for leadership that can restore trust and significance in leadership practices (Avolio, Walumbwa, Luthans, & May, 2004). Like countries and organizations, educational systems are also in need to restore hope, trust and confidence in educational leadership due to the important role of school leaders and the role they play in shaping the minds and lives of students.

Since the educational leadership is getting more complex, through high expectations placed for school leaders to identify and accomplish the mission and vision of schools (Heck & Hallinger, 1999), a scrutiny for the kind and the characteristics of leadership that can lead schools into effectiveness is a must today. "There are limited studies that measure complex leadership capabilities effectiveness in existing complex organizations especially in educational institutions" (Jayan, 2013, p.7) Among all the theories and models of leadership that have emerged during the twentieth century, Leadership Capabilities framework emerges as balanced and holistic model encompassing personal, interpersonal, educational, strategic, and organizational capabilities summarized in five domains (LPDD) that can be assessed and measured enabling school leaders to know what capabilities they own, to

develop existing capabilities, to acquire needed capabilities, and lead their educational institution into effectiveness.

The scope of the study was to explore three questions: first, whether the coordinators of the secondary and middle school divisions believe that the vice-principal of academics displays the behaviors that are identified as executive leadership capabilities, second, whether, there is correspondence between how the vice-principal perceives herself as an executive leader and how the teachers and coordinators view her, and third, to explore the impact of the executive leadership capabilities, if modeled by the vice-principal on teachers' performance at school. Fifteen secondary school coordinators were invited to partake in answering a questionnaire concerning their vice principal's leadership practices to see if they considered her a leader with executive leadership capabilities. The vice principal also participated in a self-rating method aimed to examine if there is similarity between how the coordinators perceived her leadership practices and how she perceived her own practices. A closed-ended survey was also developed aiming to explore how do teachers' perceive the impact of executive leadership capabilities on their own performance.

5.2 Discussion

The effort to explore whether or not coordinators of the secondary and middle school divisions supposed that the vice-principal of academics displays actions that are identified as executive leadership capabilities was met with affirmation on the part of the coordinators and alliance of the vice principal regarding her own leadership. Moreover, the teachers also expressed a firm belief in the value of Executive Leadership Capabilities as a model for their school.

First, both the vice-principal and the coordinators agreed that the vice principal consistently endorsed the Personal leadership capabilities through the professional values and ethics she reveals to others, her personal strengths and commitment to ongoing personal and professional development, and the decision-making and judgment skills she discloses. They also agreed with the teachers that these personal capabilities are important and significant in a leader. This was also confirmed in the vice-principal's self-reflections as she expressed her strong commitment to personal and professional values that allow her to consistently being

able to make decisions considering complex relationships and situations. This corresponds to what Ramsden (1998), Robinson and Timperley (2007), Bryman (2007), Waters et al., (2003), and PLLDD (2007) highlighted about the role of personal capabilities represented in value, ethics, commitment to personal and professional development, and decision making skills that make leaders role models in what they say and do.

According to McEwan (2003), a highly effective principal, is a “role model whose values, words, and deeds are marked by trustworthiness, integrity, authenticity, respect, generosity, and humility” (p.134). Personal capabilities represent the character of the leader which is the root behind his/her actions. Stephen Covey (1998) considers character as the foundation to whatever we aim to be and do: “Primary greatness is character” (p.102).

The second aspect where the coordinators’ rating and the vice principal’s rating agreed is the endorsement of the interpersonal leadership capabilities represented by effective communication, productive relationships, and inspirational abilities demonstrated by the vice principals which are also highly valued by teachers. Moreover, the vice principal reported in her self-reflections that she consistently demonstrates effective communication skills, and productive relationships that inspire others and motivate them to succeed and develop their own capabilities. This agrees with Scott (2003), Waters et al., (2003) and Hopkin and Higham (2007), who gave value to the interpersonal skills of the leader through which he/she can build relations, inspire people, and develop capabilities across and beyond the organization or school.

According to McEwan (2003, p. 3), a highly effective principal is a “genuine and open human being with the capacity to listen, empathize, interact, and connect with individual students, parents, and teachers in productive, helping and healing ways, as well as the ability to teach, present, and motivate people, in larger group settings”. Interpersonal leadership capabilities are central leadership capabilities and represent “good people relations” in terms of “sensitivity, understanding, and responsiveness” (Diekman, 1979, p.13.).

Furthermore, the coordinators and the vice-principal approved that the vice principal own the educational leadership capabilities summarized in acquiring pedagogical knowledge and application, and the ability to build an environment that maximizes student learning and creating learning communities. In her self-

reflections, the vice principal presented different practices that portrays her pedagogical knowledge and application in terms of practices that create a good foundation to a culture conducive for teaching and learning. This aligns with Waters et al. (2003) and Hopkin and Higham (2007) that educational leaders ought to be knowledgeable about the curriculum, able to create teaching and learning environments, and skilled in developing assessments to maximize student learning.

Once again the vice principal and the coordinators agreed that the vice principal holds the strategic leadership capabilities as highlighted also in her self-reflections where she presented practices of an visionary leader who builds and restores a culture rich in programs that facilitate staff development and enhance learning while advocating the stakeholders. This corresponds to Debowski and Blake (2004), Ramsdan (1998), and Hopkin and Higham (2007), who focused on the strategic leadership capabilities of an educational leader that empower and enable him/her to create a culture that is supportive to teaching and learning and that allows collegiality that impact classrooms.

McEwan (2003) identified a highly effective principal as a “Culture builder—an individual who communicates and models a strong viable vision based on achievement, character, personal responsibility, and accountability” (p.89). To be a strategic leader you must be a culture builder and be able to “engineer the development of a culture” (McEwan, 2003, p. 101).

Furthermore, the coordinators’ ratings and the vice principal’s ratings and self-reflections agreed that the vice-principal has the organizational leadership capabilities represented in the capacity of the vice principal to operate effectively within a regulatory and organizational framework, manage personnel, resources, and processes, maintain resources and achieve goals. This parallels with Waters et al., (2003) and Hopkins and Higham (2007), who strongly recommended using organizational capabilities to develop policies and regulations and align them with practices that employ educational resources needed to create a culture functioning in an organized and systematic manner.

The organizational capabilities of an educational leader make him/her a “Change master, a flexible, futuristic, and realistic leader, able to motivate as well as to manage change in an organized, positive, and enduring fashion” (McEwan, 2003, p.72). The organizational capabilities of the leader allow him/her to be the conduit that makes the school parts function together in a systematic manner. Those leaders

are “leaders who work intensely in their own schools, or national agencies, and at the same time connect with and participate in the bigger picture” (Fullan, 2004, p.4).

5.3 Implication for practice

The Executive Leadership Capabilities should be the theoretical method to be followed in leadership training for school principals. Scott (2007, p. 11) states, “capability is more associated with educational leadership than management, with having the talent and capacity necessary to operate successfully with others to achieve continuous improvement and innovation”. The complexity of school systems and the responsibility associated with the position of the principal require more than a trait driven approach, a transformational model or an instructional ability; it goes beyond that to a balanced model, the Executive Leadership Capabilities approach, that not only encompasses them all but emerges in the sense of executive capabilities that can be assessed, measured, and developed within leaders. “These capabilities are more tested when things go wrong, when the unexpected happens and when what is planned is not working out in the ways anticipated” (Scott 2007, p.20). School boards should adopt this model as structure to train and develop school leaders and principals. The educational system in Lebanon needs to equip and promote school principals, who are called to lead the school systems and inspire the new generations. The capability framework could be “considered like sheet music, a diagrammatic representation of the melody; it is only in the arrangement, playing and performance, however, that the piece truly comes to life” (Bolden & Gosling, 2006, p.151). Truly, what the researcher learned from the study is that teachers and coordinators want and need Executive Leadership Capabilities to be owned by school leaders to be inspired and lead their school toward effectiveness.

This study was something out of the norm school where the leader asked the followers to evaluate her not the opposite. For me, it was getting out of my comfort zone taking the challenge to see myself in the eyes of others. For the school community, it broke the walls of fear and opened a new culture of trust that could increase not only personal benefit but public benefit too. That’s why, the researcher learned to value others perspective and to work on similar process for future development.

5.3.1 Recommendations for future research

The paucity of research on Leadership Capabilities and the lack of correlations to aspects in the educational system make the field ready for ingraining the seeds. With Executive Leadership Capabilities as a theoretical method for research, it is the researcher's credence that the request for a new leadership approach that aim at restoring "effectiveness and innovation" in leadership practices can and should start now.

Since the results of this study support the belief that Executive Leadership Capabilities is a desired leadership paradigm in this school further research should be piloted in educational field with the objective of developing and training leaders with Executive Leadership Capabilities, equipped to defy the challenges of schools. Executive leadership capabilities is still a premature idea that needs more study and development, and extensive empirical research is required to validate the substantial hypothetical foundations of this theory.

The scope of this study focused on executive leadership capabilities embedded under personal, interpersonal, educational, strategic, and organizational domains and the deploy of the personal-reflections verified valuable to previous and current research on improving contemporary leadership practices. However, more research should be conducted to see the importance of each domain in depth on the different school's levels.

Concerning organizational effects, Executive Leadership Capabilities, when displayed, provide a solid foundation for proper and sustainable organizational performance (Scott, 2007). Robinson (2010) addressed the issue in terms of capabilities represented by instructional knowledge, problem solving and system thinking approach, and relational trust with staff, parents, and students. This idea was more supported by the teachers in this study, who expressed their pleasure and aspiration to work in an environment where executive leadership capabilities are displayed.

Since school leadership is supposed to be "defined, investigated, communicated, determined, assessed, developed and applied" (Scott, 2007) and further, since leadership capabilities framework, is a method that envisions leadership as a discernible set of skills and abilities that can be identified, assessed, strengthened, honed, improved, and reinforced (plidd, 2007) advance research must address this need for training educational school leaders and developing a profile for

principals and vice-principals in every educational institution in Lebanon in relation with the school's profile.

Since this is a practical framework that can assess and develop executive leadership capabilities, I will be doing the same process every couple of years to evaluate my current executive leadership capabilities so that I can keep on growing, developing and improving on the personal and professional level. I also recommend that school principals and vice-principal in Lebanon should undergo the same process for the sake of their personal and their institutions development and improvement.

5.4 Limitations

First, as this was an exploratory study, the scope was limited to perceptions, but there is much more to be explored, as were discussed in the implications for further research. Second, the mixed method design, though envisioned to bring connection, the task of assimilating multiple methods, corroborating the reliability and validity of their results is a real challenge to professionals, but particularly to a student who is not an expert in this technique.

Third, the conflict of interest represented in the fact that the researcher is the vice-principal in the study, the answers of the coordinators and teachers might be affected by a desire to please. However, care was taken to protect the anonymity of teachers and coordinators by having them fill online questionnaires themselves that were sent to a statistician who retrieved the results, without any interference from the vice-principal.

Fourth, the sample was small in size. That's why future research should implement this research by having a large sample size that can be more representative and allow for generalization.

While this study has confirmed that Executive Leadership Capabilities Framework is the desirable model of leadership of educational leaders, future research is still needed to explore the many unexplored variables of executive leadership capabilities as a paradigm and as a construct. It is the argument of this researcher that Executive Leadership Capabilities framework is a comprehensive model of leadership appropriate and applicable to the advancement and enhancement

of educational administration and to the development of school principals' profile in Lebanon in specific and in the Arab world in general.

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Appendices

Appendix I

Executive Leadership Capabilities- Self Reflections

Personal Domain

Pos	Self-Rating	Evidence
Professional values and ethics		
P1	consistently	committed to reflect my ethical and Christian & professional values in practice
P2	consistently	reflect my values in my daily practice and act as a role model to others
P3	consistently	reflect my commitment and support to the school's social and Christian culture
Personal strengths and commitment to ongoing personal and professional development		
P4	consistently	controls my emotions and tries to remain calm under pressure
P5	consistently	reflects a sense of humor in addition to the professional perspective to maintain a balance environment
P6	consistently	able to recover from hardships and difficulties
P7	consistently	reflects on constructive feedback and works on acting accordingly
P8	consistently	able to manage personal time and tries to set priorities in personal and in professional life
P9	consistently	develops action plans to resolve conflicts with minimum damage
P10	consistently	aware of personal strengths and weaknesses and tries to develop needed areas
P11	consistently	study new steps and projects to be implemented to minimize risk and ensure success
P12	sometimes	can't maintain a healthy life style
P13	consistently	develops future plans for professional and personal growth
Decision-making and judgment		
P14	consistently	investigate and assess information before making a decision
P15	consistently	determined and decisive when acting or taking a decision
P16	consistently	thinks and plans well before making a decision that impact others
P17	consistently	consider and identify the real cause of a problem before working to resolve it
P18	consistently	aware and considerate of complex relationships

Interpersonal Domain

Pos	Self-Rating	Evidence
Effective Communication		
I1	Consistently	uses exercise active listening and questioning skills to make things clear
I2	Consistently	praises faculty staff in person and in public
I3	Consistently	adapts style to express ideas logically to suit different audience needs
I4	Consistently	uses exercise active listening and questioning skills to make things clear
I5	Sometimes	uses blogs, web sites
Productive Relationships		
I6	Consistently	works on creating a healthy environment of mutual support, respect and trust
I7	Consistently	shows practical negotiation and conflict resolution skills
I8	Consistently	sees the personal qualities of people with different strength and capabilities
I9	Consistently	able to create teams who can work in collaboration and in conjunction
I10	Consistently	develops the different skills and potential within the faculty and beyond
I11	Consistently	creates a mutual professional respect among colleagues by providing constructive and objective feedback
I12	Consistently	Creates teams, delegates responsibility, and provides support to accomplish key tasks
I13	Consistently	works on involving parents, students , teachers and other stakeholders
I14	Consistently	creating learning communities of teachers, students, coordinators and staff
Inspiring Others		
I15	Consistently	Motivates and supports students, teachers, staff and parents
I16	Consistently	celebrates student, staff and teachers achievements using school bulletins, Facebook...
I17	Consistently	uses different strategies(workshops, meetings, lectures, discussion) to involve staff in school programs and policies
I18	Consistently	meets, interacts with students, parents and other stakeholders

Educational Domain

Pos	Self-Rating	Evidence
Pedagogical knowledge		
E1	Consistently	demonstrating high levels of knowledge and practices that promote quality teaching
E2	Consistently	expressing a well informed and consistent philosophy about teaching and learning
E3	Consistently	clarifying the relations between curriculum, assessment and pedagogy
E4	Sometimes	showing expertise and knowledge regarding international and notional curriculum, pedagogy and requirements
Pedagogical application		
E5	Consistently	demonstrating skills that promote, assess, and identify quality classroom practice
E6	Consistently	implementing monitoring strategies that align curriculum, teaching and learning, assessment, reporting and feedback
E7	Consistently	supporting teachers and coordinators in employing quality teaching and learning
Building an environment that maximizes student learning		
E8	Consistently	showing and enforcing respect for students of different backgrounds, capabilities, skills, and experiencing
E9	sometimes	integrating current learning research to improve teaching and learning problems
E10	Consistently	nurturing a strong culture that empowers students, improve their leadership and involves them in decision making
E11	Consistently	showing and enforcing respect for students of different backgrounds, capabilities, skills, and experiencing
E12	sometimes	integrating current learning research to improve teaching and learning problems
Building learning communities		
E13	sometimes	creates team-based programs and ensures their success
E14	Consistently	encourages professional development and growth by giving critical and instructive feedback
E15	sometimes	participates in learning and teaching activities with other schools nationally and internationally
E16	sometimes	participates in action research projects that helps in improving school practices based on experience, practice, and reflection

Strategic Domain

Pos	Self-Rating	Evidence
Building school vision and culture		
S1	Consistently	communicates the school vision and modeling it in what is said and practiced
S2	Consistently	nurturing a culture of continuous improvement by facilitating and encoring professional development plans for staff and teachers
Strategic Planning		
S3	Consistently	involved in the strategic planning for the whole school
S4	Consistently	adopts effective strategies to facilitates change and enhances continuous improvement for both staff and student learning
S5	Consistently	gathers data from students, teachers, parents, universities as a reference to plan and make decisions
S6	Consistently	thinks and plans in a creative and strategic way
S7	Consistently	involves faculty in the process of planning for programs to take decisions with collective consensus
Building leadership		
S8	Consistently	Examining and implementing leadership strategies represented in analysis, diagnosis, empowering, and developing skills of staff
S9	Consistently	Developing systems of evaluation, mentoring, development, and equipment that enhances students' and teachers' leadership
Advocacy		
S10	Consistently	Communicating school's success in events, with the media and social media
S11	Consistently	Supports and advocates students, teachers, staff, and parents
S12	Consistently	Encourages and employs support for students, parents, and the community

Organizational Domain

Pos	Self-Rating	Evidence
Operating effectively within a regulatory and organizational framework		
O1	Consistently	Developing, implementing, and assessing policies and procedures that ensure the alignment of curriculum requirements and demands
O2	Consistently	Writing evaluation reports on teachers' and coordinators' performance and on their professional development.
O3	Consistently	Always, identifies and assesses threats, put plans in place for if things go wrong and decide how to avoid, reduce or transfer risks
Personnel		
O4	Consistently	Coordinates with national and international resources to provide needed workshops and professional development for all teachers
O5	Consistently	Developing systems of communication and initiatives to ensure staff well being
O6	Consistently	Develops systems of assessment with coordinators and students to support and monitor faculty staff performance
O7	Consistently	Discussing, suggesting and implementing processes and procedures to help teachers and coordinators meet accreditation and accountability requirements
O8	Consistently	Understands and demonstrates requirements of school relational issues and processes
Management of resources to achieve goals		
O9	Consistently	Works on planning an effective management cycle to facilitate data analysis and planning for budget allocation and accountability
O10	Consistently	involved in the supervision and execution of curriculum organization, educational programs and resource management
Managing systems and processes		
O11	Consistently	Identifies priorities in my areas of responsibility
O12	Consistently	Gives the opportunity for teachers and coordinators to reflect on teaching practices in order to monitor and improve teaching practices
O13	Consistently	presents clear statements regarding areas of responsibility with identifies processes, roles, and accountabilities
O14	Consistently	explains and assigns clear responsibilities and accountability

Appendix II

ELDQ Questionnaire

Please tick the relevant box against each statement to indicate how well the Vice-principal of Academics demonstrates capabilities in this domain (consistently, sometimes, rarely).				
Domain 1: Personal				
Pos	How well are these capabilities demonstrated in performance?	Consistently	Sometimes	Rarely
	Professional values and ethics			
P1	Maintaining commitment to ethical values and professional practice at all times			
P2	Acting as a positive role model for others			
P3	Displaying respect, knowledge and understanding of the school's social, ethnic cultural and religious backgrounds			
	Personal strengths and commitment to ongoing personal and professional development			
P4	Remaining calm under pressure and managing emotions			
P5	Nurturing a sense of humour and maintaining a balanced perspective			
P6	Displaying a resilience in recovering quickly from adversity and setbacks			
P7	Accepting constructive feedback, reflecting upon and acting on this feedback			
P8	Managing personal time, effectively prioritising and delegating			
P9	Acting to resolve conflicts appropriately			
P10	Understanding personal strengths and development needs as a school leader			
P11	Taking calculated risks and implementing new projects with confidence			
P12	Maintaining a healthy work life balance and ensuring emotional and physical wellbeing			
P13	Designing and implementing a plan for future personal and professional development			
	Decision-making and judgement			
P14	Gathering and evaluating information thoroughly before making a decision			
P15	Acting decisively when necessary			
P16	Considering the impact of decisions on others and on current systems before acting			
P17	Investigating the real cause of a problem and working to resolve it			
P18	Recognizing and appreciating complex relationships			

	Please tick the relevant box against each statement to indicate how well the Vice-principal of Academics demonstrates capabilities in this domain (consistently, sometimes, rarely).			
	Domain 2: Interpersonal			
Pos	How well are these capabilities demonstrated in performance?	Consistently	Sometimes	Rarely
	Effective communication			
I1	Using active listening and questioning skills effectively to ensure understanding and to clarify issues			
I2	Providing personal, public recognition and praise within the faculty and beyond			
I3	Expressing ideas logically and fluently, adapting style to suit the needs of different audiences			
I4	Providing constructive and professional feedback within the faculty and beyond			
I5	Using appropriate communication technologies effectively			
	Productive relationships			
I6	Creating a climate of mutual trust, respect and support			
I7	Demonstrating effective mediation, negotiation and conflict resolution skills			
I8	Recognizing and acknowledging everyone as an individual with their own qualities and strengths			
I9	Building cohesive, collaborative teams			
I10	Utilising the diverse skills and talents within the faculty and beyond			
I11	Providing constructive feedback to work colleagues and others in a context of mutual professional respect			
I12	Delegating authority and responsibility for key tasks and ensuring appropriate support			
I13	Encouraging parent and other stakeholder participation			
I14	Developing and encouraging supportive learning networks			
	Inspiring others			
I15	Motivating different groups with differing needs and expectations			
I16	Publicly celebrating student and staff achievement			
I17	Using a range of strategies that engage all staff in the school's programs and policies			
I18	Maintaining visibility and devoting time to interact with students, staff and community			

	Please tick the relevant box against each statement to indicate how well the Vice-principal of Academics demonstrates capabilities in this domain (consistently, sometimes, rarely).			
	Domain 3: Educational			
Pos	How well are these capabilities demonstrated in performance?	Consistently	Sometimes	Rarely
	Pedagogical knowledge			
E1	Displaying high level understanding of the conditions that promote quality teaching and learning			
E2	Articulating an informed and cohesive philosophy of learning and teaching			
E3	Clearly articulating the links between curriculum, assessment and pedagogy			
E4	Demonstrating expert knowledge of current international and national perspectives on curriculum, assessment and pedagogy			
	Pedagogical application			
E5	Demonstrating skills to promote, identify and evaluate quality classroom practice			
E6	Implementing high leverage strategies that align curriculum, teaching and learning, assessment and reporting			
E7	Supporting faculty members in implementing quality teaching and learning			
	Building an environment that maximises student learning			
E8	Creating a safe and happy learning environment			
E9	Developing systems to support student learning, development and behaviour			
E10	Modeling and promoting respect for the diversity of student backgrounds, experiences, developmental needs and learning approaches			
E11	Incorporating current learning research to embed continuous improvement teaching and learning programs			
E12	Developing a strong culture of student leadership and decision-making			
	Building learning communities			
E13	Developing and contributing positively to team-based programs			
E14	Applying best practice in adult learning and critical reflection to help others in the workplace			
E15	Participating actively in teaching and learning networks in and between schools			
E16	Participating in action research projects and using findings to improve school practices			

Please tick the relevant box against each statement to indicate how well the Vice-principal of Academics demonstrates capabilities in this domain (consistently, sometimes, rarely).

Domain 4: Strategic

Pos	How well are these capabilities demonstrated in performance?	Consistently	Sometimes	Rarely
	Building school vision and culture			
S1	Articulating and modeling constantly the school vision			
S2	Fostering a culture a continuous improvement			
	Strategic Planning			
S3	Contributing to whole school strategic planning			
S4	Using effective change strategies within the faculty to achieve continuous improvement in staff and student learning			
S5	Gathering data from a variety of sources to inform planning			
S6	Demonstrating an ability to think and plan creatively and strategically			
S6	Developing faculty programs in a collaborative manner			
	Building leadership			
S7	Negotiating and implementing a variety of supportive leadership development strategies			
S8	Establishing and maintaining processes to develop teacher and student leadership			
	Advocacy			
S9	Promoting school and public education at every opportunity			
S10	Acting as an advocate for students, staff and parents			
S11	Engaging the support of students, parents and the community			

	Please tick the relevant box against each statement to indicate how well the Vice-principal of Academics demonstrates capabilities in this domain (consistently, sometimes, rarely).			
	Domain 5: Organizational			
Pos	How well are these capabilities demonstrated in performance?	Consistently	Sometimes	Rarely
	Operating effectively within a regulatory and organisational framework			
O1	Designing, implementing, and evaluating plans, policies and procedures to ensure alignment with syllabus system requirements			
O2	Reporting regularly on the faculty's performance and on improvements in targeted areas			
O3	Understanding the role of risk management and legal responsibilities related to school operations			
	Personnel			
O4	Negotiating and implementing processes and programs to develop professional skills and capabilities of faculty staff			
O5	Developing and implementing initiatives to facilitate and enhance faculty staff wellbeing			
O6	Maintaining effective processes to support and monitor faculty staff performance			
O7	Negotiating and implementing processes to ensure faculty staff meet accreditation and accountability requirements			
O8	Demonstrating appropriate understanding of industrial relations issues and processes			
	Management of resources to achieve goals			
O9	Ensuring an effective management cycle to facilitate data analysis, planning, budget allocation and accountability			
O10	Participating in the management of curriculum organization, educational programs, resource management or school finance			
	Managing systems and processes			
O11	Setting and justifying priorities in areas of responsibility			
O12	Ensuring opportunities for critical reflection, monitoring and reviewing of teaching practice			
O13	Developing and communicating clear statements regarding structures, processes, delegations, roles, responsibilities and accountabilities within areas of responsibility			
O14	Ensuring clear accountabilities are evident in all documentation			

Appendix IV

Teachers' Questionnaire (After piloting)

Exploring the Attitudes of teachers concerning Executive Leadership Capabilities Framework

INSTRUCTIONS: For each statement below, please read carefully and circle the response that best represents your opinion.

- 1- Acting as a positive role model for others is _____ for leading others.
 - a. Not Important
 - b. Somewhat Important
 - c. Important
 - d. Very Important
- 2- Gathering and evaluating information thoroughly before making a decision are
 - a. Not Important
 - b. Somewhat Important
 - c. Important
 - d. Very Important
- 3- Remaining Calm under pressure and managing emotions is
 - a. Not Important
 - b. Somewhat Important
 - c. Important
 - d. Very Important
- 4- Using active listening and questioning skills effectively to ensure understanding and clarify issues are
 - a. Not Important
 - b. Somewhat Important
 - c. Important
 - d. Very Important
- 5- Creating a climate of mutual trust and respect is
 - a. Not Important
 - b. Somewhat Important
 - c. Important
 - d. Very Important
- 6- Motivating different groups with differing needs and expectations is
 - a. Not Important
 - b. Somewhat Important
 - c. Important
 - d. Very Important
- 7- Displaying high level understanding of the conditions that promote quality teaching and learning is
 - a. Not Important
 - b. Somewhat Important
 - c. Important
 - d. Very Important

- 8- Clearly articulate the links between curriculum, assessment and pedagogy is
 - a. Not Important
 - b. Somewhat Important
 - c. Important
 - d. Very Important
- 9- Demonstrating skills to promote, identify and evaluate quality classroom practice is
 - a. Not Important
 - b. Somewhat Important
 - c. Important
 - d. Very Important
- 10- Articulating and modeling constantly the school vision are
 - a. Not Important
 - b. Somewhat Important
 - c. Important
 - d. Very Important
- 11- Demonstrating an ability to think and plan creatively and strategically to achieve continuous improvement and development for staff, teachers and students is
 - a. Not Important
 - b. Somewhat Important
 - c. Important
 - d. Very Important
- 12- Acting as an advocate for students, staff, and parents is
 - a. Not Important
 - b. Somewhat Important
 - c. Important
 - d. Very Important
- 13- Designing, implementing, and evaluating plans, policies and procedures to ensure alignment with syllabus and system requirements are
 - a. Not Important
 - b. Somewhat Important
 - c. Important
 - d. Very Important
- 14- Ensuring opportunities for critical reflection, monitoring and reviewing of teaching practice is
 - a. Not Important
 - b. Somewhat Important
 - c. Important
 - d. Very Important
- 15- Developing and communicating clear statements regarding structures, processes, delegation, roles, responsibilities and accountabilities within areas of responsibility are
 - a. Not Important
 - b. Somewhat Important
 - c. Important
 - d. Very Important

- 16- The Vice-principal of academics _____ the Executive Leadership capabilities at my school
- a. Does not display
 - b. Somewhat Displays
 - c. Displays
 - d. Highly displays
- 17- When my Vice-principal displays the executive leadership capabilities, I feel _____ about working at school
- a. De-motivated
 - b. Somewhat Motivated
 - c. Motivated
 - d. Highly Motivated

Appendix E

Permission to use ELDQ
Alice Wazir <jalicer@gmail.com>

AttachmentsMay 19

to DECinfo

To whom it may concern,

My name is Alice Azar Wazir. I am the vice-principal of Academics at the Beirut Baptist School in Beirut - Lebanon. I am a graduate student at the Lebanese American University and I am doing my thesis in Masters of Educational management. I would like to take your permission to use the Executive Leadership Diagnostic Questionnaire as one of my research tools for my thesis that will be identifying leadership capabilities for school effectiveness. I am ready to buy the instrument if this is what make the permission legal.

Please, find attached:

- 1- Your Instrument: The Executive Leadership Diagnostic Instrument (PDF file) (I will not use the whole instrument).
- 2- The Questionnaire that I will be used from the instrument (word document)
- 3- Letter to participants to explain the purpose of the study and ways to use the questionnaire.

I would appreciate if you can give me your feedback as soon as you can as I am highly interested about your instrument and I also need to get back to my committee.

Thank you for your time.

Alice Wazir
Vice Principal of Academics

Beirut Baptist School

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May 21

Clements, Shanti <Shanti.Clements@det.nsw.edu.au>

to **Elizabeth, Eric**, DECinfo, me

Dear Alice,

Thank you very much for your email and your request to use our PLLDD Executive Leadership Diagnostic instrument in your research study. I think your research study looks very interesting and I wish you the best of luck in your research.

Unfortunately, the PLLDD website and resource you refer to is in the process of being removed by the NSW Department of Education and Training, as it is not aligned to our new leadership reforms and professional leadership standards. Our leadership website, evaluation tools and frameworks are in the process of being updated on the basis of the new state-wide strategy. For this reason, I can only approve your request to use the outdated PLLDD resources, including the Executive Leadership Diagnostic Instrument for your study and not for public usage.

I am sorry if we could not assist you more in your research.

Kind regards,

Shanti

Shanti Clements

Assistant Director, Leadership and Teacher Quality | High Performance

Learning, High Performance and Accountability

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