

Faculty of Education

Dissertation

Word Count:15403

**THE IMPACT OF PRINCIPAL'S LEADERSHIP
AND MANAGEMENT STYLE ON SCHOOLS' PERFORMANCE
AND
STUDENTS' ACHIEVEMENT**

تأثير قيادة المدير وأسلوب الإدارة على أداء المدارس وتحصيل الطلبة

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ملخص

الهدف من هذه الدراسة هو قياس مدى تأثير مبدأ القيادة والإدارة على تحصيل الطلاب وأداء المدارس. بالإضافة إلى ذلك قبل لفحص ودراسة ما اذا كانت هذه المدارس تنفذ و تستخدم الاستراتيجيات التي تم تصميمها من

Bolman and Deal (1992)

عندما يتم اتخاذ القرارات والاحكام الخاصة بهم من اجل تحسين مدارسهم

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Abstract:

The aim of this study is to measure the influence of the principal and leadership management on the achievement of the students and the schools' performance. Additionally to check and examine if they are implementing and using the strategies that are designed by Bolman and Deal (1992) when they are taking their decisions and judgments in order to improve their schools.

Chapter one

Introduction

The focus of school systems all over the world is to enable students to improve achievements that give school leaders and administrators the legal authority and control to do anything within a responsible framework.

This places the leaders of the school and the school itself under more pressure to produce the intended results or to be more effective, in order to demonstrate that the school is making the difference in deciding and controlling the students' achievement in the school as well as in their lives later on. The attempts to make schools, institutions and teachers who run the process of education more impressive and

produce a definite effect is a goal worth the time, money and effort. For many years researchers have tried, in the field of education leadership, to recognize and understand relations exactly between the effectiveness of schools and educational leadership. This is mainly due to the belief that educational leaders, mainly principals, can increase the efficiency of the school.

The concept of leadership is changing, and often moving in many directions at the same time. (for example , leader , manager , and administrator). Goldring and Greenfield (2002) say that the image of the leader of the school has changed from “a position that was once ideologically grounded in philosophy and religion in the 1800s, to a highly perspective manager concerned with efficiency and focused on functional administrative tasks in the mid 1900s, to a behavioral science perspective in the mid to late twentieth century ". Sergiovanni (1991) concludes "Although the differentiation between leadership, administration, and management arguments can be useful for theorists, the main key is to recognize that the principal-ship involves many responsibilities, concerns and duties". As expected by Laffey (1980), principals are supposed to be "all things to all people." They have to be effective managers as well as effective instructional or educational leaders focusing on the academic achievement of the students. However according to Scott (1983) " Managers or leaders and other major groups who are working with them have their expectations about the role of the principal as a manager but totally disagree significantly with the principal as an educational leader ."

Reports indicate that principals have withstood the changes in their managerial roles to leader of education roles (e.g. the Philadelphia School improvement Kopple, 1985). In

addition, where the transition and changing of the principals' role has been achieved successfully, a training was needed involving details and information (Newburg and Glatthorn, 1983) and training efforts over the long term (Klein , 1987). (City of business school , p.23)

Statement of the Problem

Twenty years ago, leadership in education and its effect on the students' outcome has been given more attention. Nowadays, the initiatives for improving schools to become more accountable and place more priority on educational practices is more evident than before. Now, schools are facing challenges to meet the requirements of improving and proving that those efforts show the achievement and the success of all students. In UNRWA Association (United Nations Relief and Works Agency), where this research has been done, the educational department held for many years reform plans for enhancing the school performance.

To improve education, there should be a relation between the efforts expended and the quality of the leadership in the school. Research done by Edmonds focused on the effectiveness of the principal yields to effective schools (Edmonds 1982). In the current and coming researches, the outcomes of the students and their achievement are and will be the main factor in measuring and judging the effectiveness of the principal as well as the school(No Child Left Behind Act,2001). Fullan said that leadership in schools will be hold responsible for the quality of education based on the belief that students' results whether it is failure or success, which reflects the way that the school is progressing

(Fullan 2000). The beliefs that lead to more effective skills in leadership and management can be described as an agent of change, general manager, leader in all the circumstances and cases create policies and make decisions.(Cotton,2003,Morzano,Wale and McNully). One impact of the reform movement in improving education during the past ten years is to allow as many people as possible in taking part in the decision- making at local school level.

This involvement in making the decision requires a lot of honesty, reliability and collaboration and reflects the approach of the school management that shows the decentralization in making any decision (Midgely & Wood , 1993). Based on the people involved, this cooperation in decision-making may take many shapes and forms. Thus, according to the changes in circumstances and situations, the role of school's principal may change. Accordingly, to achieve a better academic performance, the school's principal should be under pressure to follow up the changes due to the reforming process in improving education.

For this purpose, this study was based on points of view, factors, and approaches that determine how principals understand and interact with their roles and missions according to the reforming process in the school, and how they deal with changes and face all the obstacles in their position.

Purpose of the Study

The purpose of this study is first, to determine Bolman and Deal management styles and leadership of principals as evaluated by themselves, by their assistants and by the

faculty. Second, to compare the leadership and management styles of school principals at risk to the styles of school principals showing an adequate progress in official exams for Grade nine. Finally, to determine the set of leadership and management behaviors that best describe the degree of principals' performance in their schools, and their effectiveness in school academic achievement.

Significance of the Study

As a teacher, a central question, which requires further analysis, is how exactly principal's leadership style influences the instructional working of their school and thereby increases student's achievement. My conceptual framework is based on Bolman and Deal's four frames of model leadership. I have studied many models and find that this model is the best for improving the leadership style of any principal, indirectly increasing the school effectiveness. They classified these tools as frames, which give leaders a clearer view of reality. Moreover, Bolman and Deal (1997) assert that "leaders' effectiveness" emerge when leaders are able to respond to the needs of their organizations by viewing them through more than one frame. In this way they can reach a deeper and better understanding of organizations. As a graduate student in the field of educational administration and leadership, the question is how to practice the educational leadership in our school? and how does this influence the learning outcomes? As I experienced the complexity and diversity of school life through my teaching experience, I realized how confusing and frustrating leadership experiences can be, especially when you lack the tools needed to face these experiences. On the other hand, my teaching experience, through which I felt the impact of Bolman and Deal's leadership techniques on the

effectiveness of leaders, had a stimulating effect in the selection of this model, among others, to guide and enrich my study on school leadership. In broader terms, these experiences came to support the belief that leadership is a complex (Hughes, Ginnett, & Curphy, 2002) and multifaceted process (Northouse, 2004), and can be exercised in any situation that requires influencing others. Tannenbaum, Weschler, and Massarik (1961) introduced the idea that leadership is applicable to “all interpersonal relationships in which influence attempts at the others are involved”. How to deal with the constantly increasing challenges facing organizational life, how to help organizations improve, grow, or survive, and how to understand and gain insight into leadership as a topic and/or as a process, are some of the questions that have engaged researchers and practitioners of leadership. A review of the enormous body of literature on this topic reveals a significant interest in understanding leadership and its effectiveness. Researchers’ interest in leadership over the past one hundred and fifty years reveals itself in the vast number of theories, models, and practical guides that have been developed to gain deeper knowledge into this phenomenon, and to improve leadership practices.

This study will be useful to all UNRWA organizations (United Nations Relief and Works Agency) wishing to proficiently exploit the leadership styles practiced by the principals as designed by Bolman and Deal. It will provide these organizations with a substantial association between leadership practices and student achievements as well as insight to raise this association, in order to maintain a competitive edge with the other schools in the reforming evolutions .

Research Questions and Hypotheses

To collect data, we asked questions to the principal and teachers in this study. The following questions are:

- To what extent is the principals' frame utilization (structural, human resource, political and symbolic orientations) in schools labeled "at risk" differ from that in schools "making adequate progress"?
- Does the leadership style designed by Bolman and Deal affect the student's academic achievement?

Research Objectives

1. Examine the effects of the principals' leadership style on school effectiveness
2. Identify Bolman and Deal's model of leadership and examine the effect of having more than one frame on the principal's behavior and students achievement.
3. List the characteristics of the effective principal activities and their influence on learning outcome.

Definition of terms:

Leadership School. It is the influence of the behaviors put by the principal or school management to facilitate and make things easier to the teachers and the employees within the school community to work towards the mutual agreement of the organizational aims of the school (NWREL 1995)

Instructional leadership. This involves the management's effectiveness of the educational system of the school, and communicating between the mission and goals of the school. This is achieved through the existence of guidance, focus and support to the central and educational goal and vision of the school for the success and the best performance of all students. (NWREL1995).

School climate: The general atmosphere existing in the school. This atmosphere can either attract the students towards learning and help in teaching in an effective and easy way, or be an obstacle to the educational progress and achievement of the students that yield to effecting the quality and level of education (NWREL 1995)

Effective Schools: Framework in which students show high levels of academic and educational accomplishment, conviction, enthusiasm and confident in their schools (NWREL 1995). In this research, the majority of the studies believe that the school's effectiveness is scaled in terms of students' academic outcomes referred by the scores of different standardized tests and benchmarks.

The effectiveness of the school is defined by the student involvement and achievement, and participation in school. Blank (1987) said that, in addition to the academic achievement and performance of the student, taking the attendance of the students plays an important role in measuring the effectiveness of the school.

Framework adoption: The principals adopting a framework means to choose a process or procedure by which they can organize and arrange their experiences and take the luminous and right decisions; framing allows principals to filter certain things. It looks like a "lens" through which leaders could see the behavior of their leadership. (Bolman & Deal, 1995).

Bolman and Deal Frames: Frames reflect the system on how principals process and implement their experiences. Bolman and Deal (2003) defines four kinds of frames: human resource, structural, symbolic, and political. Each one of these frames has its own approach for seeing a situation. (Bolman & Deal, 1995).

Leadership by Bolman and Deal Frame: "Leadership is thus a subtle process of mutual influence fusing thought, feeling, and action to produce cooperative effort in the service of

purposes and values of both the leader and the led. Single-frame managers are unlikely to understand and attend to the intricacies of a holistic process". (Bolman & Deal, 1995).

Chapter two

Literature review

In the contemporary world, the improvement of students' achievement are and still the main aim of education. Based on this objective, many reform solutions are being performed. The essential focus of all these reforms are almost the same, which is the focus on improving student's learning and increasing their achievement (William.G.Kaen; 2002).

There are many factors that influence student's outcome categorized as following:

- a- External factors such as gender, race, parent's educational background, social state and reinforcement.
- b- Internal factors concerning motivation and self reflection
- c- Social factors include the student's ability to connect with teachers and students.
- d- Curricular factors includes all the practices done in the school to improve student's outcome as cooperative learning, students' centered learning etc....

e- Administrative factors that includes all the practices that have been done by the school leaders to improve student's outcome.

We are focusing on the extent to how the principal's leadership, management style, and behaviors affect the school academic achievements. Many studies have been done to lead schools to better student outcomes and achievement, to be more effective and to check how the effectiveness of the school yields to improving the level of students' achievement as well as the school improvement. There are two lines of researches that explain the impact of the leader on his/her school improvement. The first is called effectiveness research for schools which defines the characteristics of the effective schools and the second research line focused on the principal or leader role in improving and developing the instructional and academic programs and curriculums that is in fact designed for highly students' achievement.

Developed countries take a keen interest in education and have focused on the management of the education sector more than its materials and programs. The contemporary modern management must be compatible with the concepts of humanity and modern scientific theories, which is based on attention of the honor and the respect of the human in order to play his role efficiently and proficiently. (Levinson, H 2010)

The relationships that exist between different groups within the educational edifice and understanding of their respective roles require studies and researches that help the school administrators in performing their educational duties assigned to them, coinciding with what the community is expecting from them.

Due to the importance of the school in the society and the important role that it plays in preparing future generations, all of its departments need to have high efficiency and ability in order to be suitable with the size of this responsibility and manage its affairs in a healthy and proper environment. Because the school is the environment that incubates the principal and affects his decisions (Witziers, B, Slegers, P, & Imants, J 1999), that is why we have addressed in this research study the specifications and importance of the school as an educational institution.

Hughes (2004) has declared "a school's culture is a representation of what its members collectively believe themselves to be: It is their self-concept. It reflects what they value and what they express to others as being 'important around here'". Culture is a shared reality built over time; cultures can be coherent or dispersed, effective or ineffective, and weak or strong depending on the extent to which the same reality is shared by the members of the organization (Morgan, 1986 ; Sergiovanni, 1990)

The importance of the school as an educational institution in the modern era

The school is counted as an important educational institution, and its role is no less important than that of the family. This role is integrated with the rest of the other educational institutions that are involved in preparing and upbringing of students and form them in an optimal image that make them good citizens carrying the banner of the future of their homeland.

It is also the center of practicing and teaching activities and skills to meet the needs of pupils, materially and morally. It prepares them properly by training them how to cooperate, identify oneself, and build human relationships between them, teachers and other workers (Berg, G 2007).

Society used to look at the school as an educational institution only, however this perception has changed. School is seen now as a social and educational institution because it has achieved two objectives that are: the practical and technical settings for practical life and social setting for the compatibility and adaptation with the community (Berg, G 2007).

We conclude from this that the function of the school has become:

- 1 . Preparing manpower that are capable of production
- 2 . The preparation of a good citizen with personal integrity
- 3 . Appropriate change for economic development
- 4 . Saving and continuing the cultural heritage

All of these important and vital tasks and functions for the preparation of young people for the future should have educational and school management at a maximum efficiency, experience and effective responsibility. So it must be the school that translates these actions to educate students in an integrated process in order to achieve the desired goal of them (Soney, R 2003).

And the goals of the school are:

- 1 . Detecting the preference of the students and their abilities and guide them to the benefit of the community and selves.
- 2 . Working on developing the personality of the students
- 3 . Teaching students the meaning of exercising disciplined freedom inside and outside school
- 4 . The proper education for the children and instilling the sense of belonging and good citizenship in them

- 5 . Preparing them to understand their past and cohabit the present and look to the future and face of all the changes
- 6 . The interest in mental, physical, psychological, moral, and social education. (Soney, R 2003)

Specifications of the school:

If we are to achieve the desired objectives of the school, then the following elements should be available (San Antonio, D, & Gamage, D 2007):

- 1 . The principal of the school should be qualified and have leadership characteristics and should have the understanding and awareness
- 2 . Qualified Teachers that are well prepared and feel proud of their work
- 3 . A curriculum to achieve the ambitions and goals of the students of all ages
- 4 . A school program which takes into account all cases of the students and the individual differences among them.
- 5 . Educational, psychological and social counseling services for the students
- 6 . A public relations program which is well connected with the community
- 7 . Preparation of good follow-up and evaluation reports of the students in all respects
- 8 . The school should provide help to the students in order to evaluate themselves

Therefore, the school is interested in maintaining the fundamentals of human life and components of civilizations and patterns of behavior, knowledge and experience. And education is one of the basics of the life of nations and civilized peoples due to its importance in the formulation of the components of society (Population, Culture, Social organization, Social institutions, etc....) (Berg, G 2007).

The necessity and importance of the school came from giving the society its

intellectual, economic, social and political image.

In agreement with these results, Austin (1979) suggests that an effective school which can promote student achievement must create an environment that encourages the development of ideas and helps to make the exchange of ideas easier with colleagues. Purkey and Smith (1985) have defined school leadership as a key factor for improving academic performance.

We know that every human activity has to have a management that should be characterized by conscious and proper leadership, and be a tool that achieves progress and stability and copes with the progress and be compatible with it. Then, the management is the tool of leadership where the society achieves its objectives through it. For the aim of this study, leadership will be defined, in Bolman and Deal's terms, as "a process of mutual influence fusing thought, feeling, and action to produce cooperative effort in the service of purposes and values of both the leader and the led"(Bolman & Deal, 1997, p. 296).

Definition of school management

If we want to know the meaning of the word (management) , we find that specialists have acknowledged several definitions and concepts as (Herman, J, 1992):

- Management is a purposeful human activity that cares about organizing community affairs
- Management is a particular organization to conduct and implement various jobs carried out by a number of individuals
- Management is a science that has its own elements, foundations, origins and theories
- Management is the stages of decision-making and observing the work of others to

achieve a particular goal

- Management is the art of directing human activity
- Management is a kind of human effort that is characterized by a high degree of maturity

Along with all of these concepts, we find that there is a modern concept of management which is that the management is the strong challenge and precise confrontation to what must be done by the individuals, and make sure they are performing those actions in the best and most efficient ways. As YukI has phrased it “most definitions of leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person [or group] over other people [or groups] to structure the activities and relationships in a group or organization” (YukI, 2002).

Consequently, and for the sake of accuracy and clarity we can conclude the definition of school management or school leadership as the administrative unit that implements practically the educational policy in schools. Peter.G. Northouse defines leadership as “a process whereby an individual influences a group of individuals to achieve a common goal” and identifies the central components of leadership: “(a) Leadership is a process; (b) leadership involves influence, (c) leadership occurs within a group context, and (d) leadership involves goal attainment” (Northouse, 2004, p. 3).

Each school principal has to adopt from among these multi- definitions what is appropriate to him according to his principles and philosophy, whereas the administration in education and institutions should provide the educational climate which is in line with the development because the school administration is the management of an important production process, even at the highest level of

importance. It is the process of human production where mankind will be the leader of the community in the future.

The most important characteristics of the school administration is to know the foundations on which to build on when dealing with humanity and understanding the formal and informal relationships between different groups that the school consists of. In addition to what we have mentioned, the school administration should take care of the following categories (San Antonio, D, & Gamage, D 2007):

- The category of workers in the field of education
- The category of those who are affected by school administration (teachers , students , parents)
- The category of principals and supervisors
- The undergraduates

Dimensions of school management

A quick look to the principal of the school in these days shows us that he is doing a sensitive job where problems are increasing and becoming more complicated day after day due to political, social and cultural developments and changes. Furthermore the principal is making great effort where he faces more problems. In order to be able to play this role successfully, he should draw a plan in order to do his work based on it. Fullan (2002) says that schools "need leaders who can create a fundamental transformation in the learning cultures of schools and of the teaching profession itself" (p.18).

The principal of the school and building his philosophy

The school's principal should know what the ship's captain knows. In other words,

What is his destination? And how does he move towards it?

He has to build his philosophy of the school administration on the basis of the contemporary educational applications and within the framework of the general philosophy of the society, in order to ensure the success of his administration and its effectiveness. There must be a two-sided philosophy: The first is related to the school program, and the second is for the school administration. These two faces must be compatible and with each other. Fullan (2002) declares that schools are looking for leaders who are able to change "what people in the organization value and how they work together to accomplish it" (p.34)

Also the principal of the school should not focus or follow those philosophies that often tend to be idealistic, and nonrealistic, or those philosophies that have a limited impact during implementation. Answering the following questions might help the principal of the school to build his philosophy (Lynch, JM 2012):

- How will he run the school? And on which base will he do it?
- How will he meet with the behavioral problems that appear in the school?
- What way that will he choose to tell the parents about their children's progress?
- What kind of training programs will he be conducting during the service?
- What is the rule that he will follow in distributing the classes between the teachers?
- What is the rule that he will follow to distributed the students among the classes?
- What kind of relationship will there be between the principal and the teachers?
- What will be the organization of a class that needs to be developed and improved?

When the principal of the school answers these questions, he may find to himself a general indicative line that reflects his philosophy and helps him in doing an organized

job. Based on this, the managerial behavior, analyzing the attitudes, the school management and creating an educational atmosphere within the school is influenced by the educational philosophy adopted and believed by the principal of the school.

The successful principal can differentiate between what is true and what is not true and therefore take his decisions, and he does not always stick to what he knows or thinks is right (Sindhi, SA 2013).

There is no need to confirm that the principal should realize the importance of the task entrusted to him in the best way. So the successful principal works hard to raise the morale of the teachers and students, cares about ethics and works in a perfect way for the development of education and raises the efficiency of the students supervised by him, and shows a great interest in their own programs and curricula. The principal has to practice on the ability of decision-making in parallel with studying the personal relationships.

Fullan and Stieglebauer (1991) declared that the principal is like a facilitator or change agent. The principal has to organize and lead the mission and vision of the school by (1) building a collegial atmosphere among teachers, (2) create a strong partnership with the parents, the society and other schools and institutions in the community, (3) handle in a skillful manner resources, and rewards toward achieving desired goals

Educational psychologists classified the human behavior into three categories:

- Cognitive behavior: includes thinking, solving problems and consciousness
- Motional behavior: includes motional activities such as walking, writing, and speaking
- Emotional behavior: includes directions, emotions, values, tendencies and motivations

Educational school leadership:

The principal of the school is the most influential on the program of the school. He leads the parents, students and teachers through his job. Leadership is a post and not a position. It is a set of human relationships and a way to carry out responsibilities. Its importance comes from representing the art of selecting and mixing several components and skills, which yields to what some people think is good or bad leadership. Therefore, the principal of the school will not be an educational leader once he starts this post, but he has to understand the meaning of leadership to be able to perform its functions (SANDERS, Mg 2014).

When the leader gains more experience, his wisdom in decision-making will increase as well as his possession of the force that can be acquired from his position. Leadership is important work that shows its impact on the unification of a group behavior in a certain position, as it also induces members towards a common goal which they agree upon. The importance of the role of the school's principal is shown through the accuracy of his expectations towards the level of competence of the teachers and through the extent of his influence on the level of training and implementation in the classroom, and students' achievement, and through the full achievement of all the functions of the school and its curriculum and adjusting its students.

There are several ways for leadership that differ, based on time, people, and the task that the principal of the school must achieve as an educational leader. The sincere efforts and the ability to work honestly yield to a successful leadership (Spiro, JD 2013).

Lambert (1998) finds that leadership involves "learning together and constructing

meaning and knowledge collectively and collaboratively to reflect on and make sense of work in the light of shared beliefs and create actions that grow out of these new understandings" (p.5).

The educational leaders should be characterized by some skills such as:

- Personal behavior skills: which includes the feelings of the school's principal towards the teachers and students, and his needs should match the needs of the teachers and students. The principal must learn how to listen attentively, and refrain from criticism and sarcastic comments, and help every teacher and student to feel confident and important, and should not involve in any argument and scrimmage(Price, HE 2012).
- Contact skills: is summarized by doing a good follow up of the work of teachers and students' achievement as a routine part of his job.
- Equality skills: The principal must know that leadership is partnership not monopolism, and should know that every teacher and student has his particular importance.
- Organizing skills: The development of short and long-term goals and the fragmentation of big problems to small ones and working on resolving them, and giving the opportunity for teachers and students to fulfill their responsibilities based on each one's role.

An effective school principal "demonstrates a strong interest in promoting collegiality and shared leadership, an interest in shifting the norms of the school's culture from the traditional to more collaborative ways of working together" (Owens, 2004, p. 274).

Methods of school's leadership

The principal of the school should examine his role. Some principals feel that they are democratic therefore they feel guilty when issuing a decision without consulting the teachers, while other principals avoid the teachers' participation and taking their opinions in decision making so as not to be accused of not being not responsible and they cannot take the decisions alone. So we must strike a balance between these differences in management styles (Price, HE 2012). The following are several ways to make the decision that is related to the methods of school leadership:

- The principal takes the decision and then informs the teachers
- The principal makes the decision, circulates it between the teachers and makes an effort to show the importance of the decision
- The principal makes a tentative decision and tests it between the teachers in order to see its effectiveness
- The principal takes into account the teachers opinions about a certain problem to get their ideas
- The principal involves the teachers in decision-making and its implementation

Through these methods, the principal of the school has to choose the method or manner that suits his leadership role.

After that, we have to ask and answer this question:

How can the principal of the school be a rational leader?

There are several basics for the rational leadership of the school (Khan, P, & Iqbal, M 2013):

- The principal of the school, as an educational leader, should have his own educational philosophy.

- The principal should have the scientific and technical skills and the appropriate personal qualities, so he should not be less qualified or experienced than some teachers in order not to put himself in an uncomfortable situation where he faces some difficulties in achieving his leading role assigned to him.

After all that has been previously shown, it is obvious that there are several concepts related to leadership which must be taken into account and should show its effects on the principal's work if he wants to obtain the most effective teachers and students. The most important principles are (Lazaridou, A, & Iordanides, G 2011):

- The principal should play the role of a coordinator and should know what is most important
- Must be transparent to the needs of the individuals, recognize the needs of the teachers and give everyone the opportunity to contribute
- Should encourage the teachers to help each other and take care of their responsibilities
- The principal should put in a great effort in order to help every teacher to be successful, and to understand the image that reflects the leadership of the principal.
- The principal must use the method of human relations in order to have a suitable climate characterized by friendly relationships
- The principal of the school has to encourage the teachers to participate in the settings of the school's goals
- The principal of the school should be able to recognize good teaching to enable the teachers to respect him and accept his leadership

Qualities or features of the principal as an educational leader

The principal, as an educational leader, must be characterized by professional, personal,

social, and special characteristics, which are necessary and essential to him, in addition to his external appearance that affect the acceptance of the teachers and students of him as their leader.

The principal of the school cannot be skillful nor accepted by his subordinates unless he has an effective and moral personality that earns him praise.

Successful principals give the authority and power to their staff through sharing the leadership and through collaboration. They give the support and confidence for problem solving and risk taking. (Fullan, 2001, p. 142)

What are the educational problems that might face the principal?

One of the problems that face the principal of a school as an educational leader is the process of controlling the teachers. Therefore, to keep a high level of professionalism in the school, he should encourage them and push them to do their best. Connell (1999) stated:

“Of primary importance is the principal's engagement in a school. There is no high-achieving school where the staff is not serious about their work and where they are not focused. One can sense that people in a building are moving in the same direction. Everyone knows their job and why they are there. In low-achieving schools, everyone is an island unto themselves.”

The principal of the school should adhere to the following (Sindhi, SA 2013):

- Ensure to surround the teachers with full care
- Prepare the mentality of teachers in a professional way

- Discuss problems at a high, professional and educational level

The successful school administration or the principal of the school works hard to raise the morale of the teachers and students, and cares about ethics, and works in an ideal way to develop and raise the efficiency of education for the students. The principal is characterized by the spirit of friendship and cooperation in the implementation of his leadership role in the school. This reduces the absence of teachers and increases their productivity, and encourages the teachers to give their full potential in order to achieve the desired goal (Price, HE 2012).

We have to know that the leader in the school cannot work in a professional way at the school unless he has a broad knowledge of management theories in general and school administration in particular. This accurate understanding to all that relates to the management of the school makes it easier to the school, staff, and students to reach their desired goal efficiently.

The principal of the school must take into account, when making a decision to resolve any problem, the following steps (Lynch, JM 2012) :

- Realizing the problem and identifying it
- Developing and judging criteria that can be implemented to evaluate acceptable solutions
- Formulation and selection of the preferred solution
- Implementing the preferred solution

Thus, the school is one of the institutions that works for the benefit of the society. Its survival depends on the evolution of the services that it provides to the vast majority of people.

One of the questions that could be asked on this occasion is that if the principal of the school has a chance to affect the social organization and its branches at the level of his school, would he be able to affect the higher systems in the departments of Education? Teachers look to the technical supervisors as if they do not belong to their social organizations, because those supervisors have doubt about what the teachers are doing. Therefore, the principal of the school should study the top social structures to decide the extent to which the higher organizations can respond to the problems and ideas and the necessary changes to them. He has to find the way to communicate with the higher organization, and to know that making this relation very close, will have a significant impact on investing the social system of the school for the benefit of achieving the desired goals. (Witziers, B, Slegers, P, & Imants, J 1999)

We conclude from all that we have mentioned that the profession of the school's Principal consists of a personal, psychological and social qualities and properties, and it is characterized by knowledge, and experience. Having the ability to analyze helps the principal to play a large and clear role in the educational process. This profession should be respected by others. It gives those who are working under its title the opportunity to progress and grow. Added to that, the principal of the school should have spent an appropriate period of time in teaching before being a principal, in order to gain experience and perspicacity from this field which is the core of the educational processes. The principal should have a deep understanding of all that surrounds him. The principal should be chosen after studying the case thoroughly in order to have an appropriate choice.

Through this, we cannot deny an important fact that those who want to engage in school

administration should pay a heavy price if they want to be successful, because they should devote much of their time to their work.(SANDERS, Mg 2014)

Bolman and Deal (1984) assure that leaders see their world through a lens frame and pre-packaged filters. This framework determines how to define situations and what actions should be taken. However, the correct diagnosis of a specific given situation is a crucial step in order to determine the appropriate and suitable response by the manager or leader. "A faulty diagnosis will rarely produce an effective response, and misreading a situation can undermine even a leader of exceptional stature and skill" (Bolman & Deal, 1991, p.1). Bolman and Deal (1984) developed four frames that portray the way leaders think and act in response to everyday issues:

- The political frame focuses the attention on competition for rare resources.
- The human resource frame emphasizes on human needs.
- The symbolic frame concentrates on metaphor, symbols and culture
- The structural frame emphasizes on the goals of organization and its efficiency

Bolman and Deal Leadership Style Approach

Why Bolman and Deal?

Bolman and Deal (1997) produced an insightful and leading work on structures of organizations, and the leadership challenges they face including the cost of the application of their amazing theories in the educational field. The main interesting element in their models is that it allows principals and leaders to redesign or reframe the style that they are following in their leadership roles, in order to give the best services to the organization's vision. In order to reframe, it should meet most of the current thinking on effective leadership, further it should agree with the results of recent research that focus on

establishing a relationship between the role of the coordinator and the school's successful development. (Brown & Rutherford, 2000; Tymms, 1995; NCSL, 2001; Frost-Harris, 2003).

Bolman and Deal (1997) argue that the aim of their work "is to help managers enrich the ideas and approaches they bring to work" (p.15). They also believe that "the most basic change strategy is to improve management and leadership" and that the ability to use "multiple frames is associated with greater effectiveness for managers and leaders".

The four styles of Bolman and Deal, with the behaviors contained in each, are as follows (Thomas, 2002):

1- The Structural Style

Emphasis of leaders in this style is on goals, specialized roles and formal relationships. Participants' responsibilities in the organizations as well as the policies, rules and procedures that are created to manage diverse activities.

The structural leader plays the role of a social architect and behaves in two ways:

- . Organized by developing obvious and clear policies in order to achieve goals.
- . Analytical by thinking clearly and logically and approaching problems with facts.

2- The Human Resources Style

The leaders see the organization as an extended family, inhabited by individuals who have feelings, emotions, prejudices, rights, skills and restrictions. They believe organizations should be tailored to people so that people can do their job well while also feeling good about it. The image of leadership for this style is that of empowerment or cooperation. The Human Resources leader's behavior is:

- *Participative*: By fostering participation and involvement, as well as listening and openness to new ideas, a leader could have behavior that is more of a participative nature.
- *Supportive*: the leader's concerns and focus would be on the feelings and emotions of others and how they could respond to them.

3- *The Political Style*

Leaders in this style perceive organizations as arenas, contests or jungles. They believe that different interests compete for influence and rare resources. These leaders are adepts in bargaining, negotiation, compromise, and coercion. They might focus on incorporation around definite interests and change them as issues come and go. Advocacy is the image of leadership here.

The behavior of the political style leader is :

- *Powerful*: To behave in a powerful way a leader has to be persuasive and have the ability to mobilize people and build alliances and support.
- *Adroit*: The adroit behavior requires the leader to be skillful, especially in negotiations in the face of conflict and opposition.

4- *The Symbolic Style*

The emphasis in this style is on symbolic forms (story, metaphor, music, etc...). Organizations are considered as theaters, tribes, or carnivals and can be seen as cultures propelled by rituals rather than laws, and rules. This style, which is different from the others, does not believe in assumptions of rationality. The image of leadership in this style is inspiration, while the behavior of the Symbolic style leader is:

- *Inspirational*: The inspirational leaders should inspire their colleagues and subordinates to be more loyal and enthusiastic towards the required mission and communicate a strong sense of vision.

- *Charismatic*: Should be imaginative and encourage cultures and values.

As each of the four-styles model has its own image and reflection of reality, leaders are advised to ‘develop a greater appreciation and to understand more deeply the organization by reframing between these four styles’ (Bolman & Deal, 1997, p. 15).

The assurance is very much on being able to use the appropriate style for each context rather than standardizing the approaches to problem solving. It also allows and helps the observer or the researcher to have a more obvious understanding of the intricacies of every leader’s role by studying and analyzing his/her leadership style. (see appendix E).

Chapter three

Design And Methodology

This study was designed to discuss the level and the extent to which schools’ principals use strategies of frame utilization as provided by Bolman and Deal (1997) particularly when making decisions and judgments of management to improve schools and their influences in the achievement of the student. The sample population of this study consisted of four principals-two of them in schools labeled as "at risk" schools and the other two in schools labeled as "sufficient progress" schools in an official examinations for Grade 9.

The statistical analysis and the methodology used in this study in order to collect data are presented in this chapter

Participants and Research Settings

Participant

Participants in this study were four principals, four principals' assistances and teachers selected from four schools related to UNRWA Agency. Two of the schools were marked as "at risk" schools as they had bad results in the official exams for grade 9 in a specific year, while the other two schools showed adequate progress in these exams.

A brief description of each school is given in Table 1

School's name	Location	Principal's name	Number of students in grade 9	% of success in official exams	
School A	Location 1	Mr. X	39	65,67%	Schools have an adequate progress
School B	Location 2	Mrs. Y	53	75%	

School C	Location 3	Mr. K	41	40,49%	School labeled at risks
School D	Location 4	Mrs. N	46	27,27%	

Procedure.

In this study, the main instrument used is a questionnaire the principals filled out entitled, “Leadership Orientations”. In addition, four principals, four principal’s assistants and forty teachers were interviewed with ten teachers selected randomly from each school to follow-up on questionnaire responses.

The questionnaire focused on three main things:

- 1- Determining the Bolman and Deal leadership and management styles of each principal in each school .
- 2- Determining to what extent the differences in principals' frame utilization (structural, human resource, political and symbolic orientations) in schools labeled "at risk" and in schools "making adequate progress" in official exams affect academic achievement
- 3- Studying how the effect of the leadership and management styles of each principal affects the student’s achievement.

Personal interviews were conducted after filling out the questionnaires in order to confirm the results that were obtained and to elaborate on the responses.

The first meeting that was done was to explain to the participants the nature and aim of the questionnaires as well as the aim of the study. It was very important to assure and

inform all participants that the interviews and questionnaires done were not to evaluate them at any stage of the study.

The questionnaires were given to participants and were collected later. Interviews were conducted with the four principals to give a wider explanation of the importance of this study and give a brief description of this technique and its importance in the improvement and development of the school. The interviewees were informed of the results from the questionnaires and they were asked to accept and/or decline what style(s) best described them.

Instruments

1- Leadership Orientations Questionnaire

The “Leadership Orientations” questionnaire that was used in this study was done by Bolman and Deal (1990) and was intended to explore the styles of leadership in terms of four frames with the aim of determining which of these styles are identified by individuals as most common. There are two versions of this questionnaire: one intended for the principals themselves to identify their own leadership styles-labeled “self”- and the other intended for teachers to identify the leadership styles of principals who work with them in their own schools. It was labeled as ‘other’. Both versions, self and other, contain the same 40 items and are divided into three sections:

Section I is intended to determine leadership styles through behaviors. These are classified into four styles: Political, Structural, Symbolic and Human Resource. Each style is divided, in turn, into two sub-categories (behaviors): a principal with a Structural style is described as Analytic and Organized, a Human Resources principal is described as Supportive and Participative, a Political principal is described as Adroit and Powerful, and

a Symbolic principal is described as Inspirational and Charismatic. According to Bolman “The instrument doesn't provide a simple way to specify a dominant style”. It is therefore used in order to determine the style that was most frequently used. *Section II* of the questionnaire includes, rather than just behaviors, six forced-choice questions that require principals to identify their styles in leadership in terms of “categories”; while *Section III* intends to elicit responses regarding the effectiveness of the individuals as managers and leaders.

In this study, we used sections I (behaviors) and section III only for the following reasons:

1. This section I enables researchers to determine the coordinators’ style as well as specific behaviors and thus gives more details about their role and its description.
2. Section II contains six forced-choice questions which require the respondent to identify the style of leadership which describes the coordinator best from among the four styles.
3. Section III deals with effectiveness of leaders or managers - information that is relevant to the purpose of the study.

The principals were asked to answer the questions on the “self” version of the survey (Appendix A), while the teachers were asked to answer those questions on the “other” version of the survey (Appendix B).

Section I: Leader Behaviors

The “Behavior” section, used in this research, contains 32 statements that deal with the performance of tasks done by the principal to measure their leadership skills and behaviors by using a scale range from 1 (never) to 5 (always). In addition, the 32 statements are divided into four groups of leadership styles. These styles are Human

Resource, Symbolic, Structural, and Political. Every style is also divided into two subscales.

An example of this division:

The Structural style (items 1, 5, 9, 13) has two subscales:

1. Organized (items 5, 13) that includes the question: “ Do you strongly emphasize careful planning and clear time lines?”
2. Analytic (items 1, 5) that includes the question: “Do you think very clearly and logically?”

Section III: Overall Rating

In this section the respondents are asked to evaluate the principal from 1 (lowest) to 5 (most). It compares the principal to others based on experience.

2.. Interviews

The format of the interviews used in this research is semi structured which include two types of questions: the open ended questions used to question the principals about their replies to the questionnaire, and the close ended questions used to collect information about the interviewees (Appendices C&D). The interviews with the teachers (Appendix D) included similar questions to those of the principals (Appendix C) to enable the researcher to conduct a direct comparison between the perceptions of both groups regarding the role of the coordinator.

Instrument Reliability

Bolman and Deal (1991) evaluated the quality of achieving a level of performance which does not vary greatly in quality over time or the consistency of the instrument and subscales by calculating Cronbach's alpha (Coefficient alpha, or Cronbach's alpha, is a measure of the reliability of a scale consisting of k parts. The k parts usually represent k items on a questionnaire or k raters. This module calculates power and sample size for testing whether coefficient alpha is different from a given value such as zero) and originally reported and documented the instrument's reliability. A comparing of the scores of 94 principals or leaders and 556 of their colleagues and subordinates proved the reliability of the instrument. Bolman and Deal calculated Cronbach alpha coefficient for each of the four frames and the following results were found: HR .93. Structural, 0.92, symbolic, 0.93, and political, .91. Also, the instrument has been tested for internal consistency and validity in addition to reliability, which leads to the conclusion that it contained items that can be used to measure the four styles of leadership.

Data analysis

1- Leadership Orientations Questionnaire

Cronbach alpha inter-item reliabilities has been calculated on the four sections of the questionnaire for the principals, principals' assistants and teachers. The results were

compared with Bolman and Deal's originally computed Cronbach alphas. The leadership styles of principals were determined by adding the scores on the items of the questionnaire related to each of the four styles of section I of the questionnaire (Structural, Human resources, Political, and Symbolic). The maximum score on every style was 40 because each style is covered in eight items and ranked on a five-point Likert-type scale with a maximum of 5 for each. The scores for principals were ranked and compared with those for their Principals assistants and teachers in two different schools, those under “risk” and the other had an “adequate progress”. This is done to demonstrate the similarities and differences among the answers of the two groups which facilitate the understanding of the hypothetical questions behind our purpose.

2- Interview

Data from the interviews were analyzed in order to obtain confirmations, or clarifications for any refutations of the answers of the questionnaire. Overall, the findings from the interviews facilitated the understanding of the questionnaire’s results.

In addition to the questionnaires and interviews, we will study the statistical results of grade 9 in the Lebanese official exams for 2008 in two categories of schools, those which are marked as at risk and those with adequate progress. A comparative study is done to realize the differences in the results which can help us to answer one of the research questions: Do the management styles of principals and their leadership and affect the achievement and performance of the student?

Similar findings and results:

After detecting many researches similar to what we conducted in this project we revealed that there are four behaviors agreed to be best describe the behaviors of principals: (1)

Supportive, (2) Participative, (3) Analytic and (4) Organized, in that order (depending on the rank). As for the principals' views, the behaviors were order as follows: (1) Participative and Analytic, (2) Organized and Supportive. The behaviors forming the role of the principals would then involve the principals in performing these tasks (Thomas, 2002):

1- The principals as a Participative Leader

Fostering participation and involvement, Listening and openness to new ideas, are the features of the participative leader (Thomas, 2002). Concerning fostering participation and involvement, a sample of making the staffroom as a place where teachers can sit together and discuss issues of concern to them informally was given by Brown and Rutherford (1998).

As for listening and openness to new ideas, that role is highlighted by Orris (1988) in her study on department chairs whereas she found out that they were more inclined to perform tasks related to communication.

2- The principals as an Analytic Leader

An Analytic leader has logical thinking and a clear vision and has the ability to identify problems based on facts. The Analytic leader attends to details (Thomas, 2002). An example of thinking clearly and logically and approaching problems with facts was given by (Brown & Rutherford, 1998) to be the task of ensuring a substitute for a missing teacher, that of organizing staffing requests and classroom allocations.

3- The principals as an Organized Leader

As an Organized leader, the principal is expected to develop clear goals and policies which held people accountable for results. Classrooms and schools are assumed to be more productive through authority policies and rules (Camminatiello, I, Paletta, A, & Speziale, M 2012).

Chapter four

Conclusion

The importance of accountability for school leaders to produce measurable improvements in student achievement is clear. In order to accomplish improvements, leaders must be expert in providing purpose and direction, addressing fiscal and political matters, while knowing how to orchestrate successful change (Camminatiello, I, Paletta, A, & Speziale, M 2012). They must skillfully build the capacity of their staff, distribute leadership, and create positive learning environments; each role is important and employs a different set of leadership skills. Leaders must respond in the manner that is most productive for the people and conditions presented. (leithwood,K, 2004)

Bolman and Deal's reframing theory is used in this project because of its close alignment to leadership theories cited in the review of literature. When educational leaders are able to view the organization through multiple "frames" or perspectives, they are more likely to successfully guide the process of school reform (Bolman & Deal, 2003). The process of reframing uses four vantage points: structural, human resource, political and symbolic.

Each provides understanding for a unique aspect of school life. The structural aspect of leadership emphasizes the goals, vision, and organizational structures needed to accomplish the task. The principal's use of the human resource framework empowers teachers through participative processes, provision of resources, and a supportive school climate. The political principal-leader understands the realities of the constituents being served and the use of power to negotiate and compromise. The symbolic frame utilizes vision and inspiration to motivate and create identity for teams. Symbolic school leaders use ceremony and ritual to create or continue tradition and values within the organization. In school reform efforts, administrators must know when and how to move in and out of these varied perspectives. When initiating school change, a structural approach is needed to "create strategies to set objectives and coordinate resources" (Bolman & Deal, 2003, p. 306.) A human-resource approach is needed however in establishing professional learning communities where individuals are empowered to examine their work and adjust their professional practices. Political and symbolic leadership skills critical in advocating for and inspiring the group and their work. Each frame provides a different vehicle for the school leader to use in driving the institution toward its goals.

The four frames help define situations and provide an array of actions with which the leader can respond. Every frame can be connected with its behavior and leadership styles observed in school administrators. Bolman and Deal suggest that reflective school administrators can apply the reframing process through careful introspection and refinement and that the ultimate effect is improved results in moving schools through the transformation process.

Bolman and Deal argue that school administrators will succeed and avoid feeling trapped or overwhelmed when they possess helpful mental tools, or frames, that assist them at work in deciphering everyday problems or situations, and when they combine more than one frame (Bolman & Deal, 1997, 2002). Bolman and Deal (2002) assume that most school leaders tend to make more use of the structural and human resource frames than the political and symbolic although “many of the situations you face are highly charged politically and emotionally”. They value the strength of these frames that help educators understand and intervene in situations. They also maintain that when educational leaders use a combination of frames, their effectiveness increases.

Because we consider the principal as being a school leader who plays a crucial role in reforming schools and in improving the students learning outcome, we mention many important characteristics of successful principal applied especially in schools “at risk” and show important development for them .We divide them into four domains: (The center of comprehensive school reform and improvement,2003)

1. Vision
2. Instructions
3. Learning environment ,School operations, and resources
4. Collaboration

In addition to the role of principals in schools and the importance of their leadership and management styles, the relationship between leaders and followers is an important one in the school environment. When leaders and followers work together, they bring each other to new heights of ideals. Richard Elmore (2000) suggests that school leader and teacher accountability is necessary in school reform efforts. It takes the expertise of both of these professionals to achieve school improvement goals. He advocates distributing the

expertise around the problem of improvement, and holds that if school leaders hold teachers accountable for student outcomes, that the leaders themselves must also be accountable to assure that staff has the capacity to do what they are asked to do.

The leadership practice is stretched over all of the leaders (Spillane, 2006) and takes form in the interaction between them. The leader is influencing the followers, while the leader is also influenced by them. Spillane (2006) sees leadership not as something that is done to followers; all have the potential to lead. The teachers and principal interact with the situation to define the leadership practice. Through tools, routines, and structures the leadership practices are defined. The role that principals play in the teachers' leadership success is highlighted in the research review conducted by York-Barr and Duke (2004). They identify the pivotal role that the principal plays "by actively supporting the development of teachers, by maintaining open channels of communication, and by aligning structures and resources to support the leadership work of teachers" More specifically, York-Barr and Duke cite four research studies that identify key ways in which principals can support teacher leadership:

- 1- Engage in continuous professional conversations that center on teaching and learning, articulate a common vision to teacher leaders and staff, and encourage teachers to act on that shared vision
- 2- Create an environment that engages teachers in reflection about their practices and encourages them to implement ideas because of that reflection
- 3- Visibly support and reinforce the power of teacher leaders.

4- Set the expectation for leadership, turn over authority, trust teachers, act inclusively, distribute responsibilities in case of any failure and award any successful contributions.

Principals need management skills and core knowledge to lead the change. Also they should understand how to interpret the research findings. So the schools should provide training programs for administration to ensure that the principals gain the necessary knowledge.

APPENDIX A

LEADERSHIP ORIENTATIONS (SELF)

Form S-4

Your name: _____

LEADERSHIP ORIENTATIONS (SELF)

(For principals)

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This questionnaire asks you to describe your leadership and management style.

I. Behaviors

You are asked to indicate *how often* each of the items below is true of you. Please use the following scale in answering each item.

1	2	3	4	5
Never	Sometimes	Always	Occasionally	Often

So, you would answer '1' for an item that is never true of you, '2' for one that is occasionally true, '3' for one that is sometimes true of you, and so on.

Be discriminating! Your results will be more helpful if you think about each item and

distinguish the things that you really do all the time from the things that you do seldom or never.

1. _____ *Think very clearly and logically.*
2. _____ *Show high levels of support and concern for others.*
3. _____ *Have exceptional ability to mobilize people and resources to get things done.*
4. _____ *Inspire others to do their best.*
5. _____ *Strongly emphasize careful planning and clear time lines.*
6. _____ *Build trust through open and collaborative relationships.*
7. _____ *Am a very skillful and shrewd negotiator.*
8. _____ *Am highly charismatic.*
9. _____ *Approach problems through logical analysis and careful thinking.*
10. _____ *Show high sensitivity and concern for others' needs and feelings.*
11. _____ *Am unusually persuasive and influential.*
12. _____ *Am able to be an inspiration to others.*
13. _____ *Develop and implement clear, logical policies and procedures.*
14. _____ *Foster high levels of participation and involvement in decisions.*
15. _____ *Anticipate and deal adroitly with organizational conflict.*
16. _____ *Am highly imaginative and creative.*
17. _____ *Approach problems with facts and logic.*
18. _____ *Am consistently helpful and responsive to others.*
19. _____ *Am very effective in getting support from people with influence and power.*
20. _____ *Communicate a strong and challenging sense of vision and mission.*
21. _____ *Set specific, measurable goals and hold people accountable for results.*
22. _____ *Listen well and am unusually receptive to other people's ideas and input.*
23. _____ *Am politically very sensitive and skillful.*
24. _____ *See beyond current realities to generate exciting new opportunities.*
25. _____ *Have extraordinary attention to detail.*
26. _____ *Give personal recognition for work well done.*
27. _____ *Develop alliances to build a strong base of support.*
28. _____ *Generate loyalty and enthusiasm.*
29. _____ *Strongly believe in clear structure and a chain of command.*
30. _____ *Am a highly participative manager.*
31. _____ *Succeed in the face of conflict and opposition.*
32. _____ *Serve as an influential model of organizational aspirations and values.*

II . Leadership Style

This section asks you to describe your leadership style. For each item, give the number "4" to the phrase that best describes you, "3" to the item that is next best, and on down to "1" for the item that is least like you.

1. My strongest skills are:
 - _____ a. *Analytic skills*
 - _____ b. *Interpersonal skills*

- _____ c. *Political skills*
- _____ d. *Ability to excite and motivate*

2. The best way to describe me is:

- _____ a. *Technical expert*
- _____ b. *Good listener*
- _____ c. *Skilled negotiator*
- _____ d. *Inspirational leader*

3. What has helped me the most to be successful is my ability to:

- _____ a. *Make good decisions*
- _____ b. *Coach and develop people*
- _____ c. *Build strong alliances and a power base*
- _____ d. *Energize and inspire others*

4. What people are most likely to notice about me is my:

- _____ a. *Attention to detail*
- _____ b. *Concern for people*
- _____ c. *Ability to succeed, in the face of conflict and opposition*
- _____ d. *Charisma*

5. My most important leadership trait is:

- _____ a. *Clear, logical thinking*
- _____ b. *Caring and support for others*
- _____ c. *Toughness and aggressiveness*
- _____ d. *Imagination and creativity*

6. I am best described as:

- _____ a. *An analyst*
- _____ b. *A humanist*
- _____ c. *A politician*
- _____ d. *A symbolic*

II. Overall rating

Compared to other individuals that you have known with comparable levels of experience and responsibility, how would you rate yourself on:

1. Overall effectiveness as a manager.

1	2	3	4	5
Bottom 20%		Middle 20%		Top 20%

2. Overall effectiveness as a leader.

1 2 3 4 5
Bottom 20% Middle 20% Top 20%

IV. Background Information

1. Are you: ____Male ____Female
2. How many years have you been in your current job? _____
3. How many total years of experience do you have as a manager? _____

APPENDIX B
LEADERSHIP ORIENTATIONS (OTHER)

Form O-4

Name of person described: _____
Group code (if any): _____

LEADERSHIP ORIENTATIONS (OTHER)

(For Principals' assistances and teachers)

© 1990, Lee G. Bolman and Terrence E. Deal, all rights reserved

This questionnaire asks you to describe the person that you are rating in terms of leadership and management style.

I. Leader Behaviors

You are asked to indicate *how often* each item is true of the person that you are rating. Please use the following scale in answering each item.

1 2 3 4 5
Never Sometimes Always Occasionally Often

So, you would answer '1' for an item that is never true of the person you are describing,

'2' for one that is occasionally true, '3' for one that is sometimes true, and so on.

Be discriminating! The results will be more helpful to the rate if you think about each item and distinguish the things that the rate really does all the time from the things that s/he does seldom or never.

1. _____ *Thinks very clearly and logically.*
2. _____ *Shows high levels of support and concern for others.*
3. _____ *Shows exceptional ability to mobilize people and resources to get things done.*
4. _____ *Inspires others to do their best.*
5. _____ *Strongly emphasizes careful planning and clear time lines.*
6. _____ *Builds trust through open and collaborative relationships.*
7. _____ *Is a very skillful and shrewd negotiator.*
8. _____ *Is highly charismatic.*
9. _____ *Approaches problems through logical analysis and careful thinking.*
10. _____ *Shows high sensitivity and concern for others' needs and feelings.*
11. _____ *Is unusually persuasive and influential.*
12. _____ *Is an inspiration to others.*
13. _____ *Develops and implements clear, logical policies and procedures.*
14. _____ *Fosters high levels of participation and involvement in decisions.*
15. _____ *Anticipates and deals adroitly with organizational conflict.*
16. _____ *Is highly imaginative and creative.*
17. _____ *Approaches problems with facts and logic.*
18. _____ *Is consistently helpful and responsive to others.*
19. _____ *Is very effective in getting support from people with influence and power.*
20. _____ *Communicates a strong and challenging vision and sense of mission.*
21. _____ *Sets specific, measurable goals and holds people accountable for results.*
22. _____ *Listens well and is unusually receptive to other people's ideas and input.*
23. _____ *Is politically very sensitive and skillful.*
24. _____ *Sees beyond current realities to create exciting new opportunities.*
25. _____ *Has extraordinary attention to detail.*
26. _____ *Gives personal recognition for work well done.*
27. _____ *Develops alliances to build a strong base of support.*
28. _____ *Generates loyalty and enthusiasm.*
29. _____ *Strongly believes in clear structure and a chain of command.*
30. _____ *Is a highly participative manager.*
31. _____ *Succeeds in the face of conflict and opposition.*
32. _____ *Serves as an influential model of organizational aspirations and values.*

I. Leadership Style

This section asks you to describe the leadership style of the person that you are rating. For each item, give the number "4" to the phrase that best describes this person, "3" to the item that is next best, and on down to "1" for the item that is least like this person.

1. The principal's strongest skills are:

- _____ a. *Analytic skills*
- _____ b. *Interpersonal skills*
- _____ c. *Political skills*
- _____ d. *Ability to excite and motivate*

2. The best way to describe your principal is:

- _____ a. *Technical expert*
- _____ b. *Good listener*
- _____ c. *Skilled negotiator*
- _____ d. *Inspirational leader*

3. What has helped your principal the most to be successful is his ability to:

- _____ a. *Make good decisions*
- _____ b. *Coach and develop people*
- _____ c. *Build strong alliances and a power base*
- _____ d. *Energize and inspire others*

4. What people are most likely to notice about the principal is:

- _____ a. *Attention to detail*
- _____ b. *Concern for people*
- _____ c. *Ability to succeed, in the face of conflict and opposition*
- _____ d. *Charisma.*

5. This principal's most important leadership trait is:

- _____ a. *Clear, logical thinking*
- _____ b. *Caring and support for others*
- _____ c. *Toughness and aggressiveness*
- _____ d. *Imagination and creativity*

6. Your principal is best described as:

- _____ a. *An analyst*
- _____ b. *A humanist*
- _____ c. *A politician*
- _____ d. *A symbolic*

III. Overall rating

Compared to other individuals that you have known with comparable levels of experience and responsibility, how would you rate this person on:

1. Overall effectiveness as a manager.

1	2	3	4	5
Bottom 20%		Middle 20%		Top 20%

2. Overall effectiveness as a leader.

1	2	3	4	5
Bottom 20%		Middle 20%		Top 20%

III. Background Information

The following information will not be provided to the ratee, but will contribute to our efforts to understand how perceptions of leadership styles are influenced by the relationship between rater and ratee.

1. Are you: ___ Male ___ Female
2. Which of the following best describes your work relationship with the ratee:
___ The ratee is at a higher level in the organization than I am.
___ The ratee and I are at about the same organizational level.
___ I am at a higher level in the organization than the ratee.
___ I am a client or customer of the ratee's organization.
___ Other. Please specify: _____

APPENDIX C

INTERVIEW QUESTIONS FOR PRINCIPALS

The purpose of the interviews is to enable us to answer the following questions:

- What is the perception of the coordinator of her/his role?

The interviews will be recorded on tape after taking the permission for more in-depth review and analysis of their content.

Questions:

Name:

Position:

- 1) The Bolman and Deal survey showed that you perceive your dominant style to be mainly:....., do you agree?
- 2) The Bolman and Deal survey showed that you perceive your dominant behavior to be mainly:....., do you agree?
- 3) How involved in whole-school decisions are you?

- 4) Do you feel that your job contributes in the successful implementation of the school's mission and vision? If yes, rate the effect of your job on the implementation of the school vision on a scale from 1 to 3, 1 being slightly, 2 being fairly, and three being totally. If not, do you believe that it should?
- 5) Do you have enough 'power' to impose your decisions? Is this power delegated to you by your job description, your principal or the respect of your peers?
- 6) Describe in a few words your relationship with the principal and the mode of work between your departments especially in issues of preparing departmental documentation.

APPENDIX D

INTERVIEW QUESTIONS FOR PRINCIPALS' ASSISTANCES AND TEACHERS

The purpose of the interviews is to enable us to answer the following question:

- What is the perception of the principals' assistances and teachers about the role of principals?

The interviews will be recorded on tape after taking the permission for more in-depth review and analysis of their content.

Questions:

Name:

Position:

- 1) The Bolman and Deal survey showed that you perceive the principals dominant style to be mainly:....., do you agree?
- 2) The Bolman and Deal survey showed that you perceive the principals' dominant behavior to be mainly:....., do you agree?
- 3) How involved in whole-school decisions are the principals?

- 4) Do you feel that the coordinator contributes in the successful implementation of the school's mission and vision? If yes, rate the effect of her/his job on the implementation of the school vision on a scale from 1 to 3, 1 being slightly, 2 being fairly, and three being totally. If not, do you believe that it should?
- 5) Do you allow the principals to have enough 'power' to impose her/his decisions?
- 6) Describe in a few words your relationship with the principals and the mode of work between your departments especially in issues of preparing departmental documentation.

**APPENDIX E
BOLMAN AND DEAL'S FRAMES**

	Structural	Human resources	Political	symbolic
Metaphor for	Factory or machine	Family	Jungle	Carnival , theater Central
Central concepts	Rules, roles, goals, policies, technology,	needs, skills, relationships	Power, conflict, competition, organization	Cultural, meaning, metaphor, ritual, ceremony,
Image of Leadership	Social	Empowerment	Advocacy	Inspiration
Basic Leadership Challenge	Attune structure to task, technology,	Align org and human needs	Develop an agenda and power base	Create faith, beauty, meaning Structural

Structural Frame

Specialized tasks, sequential work, close supervision, top down.

- Blueprint for pattern of expectations and procedures.
- stable environments are hierarchies and rule oriented.
- To achieve goals and objectives
- rationality prevails over personal and external pressure
- designed to fit orgs circumstances.
- increase efficiency through specialization & division of labor
- forms of coordination and control to insure success
- problems solved through restructuring.

1. How to allocate work

- knowledge or skill
- time
- product
- customers or clients
- geography
- process

2. Combining vertical and lateral power:

As a group, the organization decides course of action, this is lateral or horizontal decision making. Once all agree, consensus, then the leader can act in vertical fashion because all have had a stake in its creation. Problems arise in top down situations.

Imperatives

- Size and Age
- Core Process
- Environment
- Strategy and Goals
- Technology
- people

Pressures

- Impulsive
- Stagnant
- Headless
- Environment shifts
- Technology Change
- Growth of Org
- Leadership Change
- Small groups:

o one boss is top down

- o dual authority task oriented
- o Simple hierarchy is layers
- o Circle borders on "web inclusion"
- o All-channel network is the web. Star within the circle.

Human Resources Frame

This frame regards people's skills, attitudes, energy, commitment.

This frame champions idea that orgs can be stimulating, rewarding, and productive.

If organization concerns itself with it's people's welfare then it will succeed.

Maslow's hierarchy of human needs:

- o Physiological (oxygen, water, food, comfort)
- o Safety (safe from attack)
- o Belongingness and Love
- o Esteem (to feel value of self)
- o Self-actualization (to reach one's potential)
- Manager's assumptions about people become self-fulfilling prophecies. If you have low expectations you will get low productivity.

Conflict

If conflicts arise people tend to:

- withdraw
- become apathetic, passive, indifferent
- resist (sabotage, featherbedding, deception)
- try to climb hierarchy to better jobs
- form groups (unions)
- teach children negative things about work

Improving HR Management

- Invest in People
 - o hire right
 - o Reward well
 - o Provide job security
 - o Promote from within
 - o Train and Educate Dewey: Learn by doing OJT
 - o Share the wealth
- Empowerment
 - o Autonomy and Participation
 - o Job Enrichment and Cross-Utilization

- o Teaming
- o Democracy and Egalitarianism

TQM = Total Quality Management

T-Groups: "sensitivity training," participants and researchers quorum after session to discuss observations. Trainers and participants join in groups as a sort of "plenary." Honest feedback is crucial.

Survey workers , re motivation, communication, leadership, climate.

OD = Organization Development became product of TQM, T-groups, and Surveys.

Groups needed to solve problems

o creates informal roles with so many formal roles around

o informal rules evolve

o develop listening skills

o agree on basics

o search for commonness

o Experiment

o Doubt your infallibility

o differences of personalities are a groups responsibility

Groups create shared vision, Leader steers the ship.

Political Frame

Sees organizations as alive screaming arenas.

Focus of the political Frame is not on *resolution* of conflict, but on *strategy* and *tactics*.

Organizations are coalitions

differences among coalition members

scarce resources

scarce resources and differences = conflict

bargaining, negotiating, jockeying

POWER

PF Insists Orgs are Coalitions

Org should clear and consistent goal(s)

established by person with authority

articulate between structural and political.

o result can be confusing with multiplicity of goals

o many in conflict

Power

- Authority is just one power
- recognizes people
- recognizes resources
- forces groups to articulate need and to mobilize
- produces reality
- players = authority + partisans
- to those with info and expertise
- who does rewarding has power
- coercive
- alliances and networks
- Access and control of agendas
- Control of meaning and symbols

- Personal power

Conflict

- not a problem as much as something is amiss
- not to be resolved as much as to form strategy and tactic
- has benefits and costs
- natural and inevitable
- challenges *status quo*
- encourages new ideas and approaches
- Horizontal: between groups, depts
- Vertical: between levels
- Cultural: groups with diff values, traditions, beliefs. Imported

Summary

- Managers should be "constructive" politicians.
- political frame offers different perspectives

Symbolic Frame

Organizations reek of symbolism from the edifices they work in to their mascots, colors, and products.

That some company names have become words, ie xerox, scotch tape, coke, attest to the power of symbolism.

- Meaning, belief, and faith are central to symbolism
- not what happened but what it means

- how people interpret
- life is ambiguous
- symbols are created to eliminate confusion, ambiguity
- To provide direction, and anchor hope and faith
- They form culture tapestry, myths, rituals, ceremonies, and stories.
- sees life as more fluid than linear
- embody and express culture
- symbols help find meaning in chaos, give clarity in confusion, predictability in mystery
 - o myths, fairy tales, stories provide explanations
 - o rituals and ceremonies give heritage
 - o Metaphor, humor, and play loosen up and provide depth to situation.

- MYTHS: Provide stories behind the story. They can blind us to new info and learning opportunities. Myths are not authority. They can keep us sane. All orgs rely on myths or sagas. Myths create internal cohesion, sense of direction, confidence.

- STORIES & FAIRY TALES: They convey info, morals, values.

- RITUAL: Gives structure and meaning to daily life. Morning Coffee. Used to create order, clarity, and predictability. Intiate newcomers.

- CEREMONY: Grander than Ritual, more elaborate, less frequent. They punctuate special events.

- METAPHOR, HUMOR, & PLAY show "as if" quality of symbols. Metaphor: Cook says he is a professional, an artist, a business person and a worker. Humor allows for loosening of tension.

- Organizations are Cultures
- Meetings attract people, problems and solutions
- An org without a plan is rudderless, short-sighted, and reactive.
- Plans are symbols
- Plans become games
- Plans become excuses for interaction
- Plans become advertisements
- Evaluations are a ritual to appease the natives.
- Evaluation is high drama and symbolizes success or failure.
- Power is inherently ambiguous
- Orgs are judged primarily by appearance or symbols

Leading Principles

- How one becomes a member is important

- o done by ritual, applying, interviewing etc
- Diversity gives competitive edge
- Example, not command, holds team together
- Specialized Language fosters cohesion and commitment
- Stories record History and Give Group Identity
- Humor and Play Reduce Tension and Encourage Creativity
- Informal players contribute disproportionately to Formal Roles
- Soul is the Secret of success

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