# Durham E-Theses

*The perceived training needs of female head teachers compared with the training needs of male head teachers in the government public schools in Saudi Arabia*

ALSHARARI, JAMAL,SABAIH

**How to cite:**

**Use policy**

*The perceived training needs of female head teachers compared with the training needs of male head teachers in the government public schools in Saudi Arabia*

**A thesis submitted to the University of Durham for the degree of**
**Doctor of Philosophy**

**By**

**Jamal Sabaih D. Alsharari**

**University of Durham**

**School of Education**

**United Kingdom**

**2010**

# DECLARATION

**This thesis is as a result of my research and has not been submitted for any other degree in any other university.**

# Abstract

Global developments have brought many changes to Saudi Arabia. One of these is that women are now being encouraged to become educated and participate in the workforce in order to contribute to the social and economic development of the country. In order to achieve this, it is necessary for girls to receive a good education. However, there is currently no adequate training programme in place for female head teachers, which means that girls' education does not always reach a desirable standard.

The main objective of this thesis is to determine the most important training needs of head teachers in Aljouf province and Alqurayat governorate in Saudi Arabia and to make recommendations based on the findings regarding ways of enhancing head teachers' training and hence providing a better education for schoolchildren. The research was conducted only in the aforementioned areas, which could be seen as a limitation of the study, but as Saudi education is highly centralised, it is likely that the findings can be generalised to the country as a whole.

The research instruments used were a questionnaire survey completed by 470 head teachers, both male and female, and face-to-face interviews with 18 male head teachers and 18 female head teachers. Analysis of the data thus acquired indicated that, according to the perceptions of the participants, the greatest need for training was in the following areas: information technology and communication; administrative requirements; staff development; and student affairs, in descending order of importance.

The main recommendations made based on the findings are that adequate training courses be established for both males and females, particularly in the area of information technology; the number of training courses should be increased and such courses should be held in the towns of residence of female head teachers; unqualified head teachers should be replaced by those holding an educational qualification; those wishing to work as head teachers should have at least five years' teaching experience; and there should be greater incentives for female head teachers to attend training courses.

It is suggested that future research be conducted with the aim of discovering training needs of head teachers as perceived by teachers and educational supervisors and by directors of Education Departments. It is also suggested that studies be conducted to determine the training needs of female head teachers in other provinces in Saudi Arabia.

# DEDICATION

To my mother, my brothers and sisters, my wife Nawal and my children Lamis, Lama,

Lamyaa, Rital, Nada, Khalid and Sultan. Also to Mr. Tayel S. Alsharari.

# Acknowledgment

## **Abbreviations**

GPGE: General Presidency of Girls' Education

KSA: Kingdom of Saudi Arabia

MOE: Ministry of Education

MOHE: Ministry of Higher Education

# Personal statement

After finishing secondary school, where I was in the scientific studies section, I enrolled at the Aljouf Teacher College early in 1992 to study for the degree of Bachelor of Education. I specialised in mathematics, but I also studied a wide range of subjects including science, religion and literature. I graduated in the end of 1995 and took up my first post as a teacher in the village of Eisaweyah, about 60 miles away from the city of Alqurayat, which is where the Boys' Education Directorate responsible for all the schools in Alqurayat province is situated. An Education Directorate is roughly equivalent to an English Local Education Authority. After one year I was appointed to the post of head teacher of Eisaweyah Middle School. I managed to run this school successfully for one year, and was then posted to the secondary school in the village of Ghotty, about five miles from the city of Alqurayat.

I served as head teacher of this school for two years, which included a full semester spent at Hail Teachers' College, about 500 miles from the city of Alqurayat, to take the Principals' Preparation Course. I then met the Director of Girls' Education. Girls' Education is an entirely separate department to that of Boys' Education, as girls and boys study separately in Saudi Arabia. There are absolutely no co-educational schools in Saudi Arabia. Only females are permitted to enter girls' schools during working hours, and entry is strictly prohibited to males, so all staff, including teachers and head teachers, are female. If any inspection of the school is to be carried out by males, it must be done outwith school hours, when there are no females in the building. However, it is males who are in charge of girls' education, although some of them have female assistants. All communication between the males in the Department of Girls' Education and the female supervisors and head teachers must be conducted by telephone or in writing.

I was asked by the Director of Girls' Education to transfer to the Department of Girls' Education, I began working there at the end of 1999 as a manager of female teachers' affairs, and found it to be very good experience. However, I was confronted with many problems, among them:

- How to deal with the repeated and prolonged absences of many female teachers.
- How to deal with female teachers who did not prepare for their lessons.
- How to deal with parents, and the disputes between parents, teachers and students.
- How to deal with students who were disobedient to the teachers.
- How to overcome shortages of teachers and administrators in schools.

The absence of teachers and even head teachers was also a great problem. It was often very difficult to cover for absent teachers, as in KSA there is no system of supply teachers such as that which exists in the UK. Time management was another problem which I had to face. I found myself working a great deal of overtime, to the detriment of my personal life. There was also a great deal of 'red tape' to be dealt with, as every decision must be approved by the Ministry of Education. Another problem was nepotism, which is rife in almost every aspect of professional life in Saudi Arabia, with the educational field being no exception.

I quickly realised the importance of training courses both before and during the service of school head teachers, as such courses have a profound impact on the development of head teachers' skills. Many head teachers of girls' schools are less well-qualified than the teachers under them. The majority of head teachers in the United Kingdom have first of all teaching experience, and then experience as Deputy Head teachers, which is not the case in Saudi Arabia. Indeed, it is not unheard-of for females to be appointed head teacher without any teaching experience whatsoever. Lack of experience, absence of training courses and preparation programmes present great problems for female head teachers. Lack of experience and preparation, as well as an excessive amount of paperwork as part of their regular routine, make these tasks very difficult to accomplish.

Part of the Saudi Government's plans for the future of the country involves greater participation of women in the workforce. For this to be achieved, the standards of education and training for women need to be raised. In my opinion, the professional preparation and development of head teachers in general and of female head teachers in

particular, has been neglected for too long, to the detriment of educational standards in the KSA. This preparation and development should focus on standards, be sustained, and be an integral part of the working life of a head teacher.  Only in this way will high standards of learning and performance for students and teachers be attained. In order for a suitable training course to be developed for female head teachers, it will first be essential to identify their training needs.

# Table of Contents

**Chapter 3: Literature Review.**

<u>**Section 1: Leadership and management**</u>.
A- Leadership:

B- Management:

**Section 2:School principalship**.

## Chapter 5: Methodology

## Chapter 6: An analysis of the questionnaire

# List of Tables

# List of figures

# Chapter 1

**Chapter 1**

## 1.1- Introduction

As one of the basic strategies in the pursuit of modernisation and development is to keep abreast of all new developments in the educational field, the Ministry of Education in Saudi Arabia has made an effort to adopt a pedagogic training scheme for male head teachers. A Head Teachers' Preparation course is offered for males in all provinces in Saudi Arabia, but there is no such course for females.  In Saudi Arabia male and female education is entirely separate. Some female head teachers in Saudi Arabia become head teachers straight from teaching posts in an arbitrary way and without having gained experience from having first held the post of deputy principal. Lack of experience and the absence of training courses and preparation programmes present great problems for female head teachers. Like all head teachers, female head teachers in Saudi Arabia are responsible for solving problems, overcoming obstacles and ensuring the development of their schools with regard to modern educational practices found in developed countries. The problems mentioned make these tasks very difficult for them to accomplish satisfactorily.

There is no doubt that Saudi society is being affected by global developments in trade and industry and this is having a profound  effect on its education system, in particular the need to offer  children higher education , which means that the schools must be brought up to the best international standards. School head teachers must be trained to cope with advances in education so as to be able to supervise their staff effectively, so that their pupils reach the required standard in both basic education and the recent developments in science and technology and are prepared to participate effectively in

both higher education and employment. Changes are taking place in the education of females as no longer is higher education the prerogative of males. Therefore, female as well as male head teachers need to meet the required standards. They can only do this if they are adequately trained. The standard training is now proving insufficient to meet the Ministry of Education requirements, so the present school head teachers must help in the design of training schemes, so as to show organisers in which areas they need training to be able to meet the new education challenges efficiently.

When embarking on a teaching career it is important that the student should have a goal in mind and be aware that there are likely to be obstacles to overcome. Present-day Saudi culture makes a clear distinction between the roles of men and women in most aspects of life, but as global influences begin to affect all cultures, in particular in the case of women, educational advantages enjoyed by men are now sought by women.

For girls to be well educated, with a view to their entering the country's work force and/or being able to assist in supervising the education of their children, girls' schools need to be organised under effective heads. A head is required not only to have an expert knowledge of teaching methods, but also the ability to deal with other aspects of administration, such as contact with the education authority; the introduction of 'new' subjects into the curriculum, such as computing, foreign languages, etc.; liaising with parents and knowing what outside help is available in emergencies. This is why a training system for female teachers is essential, so that when they are selected to be head teachers they can undertake this role effectively, and this training, prior to taking up the post, should be backed up with a series of short courses for head teachers after they are appointed so that

they can cope with any changes in educational technique and the introduction of new subjects. Support for such a scheme was put forward by Nashaw (1986) but to date little progress has been made.

The Aljouf province and the Alqurayat governorate in Saudi Arabia were chosen for this study, with a view to providing appropriate training schemes for both male and female head teachers, mainly because it is a region with which the researcher is familiar. There are some three hundred boys' schools and a similar number of girls' schools in these areas (www.moe.gov.sa, 2006). As the culture and education system is similar throughout all the provinces of Saudi Arabia, the results from this study should be relevant to all provinces.

The main problem confronting the researcher was how to identify realistically the actual performance of school head teachers when Saudi culture does not permit him to have direct face-to face-contact with either the female teachers or the female pupils or even have access to the school's premises. He was therefore not able to see for himself the day-to-day situation within such schools. All information had to be obtained indirectly. The material obtained solely from any telephone conversation has its limits, as confidentiality may not be possible, in particular where the telephone is situated in an open space or just in the head's study. Efforts were made to try to overcome these obstacles and avoid the possibility of erroneous information by making a series of calls, and, where questionnaires were used, providing an envelope for individual completed forms. However, the researcher decided that the best way to get indirect access for

4

interviews was to use a person well known to the researcher who could be relied upon to follow the researcher's instructions regarding the questions that he wished to put to the respondents and to instigate relevant discussion. The researcher chose his sister who has experience as a teacher, head teacher and female teachers' manager. As the researcher took all these precautions in choosing his associate, he is satisfied that this did not invalidate the results in any way but complied with the cultural needs.

## 1.2- The significance of the study:

It might be argued that the Head Teacher is the most important person in every school and, therefore, it is essential that he or she is aware of the requirements of both staff and pupils and up-to-date developments in education (Alamayrah, 2002). Despite this it has to be recognised that it is the class teachers who have the day-to-day contact with the students and it is their role to enable effective learning and, even more importantly, to encourage the development of positive attitudes towards the subjects being taught. Nonetheless, the Head Teacher has a vital role in leadership, in setting the standards and offering an example of good practice.

As there are no courses for females in Saudi Arabia leading to a qualification to be a school principal, we often find the anomalous situation where female teachers in a girls' school have higher qualifications in education than do their head teachers who are intended to lead and manage them. Many school head teachers not only have no specific qualification to be a principal, but have only a bachelor's degree, or sometimes not even that. Almost 50% of female head teachers do not possess a bachelor degree. This naturally presents difficulties for both the school's staff and Education Departments

Directors when dealing with under-qualified female head teachers who prove unable to put into practice new educational policies, as they may fail to understand them and this results also in dissatisfaction among the school's teaching staff.

## 1.3- Objectives of the Study

In this present era, nations face challenges as to how to ensure a high level of economic and social wellbeing for their people and to equip them to participate in the changing world where women are called on to work and to enter professions formerly only open to men.

Revolutions in knowledge, science, technology and the economy have taken place in recent decades. Organizations have been forced to rethink their policies and goals concerning human resources and personnel development at all levels by supporting them with appropriate training programmes. Training is one of the most important elements in development and modernization.

This study will attempt:

- To determine the basic training needs for both male and female head teachers in the Alqurayat governorate and the Aljouf province, as perceived by head teachers which no previous study has done in Saudi Arabia to the researcher's knowledge since Alfozan in 1989.

- To assess differences in training needs in terms of the level of their qualifications, ages and experience in the post.

- To measure the differences in training needs according to the school location and school type;( primary, middle or high school)

- To compare how the training needs differ for male and female head teachers.

- The study will attempt to help in designing a programme for female head teachers and improve the existing ones for male head teachers if needed.

**1.4- The problem of study**

Since head teachers play a major role in achieving the goals of contemporary education and are responsible for managing their school staff, teachers, students and ancillary workers, head teachers need a continuing training schedule when new strategies arise and new policies have to be implemented. When teachers are adequately trained and become conversant with new developments in global education, their personal skills and, most likely, their confidence will enhance their role.

The Saudi Arabian Ministry of Education is now keen to establish several training courses for female head teachers at various stages of education and to hold them in the areas in which they work. This is very important, as the culture prevents teachers travelling unaccompanied, which limits their attendance outside their areas, as their husbands may not have the time to take them long distances. For further details about Saudi culture see Chapter 2.

The objective of training should be achieved through monitoring and investigating the actual needs of school head teachers for training in scientific methods, in particular information technology, which is becoming crucial in the performance of head teachers,

both male and female. Hence the problem of the study was to identify the training needs of head teachers of male and female schools.

## 1.5- The research questions

In seeking to find the training and development needs of both male and female head teachers in Saudi Arabia, the starting point is to seek their views. This will be carried out by questionnaire and face to face interview. This will show their own perceptions of their needs. It is, of course, possible that there are needs of which they are not yet fully aware.

### 1.5.1-The research questions being explored

1- What do the female head teachers see as their training and development needs and how do these compare with those of the male head teachers?

2- Are there significant differences in the training needs due to the gender and its interaction with the school type?

3- Are there significant differences in the training needs due to the gender and its interaction with the school location?

4- Are there significant differences in the training needs due to the gender and its interaction with qualifications?

5- Are there significant differences in the training needs due to the gender and its interaction with the age of head teachers?

6- Are there significant differences in the training needs due to the gender and its interaction with experience in the post?

**1.6- Study Hypotheses**

1- There are significant differences in the training needs due to gender and its interaction with school type.

2- There are significant differences in the training needs due to gender and its interaction with school location.

3- There are significant differences in the training needs due to gender and its interaction with qualification.

4- There are significant differences in the training needs due to gender and its interaction with the age of head teachers.

5- There are significant differences in the training needs due to gender and its interaction with experience in the post.

## 1.7- Language issues

It is no easy task to translate accurately from one language to another. It is clear that considerable linguistic skills are involved in keeping the exact meaning of the words. Arabic and English are both very rich languages, and words have many nuances. Jones (2001:79) stated that "some terms had to be examined more closely in relation to the different cultural and professional contexts to establish the extent to which an equation of the term across cultural and professional boundaries could be problematic."

The researcher made a considerable effort in the translation of the questionnaires and the interview questions from English to Arabic and vice versa. However, with help from and discussion with supervisors a satisfactory translation was attained.

## 1.8- Overview of the thesis

The study comprises seven chapters, as follows:

Chapter 1, the present chapter is the introduction to the study. Chapter 2 gives a brief overview of the culture, population and climate of Saudi Arabia. It also outlines the education system in Saudi Arabia, focusing on girls' education. Chapter 3 comprises the literature review on leadership and management in general and leadership and management in education is reviewed. Chapter 4 comprises a review of literature on training and head teachers' training needs. Chapter 5 presents the methodology employed in the study. Chapter 6 deals with the analysis of the data obtained from the questionnaire and interviews, including the discussion. The final chapter, Chapter 7, offers a conclusion to the study, as well as recommendations derived from its findings and suggestions for future research.

## 1.9- Definition of the Terms

- Students' affairs:

These include academic progress, absenteeism, health problems, parental concerns with their children's attainments.

- Finance and school buildings:

What funds are available to head teachers for incidental expenses; school equipment replacement, canteen services, etc. and whether the school building satisfies health and safety standards and what provision needs to be made by head teachers to satisfy them.

- Urban areas and rural areas:

Urban areas refer to areas where the total number of schools, primary, middle and high schools is over 10. Rural areas have fewer than 10 schools. In remote areas there are few schools. The selection of head teachers, however, follows the same criteria throughout all schools in Al Jouf province.

# CHAPTER 2

# Chapter 2

## Education and some basic facts on Saudi Arabia

**2.1- Location of Saudi Arabia and Aljouf province in particular, with some basic facts:**

2.1.1- **Saudi Arabia:**

The Kingdom of Saudi Arabia was founded on September 1932 by King Abdul-Aziz Ibn Saud .It is a large country consisting of almost four-fifths of the Arabian Peninsula.  Its size is 2,240,000 km. It is bordered by the Gulf countries and Iraq to the north and east, Jordan to the north, the Red Sea on the west, and Oman and Yemen to the south (Al-Zarah, 2008; Al-harthi, 2001; Sedgwick, 2001). (See figure 2.1).

Riyadh the capital city is located in Najd at the centre of Saudi Arabia. The holy cities of Makkah and Madinah which form the spiritual capital of Islam are located in the Hejaz region (Al-Zarah,2008) , Jeddah and Dammam are the most important port cities in Saudi Arabia, the latter having gained its importance through the export of oil. Taif, is a city situated in the western mountainous region where the king and most ministers move to each summer (MOE, 2005; Alizera, 1987).

 Large distances separate the major cities from each other and from the other cities (Al-harthi, 2001) where the people, who work for the government bodies or on their own, need to travel to the major cities to get their documents or business done such as education. The directors have to send one or more employees to the Ministry of

Education to get their work done as soon as possible. That emphasises the importance of infrastructure for transport and communication (Al-harthi, 2001)

The world's largest reserves of petroleum are held in Saudi Arabia. This is the major cause for the material and educational development and the growth of population. According to the census in 2005 the population then was 22.678.262 million people compared to 12 million 20 years before (www.cdsi.gov.sa).

**2.1.2- Location of Aljouf**

Al-Jouf province, where the questionnaire for this research was applied, is located in the north-western part of Saudi Arabia, bounded on the north and east by the northern border province of Ar'ar to the north and west by the Kingdom of Jordan and by Tabuk and Hail to the south. Al-Jouf province is 580 feet above sea level. Its geographical location has made it an important place since ancient times; it is on the trade route between the Arabia peninsula, Cham and Egypt, and is also on the pilgrim route to Makkah, the centre of Islamic pilgrimage. The region still occupies a strategic position as a border to the Kingdom of Saudi Arabia, in particular as Alhaditha port is to be found here. This is the largest land port in the Middle East region and is considered to be the northern gate to the Kingdom.

Al-Jouf province measures about 107,794 km², equivalent to 4.9% of the total area of the Kingdom, it includes many cities and villages. Its main city is Sakaka, where the governor lives and it has two governorates; Alqurayat City and Domat Aljandal City.

Alqurayat city is the second most important city in Al-Jouf after the city of Sakaka in terms of size and population. It is located in the northern part of the Kingdom,

14

30 kilometres from the Jordanian border. It was previously known as Kiryat Almilh (meaning villages of Salt) as it was famous for salt production. Many olive trees are grown there. In addition, it contains the port of Alhaditha which serves for the transit of goods and passengers. It is 360 kilometers from Sakaka.

Alqurayat (meaning a group of many small villages), was the name given to a collection of villages including Kaf, Ayn Alhawas, Ithrah, Minwah, Alkerkr Alwishwash and Qrager. The most important of these was the village of Kaf, which was the seat of local government until this was transferred to the Nabek Abu Nakhla the original name of Alqurayat. There are also many small towns in Alqurayat including; Alhaditha - Issawiya - Alnasfa - Hammad – Alwadi and Ayn Alhawas (Alsodairy, 2005; Alrashad, 1980).

## 2.1.3 Saudi Culture

The religion practised in the kingdom of Saudi Arabia is Islam and the law of the country is based on the shari'ah, which relates to the teaching of the prophet (Alzarah, 2008).

The Wahabi branch of the Islamic religion informs all aspects of life. There is strict segregation of the sexes. Women are not permitted to mix socially with men to whom they are not related, either in education or in the workplace. Until 2001 Saudi women were considered an extension of their male guardians (Hamdan, 2005) and were expected to be subordinate to them. Women are not allowed to drive cars. In Saudi society in general, it is believed that the role of women is basic to maintaining the structure of the family and therefore of society (Alireza, 1987). In Saudi Arabia, traditional attitudes to the education of women came into being not due to the influence of Islam itself but because of the customs surrounding it. (Alrawaf and Simmons, 1991). However,

women's education, since it started, has been generally highly valued among a large proportion of Saudi society (Zurbrigg, 1995, p.82). Saudi women tend to be more highly educated than men, and women represent more than 50 per cent of university students (Doumato, 2000). Despite this, there are still very few women working outside the home. According to the 1999 census, there were only five per cent and these women were in the teaching and health sectors (Shukri, 1999, p.28). However, the government has recognised the need to improve the education system and increase women's participation in the work place in order to ensure the country's economic survival (Hamdan, 2005).

2.1.4- **Population.**

The population of Saudi Arabia was 23,980,834 according to the census of 2007 (www.cdsi.gov.sa/pdf/demograph1428.pdf). The Saudis were 17,493,364 while non Saudis were 6,487,470 and Aljouf province population was 382,070 of which 326891 were Saudis and the others were non Saudis.

**2.1.5- Climate**:

Saudi Arabia is a large country consisting of 13 administrative provinces (www.saudiembassy.net) and the climate differs from one province to another. The temperature also varies; in the centre of the country, temperatures can sometimes reach 45C in the summer and fall to 7C in the winter, but in the northern provinces where Aljouf and Alqurayat lie temperatures seldom rise above 33C in the summer and can fall as low as -3C in the winter (Al-harthi,2001). In the winter of 2007-2008, it snowed heavily in the north, which caused great difficulty for the population. The temperature

fell to -9C and some people and many animals died (Asharq Alawsat 18-01-2008). In schools, the head teachers were not given the authority to delay the opening time of schools or even to suspend the morning line up, leading to a very unpleasant situation for both teachers and students. In fact, two schoolchildren died because of being in the morning line up in the freezing weather (Al-watan newspaper, 16/01/2008). Authority is granted to head teachers by the Ministry of Education in Riyadh, where there is no experience of such weather; however, the Ministry recently gave the Education Directorate some authority to deal with such issues. Due to the climate differences, it is clear to the researcher that it is important to give the authority to the Directors of the Education Departments and even to individual school head teachers in all provinces to deal with such issues specific to their schools. In the winter, the sun rises around 5.00 am, while in the north it does not rise until around 7.30 am or more. In the past children had to go to the school at 6.30 am, which was suitable for those in Riyadh, but it was still dark at that time in the north. However, one of the Directors in the north raised this issue with the Ministry and appealed to them to allow the schools in the north to delay the school opening time in the winter until 7.45 or 8.00 am.

Figure2.1



For reference only. Map is not up to scale

Figure 2.2

## 2.2 Background of education in Saudi Arabia

### 2.2.1 The beginning of education in Saudi Arabia

In the late eighteenth century, the Wahhabi movement encouraged the spread of Islamic education for all Muslim believers (Metz, 1992). The purpose of Islamic education was to ensure that Muslims would understand God's laws and live their lives in accordance with them, classes for reading and memorizing the Quran and the hadith were set up in towns and villages throughout the Arabian Peninsula (ibid). Education took place in the *kuttab*, a class of Quran recitation for children usually attached to a mosque, or, particularly in the case of girls, in private homes where instruction was given by an expert reader of the Quran (Al-Dayil, 1999). It was only in the late nineteenth century under Ottoman rule in the Hijaz and Ottoman provinces that secular subjects also began to be taught in the *kuttab* schools, including sometimes arithmetic, foreign language, and Arabic reading (Metz, 1992). . Students who wished to pursue their studies beyond the elementary level could attend an informal network of scholarly lectures (*halaqat*) offering instruction in Islamic jurisprudence, Arabic language, Quranic commentaries (*tafsir*), hadith, literature, rhetoric, and sometimes arithmetic and history (ibid). However, as the fundamental purpose of education was to learn the contents of Holy Qura'an, the ability to read Arabic text was not a priority, and illiteracy remained widespread in the peninsula (ibid).

## 2.2.2 The development of education

It was not until 1924 that formal, organised education began in the country, when King Abulaziz realised the importance of education for the development of the nation and established the Directorate of Education (Ministry of Education, 1992). It was charged with the establishment of primary and secondary schools and, as sufficiently qualified teachers were not to be found within the country, to bring in teachers from other Arab countries, Egypt in particular, to develop and execute the teaching programmes in these schools (Al-Zarah, 2008). The Directorate's task also included the registration and regulation of the few private schools which were in existence at that time in the country. In 1947, there were only 65 schools in the Kingdom, with a total of approximately 10,000 students, all of them male (ibid). The Saudi government began to pursue a new policy of educational development, and established the Ministry of Education to replace the Directorate General of Education (Al-Salloom and Al-Makky, 1994). With the establishment of this Ministry, more schools were opened and education became more widespread in the Kingdom (Al-Zarah, 2008).

El-Sanabary (1994) argues that the education system in Saudi Arabia has been designed to support and sustain gender divisions and power relations through the dual system of male and female education; a gender-specific educational policy that stresses women's domestic function; gender-segregated educational institutions; and differences in the curriculum for male and female students.

According to Moghadam (2003, p.277), "analyses of economic, political and cultural developments within societies or regions are incomplete without attention to gender and its interaction with class, state and the world system." She adds that the state and its development strategies influence the social relations of gender in any country in the

world, and not just in the Middle East. However, in the Middle East gender relations are undergoing a radical change in terms of the position of women and concepts of the different rights and responsibilities of males and females .

The changes referred to by Moghadam (2003) are inevitably reflected in the educational systems of Middle East countries.  In Saudi Arabia in the state system the roles of males and females are more sharply defined than in other countries in the Middle East, with strict segregation at all levels of education; therefore the process of change may be longer and meet with more obstacles. Among the few private schools in Saudi Arabia some are already offering mixed education. Change is inevitable, as the country attempts to keep pace with global economic and social developments.

### 2.2.3 Girls' education

However, before 1960, there was no organised formal education for females in Saudi Arabia (Al-Zarah, 2008).  However, families who wished their daughters to become educated and could afford to pay for private education, had them taught by tutors at home (ibid).  There were also a few private schools, although these were mostly in private homes rather than in formally organised institutions (Al-Rawaf and Simmons, 1991, p.288).  The girls learned the Quran, the Arabic language and basic mathematics (Al-Zarah, 2008). The first of such schools was set up in Medina in 1928 and this was followed by six more in Medina in the 1930s, as well as in other cities in the Hijaz, but they were not influential and girls' education was the exception rather than the rule (Hafiz, 1987).

Girls' education in the Kingdom of Saudi Arabia (KSA) started with three steps:

**First: Katateeb:**

This is a kind of school where one woman or a group of women taught ladies the holy Qura'an and some writing and maths in their homes. The best-known katateeb(schools) in Makkah (the most holy city for Muslims) were Sayedah Asheyah Kottab, which was established at the beginning of the 14th century Hijrah ( equivalent to the end of the 19$^{th}$ century AD), Alshamyah Kottab, Soltyah school for girls and the Kottab of Alfaqihah Fatimah Albaghdadiyah.The katateeb received their funding from households in their community and there were some in Madinah (the second most holy city for Muslims) like Alnajah Wal Falah school and Alfakhryah school.

**Second: Similarly-organized schools:**

Certain katateeb were developed to become private schools like:

*Girls' private school in Makkah (1942).

*Alfalah private school (1947), which was established by Sheikh Hussein Abdulghani.

*Alzahra girls' school (1958), which was established by Omar Abduljubbar. This school had preschool, elementary and intermediate school by 1962. Three years later high schools for girls began with the first high school for girls in Makkah that the General Presidency for Girls' Education (GPGE) in Saudi Arabia established in 1960 (GPGE, 1992).

**Third: Organized private schools**

Due to some prominent people calling attention to the importance of organising private schools, King Faisal established Dar Alfalah private school in Jeddah in 1955 which had KG, preschool, intermediate and high school. After that, private schools increased until there were 15 of them, 5 in Makkah, 3 in Riyadh (the capital of Saudi Arabia), 6 in

Jeddah and one in Dammam. After that, the government started to think about a system that sponsored girls' learning under Islamic law and special schools separate from boys. Then the government established the GPGE in 1960 as an independent system to oversee girls' learning.

Boys' education preceded girls' education in Saudi Arabia by almost 34 years. The Elevated Decree was issued on Thursday 22/10/1959 to open government schools for girls in KSA which have certain controls under the supervision of the GPGE. These are:

A: these schools are to teach religious knowledge and other subjects in accordance with the Islamic religion.

B: to form an organization under Sheikh Mohammed Ibn Ibraheem al-Alshakhe's supervision to organize those schools and the other schools, which had been set up before them, and to set up the programmes and monitor them.

C: to recruit female teachers who are fair, well-principled and good moral repute.

However, in the 1950s there began to be a demand for public education for females in the Kingdom, and this demand was spearheaded by young, educated males who wished to marry Saudi women who were their intellectual equals, as they could find educated brides only in other Arab countries such as Egypt, Lebanon and Iraq (Al-Munajjedd, 1997).

It was at the behest of Iffat, wife of Prince (later King) Faisal, that the first modern girls' school was set up in Jeddah in 1956 (Al-Zarah, 2008). This caused great controversy, as, while the move was welcomed by many in the country, it met with strong opposition from the *ulama*, the religious authorities and many others in the country (Al-Zarah, 2008). However, Prince Faisal responded to this opposition by declaring that:

"The state is opening this school in fulfilment of its duty to the community, but it cannot force you to send your daughters to it. As long as there is the possibility of even one girl coming at any time to the school to learn, the school must remain available and equipped with teachers in advance and the state must protect its existence with all the power it possesses." (Assah, 1969, p.19).

However, it was not long before many families began to send their daughters to be educated and since then education for girls has spread to every part of the Kingdom and many thousands of Saudi females have gone on to train as teachers, with the result that there is now practically no need to recruit teachers for nursery and elementary schools from outside Saudi Arabia (Felemban, 1998).

### 2.2.3.1 The system and types of girls' education in Saudi Arabia

1-**Nursery and pre-school**

These are the first steps in education. The first pre-school was in Makkah in 1396 (1976), and had ten classrooms.

2-**General (public) learning, which comprises**:

A: Elementary schools:

The period of study at these schools is six years. Fifteen government schools were started in 1380 (1960).

B: Intermediate schools:

The period of study at these schools is three years and the first four intermediate schools were set up in 1384 (1964).

C: High schools

The period of study at these schools is three years and the first high school for girls was established in 1384(1964).

## 3-Holy Qur'an memorisation drill schools

The first four schools were opened in 1400 H (1980). They are parallel to the general educational schools in all their stages (elementary, intermediate and high schools) and they have the same period of study as general educational schools. The student studies more about the Qur'an and its teachings besides studying general education.

## 4- Schools to combat illiteracy and for older learners

These schools are for older people who have passed the normal age of school acceptance. The period of study is four years, and consists of two steps, with each stage lasting two years. The first stage is combating illiteracy. The second stage is a continuation of the first, and upon completion the students are awarded an elementary school certificate.

The first five schools were opened in 1393 (1973).

## 5- Teacher institutes and intermediate colleges

a- Teachers' institutes:

The first one was established in 1961 and the period of study in these schools is three years after intermediate schools. A student who obtains a diploma after studying at these schools will be qualified to teach in elementary schools.

b- Intermediate colleges:

The General Presidency for Girls Education established four intermediate colleges in 1980. They had 406 students at that time.

The female students are awarded a diploma after passing and become qualified to teach in both elementary and intermediate schools (for intermediate schools in places which do not have university colleges). Lately the GPGE has developed these colleges to become educational colleges, which have a four-year period of study and those who obtain a bachelor's degree become qualified to teach in intermediate and high schools, or intermediate colleges for primary schools.

6- **Higher education**

This kind of learning comes after high schools and is university education. The first college for girls was set up in 1391 (1971), and had only 80 female students at that time.

7- **Private education**

There were fifteen private schools for girls in 1960 before the GPGE was established. The government supports those schools, which have the same programme as general (government) schools, and the GPGE provides the head teachers for those schools to supervise them, with those head teachers' salaries being paid by the GPGE.

8- **Vocational Training and Technical Learning**

GPGE established two centres in Riyadh and Alhasa in 1973, which had 137 students at that time, of course all of them female.

## 2.2.4 Student numbers

Despite these efforts, in 1970 the literacy rate was only 15 percent for men and 2 percent for women in Saudi Arabia, which was lower than any other country in the Middle East and North Africa apart from Yemen (Metz, 1992). However, twenty years later, the literacy rate for men had risen to 73 percent and that for women to 48 percent, which represented enormous progress (ibid). General perceptions of the value of education for girls changed dramatically, and girls' education began to attract widespread support (ibid). In 1981 enrolments were 81 percent of boys and 43 percent of girls, while by 1989 the number of girls enrolled in the public school system was almost equal to the number of boys, as there were almost 1.2 million girls out of a total of 2.6 million students, although school attendance was not compulsory for either boys or girls (ibid). By 1989 Saudi Arabia had an education system with more than 14,000 education institutions, including seven universities and eleven teacher-training colleges, in addition to schools for vocational and technical training, special needs, and adult literacy. The system was expanding so rapidly that in 1988-89 alone, 950 new schools were opened to accommodate 400,000 new students

The figures below illustrate how educational opportunities for girls were developed between 1970 and 2000.

Table 2.1 Male and Female Students in Saudi Arabia

| Male & Female Students in Saudi Arabia 1970 – 2000 | | | |
|---|---|---|---|
| Year | Male | Female | Total |
| 1970 | 412,000 | 135,000 | 547,000 |
| 1975 | 673,000 | 311,000 | 984,000 |
| 1980 | 951,000 | 511,000 | 1,462,000 |
| 1985 | 1,273,000 | 876,000 | 2,149,000 |
| 1990 | 1,624,000 | 1,310,000 | 2,934,000 |
| 1995 | 2,022,000 | 1,912,000 | 3,934,000 |
| 2000 | 2,405,000 | 2,369,000 | 4,774,000 |

/source http://www.kingfahdbinabdulaziz.com Source

Figure 2.3
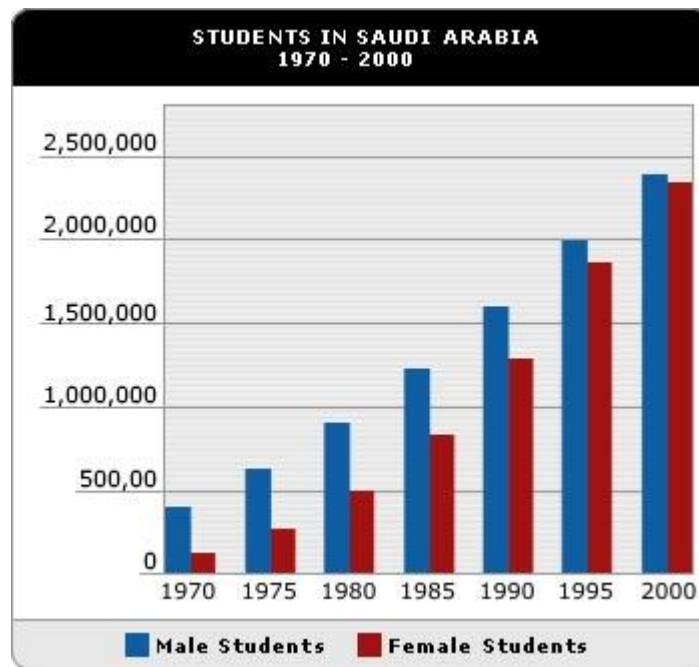


Source: www.kingfahadbinabdulaziz.com/source

The total number of students according to the 2006 census is 4293336 and their number in Aljouf province, where my study applied, is 89205 students; 44,826 are female and 44,379 are male according to the Ministry of Education website. (http://www.moe.gov.sa/stats_trb/stud_main.html).

**2.2.5 School numbers in the kingdom of Saudi Arabia**:

The schools in Saudi Arabia are increasing in number due to many deliveries of new babies in Saudi Arabia. The people don't organize the pregnancy and they feel proud if they have more children. The boys' schools reached 11,018 schools and 14,839 for girls' schools according to MOE statistics in 2006.

Table 2.2 Number of Schools in Saudi Arabia

| Education Department | Kindergarten | Primary | Middle | high school | Special Edu. | Adult Edu. Elem. | Total |
|---|---|---|---|---|---|---|---|
| Aljouf | 13 | 265 | 165 | 106 | 31 | 84 | 664 |
| Najran | 9 | 290 | 153 | 88 | 14 | 133 | 687 |
| Jazan | 32 | 928 | 492 | 219 | 60 | 391 | 2122 |
| Ar'ar | 13 | 178 | 85 | 61 | 16 | 43 | 396 |
| Baha | 12 | 539 | 253 | 128 | 25 | 71 | 1028 |
| Tabouk | 12 | 364 | 218 | 119 | 45 | 129 | 887 |
| Hail | 10 | 561 | 260 | 164 | 48 | 175 | 1218 |
| Aseer | 30 | 1684 | 803 | 440 | 133 | 472 | 3562 |
| east province | 100 | 1120 | 677 | 444 | 145 | 314 | 2800 |
| Qassim | 48 | 954 | 482 | 296 | 112 | 314 | 2206 |

| Madina | 27 | 859 | 490 | 262 | 57 | 308 | 2003 |
|---|---|---|---|---|---|---|---|
| Makkah | 83 | 2204 | 1208 | 734 | 191 | 602 | 5022 |
| Riyadh | 185 | 2431 | 1287 | 771 | 205 | 751 | 5630 |

The teachers' numbers in Aljouf, where the current study applies, are 9,117 teachers and the students' numbers are 89205.

www.moe.gov.sa/stats_trb/sch_main.html

## 2.2.6 The current education system

In Saudi Arabia, general education consists of preschool, six years of primary school, three years of intermediate school and three years of high school which has two divisions, science and literature. After intermediate school, students may choose between three years of vocational studies, three years of industrial studies and three years of agricultural studies. Students sit formal exams at the end of each term; these exams are set by their teachers. The second term of each year determines whether the student will pass on to the next class or stay and repeat the same year. If the student fails to pass on to the next class after two attempts, he or she may then attend the exams for both terms without attending the classes. The curricula are the same all around the country, even in private schools. At primary school level, an average of nine periods a week is devoted to religious subjects and eight a week at the intermediate school level (Metz, 1992). This concentration on religious subjects is substantial when compared with the time allotted to other subjects: nine periods for Arabic language and twelve for geography, history, mathematics, science, art, and physical education combined at the primary level; six for Arabic

language and nineteen for all other subjects at the intermediate level (ibid). At the secondary level, the required periods of religious study are reduced, although there remains an option to concentrate on religious studies (ibid).

## 2.2.7 Objectives of education

The Education Policy in Saudi Arabia specifies the objectives of education in the Kingdom, stressing the role of Islam. Its principal objectives are as follows:

1. Promoting the spirit of loyalty to Islamic law

2. Demonstrating the full harmony between science and religion in Islamic law

3. Understanding the environment and broadening the horizons of students by introducing them to the different parts of the world.

4. Encouraging and promoting the spirit of scientific thinking and research, strengthening the faculty of observation, of contemplation and enlightening the student about God's miracles in the Universe and God's wisdom in enabling his creatures to fulfil an active role in the building up of social life and in steering it in the right direction.

5. Equipping students with at least one of the living languages to enable them to acquire knowledge of arts and new discoveries, to transmit knowledge to other communities and to participate in the spreading of Islam and serving humanity.

6. Studying individual differences among students in order to orientate them and to help them grow in accordance with their abilities, capabilities and interests.

7. Providing special education to mentally and physically disabled students.

8. Training the necessary manpower and diversifying education with special emphasis on vocational training.

9. Instilling students with enthusiasm for work, equipping them with scientific skills together with instruction in applied training and practice in handicrafts, providing opportunities for participation in production processes and helping scientific principles of the various activities leading to increased productivity and creativity.

10. Recognising gifted students and setting up special programmes for them.

As can be seen from the above, the objectives of Saudi education policy are basically to ensure that education becomes more efficient, to meet the religious, economic and social needs of the country and to eradicate illiteracy among Saudi adults.

The Ministry of Education seeks to provide opportunities for education to every citizen of learning age.  It also seeks to improve the curriculum, which is designed by the Ministry as well as developing the teaching materials, and to renew the general education system in accordance with industrial and social requirements.  It also attempts to facilitate and increase student enrolment by establishing schools all over the country and encouraging the students and their parents to join the schools.

However, it is clear that the concept of school administration has changed to modern concepts on how to develop the full potential of individuals, from the traditional concept, which focused on maintaining the school system and the implementation of specific plans issued by Education Department, that is to say, the Ministry of Education and the Departments of Education, and counting the teachers', administrators', students' and

employees' absences, concentrating on making the students learn by rote, and dictating the schools' curricula to them (Salah and Fadwa, 2005).

## 2.3 Authorities responsible for the planning and organization of Saudi education

The researcher will briefly outline the history of each authority and its role.

The Ministry of Knowledge was established in 1953 and was responsible for the management and organization of education for boys.  Its name was amended to the Ministry of Education in 2003.

 The General Presidency for Girls Education was established in 1960 with the objective of educating girls in Saudi Arabia and merged with the Ministry of Education in 2003 (Alhaqeel, 2003; Ibn Dhohaish 2005).

 There is now a single ministry under the name of the Ministry of Education, which is responsible for the education of both genders

### 2.3.1 Ministry of Education

In Saudi Arabia, the education system is a centralized one. The Ministry of Education is responsible for everything regarding education in the country. However, in order to reduce the burden of those who work in administration in the Ministry of Education, many education directorates have been established over the country.

The education system in Saudi Arabia is segregated by sex and divided into three separately administered systems: boys' general education, girls' general education, and traditional Islamic education for both boys and girls. The general education and

traditional Islamic education for boys are administered by the Education Directorate for boys and the general education and traditional Islamic education for girls are administered by the Education Directorate for girls.

**2.3.1.1- Function of the Ministry of Education**

The aim of the Saudi Arabian Ministry of Education is to spread and develop general education for both genders in the Kingdom. At the same time, it concentrates on general culture through libraries, monuments and museums. The main functions of the Ministry are the following:

1) To implement established policies for both gender's education.

2) The formulation, planning and implementation of educational programmes.

3) Training and professional development of teachers at colleges and educational institutions through specially formulated courses.

4) To carry out research with the aim of furthering educational progress.

5) The eradication of illiteracy through a specially developed programme.

6) To participate in the fulfillment of educational goals.

7) To collaborate with all other government departments with the aim of improving educational progress.

8) To monitor all private educational establishments to ensure that high standards in their programmes and curricula are implemented and maintained.

9) To formulate rules and regulations pertaining to the education system for both teachers and students.

10) To provide all the requirements of educational establishments in suitable quantities and at the correct time.

11) The protection of monuments,

12) Both technical and administrative planning and supervision of educational institutions for disabled boys at primary and intermediate levels.

## 2.3.2 Educational Directorates

There are 42 Education Directorates for Boys in Saudi Arabia. The General Education Directorate for boys has 13 branches located in 13 provinces and 29 Education Directorates are located in major cities. There are 41 Education Directorates for girls' education, with 13 General Education Directorates for girls located in 13 provinces and 28 in major cities. Every province in Saudi Arabia has one General Education Directorate for boys and one for girls' education which are directed by men. Each directorate follows the Ministry directly and has the same tasks which are:

 * Supporting the schools' needs and their requirements.

* Supporting schools and divisions with human resources and work distribution

* Supporting the provision of the schools' books and learning devices.

* Supporting the schooling foundation that is best suited to learning.

* Creating new schools and supporting them with their requirements.

* Developing the learning and educational work and creating training courses.

* Supporting modern technologies which serve education.

* Organizing holidays (vacations) for employees.

All the work done in these directorates has to be reported to the Ministry of Education. Few decisions can be taken without a decision and an agreement from the Ministry itself. This centralized system of administration limits the role of the directors of the different directorates. This is also reflected on the outcomes of the educational process. The directors of these Directorates are supposed to be subject to the authority of the Ministry of Education and to follow the rules laid out by it, as well as following the Ministry's criteria as to the selection of directors. These criteria are: educational qualifications; experience and length of service; integrity and honesty; personal interview. However, in practice, these criteria are sometimes disregarded by the Ministry itself. Sometimes the current director, who wants to move or retire, chooses one of the employees by making a recommendation to the Ministry and the Ministry agrees to that even though the person chosen has little education. Some of the directors have no more than primary school education and some of them have only a high school certificate. Sometimes they choose someone who has a great deal of experience in the Directorate, while ignoring those employees who are better-educated, perhaps even having a PhD. Obviously, it is not desirable to be directed by a poorly-educated person. Most of the employees and teachers have Bachelor Degrees, and this places the director in an awkward position as he has to work with people who are better-educated than himself. Such a director finds himself either ignoring them in order to avoid their criticism or placing them in small divisions headed by an employee who is less well-educated than them. The director cannot choose his assistant as this selection is made by the Ministry and this can cause friction between directors and their assistants as often the person chosen by the Ministry is not the candidate the director had in mind. This researcher is aware of there often being many

problems between some directors and their assistants. The choice of assistants is similar to that of directors in that the Ministry asks the director to nominate some candidates, and then the Ministers meet to decide which of these candidates will be selected.

Another obstacle faced by directors is that they have to apply in writing to the Ministry concerning the Directorate's requirements, and one letter is seldom sufficient. In general, the Director is obliged to write several times and make many phone calls to the Ministry before there is a response. In addition, the male Director of girls' education cannot directly supervise girls' schools because of the education system in Saudi Arabia and he has to supervise them through letters which often leads to misunderstandings. This can cause the Directors to make wrong decisions based on letters from school head teachers. Otherwise he may send the female head of educational superintendency office to solve the problem.

### 2.3.3 Education superintendencies

Each Education Directorate has one or more educational superintendency offices headed by a female for girls and by a male for boys.

The female superintendency office directly supervises girls' schools through female superintendents. The head of the superintendency office and the superintendents choose the head teachers of schools by making recommendations to the director who then makes the final decision. The same procedure is followed for discharges. The head teachers therefore both respect and fear the head of the superintendency office more than they do the director, and they often come to agreements between each other without the director's

knowledge, such as moving teachers or assigning one of the teachers' to lower classes. This is also a major problem for the male director.

## 2.4 Higher education

Regarding higher education in Saudi Arabia, in 1945 higher studies in religious scholarship were formalised with the establishment of the At Taif School of Theology (Dar al Tawhid). In the early 1990s, there were two university-level institutions for religious studies, the Islamic University of Medina and the Imam Muhammad ibn Saud Islamic University in Riyadh (Metz, 1992). In 1957 the first university not dedicated to religious subjects, Riyadh University, subsequently renamed King Saud University, was established (ibid). The Ministry of Higher Education was established in 1975, when it took over the responsibility for higher education from the Ministry of Education (Al-Salloom and Al-Makky, 1994). There are currently twenty-four government universities and eight private universities and twenty-one private colleges in Saudi Arabia( www.mohe.gov.sa) , and it is the responsibility of the Ministry of Higher Education to provide them with support and services and it is also responsible for the supervision and co-ordination of higher education programmes, as well as supervising the scholarships of Saudi students studying abroad (Al-Hugail, 1998). Students selected to receive government funding to study abroad receive allowances for tuition, lodging, board, and transportation, while those intending to study science or technology receive an additional amount. Male students are also encouraged through financial incentives to take their wives and children with them (Metz, 1992) and this practice continues. There is also the

possibility of funding for the wife to pursue a course of study (ibid) and to the best of the researcher's knowledge, this is still the case.

However, women going abroad to study were a particular concern for the *ulama* in the Department of Religious Research, Missionary Activities, and Guidance. In 1982 government scholarships for women to study abroad were sharply curtailed and since then the enforcement of the *mahram* rule, whereby women are not allowed to travel without a male relative as a chaperon, has discouraged many prospective female students from studying abroad (Metz, 1992).

Currently, Saudi Arabia's universities, teacher training colleges, polytechnics and health colleges and institutes have approximately 502,000 students and 20,000 teachers (Al-Zarah, 2008).

**2.4.1 Governing bodies for higher education in Saudi Arabia**

Due to the multiplicity of institutions of higher education and the diversity of programmes, according to the various objectives and their aims, a number of bodies have been established, as follows:

1 - Ministry of Higher Education:

Established in 1975, it supervises the universities and the higher education sector.

2 – Public Institution for Technical Education and Vocational Training:

Established in 1980, it supervises the technical colleges, colleges of communications and post-secondary technical institutes.

3    - Ministry of Civil Service: chairs the Institute of Public Administration.

4 - Ministry of Health: supervises colleges and institutes of health.

5 - The Royal Commission for Jubail and Yanbu: oversees the colleges of industrial

cities in Jubail and Yanbu. .

(Alhaqeel, 2003; al-Ghamdi, 2002; Alaqeel, 2005)

The diversity of governing bodies reflects the importance of higher education.


## 2.4.2 The Institute of Public Administration in Riyadh

The Institute of Public Administration was established by Royal Decree No. (93) on

10/4/1961 as an independent intergovernmental body with its own legal provision. Its aim

is to improve the efficiency of the country's employees and prepare them scientifically to

assume their responsibilities, and exercise their powers to ensure enhanced management

and thus support the development of the national economy. The Institute specializes in

contributing to the administrative organizations of government administration and giving

advice on administrative problems submitted to it by the Ministries and government

agencies, as well as conducting research related to administration and to closer cultural

ties in the field of public administration.


The Institute receives all its funding from the Saudi government and does not charge any

fee for its services.  The Institute is headed by a General Director and run by a Board of

Directors, chaired by the President of the Civil Service Ministry.   Under the General

Director are two Deputy General Directors and the directors of several departments.

The Institute's activities are divided into four main categories, as follows:

1. Training (in-service and pre-service)

2. Consulting

3. Administrative Research

4. Administrative Documentation.

The government clearly recognizes the important of training by looking to the Institute to carry out these various functions.

The branches:

- – Dammam branch.

- – Jeddah branch.

### 2.4.2.1 Women's Section

Institute of Public Administration is one of the government agencies that provide training services to meet the diverse training needs of the Saudi female workforce in different sectors. This section was established in 1983 with the aim of activating the role of women in the overall development of the country and headed by a female director. (http://www.ipa.edu.sa/about/branches.asp ).

The Training Division of all Education Departments in the Kingdom of Saudi Arabia receive a list of programmes hosted by the women's section of the Institute at its headquarters in the Riyadh region, then the Departments of Education will announce these programmes, receive applications for admission and take the necessary steps towards the acceptance of the participation of the General Girls' Education staff who

attend the courses offered by the Institute, subject to certain conditions and controls (Al-Yawar, 2005). Al-Yawar (2005) also indicated that the number of women from other provinces enrolling in these courses is very small due to social and economic issues, the most important of these being that they have to leave their families for at least 3 weeks, and those who are not able to stay with relatives in the Riyadh region must stay in a hotel. In addition, there are no incentives for the female head teachers, such as a pay rise or job upgrade.

## 2.4.2.2 Training

The Institute of Public Administration is the centralised body for training, administrative development and consulting in the field of the administration of government bodies. One of its tasks is to run training programmes for employees with jobs at various levels, corresponding with the requirements of the country. As mentioned previously, the training activities mainly consist of pre-service training and in-service training.

The Institute provides training programmes for employees of government bodies, with the aim of improving their abilities and efficiency, by providing them with the knowledge, skills, and positive behavioural attitudes required to develop administrative work. The general training programmes include a group of programmes such as administration, law, finance, economics, IT, and library management. Around 290 programmes are run every year in different fields, with each programme lasting between 2 and 10 days.

Table 2.3 shows the numbers of trainees in the general training programmes held in the main centre and in other branches in 2008/2009. It can be seen that, while 55,929 employees were accepted for training, only 45,994 attended the programmes, with 45,921 (99.8%) passing the programmes. The table also shows that 68.3% of trainees took these programmes in the main centre in Riyadh, 17% in the Jeddah branch, and 7.8% in the Dammam branch. Only 6.8% of those taking the programmes in Riyadh were female.

The above results lend support to the researcher's argument that women are unable to travel to the main cities to attend programmes either because of culture, their families or distance, as the distance between Riyadh and Alqurayat is more than 1300 km.

Table 2.3

| Programme location | No. of programmes | No. of groups | Trainees | | | Training hours |
|---|---|---|---|---|---|---|
| | | | accepted | attended | passed | |
| Riyadh | 271 | 1697 | 38112 | 31448 | 31375 | 34734 |
| Dammam branch | 71 | 169 | 4239 | 3602 | 3602 | 3012 |
| Jeddah branch | 118 | 376 | 9306 | 7808 | 7808 | 6666 |
| Female branch (Riyadh) | 83 | 167 | 4272 | 3136 | 3136 | 2904 |
| Total | 287 | 2409 | 55929 | 54994 | 45921 | 47316 |

www.ipa.edu.sa/about/2008%20annual.pdf

Figure 3.1: The percentage of attendance at the training programmes
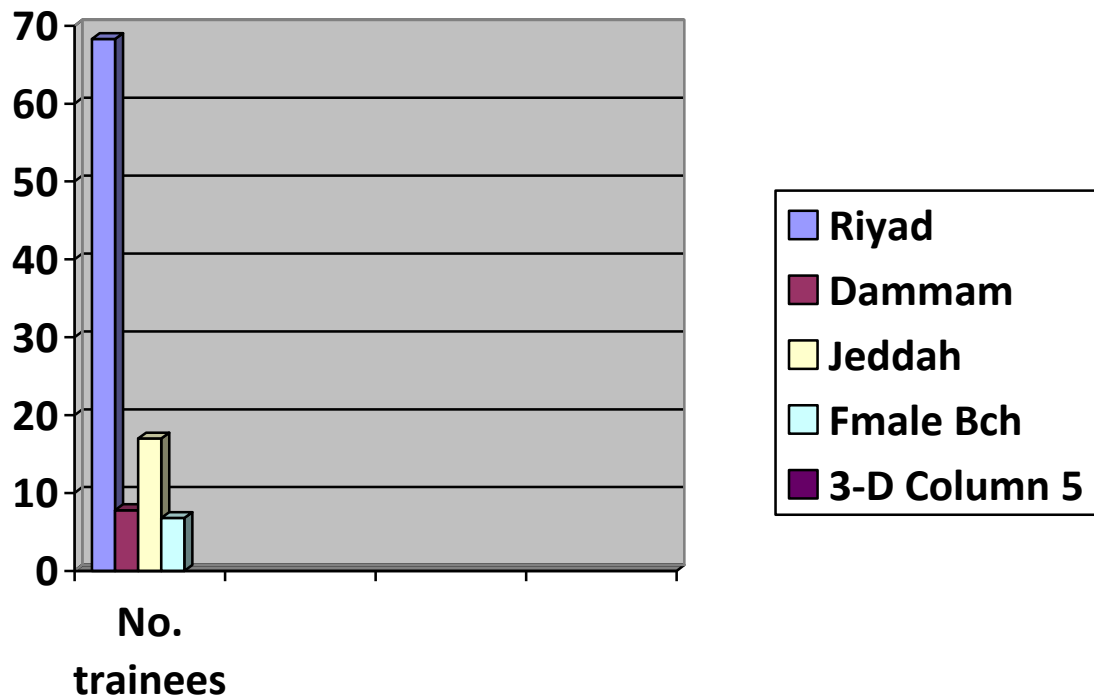


**2.5 Factors affecting the education system in Saudi Arabia**

The education system is affected by several factors, including:

1 - Cultural factors

2 - Demographics

3 - Economic factors

The relationship between the economy and the education system is affected by all of the above. Developed countries with strong economies have strong educational systems, and this is reflected in the type of educational services and the availability of educational facilities, equipment and buildings, and the high level of qualifications and training for

teachers (Al-Ghamdi and Abdel-Gawad, 2002). The researcher found the reverse to be the case in Saudi Arabia until recently, but the current king has advocated the importance of education and has been trying to promote it to the highest level and provoding financial and moral support.

4 - Geographical factors:

Geographical factors affecting the education system are the climate, environment, and sources of wealth.

The climate, which differs between the north and the south of Saudi Arabia and cultural consideration, for example the nomadic nature of the Bedouin, determines the right age to start school, school holidays, and the form of school buildings. The nature of the environment determines the content of courses. The coastal environment, or industrial, or agricultural determine other special activities, but the researcher believes that in spite of the large area of the Kingdom and the different terrains, climate and activities , the curriculum, the age of admission, and leave are specified by the Ministry of Education to all regions in the kingdom to follow.

5 - Political factors

However, al-Ghamdi (2002) stated that the factors affecting the Saudi education system are those mentioned above, but replaced political factors with religious factors, which are now undoubtedly the most influential factor in the Saudi education policy (Alaqeel, 2005).

**2.6 Problems of the Saudi education system**

Alaqeel (2005) made several points, some of which the researcher will outline as they relate to this study:

**2.6.1 Poor quality of teaching in Saudi Arabia**

He mentioned several elements in this regard, including lack of skills, preparation and information on the part of teachers. The researcher states that this is due to the inefficiency of the teaching staff at teachers' colleges.  These are mostly from neighbouring countries; they are not qualified academically or educationally, and some have no more than a high school diploma. Although there is a government policy of Saudization (Sa'uadah), it is not uncommon to hear of their inefficiency or even the arrest of a lecturer for forgery of certificates. In the opinion of the researcher, it is clear in Saudi Arabia, where most government and private organizations rely on foreign staff and workers and both male and female foreigners are to be seen in most Saudi institutions, such as hospitals, banks, private schools,.

 - Lack of experience, many errors and lack of administrative and educational development.  The researcher has confirmed this, as many teachers are reluctant to become head teachers.

- Inadequate teaching skills.

 - Lack of job satisfaction among some teachers. Regarding this point, the researcher can report that there was financial disparity between male and female teachers, in that males until recently were paid more than females.  Male teachers have a pension after retirement, which is not the case for female teachers.  In addition, female teachers' salaries are cut immediately in the event of their death, unlike those of males.  Currently,

it is reported in the electronic teacher's newspaper that there are demands for equality between male and female teachers, in view of the fact that their responsibilities and tasks are same. (http://www.m3llm.net/news.php?action=show&id=1809 ,16,09,2009)

- Evasion of responsibility.

- Some have inadequate educational qualifications, being educated to less than university degree level and are not appropriate for administrative and leadership tasks. This was noted by the researcher in the questionnaire and interview.

- Alajmi &Al Harthy (2004) add that teacher training colleges still teach the student teachers in traditional ways; in particular as they have not kept pace with modern technology for the preparation of teachers. There is also a clear disparity between what is taught in teacher-training colleges and the reality of education.

In the researcher's view, there is no doubt that because of the lack of these elements a teacher will find it difficult, if not impossible, for him/her to have the ability to reach the desired goals.  It is indisputable that the first objective is the progress of students, but how can this take place with unqualified school head teachers or teachers?  This is a major cause of stifling creativity and innovation among students.


## 2.6.2 Lack of purpose-built school buildings

The school building is a basic pillar in the education system, because it is the vessel wherein all the elements of learning and the educational process interact. Until recently, most school buildings were rented and many still are. The researcher has noted that they are inappropriate as educational institutions, in that they have small rooms and lack activities halls and laboratories, although this situation has received more attention from

the Ministry in the past few years. This confirms Alaqeel (2002) and Alajmi and Harthy (2004), who pointed out that the rapid growth of education rates obliged the Ministry to rent buildings to house schools. The latter also added that frequently, rented buildings in Saudi Arabia do not conform to health and safety standards, which exacerbates the problems with schools. Alzeibr's (2000) study echoes this and many schools head teachers, during interviews, were disgruntled about this situation. The researcher stresses the need for urgent work to construct purpose-built schools and to phase out the rented buildings, as well as to take a census to discover the number of future students in order to avoid having to rent inappropriate buildings to house schools.

### 2.6.3 Centralization of educational administration

The Saudi system suffers from the centralization of educational administration, as all processes related to decision-making are concentrated in the hands of the central authority, and all things related to education, such as school buildings, furnishings and equipment and the appointment of teachers and other staff and the development of curricula and textbooks are subject to a central authority represented by the bodies of the Ministry of Education.

The researcher believes that this is the reason for the delays in Saudi education, and is also the reason for the emergence of many of the problems between the schools and education departments; this is what most head teachers complained about during the interviews. Therefore, the researcher suggests that it is important to involve school head teachers in decision-making and also in the process of curriculum development.

**2.6.4 Weak relationship between the family and the school**

The fact that the family is the first educational centre makes it difficult for schools to perform their duties unless there is cooperation and effective partnership between them. In this respect, according to Alaqeel (2002), male and female school head teachers complain about lack of cooperation with parents and the visits to or even contact with the school, except in the case of emergencies or to call them if a situation arises that may pose a threat to the future of their children. He added that in a recent study of the problems of primary school teachers, they confirmed that this was the one of the greatest problems that they faced. He also added that another study confirmed that parents (mothers only) do not visit schools, as it showed that 83% of head teachers, 100% of administrators and 82% of the teachers reported that most parents (mothers) do not visit schools (ibid). This can be attributed to the cultural factors involved. This was confirmed by many male and female head teachers during the interviews that the researcher conducted and is discussed in detail in the discussion chapter.

**2.6.5 Educational technology**

Alajami &Al Harthy (2004) also speak of the problem of inadequate use of educational technology.

The importance of introducing technology to schools and the use of technology to its best advantage is well-known. Global development has come about through technological progress (Alajami &Al Harthy, 2004). Saudi Arabia is catching up with these developments, as technology has been introduced in schools and universities, but many teachers still lack sufficient preparation in the use of the computer and the Internet.

Elkoussy (1981) saw the reasons for this as including the gap between the real needs of learners and teachers' knowledge of the importance of technology in education, as well as limited financial resources that would help in the development of methods and techniques suitable for use in the educational process.

The researcher finds that lack of competence and weakness in the use of this technology, especially in the modern era of the explosion of knowledge, may lead to the inability of the school system to provide effective education.


## 2.7. Women's Education and Work in Saudi Arabia

### 2.7.1 Islamic view of women's education

As far as religion is concerned, in the pre-Islamic era, women were active in the world of work. In fact, Khadeejah the wife of the prophet Mohammed (peace upon him) was a successful businesswoman, who hired men to work for her, among them being Mohammed. She continued her work after their marriage. After Mohammed's death, the *Sahaba* (his friends) did not hesitate to ask Mohammed's widow, Ayesha, for elucidation on any matters concerning Islamic law, as she was extremely knowledgeable on this matter. These are among the indications that, according to Islamic law, women are free to work in many different fields (Aldakheel, 2000). In fact, education is considered to be an obligation for all Muslims, male or female, and it is clear from the Quran and the hadith that men and women complement each other and purposeful living depends on their co-operation (Al-Zarah, 2008). Azebi (1994) argues that it is in fact social and cultural traditions and not religion which limit opportunities for females in Saudi Arabia. According to Al-Zarah (2008) it is actually the basic cultural dominance of males in

Saudi society which deters females from taking up educational opportunities. These educational opportunities would lead to occupational opportunities and the ability to contribute fully to the progress of Saudi society.

## 2.7.2. Women's work in Saudi Arabia

According to Felemban (1998) Saudi Arabia "has the necessary capital to introduce programmes that would provide educational and work opportunities as well as social and medical services and other benefits for all its population equally". However, there is considerable evidence to show that women in general are neglected in the development process (Noon, 1995). This implies, among other factors, those women's opportunities for higher education and vocational training will be restricted (Felemban, 1998).

Felemban (1998) argues that "the main social institutions that contribute to the inhibition of women's effective participation in the development programmes in Saudi Arabia are family, the religion and the educational system". Traditionally in Saudi Arabia a woman's role has been that of wife and mother, but more educated and skilled women are required in the country now to contribute to the processes of economic development and 'Saudi-isation'; i.e. replacing foreign workers in the country with well-qualified and well-trained Saudi nationals.

## 2.8 Conclusion

In order to place the research within its context, this chapter presented an overview of Saudi Arabia, with a focus on the location of the study, namely, Aljouf province, in terms of geographical location, population, history and culture. This was followed by a

description of the background of education in Saudi Arabia from its beginnings up to the present day, with an emphasis on the development of girls' education.    Then the objectives of education in Saudi Arabia were presented, followed by an outline of the structure of the present-day education system and of some of the factors affecting the problems facing the system.   These include cultural, demographic and economic factors. Next came a brief discussion of the problems inherent in this system, among which is the frequently poor quality of teaching.  The chapter also comprised a section on the Islamic view of women's education and the current situation regarding women's education and work in Saudi Arabia.  It was noted that although women now make up more than half the number of all students enrolled in higher education, this development is not reflected in their participation in the workplace, where their numbers remain very low.

 The next chapter, Chapter 3, will present a review of the literature on the concepts of leadership and management, including definitions of leadership, educational leadership in the present day, definitions of management, the functions and elements of management and management and managers.  Also discussed are the differences between leadership and management, and management skills and training. The chapter explores management in Arab countries in general, and Saudi Arabia in particular.  It then moves on to discuss educational management and, more specifically, school head teachership, school administration and the skills and abilities desirable in head teachers.  There is then a review of pre-service training programmes for school head teachers, including some examples from countries outside Saudi Arabia, such as Australia, the USA and Great Britain.   A contrast is made between these and the training programmes currently available for head teachers in Saudi Arabia.  It is noted that there is very little such

training offered for female head teachers and that very few female head teachers in Saudi

Arabia undergo a training programme.  The reasons behind this are explored.

# Chapter 3

# Chapter 3 – Literature Review

## Section 1 - Leadership and Management

## A. Leadership

### 3.0 Introduction

While it is acknowledged, generally, that Head Teachers should possess the quality of leadership and the ability to exercise management, to define exactly what is meant by these terms is not easy in view of the large number of definitions found in the literature. Commencing with the term 'Leadership', of which various examples will be provided below, the aim will be to determine whether a common thread is evident throughout this material, so that an acceptable definition can be applied to the terms 'Leadership' and 'Management' in the requirements necessary for a Head Teacher and how, in later chapters of this thesis, these qualities can be fostered by training prior to taking over this position. Leadership and management skills have been recognised as increasingly important in all domains in recent years, and with recognition of this importance comes the recognition of the importance of appropriate training in these skills. The educational field is no exception, and in recent years several countries have initiated training programmes for the development of leadership and management skill for head teachers. Indeed, a recognised qualification in headship has become a prerequisite of taking up a post as head teacher in certain countries, including England and Scotland, as will be discussed in greater depth in later chapters

## 3.1 Definitions of leadership

According to Burns (1978, p.2) "leadership is one of the most observed and least understood phenomena on Earth." Knezevich (1984) defines leadership as "a process of stimulating, developing, and working with people within an organization. It is a human-oriented process and focuses upon personnel motivation, human relationships or social interactions, interpersonal communications, organizational climate, interpersonal conflicts, personal growth and development, and enhancement of productivity of human factors in general." One definition of leadership is "any attempt to influence the behaviour of another individual or group" (Hersey, 1984, p.14).

Rost (1991) found that there had been 221 definitions of leadership given in books and articles between 1900 and 1990, and there are probably twice as many by now, as there has been so much interest in leadership in recent years. As so many definitions of leadership have been published, it is helpful to classify these conceptions into broader categories. According to Hackman (2006), four main themes emerge from the definitions:

1. Leadership is about who a person is. This is one of the traditional ways to conceptualise leadership. It focuses on the identification of traits belonging to those who have innate leadership qualities.

2. Leadership is about how a person acts. This definition focuses on the use leaders make of their influence or power. A leader can be identified as someone who influences others.

3. Leadership is about what a person does. The part played by leaders is highlighted in the definitional theme. According to Hemphill (1949) it may be possible to define

leadership as how a person behaves when directing the activities of others, particularly those in a group or team

4. Leadership is about how a person works with others. From this perspective, success is a collaborative effort between leaders and their followers, who establish common objectives, and then work together to achieve them.

Beach and Reinhartz (2000) assert that of all the definitions of leadership, most can be classified according to one or two basic perspectives. One perspective, *structure,* refers to how the leader organises and influences people to behave in ways that result in the attainment of goals. The second perspective, *consideration,* examines the ways in which leaders influence people regarding their feelings of importance, dignity and commitment. The emphasis of this structure is on a deeper concern for people and their needs and encouraging them to participate in the decision-making process.

**3.2 Is leadership innate or can it be acquired?**

There is a long-standing debate as to whether leaders are born or made. According to English (2008), leaders are not born into roles. Nobody is born into a head teachership, a superintendency or a board presidency; leadership is learned behaviour. This implies that leaders could be formed through training. Leaders are made by engaging in "performance emphasising the traits popularly associated with leadership: forcefulness, responsibility, courage, decency, and so on" (Edelman, 1985, p.81). On the other hand, Weber (1968, p.58) points out that if the rise of a leader is due to their charisma, there is no way this characteristic can be learned or taught. Sometimes called 'thinking out of the box',

creativity represents one of the signs of greatness in a leader (English, 2008), and this is also a quality that cannot be learned.

## 3.3 Leadership style

Howell (1988), House and Howell (1992), Howell and Shamir (2005), and Weierter (1997) enlarged the definitional approach by distinguishing between personalized and socialized leadership relationships. Personalized leaders act out of self-interest, make use of others, and reject those who do not obey them or fall in with their plans; in contrast, socialized leaders serve the interests of others, develop and empower followers, and are not inclined to be self-serving.

As Bottery (2004, p.23) points out, the distributed leadership theory, similar to that of socialized leadership, expands the idea that leadership involves interdependence between the individual and the environment, and one of the advantages of distributed leadership is that it prevents "leadership from being seen as some kind of insulated personal quality". In the same vein, English (2008) asserts that leadership has to be about not only the leader, but the leader's important interactions with others. However, he adds that an individual, driven by commitment and ideals, can make a huge difference.

## 3.4 Educational leadership

As far as school leadership is concerned, Leithwood (1992, 1994), says that transformational leadership is important in meeting the challenges facing schools today. Sheppard (1996) echoes this, saying that the trend in school leadership is "towards

cultural, collaborative approaches in which teachers are viewed as partners". This is in contrast to the previous practice when head teachers were authoritarian.

Sorenson and Machell (1996) note that "educational leadership today requires skills, knowledge and attitudes that are remarkably different than those required only a few decades ago.[The leader] should be the facilitator of school improvement and the keeper of the collective covenant, rather than the custodian of the status quo". "Leadership for meaning, leadership for problem solving, collegial leadership, leadership as shared responsibility, leadership that serves school purposes, leadership that is tough enough to demand a great deal from everyone, and leadership that is tender enough to encourage the heart – these are images of leadership we need for schools as communities" (Sergiovanni, 1996).

Most studies from researchers and educational innovators, as mentioned previously, have confirmed that the leader/director has a key role as the commander of change, and the tool of continued development, and represents a phenomenon and a feature of the modern school. From their observations and impressions emerges the importance of focusing on school leadership and the necessity of activating its role, which has been associated with the current direction, both local and global, of improving the quality of education, developing the school and upgrading its performance in order to meet the diverse and changing needs of learners and the immediate and future demands of community (Tatseer, 2005)

## 3.5 Purpose of educational leadership

According to Beach and Reinhartz (2000) the main purpose of supervision by the head teacher is to support all teachers in their goal of career-long growth and development, which results in good quality instruction. They note that: "It is the quality of leadership behaviour that occurs within schools that influences the overall effectiveness of the school organisation. The study of leadership is crucial to understanding organisational and school effectiveness." In the same vein, Leithwood, Jantzi and Steinbach (1999) state that "without effective educational leadership, little positive educational change will happen. Good teaching depends on excellent leaders".

Keerak (1991, pp.92-93) stated that one of the roles of a head teacher ought to be that of instructional leader. This implies keeping up-to-date with the latest knowledge in educational pedagogy, and being eager to learn in general. In this way the head teacher will set a good example, and this can also be achieved through the head teacher being both energetic and hard-working. The head teacher should go to educational conferences, visit other schools and keep in touch with other head teachers and administrators as much as possible. It is all too easy for a head teacher to be caught up in all the paperwork the job involves, so he or she should take care to be seen as much as possible both around the school and in the wider community.

## B. Management

### 3.6 Origins of management study

Ibn Dohaish et al (2005) assert that the beginning of management science dates back to the appearance of industrial society in the second half of the nineteenth century, where intellectuals felt the need to regulate the relationship between individuals in society, and the responsibility of the government towards citizens in regulating their lives, and to assess social and economic services necessary for them. Hence, businessmen felt the need for management to regulate and direct means and methods associated with production and transactions, and theories of management began to crystallize. These theories are varied and often inconsistent in many ways, and have subsidiary specializations, including education, which is now in the area of educational science. However, this does not mean that management was unknown before. The beginning of administration dates back many hundreds, or even thousands of years, but until our modern age it relied more on the personal qualities and personal talent of the administrators, and records were neither written down nor published in the media as happens in the present day. This era has been called the management era, as management has been so important in change and progress in societies, and in all public and private sectors.(Alkanjar, 2001).

Highly influential on all future management theory, was sociologist Emile Durkheim. In his seminal work *The Division of Labour* (1933/1893), he posited that in primitive societies there is no division of labour and no specialisation in work, but industrialisation brings the necessity for tasks to be divided and for individuals to specialise in one particular occupation. "Occupations are infinitely separated and specialized, not only

inside the factories, but each product is itself a speciality dependent upon others"
(Durkheim, 1933, p.39). That is to say, all these specialisations are socially
interdependent. He also stated: "Social harmony comes essentially from the division of
labour. It is characterized by a cooperation which is automatically produced through the
pursuit by each individual of his own interests. It suffices that each individual consecrate
himself to a special function in order, by the force of events, to make himself solidary
with others." ( Durkheim, 1933, p.200).

One of the first people known to have studied administration on a scientific rather than a
sociological basis, according to Alfayez (1992 p.9) was Frederick Taylor (1911) in his
book *The Principles of Scientific Management,* and then the concept of management
developed rapidly after World War II; subsequently, the views of intellectuals and
scholars about the concept of administration became more inclusive, in trying to
determine its objectives and functions and the elements of which it consists.  This has
resulted in intellectuals and management scholars having often very different views of the
concept of management. A great deal of effort has been made by scholars and academics
in the field of administration to define the concept of management.

### 3.7 Definitions of management

Al Zabean et al (1990, p.31) highlighted the fact there are many definitions of
management due to the interconnection between management and other branches of
social sciences. There exists another difficulty facing researchers, which is that the terms

'administration' and 'management' are often used interchangeably to mean 'management' and the distinction between them is simply an academic issue.

Ibn Dohaish et al (2005, p.16) suggest that the definition of management should include goals achieved through concerted efforts. They define administration as a "process that has functions and elements including planning, coordination, monitoring, follow-up and evaluation. These elements are essential and if we find differences, it is in the field, for example, of military administration, government administration, education management, etc." Almasri (2004, p150), defined management as "the ability to use all potential physical and human resources efficiently to achieve certain goals.", while according to English (2008), management essentially concerns the actions of individuals in positions of authority and responsibility in organisations. The researcher agrees with these judgments.

**3.8 The functions and elements of management**

Ibn Dohaish et al (2005, p.20) stated that the functions and elements of administration are the same at all its levels, and that any differences lie in application. However, although some writers list more functions than others, the basic ones are considered to be:

 1- planning.

2- organization.

3- directing and leadership.

4- controlling and accountability

The above are a refinement of the functions developed by the Classical School. Mintzberg, when beginning to discuss the contemporary views of the manager's job, first stated that although much work has been produced on the subject in the past, "we know very little about it" (Mintzberg, 1973, p.7). In his work, he examined eight schools of thought on the subject, including the Classical School, stating: "The first and most prevalent view of the manager's job comes from writers of what we refer to as the 'classical school'. They describe managerial work as a set of composite functions" (Mintzberg, 1973, p.9). Foremost of these writers of the Classical School was Henri Fayol (1916), who isolated six basic managerial functions: Planning, Organizing, Staffing, Co-ordinating, Commanding, and Controlling. His work received impetus by Gulick in the 1930s, who gave managers one of their early acronyms - POSDCORB to stand for Planning, Organizing, Staffing, Directing, Co-ordinating, Reporting and Budgeting. However, Mintzberg found little use in the writings of the Classical School, criticising it by saying that it "served to label our areas of ignorance, and may have fulfilled the need of telling managers what they should be doing, rather than what they did" (Mintzberg, 1973, p.11).

However, according to Beach and Reinhartz (2000), management is not a clearly-defined occupation, with neither an established and accepted body of knowledge and operating principles nor a clearly-specified set of tasks. When an individual accepts the status or role of a manager he/she will inevitably continue to learn about managing and should go on through their career being able to modify or develop their understanding and practices.

## 3.9 Management and managers

Managing refers to the activities engaged in by managers. It is the set of activities which bring about 'management' – the directing of the organisation to enable it to continue in its environment. Managing is always challenging, as it involves influencing the thinking and behaviour of other people (Watson and Harris, 1999)

For some people, becoming a manager is a career choice. They realise during their studies or early in their working lives that they would like to become managers (ibid.). There are also people who become managers by 'moving up'. That is, they have entered organisations at different levels and from different educational backgrounds. They have work histories due to having 'moved around' in organisations. When they 'move up' in the hierarchy they become managers (ibid, p 32). There are also people who 'move in'. They are often people who enter a completely different line of work from the one they started in. This often involves retraining for a new type of job. Sometimes they remain in the same line of work but move to a different organisation where their experience makes it possible to move into management. Many of the people who fall into this category work in the public sector, including education, where management is expanding and new managerial jobs have been created (ibid, p 33).

Many managers feel that one of their greatest problems and challenges is managing people. Watson and Harris (1999) found that 'the people challenge' was a major one for the managers they interviewed. This could be seen as inevitable as managerial work is a social activity. Some managers spoke of the problems created for them by the senior

66

managers for whom they worked.  Some of them spoke about 'resistance to change' and how difficult it was to get their subordinates to accept change. Many also point out that it took a long time to get people to understand things.  'People challenges' are generally ones relating to influencing and shaping the behaviour of people subordinate to the manager in the hierarchical structure.

## 3.10 Differences between management and leadership

Often in organisations, the terms 'leader' and 'manager' or 'leadership' and 'management' are used interchangeably, but there are many authors who make a distinction between the two. Bennis and Nanus (1997) viewed managers as being different from leaders. Managers are in charge of things, solve problems, use procedures for finding solutions, and make sure things are done properly.  Leaders, on the other hand, have a vision of what can be, and what the organisation can become.  They have the ability to analyse information and to build commitment to the shared vision or mission.

According to English (2008), both management and leadership have a common set of attributes. 'Coercive power' refers to the ability of certain officers within an organisation to issue orders, directives, or commands that must be obeyed. Formal organisations are centred in legal, coercive power. Schools and school districts are one kind of formal organisation.  The use of power in a communal approach, on the other hand, is based on cohesion to a cause, and the leader uses persuasion to gain obedience rather than power. A manager in a bureaucracy has the means of compelling obedience by legal, coercive

power. The relationship to followers is transactional; that is 'you do this for me, and I will do that for you'. Working in a hierarchy reinforces the superior/subordinate relationship of transactional relationships (see Burns, 1978). This is relevant to the context of the current education system in Saudi Arabia, which is formal, bureaucratic and hierarchical.

## 3.11 Management skills and training

Watson and Harris (1999) conducted interviews with forty people in managerial positions, in a variety of settings, e.g. prison, courtroom, engineering company, bank and school. According to Watson and Harris (ibid), if we go to the management shelves of a business school library or look at the curriculum of a management qualification course we will see a great deal of material on such matters as finance, decision-making, information technology and strategic analysis. These are important skills for managers, but only a small proportion of the managers interviewed for their book who were asked about 'skills and knowledge' necessary for their managerial work mentioned these. Most of them emphasised the more relational requirements of the job. Another category of skills mentioned were those of 'decision-making' and 'objective-setting'. It was suggested that were certain people who were incapable of learning to be managers – or, at least, to be good managers. To become a skilled manager basically involves becoming a skilled human being, although one with a degree of technical management skill and one with a close and detailed knowledge of the business and the organisation he or she is working in, and of the specific individuals to whom he or she has to relate.

It would appear from this that many of the qualities needed by managers are rather general and basic 'life skills'. Nevertheless, there are things that have to be learnt after taking up a managerial post. While the managers in the research of Watson and Harris (1999), emphasise that learning by experience is the main way in which they acquire their skills and knowledge, they also recognise the need for other 'inputs'. They were generally vague about the shorter courses they had attended but when they spoke in detail about them it was usually to say that the courses consolidated or extended something they knew already or were learning on the job at the time. Short courses, books, theories and university management programmes were generally treated with caution by the managers. It was really only when managers could identify a clear link between 'theory and practice' that they spoke positively of these formal inputs (ibid.). This is an interesting point to be considered when preparing training courses for educational managers. If the course is too "theoretical" it will be of little interest or use to those following the course. Such courses should be founded on reality and practice, underpinned by theory.

Stewart (2004) points out that management is a mixture of knowledge and skills. She says that it is possible to be a good manager without any formal education in management, just through experience alone, and that management training alone will not make anyone a good manager. However, training can help managers to understand their environment, planning, in the recognition and analysis of problems and identifying the best solutions to these problems, and also in understanding and using management tools. She continues by stating that much of management development today is designed to

prepare potential managers for changes in management and to help existing managers to understand these changes and learn to deal with them, and that management today is due to change in the culture of societies, is different from management yesterday and management tomorrow will be different again. For example, managers now have to deal with a greater use of information technology, and it is likely that this use will become even greater in future. All developed and developing countries are now paying more attention to the management of staff and financial and computer skills. Because of all the changes managers have to deal with, they need not only to continue to develop themselves but also to encourage their staff to do so.  Many researchers have pointed to the fact that the leader/director has a key role as the commander of change, and the tool of continued development (Tatseer, 2005).  Watson and Harris (1999) report that managing change, in particular from the point of view of guiding staff through change processes which they may at first be reluctant to accept, is one of the greatest challenges currently facing managers.

**3.12 Management: art or science?**

Ibn Dohaish et al (2005), point out that when a dispute flared up between scientists concerning the concept of management, some said that management is an art dependent on skill, while others have said that management is science which depends on analysis. According to Professor J. Paul Getty (1986), it is not possible to organize administration methodically or exercise it in specifying formulation, so it is an art, but a creative art. Others have said that administration is the oldest art of all, as well as the newest science, but some management scholars, such as Fredrick Taylor, Henry Gantt and Henry Fayol,

refuse to consider it a science. Others believe that management remains a combination of art and science (Ibn Dohaish et al, 2005).

**3.13 Management in Arab countries in general, and Saudi Arabia in particular**

Arab management has two basic paradoxes which can be found in managing authority and managing relationships: (1) they establish a great number of administrative laws and regulations, while no attempt is made to implement them (they are just signs or tokens of modernity) and; (2) they create systems for selection and promotion according to qualifications and merit, but in practice hiring and rewarding are carried out according to social ties and personal relationships (Ali, 1990).

Al- Faleh (1987) makes the following observations: "Subordinates act with deference and obedience in formal hierarchy of authority. There is little opposition and resistance from subordinates. Nepotism is regarded as natural and accepted. Arab managers view their organizations as family units and assume a paternal role in them. They value loyalty over efficiency." Nepotism is a phenomenon which is not particular to Arabic countries, but is widespread in most developing nations. For example, Howell (2002), in a study of Chinese women in politics, states: "For many women, their leaders are associated with bribery, nepotism and corruption …"

Administration in the developing countries faces a number of difficulties and dilemmas due to the circumstances and factors of historical, political, social and cultural influences, which act as constraints and impede their effectiveness, efficiency and productivity, thus preventing the achievement of administrative objectives. The developing countries in

general and Arab countries in particular, have not so far attempted to define the rule of administrative practice, and the lack of these rules has an inevitable negative impact on administration. There is also a dearth of specialized associations in the management and administrative training fields which also contribute to a lack of clarity regarding the rules of the administrative profession.

This administrative underdevelopment can be attributed mainly to the absence of a class of national administrators, and also to the influence of social, political, cultural and environmental factors. As far as directors in particular are concerned, they often have to deal with unrealistic expectations that they are able to solve any problem. Another feature often to be found in directors in developing nations is that there is often an imbalance between power, responsibility and competence (Alkhateeb, 2006)

### 3.14 Educational Management

Ibn Dohaish et al (2005), state that education management is one of the branches of public administration, sharing its functions, but in which the theoretical and methodological tools differ according to the area of application. Aljindy (2003), agrees with the view that the educational management is one of the most prominent fields of public administration, as this is a modern field that relies on developments in other fields, particularly the fields of industry and the benefits gained from management science. From industry and business, the management science and its principles have been transferred to education, and therefore education management is considered to be one of the applied fields of Public Administration. However, this field has its own special nature, which focuses on individuals, and, as a system, has input, process and output,

linking society to its environment. Hence, this level of administration – educational administration - is one of the strong points of synergy between the educational system and the general framework of society.

Ibn Dohaish et al (2005) have summarised the definitions of educational management as:

-Integrated and directed scientific activity.

-That people are the essential foundation of education administration.

-Educational Management is considered to be an applied field of Public Administration.

-The essential objective of educational management is to achieve community aims and educational ambitions.

The objectives of education and the principles on which the education system and its management rely are things that cannot be decided in isolation from other government bodies and their regulations, which is a crucial issue in countries such as Saudi Arabia, where not only the education system, but most other areas of public life are subject to a high degree of centralization.

It is to be hoped that in the near future the emphasis will shift away from centralization.

According to Dorothy Smith (1991, p.27) school management is no longer an individual and autocratic matter but, to some extent is a group activity, where the individual attributes and talents of each member are complementary, and certain responsibilities are delegated and shared.

When examining the management skills necessary for head teachers of schools, it is important to take note of the following: *"In an era of higher standards and greater accountability, it is critical that schools have leaders who are prepared to do every thing necessary to improve teaching and learning. Done right, principal preparation programs can help ... put a quality principal in every school who knows how to lead changes in school and classroom practices that result in higher student achievement."* (Fry et al, 2006, p.3).

According to Dunklee (2000, p. 46), those head teachers who only manage a school are usually unsuccessful and do not last long. Head teachers have to know how to both manage and lead. Being good at managing makes a principal a manager, but it does not make him or her a leader. Covey (1989, p. 101) cites Drucker and Bennis' famous quotation to the effect that "Management is doing things right, leadership is doing the right things." and he states that the manager is "concerned primarily with maintaining, rather than changing established structures, procedures or goals" Dunklee (2005, p.108) also states that not only is there a difference between managers and leaders, but that the two are mutually exclusive. Leadership motivates others and develops strategies for action and, while management develops tactical responses to leadership strategies and directs people to desired outcomes. Management complements leadership rather than replacing it. An ideal principal should be an effective manager as well as a good leader. To be both is a considerable challenge.

## Chapter 3

## Section 2: School head teachership

### 3.15 Introduction

The first part of this chapter examined leadership and management in general whereas the second part will examine the roll of the head teacher and how he/she exercise these qualities in the school situation.

### 3.16 School administration and management

Successful school administration is the cornerstone of the educational process; it lights the way and identifies to workers in the field ways of reaching a common goal in a specified time. According to Ahmed (1997), "school administration should be aimed at improving the educational process and increasing the level of educational performance by raising the awareness of the personnel of their responsibilities in the school, and offering them the proper educational guidance" (p.255).

Research has tended to focus on teachers rather than on school administrators. There are comparatively few studies on how school leaders are prepared to face the challenges of the modern school (Zhixin, Gamage and Mininberg, 2003). Green (2000) takes the view that administration is concerned with "the practical ways of turning leadership and management plans into reality" (p.27)

School management is an important component of the educational and learning process at school level, which works to stimulate the other elements – physical and human- and activate them. It permeates all aspects of educational activity in and outside the school

that is under its supervision (Salah and Fadwa, 2005). In addition, "school administration is part of educational administration, which in turn is part of public administration" (Al Hugail, 1994, p.7).

Morsi (2001) supported these views, adding that school administration is a small part of educational administration, reproduces its systems, and derives its strategies and objectives from educational administration. In addition, as Salah and Fadwa (2005) pointed out, it is an executive administration under the authority of educational administration - the Ministry of Education and the Department of Education - headed by a Director, whose task is to direct school work towards achieving its objectives and implement the educational regulations and laws issued by the Ministry in cooperation with the deputy, teachers, administrators and the other staff. The head teacher is primarily responsible to the Director of Education with regard to the affairs of the school and the implementation of instructions and directives issued by the Ministry of Education.

The modern concept of school administration has changed from the traditional concept, which focused on maintaining the school system and the implementation of specific plans issued by the learning and educational authorities - the Ministry of Education and the Departments of Education – accounting for the teachers', administrators', students' and employees' absences, concentrating on making the students learn by rote, and dictating the schools' curricula to them (Salah and Fadwa, 2005).

The modern concept of school administration views it as a means of providing the necessary conditions, capabilities and facilities which assist in guiding the development of the learner, personal, physical, mental, emotional and spiritual, as the heart of the teaching and learning processes. School administration is also seen as a means of achieving the educational goals of the school, as well as satisfying the needs and professional development of teachers and linking the school with the local community. (Zhixsin, Gamage and Mininberg, 2003)

In a similar vein, it was stated that "[t]he *raison d'être* of a school is to promote its pupils' learning, within a curriculum acceptable to its stakeholders, or as prescribed by the law" (Everard and Morris, 1996, p.10). These aims should be met efficiently and cost-effectively by the school organisation (ibid).

Al Hugail (1994) points out that the concept of school administration in the modern era has expanded to integrate its administrative and technical aspects, and that the school's task has become the complete growth of the student, with the student as the focus of school administration. In the modern era schools seek to achieve the students' physical, emotional, spiritual, social and behavioural development. In the same vein, (Salah and Fadwa, 2005) stressed that school administration includes integrated administrative and technical aspects and that each will facilitate the work of the other when exercised according to scientific principles.

Dean (1993, p.13), however argues that while an analysis of management tasks may make them seem separate, a set of processes occurring in the same location, in practice "the pieces of the puzzle are part of a whole".

School administration is involved with educational administration and public administration in general elements of management, as mentioned previously, that is: planning, organization, direction, coordination, monitoring and evaluation. However, although these elements are common to all the aforementioned administrations, each has a different approach to them due to the differences in the nature of their work (Al Hugail, 1994).

According to Duke (1989), disorder and disciplinary problems will inevitably follow inappropriate school management on the part of the head teacher and school administration. Poor school discipline is always related to the administrators' incapacity to clarify the school rules, objectives and regulations, or unfair or inconsistent enforcement of them. Students do not adhere to the rules, and teachers and administrators do not know what the rules are. If cooperation between teachers and administrators is poor or the administration is inactive, teachers tend to have punitive attitudes; poor behaviour is ignored and there are inadequate teaching resources.

Inadequate management on the part of head teachers also leads to several problems in school administration, such as poor relationships with staff and problems in dealing with the finances of the school. In addition, head teachers can be faced with unrealistic

expectations on the part of the community, may be obliged to waste time in liaison and participative committees, may see a diminishment of their negotiating role and experience a dearth of feedback concerning performance (Gaustard, 1992).

**3.17 The emergence and definition of school administration**

School administration has seen many stages of development, but did not appear as a science independent from public administration or industrial and commercial management until around 1946 (Ibn Dohaish et al, 2005).

Some take the view that educational administration emerged with the founding of the modern school. It could be argued, however, that educational administration has been found in the education systems since its inception, as school administration can be taken to mean how to direct education in general (ibid).

Opinions vary and there are different viewpoints as to the definition of school administration. School administration, as defined by some, is the coordinated effort of the team of workers in the field of educational administration, in order to attain educational goals within the school and achieve homogeneity with the aim of the country's citizens to rear their children properly on the right basis (Bamashmoos, 2003.p.59).

Another, similar definition of school administration is that it manages learning in the school system, according to the society in which it exists, and the economic, social,

political and cultural environment, so as to achieve the objectives sought by the community from this type of education (Abu Alwafa and Salamah, 2000, p. 140).

For Morsi, (2001 p. 92) the intention of school administration is to determine that every organized activity has the intention and purpose of achieving the desired educational goals of the school, and that school administration is not an end in itself, but a means to achieve the objectives of the educational process. This aims to organize the school and establish the work on a basis which will enable it to achieve its mission to educate young people.

However, management in the sense of school administration can be considered as a set of processes carried out by more than one person representing the school administration, and include: coordination, planning, organization, control and supervision. In order to achieve these goals, all efforts and activities are coordinated by a school team, which consists of the Director (head teacher) and his/her assistants (deputies), teachers and administrators whose aim is to achieve the school's goals, which coincides with the aim of the community in educating children in the right way (Al Taweel, 2002).

**3.18 The objectives of school administration and its importance**:

Ibn Dohaish (2005) states that the main objective of the administration in any organization is to guide and coordinate the efforts of employees to achieve its goals of this organization. Therefore the main objective of school administration is to work hard with all relevant parties so as to improve the process of learning and upgrade its

performance. Morsi (1998) argues that successful administration has to make the greatest possible use of the available human and material resources. Everard and Morris contend that school administration and management can learn from industry and state that "heads and senior staff in schools can learn to manage better by studying what their counterparts do in successful firms…" (1996, p.x).

Therefore, in order to be effective members of the team, school head teachers need to enhance their skills and capabilities by grasping every opportunity to participate in relevant training schemes. These training schemes should have the following objectives which are important for the school administration:

1 – To improve all aspects of the educational process by focusing on problems affecting students, e.g. weakness in their studies, repeated absences, or other difficulties, and offering educational solutions for these.

2 – To find ways for teachers to be more capable of teaching and improving the educational experience that they provide to the students, as well as working to raise their vocational and technical levels, and encouraging them to keep up-to-date with the latest information they can obtain from books or other specialised research material relating to the educational process so that they can improve their performance and thereby increase the achievements of the students. (Ibn Dohaish, 2005)

3 – To provide the appropriate educational climate to foster relations of friendship and mutual esteem between members of the school (Muneef, 1999, p.16).

4 - To organize collective efforts at the school for the development of the pupils, i.e. comprehensive and integrated development, balanced according to his/her aptitudes and abilities and environment.

5 - School administration has to become important for the students, teachers and others who work at the school, as well as for dealing with parents and the local environment, and is required by the school to facilitate educational affairs. The concept of efficient management is one of the most important characteristics which feature in the modern school, as opposed to the traditional school. (Ibn Dohaish, 2005)

6 - Although in some countries, e.g. Japan and Saudi Arabia, educational theory is seen as distinct from the practice of teaching, it is nonetheless necessary for it to be included if all head teachers are to be effective administrators in the school.


**3.19 Characteristics of school administration**:

Each type of management (industrial administration or business management), has its own characteristics and attributes that define the nature of its work and its areas of activity. These characteristics form the general framework of administration, around which its activities take place. School management has its own distinguishing characteristics, as pointed out by Ibn Dohaish (2005):

1 - Parents can play an effective role in guiding it directly; no-one can deny them this role, and successful school administration seeks to develop the relationship with parents and tries to encourage them to participate in school events and activities.

2 – There are several activities involved in school administration, such as supervising administrative and technical work, as well as dealing with teachers, administrators, students, other staff and the environment, and equipment and school supplies, and any imbalance in these aspects leads to undesirable results.

3 – The educational qualifications of the staff play an important role in school administration, as they have a bearing on how the teachers deal with their subject matter when teaching their students. Well-qualified teachers, including head teachers, are therefore of major importance to the progress of the students.

To the above can be added:

School administration not only affects the teachers, pupils and school ancillary staff, but also those outside the school, such as parents, members of the community and future employees. The ethos of the school is recognized by every one who comes into contact with the school.

## 3.20 The problems of school administration

Despite the importance of school management in achieving its objectives, it may suffer from some problems that hinder the achievement of those goals, or at least reduce their effectiveness. Among these problems which various writers, including Barth (1991), have highlighted, are the following:

1 - Lack of clarity in many aspects of the rules of work. When there are no clear definitions of actions, it may be supposed that the head teacher has no specific rules for calling to account inadequate teachers, or students who deviate from acceptable behaviour and morals will lead to certain problems which affect the work of school administration.

2 – There are many pressures facing school administration in many countries, including recent problems which did not exist in the past among children and young people, e.g. smoking, drug abuse, an increase in violence in schools and the problem of religious

extremism. These are all examples of problems that many school administrations face and for which they have to find appropriate solutions (Morsi, 2001).

3 – Centralisation, control and bureaucracy of the Education Authorities.

4 - Relying on traditional methods of doing work rather than modern scientific methods.

5- Being concerned with quantity and neglecting quality.

6 - Evasion of responsibility (Abu Alwafa and Salamah, 2000, p. 41, Gamage and Ueyama, 2004).

7 - Lack of information and data, which hinders the serious work of any leader, and the increasing lack of information concerning the human factor in education. A successful school head teacher may have difficulties in trying to obtain the information that would enable him/her to operate more successfully.

8 - Many rules and regulations governing the work can disrupt the head teacher's work, especially if he/she already has a work overload and a schedule which is too busy.

9- Lack of qualifications of head teachers, and no continuing development. There appears to be a lack of training courses for head teachers to give them the appropriate qualifications and skills which would enable them to work efficiently and manage their schools properly, in addition to a lack of ongoing training courses which would keep them up-to-date with the latest educational developments. There are many advocates of the importance of ongoing training before and during service (e.g. Alkhateeb, 2006). It is very important for female school head teachers in Saudi Arabia to learn the skills necessary to be head teachers, despite the fact that they do not have any qualifications in school administration as there are no courses for them as there are for male head teachers. There are short courses in the city of Riyadh held by the Institute of Public

Administration, but these are not mandatory and the sites are far from Aljouf province, needing more than a full day to reach by car, and as far as the researcher is aware, more than 90% of female school head teachers do not have any kind of special management training school.

10 – A lot of pressure and multiple tasks, as confirmed by the words of one school administrator who stated that "educational supervisors' visitors take up more than half of the school day, in addition to parents and other meetings at various levels."(Ibn Dohaish ,2005). Headteachers could delegate certain tasks to teachers, and better organisation of work could also help to solve this problem and help the head teacher make better use of his/her time. Therefore the recognition of the importance of time management courses for head teachers may contribute to a better organisation of work load.

11 - Lack of facilities, physical and human resources needed for the functioning of a school. For example, a dearth of teachers or specialised teachers will lead to difficulties and decrease the efficiency of work. (Researcher's note: In addition, head teachers spend considerable time sending letters to the Department of Education to obtain a decision or approval, and it may take several weeks to receive a reply).

12 - Lack of administrative awareness and a sense of planning lead to a lack of the efficiency which is indispensable for the management of a school (Ibn Dohaish, 2005).

It has been shown in the literature that the principal's role has altered greatly over the past twenty years. According to Stevenson (2006), there is considerable evidence to indicate that the role of the principal is increasingly difficult and that more and more is expected from head teachers. He argues that "[c]ommon issues are combining to make

the principal's role an increasingly challenging one", and adds that "the heart of the problem is an expectations deficit that is never likely to disappear. We shall always want schools to deliver more than is realistic for them to do so" (Stevenson, 2006, p.409). Examples of certain issues which appear to be common to all head teachers whatever their experience appear in the literature; among these are the following:

**3.21 Skills and abilities of head teachers:**

**3.21.1** - **Skills**:

Skill means being able to accomplish work quickly and accurately, so in this sense skill is different from power, which signifies authority and does not refer to the speed or accuracy of the performance. Skill is an advantage which can be acquired, and develops the expertise and hence the practice of those who acquire it (Morsi, 2001).

Skills that must be possessed by a head teacher:

**3.21.1.1 Technical skills**:

The ability of the Director to perform his work and be familiar with the technical aspects and understand the regulations, procedures and instructions, as well as familiarity with the work of staff in terms of the nature of the work carried out by them and their relationships, requirements, experiences and solutions to any problems. In addition, technical skills involve the ability to use information and to analyse and understand the ways and means available for the successful completion of the work.

**3.21.1.2 Communication skills:**

One of the basic functions of a Director is to interact with all the personnel in the school in order to encourage them to do the work that he or she wants to accomplish. Successful

Directors must be articulate, persuasive, be able to express themselves well and be adaptable, as they are in constant contact with many different types of people and communication skills are required to deal and interact with these different groups according to the cultural and intellectual level of each.

**3.21.1.3 Intellectual skills**:

The Director should have the ability to study, analyse, compare and draw conclusions, as well as mental flexibility and a willingness to accept the ideas of others if appropriate, as well as the ability to develop and make positive changes in working methods, according to the requirements of the circumstances, various factors and the need for cooperation between the staff within the school.

**3.21.1.4 Organisational skills**

The ability to understand the theories of organization and organisational development, as well the organize the work and the distribution of tasks and duties, and coordination of efforts among employees and understanding decisions and their dimensions and implications (Abu Alwafa and Salamah (2000).

In addition to the above, Nathan (2000) stated that a successful headteacher should possess the following attributes:

**3.21.1.5 Interpersonal skills**:

The main interpersonal skills are listening, communicating and sensitivity to the needs of others and the organization.

**3.21.1.6 Knowledge and expertise skills**:

It is necessary for a head teacher to have a thorough knowledge of his or her own subject in order to inspire confidence and credibility. It is also desirable to have expertise in specific management areas, e.g. timetabling, staff development or finance, in order to be able to make informed judgements about such matters. It is also necessary to have a sound knowledge of ICT, as this is essential for the management of almost any organization nowadays. In addition, it is recommended that head teachers keep up to date with current educational issues.

**3.21.1.7 Planning and visionary skills**:

Nathan (2000) defines these as the ability to understand and process information in order to transform it into novel structures. Nathan's (2000) research shows that he has a real insight into the role of a head teacher.

Various writers including Alsurn (2002) found that there was a need for additional skills which help the Director to carry out his functions and roles to the fullest extent, i.e., skill of time management and organization - the skill of effective authority - communication skills – negotiation skills – problem solving skills. In addition, some of the skills which will be required of management in the future are the skills of attitudinal analysis and functional analysis, as well as the skill of applying these concepts to the system.

**3.21.2 Ability of head teachers to organize their schools:**

The success of any organization is based on the innovative administrative leaders who work in it. The selection process of school principal, as one of administrative leaders, is a

difficult process because there is a range of features and attributes identified by the studies that should be present in the successful administrative leader. According to Ibn Dohaish, (2005) the most important attributes of the successful leader or head teacher have four main foundations, as follows:

### 3.21.2.1 The ability to organize strategic planning.

Of the abilities required in this area ,for a head teacher, the most important is for him /her to determine the schools direction and mobilize his / her teachers to achieve the desired goals (ibid) . Other important abilities include : to develop an effective strategy that is flexible, comprehensive, integrated and connect the past with the present and envisages the future ,and to determine the schools priorities.

### 3.21.2.2 The ability to have self-knowledge and knowledge of others

This means that the head teacher must be aware of his / her own limitation and be keen to develop personal power. To be able to respond to criticism, when the desired outcome is not achieved, and to learn from his /her experience. To be able to identify areas where training is necessary (this is particularly important in the school situation, where the head teacher may not have the ability to deal with new situations and subjects, and further training by experts is essential).

### 3.21.2.3 The capability to manage teachers and staff effectively

In order to do this, the head teacher must be able to motivate her/his staff and establish a good relationship with them, and inspire them to work, effectively, with each other. The best way to get co-operation from staff is to involve them in decision-making, and to get

all teachers to use the available time to their best advantage. Where new advances have been made in technology, the head teacher needs to learn to take advantage of them and to seek training for him/herself to use them to the advantage of his/her school.

**3.22 The characteristics of successful head teachers**:

The TTA *National Standards for Headteachers* (in Nathan, 2000) reads as follows:

*"The headteacher is the leading professional in the school. Working with the governing body, the headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. With the governing body, the headteacher is responsible for the continuous improvement in the quality of education; for raising standards; for ensuring equality of opportunity for all; for the development of policies and practices; and for ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives. The headteacher secures the commitment of the wider community to the school, by developing and maintaining effective networks with, for example, other local schools, the LEA (where appropriate), higher educational institutions, employers, careers services and others. The headteacher is responsible for creating a productive, disciplined learning environment and for the day-to-day management, organisation and administration of the school, and is accountable to the governing body."*

Southworth (1998) proposes nine characteristics of successful head and deputy partnerships, which include agreement on objectives and how to achieve them; agreement on how to create a sense of direction for the school; mutual respect and trust; fair allocation of time; good communication; encouraging others to participate in the

management and leadership of the school; recognition of the head as senior partner; discussing and resolving differences.

The five characteristics of successful head and deputy head partnerships outlined by Hughes and James (1999) are similar to those of Southworth (1998), although expressed a little differently: trust and respect; shared values and beliefs; willingness to talk; shared understanding of their respective positions and authority; loyalty and mutual support.

Several educational experts including Ibn Dohaish (2005) have stated certain factors that assist in the success of the head teacher, including:

1 - To have the opportunity to participate in defining the objectives of the school which he runs.

2 - To have the freedom of movement and action to solve the work problems according to the circumstances.

3 – A sense of security at work, as well as job satisfaction.

4 - To receive integrated information from the educational authorities of the various aspects of his work

5 - To have a qualified deputy, who contributes positively to solving problems at work and achieving objectives (Mustafa, 2002)

6 - The school management has to integrate three elements, namely a high degree of commitment and dedication to work, and a method of project management and business management and, finally, rapid dissemination of information available to the institution to all persons and distribution of power and responsibilities to all.

7 - Management has to encourage innovation through the promotion of learning and the acquisition of knowledge and to consider continued training for its members.

8 – Specific objectives and expected results have to be identified, as do indicators for measuring the level of success (Marei, 2002). There also have to be standards for accounting for and clarifying the rights and obligations of all school employees.

9- Clarity of objectives which the school administration works to achieve, as the objective of education is an integrated growth of the personality of the individual in all aspects - physical, psychological and social. So the school administration has to create good example for students through the head teacher and teachers, efforts and the general atmosphere of a school must be a major factor in the educating the students in an integrated manner.

10 - Clear delineation of functions and responsibilities, rights and duties, meaning that there is a clear division of work and determination of terms of specializations and responsibilities.

11- Delegating authority to improve performance at work.

12 - Optimum use of available capabilities and capacities to service the educational teaching process, to save effort, time and money.

13 - All relationships should be based on respect for the individual and show a spirit of cooperation with everyone.

14 - School management has to allow sufficient room for professional growth of school employees and encourage them to create and innovate.

15 - School administration has to invest in a good system of communication, whether for special internal relations of the school or with the community or with the authorities of higher education (Morsi, 2001).

16 – The head teacher has to have a time-plan for the implementation of the goals knowledge that he seeks to achieve and then develop time-plan for implementation and follow-up and supervision and constant evaluation (Alsurseery, 2004)..

17 - The management of the school has to be characterized by good time management achieved through planning and scheduling.

**3.23 Skills which should be acquired by head teachers**:

Samaan and Mercy (1975) have defined many of the skills that should be acquired by head teachers in order to perform their work effectively. Among these are the following:

**3.23.1 Educational requirements and curriculum development**

The head should be able to identify important social, political and economic trends in the community. In the Saudi situation, this would be easier for male head teachers than female ones, as the male ones would be more involved in these spheres, than females; however, as mentioned above, all teachers need to frame the curriculum to correspond to the needs of their pupils, while at the same time following the decree of the Ministry of Education. The head teacher must be able to prepare special activities to correspond to the needs of the curriculum and be aware of the range of abilities of the pupils and how to instruct their teachers to deal with them, and test the effectiveness of the measures taken.

The head teachers must, also communicate with the Ministry regarding the educational programme and be prepared to both answer any queries and respond by putting forward their reasoned opinion.

### 3.23.2 Contact with pupils and parents

Working with pupils means having to confront a variety of situation and problems. Therefore, the head teacher must possess the skills required to encourage co-operation from the pupils and be able to contact parents, if necessary to get their co-operation. In the Saudi situation, female head teachers can only deal with mothers and the male head teachers with the fathers of their pupils. This, in itself, can be problematic, as the educational ability can vary between parents, and thus the help that they can give to their children academically. For other problems, the head teachers should possess the skills to deal with them, tactfully, so as not to antagonize the appropriate parents and get their co-operation, e.g. with pupils non-attendance; incomplete work, non cooperation with the teachers or aggressive behaviour.

### 3.23.3 Liaison with staff

For schools to run effectively, it is necessary, as referred to above, for a head teacher to have a good working relationship with his/her staff. This means that the head teacher needs to get not only the staff cooperation with him/her, but also to try to establish good relations between the staff themselves. This can be particularly difficult where the head teacher is newly promoted; the previous head teacher had a difficult relationship with the teachers and the teachers consider that the head teacher fails to understand their

problems, due to him/her being new the job, or is less academically qualified than the teachers, and so the teachers resent him/her.

### 3.23.4 Regarding financial and administrative affairs

Head teachers need to have skills in the operations necessary to the requirements of the budget allocated by the central administration, such as dealing with income from the cafeteria; skills in dealing with and understanding purchasing and operations relating thereto; and skills in keeping school records in an accurate and secure way and ensuring that no unauthorized person can gain access to them.

Alamayrah (2002) has added to the above the skills to deal with research and procedural studies and educational policy-making skills for schools. One of the most important features associated with technical skills is the ability to assume responsibility and a deep understanding and comprehension of matters and adherence to and faith in the goal (Alamayrah, 2002).

### 3.24 Responsibilities of head teachers:

The school principal is primarily responsible for the proper continuation of the educational system in his/her school, and his personality, aptitudes and abilities can meet the challenges facing the school's work, as long as the objectives of the school lie in front of him/her and as long as he/she hopes to achieve the educational goals for which his/her school is responsible. Administrative and managerial duties occupy most of his/her time, and some school administrators believe that their primary responsibility is the conduct of administrative work, and vocational and technical work comes in second place, although this belief is incorrect, since the essence of the educational process is linked to technical

aspects, and the function of the school is to educate and teach students according to the school objectives. This is essentially a technical process based on administrative principles and rules. Hence, all administrative and organisational processes are in the service of the technical side. Hence, the head teacher is responsible for the technical, administrative, financial and security operations and because they are complex, care should be taken to coordinate them. Some aspects of these responsibilities can be identified as follows:

### 3.24.1 Technical responsibilities:

The most prominent of these responsibilities include:

1 - Drawing up the annual plan for the school.

2 - Providing the largest possible number of educational, social and psychological services for students.

3 - Visiting classrooms with the aim of evaluating teachers and students and making a positive impact on the school curriculum.

4 - Planning, organising and supervising school exams according to regulations.

5 - Providing technical and administrative reports to the higher authorities for education in the provinces.

6 - Evaluating the job performance of employees at the school in accordance with the instructions and regulations.

7 - Activating commissions and school boards and organising meetings with school staff to discuss administrative and organizational aspects.

8 – Preparing the school deputy to do the head teacher's job when needed.

9 - Helping new teachers by looking after them and providing them with the necessary instructions.

10 - Cooperation with educational supervisors and others whose job requires them to visit the school. **(**Alamayrah, 2002**)**

### 3.24.2 Administrative and financial responsibilities

Head teachers are responsible for doing numerous tasks, some of which, as defined by Salah and Fadwa (2005), are the following:

1 - Implementation of rules regulations, and instructions issued by the Ministry.

2 - Accepting new students transferred from other schools and re-registering them within the regulations and instructions.

3- Distribution of students to classes every new school year.

4 - Distribution of the school work during the summer vacation to school deputies and teachers.

5 – Reviewing the school facilities and equipment.

6 – Showing the school staff the circulars, directives and regulations issued by the higher educational authorities.

7 - Full knowledge of the objectives of the educational stage in which he/she operates.

8 - Authorising documents and certificates issued by the school for use within the country.

9 - Preparation of the school schedule before the beginning of the school year and     the distribution of daily school supervision to the teachers.

10 - Surveying the human and material resource requirements of the school, and referring them to the Department of Education before the beginning of the school year.

The above are similar to those responsibilities defined by the Ministry of Education for head teachers in Saudi Arabia, which makes training necessary for them to achieve their goals.

## 3.25 Head teachers' tasks and duties

Greenfield (1991) proposes five main functions of head teachers. These comprise managerial, instructional, political, social and moral elements. It is clear from these functions that the head teacher:

1) is responsible for managing the daily school operations involved in education;

2) is responsible for supporting and improving the educational aims of the school instructional goals and related activities.

3) has to interact directly and indirectly with others in the schools

4) has to develop and use authority to influence the allocation of resources and the conflicting and competing special interests of school stakeholder

5) must make judgments concerning the moral values and obligations of the life of the school

Head teachers' duties are multiple and overlapping and can be categorised into two areas: managerial and supervisory (Alamayrah, 2002).

**3.25.1** **M**anagerial tasks

The managerial tasks are divided into several groups, comprise the following:

**3.25.1.1 Management of pupils**

These include the organizing and keeping of school records of both the number and ages of pupils at present in the school and the admission of new pupils; organizing and managing pupils both in the classrooms and their extra-curricular activities; providing guidance and maintaining discipline, and ensuring that problems relating to the pupils' welfare are dealt with promptly.

**3.25.1.2 Managing personnel**

The head teacher is responsible for the conduct of the teachers and the ancillary workers. He/she must pay close attention to the teachers, which includes assessing their teaching ability; whether they are fulfilling the requirements of the Ministry of Education, as regards the content of lessons, and their attempts to enhance the progress of their pupils. The results of his/her observations must be recorded and kept for inspection by the relevant authority.

**3.25.1.3 Maintaining relations with the local community**

 As the education of pupils is the concern of their parents in the local community, the Head Teacher, especially if not local, must be aware of the attitude of the community towards pupils' education. This means that he/she must be prepared to encourage the parents to participate in the schools' social events and to be made aware of the advantages of a good education for their children.

**3.25.1.4** Dealing with the School's Financial Budget

In many schools the Head Teacher has wide ranging responsibilities for allotting the funds, provided by the Ministry of Education, for school equipment, maintenance of the school buildings and the school canteen (where one is provided). There may also be money for the school from local voluntary contributions and other outside bodies. This means that the Head Teacher is responsible for keeping detailed records of all transactions, and to be capable of contacting the appropriate people in the local Education Authority or in the Ministry of Education, if there are 'short falls' in the budget , or other problems arise.

**3.25.1.5 Organizing the networking and communication between the school and the Education Department**

1) Organizing and managing written correspondence (bulletins, reports, written official).

2) Organizing and managing educational meetings.

**3.25.1.6 Final evaluation and follow-up of the administrative work**

Head teachers must assess his/her staff throughout the year regarding administrative work and at the end of the school year must evaluate the administrative work to see if the goals have been achieved or not and to determine if the administration should be changed or improved in future.

**3.25.2 The supervisory tasks of the head teacher**

1) The development of professional workers.

2) Enriching the curriculum and improving its implementation.

3) Directing studies and research aimed towards improving the procedural work and working practices.

4) Studying and analysing the plans for the school curriculum, notes and lessons prepared by teachers, and providing them with meaningful feedback if required.

5) Working towards providing integrated growth opportunities for students, physically socially and psychologically.

6) Creating a system for evaluating the ongoing work and the school personnel and following them up individually and collectively.

7) Working to improve and develop the methods of measurement and evaluation of the curriculum.

8) An effective system of monitoring and evaluation of students' achievements.

(Alamayrah, 2002, pp 97 - 144).

The head teacher's role is that of school manager and he/she is responsible for the daily running of the school. One of the principal characteristics of the job of head teacher is the necessity for managing people, in particular teachers, parents and pupils. The head teacher in his/her role as manager does not have a great deal of autonomy as he/she must work within the guidelines set out by the education authority. Head teachers do not have the authority to hire or dismiss staff, and they do not have responsibility for a large budget, as the school is not bringing in any money. Another problem is the difficulty in

assessing the quality of the end result (Harding, 1987). The situation noted here is very similar to that which exists in Saudi Arabia in that the head teacher is responsible for everything in the school, but must follow the directives of the MOE and cannot hire or dismiss any staff or decide the school budget. The head teacher has to report to the Education Department to solve any problems with staff.

## 3.26 Leadership and management

Good leadership in a school or anywhere else means more than being a good manager. It is possible to be a very good teacher but a poor head of department or head teacher. Teaching skills may inspire respect, but this respect will be short-lived if these skills are not combined with management skills. All leaders have to deal with other people's perceptions of their role. There is pressure on a leader to conform to the expectations of others. Leaders or managers may have to attempt to reconcile these perceptions with their own perceptions of their role, bearing in mind that confidence is inspired by certain expected behaviour (Dean, 1993, p2).

Reid et al (1987) in Dean (1993) describe a school improvement project, listing the following eight factors as being characteristic of the effective school:

1- Curriculum-focused leadership;

2- Supportive climate in the school;

3- Emphasis on curriculum and instruction

4- Clear goals and high expectation for students;

5- A system for monitoring performance and achievement;

6- Ongoing staff development and in-service training;

7- Parental involvement and support;

8- Support of the Local Education Authority (LEA).

A wider definition of leadership effectiveness is the pursuit of common objectives. Leadership involves inspiration, stimulation, motivation, direction and influence, as well as the provision of an organisation which is supportive of work. An effective leader brings together the components of the organization and makes sure that they all make a contribution to shared objectives.

A paper issued by the National Association of Secondary School Head teachers of America describes studies of leadership behaviour which identify six important leadership functions:

1-Develop goals, policies and directions.

2- Organise the school and design programs to accomplish the goals.

3- Monitor progress, solve problems and maintain order.

4- Procure, manage and allocate resources.

5- Create a climate for personal and professional growth and development.

6- Represent the school to the district office and out side world.

(NASSP 1982, quoted in Dean, 1993)

Caldwell and Spinks (1988, in Dean, 1993) outline the findings of a study on the use of resources in a school in Tasmania and list five characteristics of an effective school:

1- A high degree of involvement of staff in the development of school goals.

2- High levels of teacher involvement in decision making in the school.

3- High levels of community involvement in decision making in the school.

4- High levels of cohesiveness and team spirit among teachers.

5- Opportunity for appropriate involvement of staff, students and the community in the process of resource allocation

(Caldwell and Spinks, 1988, quoted in Dean, 1993)

Marshall and Mitchell (1989, in Dean 1993),  found that women had a better instinct for parental involvement, staff development, collaborative planning strategies, community building and so forth than did men.  Their conclusion was that women were more likely than men to possess characteristics associated with effective school leadership.

Leadership concerns the leader's vision of life, principles and determination to adhere to those principles. "[L]eadership is being passionate about turning a vision into a reality. (Green ,2000, p.10).

Everard and Morris (1996) also stress the importance of a leader's interpersonal skills, and the importance of motivating staff. They define motivation as 'getting results through people' or 'getting the best out of people' (Everard and Morris ,1996, p.20).

In their survey of new heads, Weindling and Earley (1987, in Nathan 2000) highlighted the fact that most new head teachers felt they needed proper preparation for the post and that they would have liked more induction than they received.

### 3.27 Administrative and technical matters

Head teachers have to deal with a multitude of concerns, including administrative matters, technical matters, students' affairs, finance, school buildings and facilities, and the local community.

### 3.27.1 Administrative matters:

Green (2000) points out the administrative part of the job of head teacher is the "least glamorous" part, but "also the one that can have the most positive effect on morale and attitudes" within the school, as being a good administrator he sees as less necessary to being a good head teacher than are management and leadership skills. Nevertheless, it is necessary for a head teacher to be aware of what good administration is and to make sure that the appropriate staff and systems are in place. Green stresses that head teaches should have had considerable experience in dealing with administrative functions before taking up their post, and that if they have been heads of department or deputy heads before becoming head teachers, then it is certain that they will have this kind of experience. Green (ibid) defines administration as being about logistics and as being "the management of things rather than people" and that "administration is about the practical ways of turning leadership and management plans into reality" (Green, 2000, p.27).

### 3.27.1.1 Dealing with students

A paper issued by the NCC (National Curriculum Council) (1990) emphasised that the personal and social education of students are also part of a school's function.

It stated that the education system was responsible for preparing young people to take their place in society as adults in a wide variety of roles. It also has the task of educating individuals to be able to think and act with autonomy, as well as cultivating personal qualities and values which also meet the broader social demands of adult life. In sum, the personal and social development of students is a principal objective of education and this objective is achieved through personal and social education (NCC, 1990).

"The care and control of students is a major part of the school's work" (Dean, 1993, p.125) and the head teacher must ensure that responsibility for this area of the school's work.  Dean (1993) defines the management tasks necessary to:

1) Establish a philosophy of care and discipline.

2) Create and maintain a system for pastoral care.

3) Create and maintain a system for discipline.

4) Ensure the social and personal development of all students.

5) Create and maintain record-keeping systems.

(Dean, 1993).

In Dean's view, it is necessary to have a policy for pastoral care which clearly delineates: the general attitudes expected from staff, students and their parents, who is responsible for maintaining an overview of the development and progress of the individual student and how this is to be carried out, how personal and social development is to be supported what records are to be kept and how they are to be used (Dean 1993, pp 125-126)

As far as school discipline is concerned, the "smooth working of a school depends to a great extent on the level of control exercised by teachers" (Dean 1993, p.130).   It appears from research that the most effective schools are those in which there is a clearly-defined school culture and climate which guides most of what is done (e.g. Reynolds, 1985; Reid et al, 1987; Mortimore et al, 1988; Beare et al, 1989). Dean (1993) also makes the point that a system of school sanctions is required, and teachers have to know where they stand in relation to them.

### 3.27.1.2 Local community:

 "Those who manage organisations should remember that they are part of a bigger system; they are interdependent with the rest of society, which they serve as society serves them" (Everard and Morris, 1996, p.141).  They make the point that head teachers should pay attention to what is going on around them outside the school, and keep in touch with developments which are outside their own immediate circle (ibid).

Green (2000) points out there is an increasing demand for the school to become a focal point of the community, and that this may be because school is the one place in an area with which most people have a connection. He suggests that head teachers should go out into the community and offer the school's services to it. This can be done by talking to all the relevant people, such as business organisations, local clubs and associations, the health service, the local library, and specialist groups such as arts groups or sports groups (Green, 2000). (Much of this is not possible in the culture of Saudi Arabia where women are not permitted to address men or go to establishments frequented by men).  It is also useful to establish links with other schools in the area, and "collaborative competition

between schools… is far more productive than isolationism or destructive competition" (Green, ibid, p.185), as one of the fundamental differences between schools of the past and the modern-day school is that head teachers now have to take an active leadership role rather than a passive one.

Dean (1993) supports this by stating that head teachers should identify the characteristics of different groups that the school serves, while Cave and Demick (1990) argue that there is a large group of people whose views should be considered by the school, and suggest that the following questions, among others, should be asked by the school management:

How clearly have the school's stakeholders been identified?

In what ways can the stakeholders influence or make demands on the school?

How well have the stakeholders' needs been identified?

How can the possibly conflicting needs and desires of the various stakeholders be reconciled?

(Cave and Demick, 1990, in Dean, 1993).

In addition, it is important to listen to the views of the stakeholders on a regular basis, and to make all members of the staff aware that they are responsible for the image of the school in the eyes of the local community.

**3.27.1.3 School buildings and facilities**:

Another of the tasks, for which the head teacher appears to be responsible, is that of the maintenance and care of school buildings. This in itself seems strange, as much of this task would not appear to be an educational one. Certainly, health, safety and welfare at

work of pupils and staff should be the concern of the head teacher (Everard and Morris, 1996, p.187), but the actual maintenance of the buildings needs to be in the hands of persons qualified in the respect. It should be the Ministry's job to issue guidance on school safety, risk assessment, and what is required for a healthy environment and how to recognize problems or potential problems, who to contact when things go wrong, etc. so short courses are needed to enable head teachers to recognize and detect problems but, as mentioned above, the actual design and construction of the buildings, and subsequent maintenance and repair, should be the Ministry's responsibility, who must arrange for regular inspections. Head teachers need to be consulted about facilities within the school.

### 3.27.2 Technical Matters:

As Green (2000) argues, it is essential for the modern head teacher to have considerable knowledge of capability and limitations of the new technology, in order to utilize it to its best advantage within their school. To do this Green proposes that every school should have an ICT policy, but he questions what part ICT plays already within the school and outside in the pupils' homes; how can it be used for school management purposes and would technology of this type be of great benefit to the pupils in later life. His view is that it would be of great benefit to the school as a whole and would introduce new ways of enthusing young people about learning (ibid).

### 3.28 Finance

Head teachers should attempt to use the finances to maximise the educational benefit to students and take the view that a school is a business and should be run accordingly.

Green (ibid) therefore proposes a list of basic financial management principles, as follows:

- The need to have a clear vision based on philosophy and principles.
- A sound business plan should be put in place.
- Access to regular financial expertise should be available.
- Sound financial practice should be followed within the organisation.
- There should be a focus on efficiency and effectiveness.
- The development plan should be linked to budgets.
- There should be a clear focus on outcomes linked to input and process.
- There should be a capacity for lateral thinking

To do this head teachers should draw up not only a development plan but also a business plan as mentioned above; they should look for ways to maximise income, such as through applying for grants or renting out a part of the school building; devise ways to cut out wastage wherever possible; and examine the deployment of staff, as staff are the most costly resource in a school and have to be employed wisely and to the maximum educational benefit (Green, 2000).

Everard and Morris (1996) see the importance of head teachers trying to increase revenue for their schools by fund-raising and hiring out parts of the school's premises. They propose that, before budgeting, a head teacher should begin by asking three essential questions, as follows:

1) What do we want to achieve?

2) What are the school's priorities?

3) What has to be done in order to reach our objectives?

After obtaining answers to these questions the headteacher can then begin to consider how best to use the budget available to the school, and suggest that a spreadsheet computer model can greatly assist in doing so (Everard and Morris, 1996).

Nathan (2000) makes the point that head teachers usually have to draw up their budget without knowing exactly how much the school's income is going to be, which further complicates matters, and it is therefore necessary for the head teacher to be prepared and make provisions for any unexpected expenditure

From the discussion above it can be seen that in order to become head teacher, it is necessary to be able to multi-task and be constantly on a 'learning curve'. It is obvious that no untrained individual, however willing, can accomplish these tasks without adequate pre-employment training, monitoring in the post after their appointment and receiving continuous help and support from the staff, the local community and the education authorities. Without this help, serious problems can arise for the school pupils and staff, but the head teacher him or herself can also be demoralised.


**3.29 Why did head teachers want to become head teachers?**

Results of a study asking America and Australian school head teachers why they wanted to become head teachers showed both similarities and differences (Su, Gamage and Mininberg, 2003). The Australian head teachers answered that "to have a personally satisfying job" and "to provide effective leadership" were the most important factors in their decision to become head teachers, while the American head teachers gave their motives as being "to help children and young adults", "to make a contribution to society" and "I like children and youth" in addition to the reasons given by their Australian counterparts. It appeared that the American school leaders placed more importance on the

altruistic motives than the Australian head teachers. However, both rated "to have a high paying job" and "to have job security and a steady income". Some of the American head teachers said that they entered educational administration to have a higher salary as they could not support their families satisfactorily on a teacher's salary (Su, Gamage and Mininberg, 2003). In Saudi Arabia the differential between ordinary grade teachers and head teachers does not exist; both are paid at the same level.

**3.29.1 Key reasons for choosing to become a school principal**

This table summarises the results of research in Australia and Japan.

| Rank | Australia | Japan |
|---|---|---|
| 1 | To have a personally satisfying job | To manage the affairs of the school |
| 2 | To provide effective leadership improvement efforts | To work with teachers in school |
| 3 | To work in the development of children and youth | To have an impact on the school |
| 4 | To make a contribution to society | To provide effective leadership. |
| 5 | To work with teachers in school improvement efforts | To help children and young adults. |

Table 3.2: Reasons for becoming a school principal.

A comparison of the answers given by the Australian and Japanese head teachers revealed that Australian head teachers placed the greatest importance on intrinsic rewards, such as personal satisfaction. On the other hand, while Japanese head teachers found serving the community to be important, they tended to base their decisions on extrinsic reasons. Another factor in Australia was that there is a substantial difference

between the salaries of classroom teachers and head teachers, while in Japan, the disparities in the salaries of classroom teachers and school head teachers were not as marked (Gamage and Ueyama, 2004).

A considerable number of Australian head teachers indicated that they became school leaders because they wanted to help improve schools and student outcomes, and felt confident in their ability to carry out this task, and wished to put into practice the education philosophies they believed in. However, most of the Japanese respondents indicated that they wanted to become involved in school management and to prove their abilities as school administrators (Gamage and Ueyama, 2004).

### 3.30 Pre-service training programmes

The pre-service training of the Australian and American head teachers varied greatly both in length and in content. Su, Gamage and Mininberg's (2003) study found that while 76% of American school head teachers in the sample had participated in two or more years of formal training programmes, 20% had attended one-year programmes, and just 4% had had only a few months of training, 66% of the Australian head teachers had had no pre-service training at all before becoming school head teachers. This result would seem to be due to the fact that the Australian education system does not have any requirement for becoming a principal apart from being a good practising teacher. Of the 34% of Australian head teachers who had received pre-service training, 4% had received just three months of training, 2% had had six months, and nine per cent had had two years, with 14 per cent having received four years of training (Su, Gamage and Mininberg, 2003).

As has been reported by researchers in other comparative studies (e.g. Daresh and Male, 2000), in the USA formal programmes for principal preparation are long-established. To become a principal, it is necessary to have at least three years of teaching experience, a Master's degree from university and to have completed mandated programmes of study leading to the award of licenses or certificates. On the other hand, in many other countries such as Australia, Britain and China a traditional apprenticeship model is still used, wherein head teachers have been prepared for their positions by progressing from being teachers to being heads of department, then finally becoming school head teachers. However, a central government scheme has recently been launched in England with the aim of improving the management and leadership skills of head teachers and others in senior posts (Daresh and Male, 2000). As mentioned earlier, in Saudi Arabia there are as yet, no formal training programmes for female head teachers. There are in-service courses lasting for a few days in the capital city Riyadh, but these are not compulsory, and are run by the Public Administration Institute in cooperation with the Ministry of Education. It is difficult for most female head teachers to attend these courses, as they often live far from Riyadh and it is not possible owing cultural restraints for women travelling unaccompanied by a male relative who may not available and also because those wishing to attend these courses have to apply to the Educational Directorate to obtain permission.

In China, where there was no formal principal training at all until only a few years ago, the National Ministry of Education now requires all  head teachers to follow training programmes for at least a few months and to obtain certificates of pre-service training

before taking up the post of principal. The Australian head teachers stressed the need to make it a requirement for current and prospective head teachers to participate in extensive training courses in educational administration and leadership, with incentives offered by the education system. The American head teachers in the sample expressed the wish to have more computer training and application experience in their pre-service training courses.

The school remains central to the attainment of school effectiveness. During the past few decades, a great deal of research has been carried out on the role of the school principal. The majority of scholars, researchers and school reformers have examined the many parts played by the school principal, including those of school leader, school manager, key decision maker, facilitator, problem solver, chief executive officer, team leader, and agent of change (e.g. Gamage 1990, 1996a and 1996b; Barth 1991; Sergiovanni 1987; Thomson 1993; Caldwell 1994; and Cranston 1996).

Baltzell and Dentler (1983), Bennett (1987) and Baron (1990) have all pointed out that in almost every state in the United States, one of the main requirements for appointment to the post of principal is a Master's degree in Educational Administration. Recently there has been a tendency in the Australian and British school systems towards the adoption of School-Based Management (SBM), indicating that the school systems of these countries are following the example set in the USA by making it a requirement for school leaders to undergo pre-service training in leadership and management.

According to Gamage and Ueyama (2004), Japanese school systems appoint head teachers by reason of their seniority rather than on their merit, and this accounts for the fact that Japanese head teachers are generally older than their Australian counterparts.

**Age Distribution of Head teachers**

| Age group | Australia | Japan |
|---|---|---|
| 51 and over | 37.9% | 77.8% |
| 41-50 | 60.1% | 21.3% |
| 40 and under | 2% | 0.9% |

Table 3.3

This table, which compares the data on Australian and Japanese head teachers from Gamage and Ueyama (2004) reveals that Australian head teachers are generally much younger than those in Japan.

**Academic qualifications of head teachers**

| Academic qualification | Australia | Japan |
|---|---|---|
| Less than Bachelor's degree | 16.4% | 2.5% |
| Bachelor's degree | 45.6% | 84.5% |
| Master's degree | 34% | 11.2% |
| Doctoral degree | 2% | 0.9% |
| Didn't respond | 2% | 2.9% |

Table 3.4

These figures reveal that most of the head teachers in Australia and Japan have at least a Bachelor's degree.

Umphrey (2002) states that head teachers have the authority to employ their resources to construct a learning community and encourage an atmosphere of collaborative learning in order to achieve their aims and objectives for their schools. According to Fink and

Resnick (2001), professional development should not be considered as being separate from administrative duties and responsibilities; but should instead be regarded as the keystone of the practice of effective leadership that is dedicated to improving student learning.

The improvement of educational outcomes is greatly assisted by efforts at reform. In-service training is a vital component of principal preparation programmes, as it is likely to assist head teachers in developing and improving their administrative skills. However, these programmes cannot be the only method of training head teachers. In-service programmes cannot act as a substitute for pre-service training, but should instead act as a complement to it (Taymaz, 1997)

Fidler and Alton (2004) point out that taking up a headship for the first time can be very stressful, as new head teachers must simultaneously learn about what it means to be a head teacher (professional socialisation) and learn about their new organisation (organisational socialisation), with much less help and guidance than other new members of staff. Better preparation can diminish this stress. The authors consider it to be vital that prospective head teachers learn about leadership and management in their careers before becoming head teachers

It is intended that the pre-headship qualification become a requirement before headship. In England, the National Professional Qualification for Headship was set up to have a double role. It was to provide training for headship and also act as a pre-selection mechanism. The possession of an NPQH would indicate readiness for headship.

Assessment was to take place in two stages. There was to be an assessment before training to assess whether candidates were ready for training and there was an assessment at the completion of training to assess whether the training had been successfully completed and whether the individual was ready to become a head teacher. (Fidler and Alton, 2004)

The training for the qualification in the England has been almost continuously revised since it was introduced. The course was devised as the first group of candidates undertook it and the materials were revised after experience with the course. From April 2004 it has been mandatory for all first-time heads to hold the NPQH or to be working towards it. Once in their posts, they must gain the NPQH qualification within four years of their appointment. In addition to training, candidates have to draw up a portfolio of evidence of their leadership and managerial work. This has increasingly focused on evidence of leading a development in their own school. (National College for Leadership, 2004)

Fidler and Alton (2004) cite Bullock *et al* (1995) who identified several opportunities for learning, as follows: significant other colleagues (learning from the advice and example of colleagues); courses (courses provide a number of learning opportunities. First, there is the acquisition of new knowledge and ideas. Secondly, there is an opportunity to restructure and reorder existing knowledge. Thirdly, it is possible to receive reassurance and gain confidence. The reassurance could come from talking to other course members.

Finally, discussion among course members is recognised as an opportunity to learn from others and to hear about practice in other schools); texts (being able to connect theoretical ideas in reading to experience in schools); everyday experience; temporary delegated responsibilities (taking on the responsibilities of an absent colleague, for example); management experience outside school (for instance, in previous non-educational employment or through voluntary work); and critical incidents (incidents the success or failure of which can provide learning experiences).

Mentoring by another teacher in the early period of headship has been found to be of great benefit. Taking part in an organised arrangement for mentoring brings experienced heads into contact with new heads and also with other experienced heads who are mentoring. This helps reduce the feeling of isolation often experienced by head teachers

Cooper and Kelly (1993) comment that the two principal stresses are work overload and relationships with staff and they suggest training courses in time management and interpersonal skills. These are rational solutions, although they may not be adequate. A primary head said that she had returned to the school in the evening forty times that school year for work purposes.

The conclusion drawn from the above discussion is that the training and development of head teachers before and during headship should be carefully planned. In this way heads might be better prepared to deal with the situations they encounter. Often the problems facing a head teacher in a new post are a result of the mismanagement of the previous

head teacher, and a neglect of the problems developing in the school. This argues for both better preparation and continuing support and development throughout headship (Fidler and Alton, 1999).

## 3.31 Formal responsibilities of female school head teachers and their deputies in Saudi Arabia

The General Presidency for Girls' Education and the Boys' Education Ministry were merged under the umbrella of the Ministry of Education, and the trend is to standardise working rules, but in such a way as to take into account the position of women in Saudi society and their circumstances in determining responsibilities and functions (Ibn Dohaish, 2005, p. 141).

### 3.31.1 Head teachers' and their deputies' responsibilities

The head teacher is the first person responsible for the school and the supervision of all educational, administrative and social affairs and his/her responsibilities, as are defined in the circular issued by the MOE. Paramount among these responsibilities is the adherence to Islamic principles. The responsibilities also include supervision of every aspect of the day-to-day running of the school, including the responsibility for temporarily taking on teaching duties if there is a shortage of teachers (Ibn Dohaish, 2005, p. 141-144). The deputy head teacher of a school assists the head teacher in the performance of all educational and administrative work, and represents his/her in the event of absence. Her responsibilities are also clearly defined, with, again, the adherence to Islamic principles being emphasised. Full details of the duties and responsibilities of female head teachers

120

and female deputy head teachers, which are similar to those of males, are given in Appendices V and VI respectively.

**3.32 Selection of head teachers in England**:

According to the NCSL (2006), there is evidence that the quality of leadership is one of the most important factors, if the not the most important, in determining the success of a school. Therefore, the decision about the appointment of the head teacher is an absolutely crucial one. .

According to Professor Raymond Bolam of the Department of Education of Cardiff University:

*"Systems of school leader preparation, licensure/certification, selection, evaluation and professional development are necessarily rooted in the particular context of a single country. They are the product of a unique set of circumstances – political, economic, social, cultural, historical, professional, and technical – in that country and may usefully be conceptualised as complex organisational innovations. Accordingly, those attempting to promote international exchange and learning about such matters must take seriously what we know from research and experience about the adaptation and use of complex innovations across cultures."* (Bolam, in Hallinger, 1999, p.41)

Currently, according to a guide issued by the National College of School Leadership: "in voluntary-aided and foundation schools and academies, the governing body is the employer. In other schools, the local authority is the employer, but the governing body carries out most employment responsibilities for the school's staff. In most instances the

local authority or diocese (in the case of religious schools) will have or be assigned advisory rights. The decision about who to appoint to headship rests with the governing body, following a recommendation from the appointment panel. Where the local authority is the employer, the governing body should seek the agreement of the local authority to appoint its chosen candidate. Very occasionally the governors will wish to appoint a person to whom the local authority has objected. In such instances, the reasons for this decision will need to be stated in writing and may be subject to challenge" (NCSL, 2006, p.12).

This NCSL guide is the result of "a two-and-a-half year long research project which looked into recruitment and appointment practice in a range of schools. It is designed to help governors and others involved in the recruitment process make the best decision when seeking a new head teacher and other senior leaders for their school. The guide also urges governors to think about recruitment processes as part of the longer term planning that ensures their schools always have the best leadership." (Bannister, 2007).

The guide (NCSL, 2006) offers this advice on the recruitment and appointment process to board of school governors, pointing out important things they should consider at each stage to make the best appointment of a head teacher that they can, a summary of which follows:

1) Prepare an effective recruitment process in advance.

2) Understand and describe the ideal candidate, as no recruitment process can be successful without a clear and relevant definition of the role and the qualities being sought.

3) Get the right people to apply by wording the advertisement correctly.

4) Shortlist around six candidates for interview according to their application forms.

5) Be realistic about what can be expected from a headteacher, but do not appoint if the right person has not been found.

6) A well-planned induction is critical for a successful recruitment process.

7) If recruitment is successful, evaluate what went well and what could be improved, then store that learning so that it can be used for the next senior appointment. If recruitment is not successful, evaluate what went wrong and decide what to change.

Until relatively recently "there was no requirement for a headship qualification or national certification. After qualifying as a teacher, people applied for jobs which were advertised in the Times Educational Supplement (TES). Following a number of years of experience teachers would apply for posts of responsibility either in their own school or in other schools. If they wished to continue up the career ladder, they became senior teachers or deputy heads and worked with the head as members of a senior management team (SMT) in the school. Then with an average of about five years' experience as a deputy they could apply for headship posts, which were also advertised in the TES. Local school governors, with advice from their Local Education Authority, would appoint the person they saw as the best candidate. This system operated for many years until the National Professional Qualification for Headship (NPQH) was introduced on a voluntary basis in 1997. Following evaluation, the scheme was revised by the National College of School Leadership (NCSL) and became compulsory in April 2004. It was then mandatory for all first-time head teachers to hold the NPQH or to have secured a place on the

programme. Overseen by NCSL and based on the National Standards for Headship, the programme is delivered by several regional providers." (Weindling and Dimmock, 2006)

"Serving or returning head teachers are not required to have the NPQH. From April 2004, all first-time head teachers must already have been awarded NPQH before taking up a post." (NCSL, 2006, p.18)

According to the NCSL (2006): There are many benefits of this training programme, as follows:

For participants: highly motivated to apply to headship; ready to apply for headship posts upon graduation; when appointed to headship, feel competent and confident to take up the role of head teacher within their chosen context as head teachers; demonstrate leadership skills and expertise that are focused on continuous school improvement; as head teachers demonstrate leadership behaviours that will, over time, contribute to a self-improving education system

For schools: be able to fill headship vacancies with high quality NPQH graduates appropriate for their contexts; show improved confidence in supporting development of next generation of school leaders

For the system: have appropriate quantity and quality of NPQH graduates to meet the system's needs; benefit from head teachers who contribute to a self-improving education system".

The procedure for the selection of school head teachers varies from state to state in the Australia. Matthews and Beseson (1991) outline the procedure in the state of Victoria. Previously, the selection of school head teachers had been centralised with the Australian Ministry of Education, but in the 1980s a major change took place with the introduction of a local selection process for the head teachers of both primary and secondary schools. In this process, the selection and appointment is nonetheless conducted according to strict guidelines laid out by the Ministry of Education. The selection is carried out by a local school council, a legally constituted body consisting of elected parents, teachers and, in the case of secondary schools, students. A special selection committee set up by the school council makes a recommendation to the Ministry of Education which then formally confirms or rejects the application of a principal (Mathews and Beseson, 1991).

### 3.33 Appointment of head teachers in Saudi Arabia

The appointment of the female head teachers and deputies conforms to the following procedure:  The Girls Education Directorates (equivalent to LEAs) usually advertise for female head teachers and deputies in the middle of the second half of the school year for vacant posts or to replace those already in the post in order to be ready at the beginning of the following new school year. All applications are referred to the head teachers of their schools, and the head teachers must send all applications to the GED to determine who is going to sit the test which is held in the Educational Superintendence Centre where all the staff are female, including the director.

Some female head teachers are appointed because of nepotism or favouritism on the part of those who have the authority to allocate jobs, rather than because of their

qualifications, training or experience (Al-mazroa, 1998). This represents a major obstacle to school administration, as head teachers are the main nucleus of any organisational setting (Al-hussaini, 1988).

Head teachers are the connecting link between central administration and schools, as well as between parents and teachers. It is therefore clear that it is very important for head teachers to have appropriate qualifications in order for them to achieve their goals.

The schedule, which can be seen in Appendix VII, is one of the GED circulars placed by the Director of the GED in the Governorate of Alqurayyat, which is the second most important city in Aljouf province. The circular outlines many conditions, such as that it is necessary have at least a Bachelor degree to be appointed head teacher and it is also necessary to be able to use a computer. However, in the researcher's experience during his period of employment in the GED, very few of the head teachers have a Bachelor's degree and even fewer have any idea how to use a computer. The main reason for this is that many of them are appointed because of relationships with those in positions of authority rather than their own merits, as mentioned previously (Al-mazroa, 1998).

## 3.34 Conclusion

The necessary attributes of head teachers were examined, and the difficulties in exercising them in the school situation in Saudi are highlighted, which were found to be due to a number of factors e.g. the inability to confront certain situations and/ or to provide effective solutions due to the way head teachers are recruited and to the lack of necessary training prior to, or during their appointment. This reveals the necessity for

training schemes, particularly in the new subjects such as ICT, to be implemented in all

schools.  This will be examined and discussed in the next chapter, Chapter 4.

# Chapter 4

# Chapter 4
# Training

## 4.1 Introduction

The rapid changes experienced in recent years in the light of social and technological developments have meant that the management of any institution, whether educational, social or other, requires ever-greater proficiency in management skills. The acquisition of these skills depends on training, which is the main tool the various institutions and organizations employ in order to develop their employees' efficiency to cope with the constantly evolving challenges which must be faced in various aspects of contemporary life (Alsohamy, 2002).

Until the director is given the opportunity to move forward, develops his performance and managerial skills and, in particular, has up-to-date knowledge of the art of school administration, to help him carry out his functions and duties to the fullest extent, he needs continuous renewal and training, as the preparation and training of educational leaders are considered vital to the reformation and modernization of the educational process (Atawi, 2001).

Training is not a new issue, however, the application of this concept in terms of modern scientific knowledge only began in the last quarter of the twentieth century (Althahabi, 1984). During that time training has become one of the most prominent operations in institutions and organisations and there are numerous methods to keep abreast of all developments. In this era of globalisation and technology, it has become a fundamental

pillar carried out by specialists to increase the capacities of workers to be more productive and effective (Al-Khatib. and Al-Khatib, 2001).

This chapter will attempt to explore various issues relating to training, beginning with the various definitions of training in the literature. It will then discuss the objectives of training, the identification of training needs, and the skills required by head teachers. Various types of preparation and development programmes and the designing and evaluation of such programmes will then be discussed, as will the concept of mentoring. The last part of the first section will focus on the training and development of female head teachers in particular and on the various obstacles to such training. This is followed in the second section of the chapter by a review of the literature on training needs. This is divided into three groups: studies conducted in Saudi Arabia, other Arab countries and Other countries.

### 4.1.1 Definitions of training

There are several definitions of training in the literature. Alkhatib and Alkhatib (2001) defined training as "a behavioural process which aims to change and develop the capacity of individuals and improve their competence", while Robinson (2002) put forward the view that training is a process for developing the personal behaviour of an individual in certain areas of knowledge, skills and attitudes, in order to achieve the desired level of performance.

Some experts define leadership development as the training needed to help managers motivate, hire, communicate, retain, inspire, discipline, evaluate, and coach employees.

Others define the term broadly as teaching executives the unique skills they need to be dynamic leaders who can adapt and make the best decisions, regardless of conditions (Ketter, 2007).

The Ministry of Education of Saudi Arabia defined training as the activity of transferring knowledge for the development of models of thinking and patterns of actions and changing the individual's behaviour, habits, skills and abilities necessary to do the work in order to reach the desired goal with the help of an effective trainer (Saudi Arabian Ministry of Education, 2004).

That training is a planned activity has frequently been emphasised in the literature. For example, training is defined by Al-Salem and Salih (2002) as a planned and organised effort by an organisation to provide employees with specific knowledge, improve and develop their skills and abilities and change their behaviours and attitudes in a positive and constructive way. In the same vein, the Ministry of Education of Kuwait (1993) viewed training as a planned activity aimed at bringing about changes in the individual and the group in terms of information, experience, skills, rates of performance, methods of work, behaviour, and trends; it enables individuals to do their work efficiently and productively. Moreover, according to Yaghi (1986), training is a systematic effort aimed at providing certain members of the organisation with knowledge and trying to bring about positive change in their skills and abilities on the one hand, and in their behaviour and attitudes, on the other.

In the light of the above, it could be argued that training is any programme that is planned and designed to increase productive efficiency by remedying deficiencies or by providing the workers in the teaching profession with all new information, skills and attitudes to increase their professionalism and refine their expertise.

## 4.1.2 Objectives of training

It is only comparatively recently, however, that the importance of the training of educational managers, in general and head teachers in particular, has become the subject of research. It is clear from the recent literature that it is not only training prior to taking up the post of head teacher that is important, but also the ongoing professional development of head teachers.

The importance of training lies in its role in creating a strong and positive relationship between the institution and its personnel, increasing the capacity of directors in terms of creative thinking, making them able to adapt to the requirements of their new jobs, raising the level of individual performance and the development of knowledge, skills, and trends in their work fields, and finally, the planning of the work force and the development of human resources in order to facilitate the achievement of the objectives of comprehensive development in general and administrative development in particular (Battah and Al-Seoud, 1994).

Training also contributes to increasing material benefit, improving staff morale, improving product quality and quantity, reducing accidents and work injuries, helping

individuals to make better decisions, helping workers overcome anxiety, tension, and conflict in the area, opening doors to individuals for promotion and career advancement, deepening the sense of career satisfaction and achievement, and finally developing an appropriate environment for growth and communication between employees in the organization (Al-Salem, and Salih, 2002).

*"As human society is in permanent renewal and rapid change, it is also necessary to renew the demands of the profession continually with it, and therefore the need of training become necessary. The training process is in itself a renewal process. Perhaps the need for training programmes in developing countries is becoming more urgent in order to be able to fill the skills deficits in these countries and allow expansion in the areas of economic and social development."* (Morsi, 1988).

Morsi (1988) goes on to list the basic purposes of training objectives, as follows:

1-To enhance the performance of the individual through the acquisition of scientific knowledge and skills developed in his/her work.

2-To increase the capacity of the individual's creative thinking so that it helps him/her to accommodate his/her work, and to face up to and overcome his/her problems.

3- To develop the tendency of the individual towards the appreciation of the value and importance of work and the social impacts relating to it.

Morsi (1988) identifies two types of training course, as follows:

1 - Refresher courses, which aim to renew the professional aspects of the individual by providing him with the latest trends, concepts and experiences relating to the field of work.

2- Qualifying programmes, which are aimed at the qualifying of individuals for higher posts to which they will be promoted after training.

Morsi's (1988) recommendations are very much in accordance with this researcher experience.

That training should be continuous is stressed by Al Sayrafi (2003), who views training as an ongoing activity, which includes all the different functional levels and occurrence of which in the organization is repeated for life; training is an integrated system consisting of interrelated parts and components between which there are interactions for raising the productive efficiency of workers. Training is an activity of renewal and involves both trainer and trainee, as well as an administrative process in terms of the inclusion of administrative work components such as the clarity of policies and objectives, the provision of human and material resources, and the provision of specialised expertise in the various areas of training needs (Al-Sayrafi, 2003).

According to Glatter (1991), school systems, when introducing reforms should ensure that adequate training, support and resources are given to school leaders to enable them to implement these reforms correctly. Sybouts and Wendell (1994) state that head teachers have the responsibility of making sure that specific tasks are completed by teachers and other staff members and keeping the school running smoothly on a day-to-day basis. In order to do this, they must, among other things, define school objectives, make plans and

schedules, deal with community relations and deal with problems with students and staff. They add that "the role of head teachership acquires a complex set of relationships."

Ibraheem (1995) emphasises the fact that training plays a vital role for organisations in the achievement of their goals and that the success and failure of any learning system in the world depends on the effectiveness of its head teachers, and how head teachers confront problems and obstacles and overcome them. He goes on to say that the importance of the development of head teachers is clear, as "the school administration is a process of planning, co-ordination and guidance for all the educational work which takes place in the school for the development and progress of learning,"

Stewart (2004) in her chapter in *Developing Educational Leaders* (Ribbins et al, eds., 2004) points out that management is a mixture of knowledge and skills. She says that it is possible to be a good manager without any formal education in management, just through experience alone, and that management training alone will not make anyone a good manager. However, training can help managers to understand their environment, planning, in the recognition and analysis of problems and identifying the best solutions to these problems, and also in understanding and using management tools.

She continues by saying that in recent years, much management development has been designed to prepare potential managers for changes in management and to help existing managers to understand these changes and learn to deal with them. As she points out, management in recent years, due to changes in the culture of societies, is different from previous management and future management will be different again. For example,

managers in modern times have to deal with a greater use of information technology, and it is likely that this use will become even greater in future. Nowadays, in all developed and developing countries more attention is being given to the management of staff and financial and computer skills. Due to all the changes managers have to deal with they need not only to continue to develop themselves but, also, to encourage their staff to do so, as well.

"It is widely accepted that the quality of school leadership and school improvement are inextricably linked. Therefore it can be said that, investment in principal development is an investment in quality schools, and therefore an investment in the future." (Patuawa, 2006, p.ii). It is the principal who is in a position to ensure that good teaching and learning spreads throughout a whole school and that ineffective practices are rapidly identified and rectified. They continue by saying that "Clearly, the quality of training head teachers receive before they assume their positions, and the continuing professional development they get once they are hired and throughout their careers, has a lot to do with whether school leaders can meet the increasingly tough expectations of their jobs". (Darling-Hammond et al, 2007, p1).

"*Gone are the days when principals were expected to perform their duties in a hit-or-miss fashion due to lack of professional training management. Nowadays, head teachership is a task which not only requires academic certification, but also professional expertise in carrying out management duties. The ability to be an effective leader and to achieve success is aided, at least in part, by developmental opportunities received.*" (Kawana, 2004, p70). This echoes the statement by Atawi (2001) that head teachers should be given the opportunity to progress, to develop their performance and

managerial skills and, in particular, to keep up-to-date in their knowledge of school administration, in order to help them carry out their responsibilities and duties to the fullest and best of their ability. He further states that for this, continuous renewal and training is needed, as the preparation and the training for leadership is the key to the modernisation and reform of education.

### 4.1.3 Identification of training needs

 Training needs represent a set of desired changes in the skills, knowledge, attitudes and behaviour of the manager to become qualified to take over the functions of his job, and to be able to overcome the obstacles in his performance in job. If the skills, knowledge, attitudes and behaviours of the individual are less than the required level, this indicates that there is a need for training (Al-Shafei, 1983).

Alasfoor (2006) points out: that, with the huge expansion in school administration, and the many complex skills and responsibilities required of head teachers, discovering their training needs is a necessity. In this statement, Alsafoor (2006) echoes Moftah (1996), who stated that to hold training courses for managers and design a training programme to begin to develop the skills required to carry out their jobs and responsibilities, it is necessary to identify their training requirements. He continued by saying that these requirements represent the fundamental starting point in a series of interrelated seminars which form the whole training process. It can be said that the identification of training needs is the foundation on which proper training is built in order to achieve efficiency of

the performance of the individuals within the existing organizational construction, and to improve both their skills and their attitudes.

Therefore,

• The process of identifying training needs is the basis of all the elements of the training process.

• The process of identifying training needs indicates the people to be trained, the diversity of the training required for them, and the results expected of them.

• The process of identifying the training needs helps the training departments to plan and identify training needs in the short and long term, which is characterised by scientific and objective thinking aiming to achieve efficiency while saving time, effort and expense.

• The identification of training needs assists in the detection of problems and constraints of work that result from the organisation or one of its main activities, which are not necessarily among the problems that could be addressed through training

(Yaghi, 1986).

The question arises as to how training needs should be best identified and met. Pareek and Rao (1981) state that training is fundamentally a tool which can be used to effect desired changes in an organisation. They further state that the process of identifying a training programme must begin with the identification of training needs, and that this identification will assist the following: determining the training objectives; designing the curriculum and identifying teaching content; selecting training modalities and planning a training strategy; and evaluating training. They suggest that training before taking up a particular post should concentrate on the knowledge, skills and attitudes required for that particular role, while training needs for those already holding a particular post may be

138

identified by finding gaps in the capabilities of the person in that post through an evaluation of the functions that he or she performs. They suggest several methods for identifying these training needs, including an analysis of the problems faced by in a particular role which may be carried out by administering a survey questionnaire to those currently in that role. They also suggest interviewing a selection of those who interact with the person in the post. In the case of a head teacher, these would include students, parents and staff. Another suggestion they make is that of brainstorming sessions, in which groups of, for example, head teachers, get together for a discussion which leads to them making identifying skills and knowledge gaps which could be remedied through training.

The United Nations Centre for Human Settlements (1997), in its *Guide to National Training Needs Assessment for Human Settlements: a Competency Based Approach,* states that: "Training is designed to produce competent behaviour that will result in accomplishments that have value for society and its institutions." (p.7). It outlines two methods of training needs assessment. The first is the problem-analysis method, which responds to what has gone wrong in the past and how to make sure it does not happen again. This method depends on the organisation analysing with the goal of revealing deficiencies in the performance of an individual, a unit or the organization as a whole. The second method is the competency-based method, which is proactive and puts emphasis on locating and describing characteristics critical to successful performance in all types of organization. These characteristics can then be used to measure actual performance and the results can be used in planning appropriate training for categories of workers with similar job requirements.

Nickols (2003) writes about the various methods of determining training needs, i.e. "training needs assessment", and concludes that in order to design appropriate training programmes, trainers must know:

(1) The purposes the training is to serve (and whether or not training can serve those purposes;

 (2) The nature of the audience for training, so as to best position and present the training and:

(3) How to design  and develop training using a wide range of methods and techniques, so as to engage the audience and achieve the purposes of training (Nickols, 2003).

There are numerous methods and techniques for identifying the necessary training needs of managers. Here are some examples of these methods:

• Informal observation: supervising individuals in an indirect way to determine the strengths and weaknesses of their performance.

• Holding ongoing discussions with staff and listening to their suggestions and complaints to see what courses they need to help them perform their jobs better.

• Discussion with the supervisors who know the weaknesses in the performance of their subordinates, and when and where they can be trained.

 • Conducting surveys, asking the staff to answer them and identifying the problems they face, their causes, and their suggestions for solving them.

 • Carrying out a field study covering a sample of all the staff to discover what training they need.

• Evaluating the professional performance of the staff to compare their actual and planned performance in terms of quantity, quality, time and cost in order to find the weaknesses in the employee and train him to correct them

(Salih, 2004)

From his personal experience, the researcher agrees with these reflections.

Yaghi (1986) points out that an inaccurate, unclear identification of training needs not based on scientific studies may lead to the implementation of inappropriate training programmes; therefore the results may be wasting time, effort and money. He argues that the process of identifying training needs through a scientific method is the best way to determine the knowledge, skills and qualities which are necessary to improve the efficiency of trainees. That is to say, a conclusion based on a statistical survey should be used to measure the level of the trainee before and after training, and the identification of training needs to be carefully considered as the basis of the success of the training process and should precede any actual training.

**4.1.4 The importance of training for head teachers' skills**

Most studies from researchers and educational innovators have confirmed that the leader/director has a key role as the commander of change and the tool of continued development, and represents a phenomenon and a feature of the modern school. From their observations and impressions emerges the importance of focusing on school leadership and the necessity of activating its role, which has been associated with the current direction, both local and global, of improving the quality of education, developing

the school and upgrading its performance in order to meet the diverse and changing needs of learners and the immediate and future demands of community (Tatseer, 2005)

When examining the management skills necessary for head teachers of schools, it is important to take note of what was stated by Fry et al (2006, p.3): "*In an era of higher standards and greater accountability, it is critical that schools have leaders who are prepared to do every thing necessary to improve teaching and learning. Done right, principal preparation programs can help ... put a quality principal in every school who knows how to lead changes in school and classroom practices that result in higher student achievement.*"

"*Training is simply giving the trainee the skill or skills necessary for the efficient exercise of a profession or work. It is a means not an end, concerned with quality not quantity, the goal of which is to enhance the performance level rather than raising the income, and to upgrade capabilities not qualifications.*" (Al-askar, 1994, p.103). He also points out that training which is successful at a certain point in time may not be successful at another stage, unless it takes into account any new variables which occurred. Then he goes on to list important obstacles that may prevent training from achieving its ends and reduce its efficiency and effectiveness: These are the lack of a standardised mechanism for identifying training needs and knowledge being priority rather than the cognitive aspect or the practical application. In addition, he cites the differences in certain procedures and working methods used by some government bodies, adding that standardised training requires the standardisation of procedures and

working methods. Furthermore, there is lack of theoretical or practical background derived from the actual experiences and requirements of the beneficiaries of the training. Many of the trainees participating in the training are doing so only for the purpose of gaining promotion, thereby weakening the level of participation expected of them, and reducing the desire for the optimum utilization of training. Moreover, some trainers lack the capability for delivering skills to others, or transferring information and delivering it to the trainees in a non-complex manner, and frequently there is no follow-up of trainees or evaluation of their performance after training (Al-askar, 1994, p.103).

It is unlikely that any positive educational change will occur without effective educational leadership, and that good teaching relies on excellent leaders. They mention three ways of developing teachers in order to create a set of shared directions for the school and to pursue them successfully. These are the provision of individualised support; the creation of intellectual stimulation; and the modeling of practices and values important for the school (Leithwood, Jantzi and Steinbach, 1999).

Individualised support is motivational as it assures teachers that the leader respects them and their problems will be taken seriously and efforts made to help them. Leaders should encourage individual staff members to try new practices and, as often as possible, provide money for professional development. Leaders should get to know individual teachers well and be aware of their particular skills and interests. They should also express support through recognition of good work and effort. Teachers' opinions should be taken into consideration when initiating actions that may affect their work. (Leithwood, Jantzi and Steinbach, 1999).

Peter White, former Associate Director of the Industrial Society, stated: "The great majority of those involved in managing schools would greatly improve their performance if they received down-to-earth training in what a leader needs to be effective" (White, 1984). It is possible for a manager to improve his or her performance in a particular area of weakness, while pointing out that some areas are easier to improve than others, with creativity perhaps being the most difficult to improve. She goes on to say that training courses can assist headteachers to improve performance and develop confidence. (Nathan, 2000).

Bottoms *et al* (2002) in a report prepared for the Southern Regional Education Board in Atlanta, USA, state that to have high-performing schools, it is necessary to have head teachers who can lead them to success, and that several decades of research have proved that this formula works. They state that a high-performing principal is one who understands which school and classroom practices improve student achievement; knows how to work with teachers to bring about positive change; supports teachers in carrying out instructional practices to help all students succeed; and can prepare accomplished teachers to become head teachers.

There are some teachers who have administrative credentials and who may wish to become head teachers, but lack the requisite leadership qualities, while there are others who may have the potential to become head teachers, but whose university preparation programmes did not provide them with the knowledge and skills needed to succeed in this position. (Bottoms *et al*, 2002). This report is in line with the relevant literature and the researcher regards it as worthy of serious consideration.

**4.1.5 Types of training**

The various types of training, as defined by Mosa, (1996) include training in terms of time, which comprises pre-entry training and in-service training; training in terms of place, comprising training inside the organization and training outside the organization; and training in terms of objectives, which consists of training for refreshing knowledge; skills training; behavioural training and training for promotion.

To expand on this, it is useful to consider two broad categories of training namely:

1. On-the-Job Training

One of the advantages of this method is that the responsibility of training is concentrated on one person instead of being distributed between the human resources management and the employees' supervisor; this increases the effectiveness of training. Moreover, this focus leads to savings in expenditure and in the personnel required to manage the training programme.  It includes:

 - Apprenticeship: This method aims to improve the skills of the individual and prepare him/her to work in a particular profession. The apprenticeship programme includes instruction in theory and in practice for a certain period, followed by training working in one of the factories. This type of training is also known as vocational training.

 - Job Rotation: In this method, the employee moves from one job to another within the same section or between sections. The purpose of this geographical mobility is that the employee masters a number of similar operations or operations that complement each other to form a comprehensive picture of the nature of his work. The transition between

these jobs might be one day, a few weeks or longer (Al-Khatib, and Al-Khatib, 2001).

This type of training is current in many organisations.

- Job Instruction Training: There are some jobs where successive steps and logical order of operations must be followed. The employee's supervisor exercises these steps in front of the trainee, who later performs them. Then correction is made directly so that the trainer ensures that the trainee is able to perform the function correctly and without any help and this, to the researcher's knowledge is still in some Saudi departments.

- Job Enlargement: In order to give the employee more experience in his work field, he/she might be given additional duties and a greater freedom of decision-making. This method is often used with managers, highly-skilled personnel, or employees who specialise in a particular field (Mosa, 1996).

2. Personal and professional development:

Organisations frequently send their staff for training in places far from their work when some of the work requires high levels of skill that cannot be provided through its developed cadre, either because of lack of time or lack of the appropriate training apparatus. It includes:

- Lectures: lectures are an effective method in many of the administrative and technical fields. However, the most important criticism levelled at them is that they do not provide the student with the opportunity to express his opinion, conduct a debate and make proposals on certain aspects of the lectures; this can be overcome by allowing open discussion. The effectiveness of lectures as a training method could be increased if they complement another training method (Hassan, 1990).

- Seminars, conferences and workshops: this method of training allows movement and interaction within the seminar or conference between the trainer and the trainees and between the trainees or the participants themselves; thus, it is a multi-way communication.

- Case study: this training method is used for middle and upper level administrative leaders; it develops the trainee's capacity for analysis, logical conclusion, and problem solving. This method begins either with the presentation of the case without an introduction, or with a theoretical introduction about the subject, then the case is presented.

- Role playing: This method includes recreating a particular situation, case or one of the commonly arising in organisations as a result of organisational, administrative or human relationships. The trainer then gives the trainee a certain role in the problem and asks him to represent it and take all the related decisions. At the same time, the trainer gives another trainee another role in which the first trainee acts as a supervisor who has caught an employee not applying the instructions of the administration in his daily work, while the second trainee acts as an employee. Through the discussion between the two, various behaviours and trends emerge and are commented on by both the trainer and the trainees (Zueliv, 1998).

- Management Games: the method of management games refers to the use of a training position very similar to the normal career positions in which the trainees work. Each member on the training course acts a certain role in that position.

- Audio-visual tools: This method uses modern audio-visual media such as video, CD, PowerPoint and DVDs, closed television circuits, as well as traditional means such as a

blackboard, films, and slide show machines. The success of this progressive method is ensured by its being used side by side with other training methods, such as lectures and symposia (Salem and Salih, 2002).

### 4.1.6 Preparation and development programmes

Many countries have introduced preparation and development programmes for head teachers and aspiring head teachers, and there has been considerable discussion of these in the literature. Fidler and Atton (2004), as mentioned previously, discussed the English National Professional Qualification for Headship (NPQH) was established to provide training for headship and also act as a pre-selection mechanism, with possession of an NPQH indicating readiness for headship.

The training for the qualification has been revised almost continuously since it was first introduced. The course was only developed as the first group of candidates became involved with it and the contents were revised following experience gained during the course. From April 2004 it has been mandatory for all first-time heads to hold the NPQH or to be working towards it. Once in their posts, they must gain the NPQH qualification within four years of their appointment. In addition to training, candidates have to draw up a portfolio of evidence of their leadership and managerial skills. This has increasingly focused on evidence of leading curriculum development in their own schools. Through their research for their book, Fidler and Atton (2004), and their examination of the knowledge and skills which head teachers need, reached the conclusion that the training and development of head teachers before and during headship needed to be carefully planned. In this way heads might be better prepared to deal with certain situations they

encounter. The problems facing a head teacher in a new post may be a result of the mismanagement by the previous head teacher, and a neglect of the problems developing within the school. This argues for both better preparation and continuing support and development throughout headship. These authors argue that professional knowledge is more than a series of facts and that professionals build on the knowledge they have acquired in training throughout their careers. Teachers first learn about learning and then they learn about leadership and management. The authors state that one of their principal findings, while doing the research for this book, was that prospective head teachers need to learn about leadership throughout their careers and not assume that this is acquired by a course before undertaking a headship. (Fidler and Alton, 2004)

In Scotland, the equivalent of the English NPQH is the Scottish Qualification for Headship (SQH), which has become compulsory for all applicants for the post of head teacher in Scotland. (Menter et al, 2005). A study for the Scottish Executive Education Department reported on two case studies, including one of a school in a small industrial town in the west of Scotland (Menter et al, 2003). The deputy head teacher who was then acting head teacher completed the SQH programme in 2001, having taught for 17 years. She said the programme was "*very difficult, but it was worthwhile*." The impact of the programme on the school which she mentioned were effective for motivating and developing the self-esteem of the staff; building the school ethos through consulting others; including parents, which was found to be very positive, and making changes to her leadership and management style (more consultation with her staff). The overall findings of this study were extremely positive and confirmed the significance of the SQH programme for the future of Scotland's schools. Many schools which have supported a

candidate for the course have already noticed its immediate benefit, as the first two case studies demonstrated (Menter et al, 2003).

In his article *"The impact of leadership training: stories from a small school"* (2004) Mark Brundrett of the Centre for Educational Leadership at University of Manchester used a narrative analysis of the stories of two leaders from a small school in North-West England to try to discover if NCSL programmes were assisting them in their professional development. Although not necessarily generally applicable, the findings suggested that NCSL programmes were helping to improve leadership in small schools by making head teachers aware of possible problems.

Nonetheless, such national programmes have been subject to sustained criticism including: first, the distinction made between 'leadership' and 'management'; secondly, the emphasis on 'best practice outside education'; and thirdly, the weak links between the NPQH and specialist Masters' degrees in Educational Leadership and Management (Bush, 1998; Bush and Jackson, 2002). Moreover, others have questioned whether what they view as the generic models that underpin programmes in England can cater for the complexity of leadership as found in schools (Ribbins, 1997; Gunter, Smith and Tomlinson, 1999; Gunter, 1999, 2005).

In his study "The professional development of school head teachers; insights from evaluating a programme in Hong Kong", Wong (2004) suggests elements for the success of head teachers' training programmes, which include the programme being theme-based or problem based; specific content items relating to current issues and technical

difficulties faced by course participants; and theory being linked with participants' practical experiences. In addition, he suggests that teaching strategies should include sharing and discussion and other methods to enhance critical thinking and reflective abilities; and that assignments should be designed flexibly and not just for the sake of assessment.  He goes on to say that well-qualified instructors are also vital, and it is important to have a network of head teachers after the programme for further professional development purposes.

Harris and Townsend (2007) gave an assessment of the impact of the 'Developing Leaders' programme in England on school and student development.  They state that the initial findings show that "this programme has provided the skills, knowledge and understanding for developing leaders to initiate important development work and that this has made a positive difference to the quality of teaching and learning."  They go on to say that the programme has shown that where teachers are given the opportunity to lead, however early in their career, a great deal can be achieved for the benefit of schools and young people, and that it is therefore vital to look for leadership practices that "generate and sustain improvement at both school and system level"

Clark (2004 in Ribbins *et al*, eds., 2004) describes the education system operated by the Catholic Church in Parmatta, 20 km west of Sydney in Australia. The Parmatta system has concluded that a crucial factor in implementing plans for the future is the effective development of educational leaders. As a means of assisting their educational leaders, the Parmatta system has introduced practical programmes for leadership development.  These include six levels of training programmes to help staff meet their challenges.  On

completion of the highest level a Master of Educational Administration certificate is awarded. Many of the courses are planned to provide existing and potential leaders with the skills, knowledge and critical understanding they need to be effective in an educational setting.  Some of the courses reflect directly the goal to ensure that professional development of teachers and head teachers will lead to improvements in the schools. The support of the entire educational system is required and if the system cannot ensure the personal and professional development of teachers and head teachers, then the teachers and head teachers cannot be expected to contribute to the pupils' development. She concludes by saying that the crucial question is how can a school best prepare a child for tomorrow's world.  In order to do this, in Clark's opinion, it is essential to prepare the educational leaders in an effective and imaginative way so that they are able in turn to prepare the children. (Clark, 2004 in Ribbins *et al*, eds., 2004).

However, as far as the USA is concerned, Sparks (2000) offered the opinion that the professional development of head teachers had been neglected for too long, to the detriment of educational standards in the U.S.A. In his opinion, this development should focus on standards, be sustained, and be an integral part of the working life of a principal, and only in this way could high standards of learning and performance for students and teachers be achieved.  In the years since Sparks (2000) put forward this point of view, progress has been made in this area in the USA. "*In the United States and Canada, potential head teachers and assistant head teachers must complete Master's degree in Educational Administration. Similarly, universities are centrally involved in the preparation of school leaders in Australia, Hong Kong, New Zealand and Singapore …,*

*what these countries do have in common with England is an explicit recognition that training and development are essential if school leaders are to carry out their onerous responsibilities successfully."* (Bush, 2003, p ix).

Daresh and Playko (1994) reported on a study, carried out by the authors, of 420 aspiring school head teachers in 5 different universities in three different states in the U.S. and 100 practising head teachers at elementary, middle, and secondary school levels in five different states. They were all asked to complete a "Beginning Head teachers' Critical Skills Survey", a 24-item questionnaire which asked for the assessment of tasks traditionally assigned school head teachers. Each item was to be rated from "extremely critical" to "irrelevant". The findings suggested that the traditional idea that head teachers' preparation courses at a university or other institute would prepare people for undertaking the role of principal may not be correct. The authors did not suggest that such courses were not useful, as there are many courses which contain useful information on the role of the principal, but the implication of these findings was that such programmes were inadequate and based more on theory than on reality. The authors also suggested that while field-based activities, induction programmes and mentoring could also be useful, too many of such schemes also emphasised the technical aspects of the job, i.e. the new head teachers were simply shown how to do things in a practical sense. The authors pointed out the need for further research in these fields, and that preparation programmes to be more reflective and to place more emphasis on personal development (Daresh and Playko, 1994).

**4.1.7 Designing and evaluating training courses**

There are multiple criteria for the selection of the routes and methods of training, which include dependence on the laws and principles of learning and teaching.; the appropriateness of training methods to the needs of trainees; and the number of trainees. In addition, there are considerations of the availability of qualified technical personnel; individuals with potential; physical facilities and the financial means for training. The time factor and the appropriate time allotted for training should also be taken into account. (Al-Khatib and Al-Khatib, 2001),

Brown, Boyle and Boyle in their 2002 study, reviewed the then current thinking about the professional development and management training needs of heads of department in secondary schools. They argued that some of the professional development and training models currently in use were inadequate. According to the results of a survey of 21 schools in the UK, it is not always the case that heads of department have the knowledge and skills to undertake their roles effectively, despite the assumption that heads of department are appointed on the basis of already possessing the requisite knowledge and skills. The majority of the interviewees identified many training needs, and expressed their feelings of dissatisfaction at not having the opportunity to make an effective contribution to decision-making and development planning for the school as a whole. The authors argue that these results call for the development of more appropriate forms of professional development and training which would incorporate the concepts of school-based research and collegial reflective practice within learning institutions.

The somewhat problematic issue of how to measure and evaluate teachers' training and development programmes has received comparatively little attention in the literature. The general consensus would appear to be that 'the proof of the pudding is in the eating'; in other words, the success or failure of such programmes should be evaluated empirically. In one of several recent studies identifying school leadership as a key factor in schools that outperform others with similar students, researchers found that achievement levels were higher in schools where head teachers undertake and lead a school reform process; act as managers of school improvement; cultivate the school's vision; and make use of student data to support instructional practices and to provide assistance to struggling students (Kirst, Haertel, & Williams, 2005). Davis et al (2005), among others, argued that the relative quality of leadership programmes should be judged, ultimately, by the knowledge and skills of their graduates and by their capacity to engage effectively in the leadership practices described; as well as other practices that promote school improvement and student learning. In addition, Davis et al (2005) maintained that programmes should also be assessed by what graduates learn, how well they learn it, what they come to believe about being a principal, and how deeply they identify with the role as a result of their participation in a programme. They went on to assert, however, that the available research suggests that several precepts of adult learning are reflected in many of the specific programme features found in effective leadership development programmes. These include a clear focus and values about leadership and learning around which the programme is coherently organised; a standards-based curriculum emphasizing instructional leadership, organizational development, and change management; and field-based internships with skilled supervision. Other elements are

cohort groups that create opportunities for collaboration and teamwork in practice-oriented situations; active instructional strategies that link theory and practice, such as problem-based learning; rigorous recruitment and selection of candidates for the appropriate faculty; and strong partnerships with schools and districts to support quality, field-based learning (Davis et al, 2005).

Morden (2004), stated: "It is imperative with any investment in training that the time and money is seen to be acting for the company, and that buy-in is achieved at both manager and employee level. Training is most effective when managers identify a need for individual employee improvement in a specific area and openly discuss how the training is going to address that issue."

Bullock *et al* (1995) identified seven opportunities for learning as a result of interviews with 13 recently appointed managers and 13 experienced managers in educational management. The sources of learning were often the same for the two groups. There were two quite different approaches to learning – on the one hand there were those who expected to learn from reflecting on and thinking about their own experiences, while on the other hand there were those who expected to learn away from the job, for example, on courses. Courses provided a number of learning opportunities. First, there was the acquisition of new knowledge and ideas. Secondly, there was an opportunity to restructure and reorder existing knowledge. Thirdly, it was possible to receive reassurance and gain confidence. The reassurance could come from talking to other course members. Finally, it was discussion among course members that was recognised

as an opportunity to learn from others and to hear about practice in other schools. Mentoring by another teacher in the early period of headship was also found to be of great benefit (Bullock *et al*, 1995).


### 4.1.8 Mentoring

A considerable amount of literature has been devoted to the concept of mentoring as a part of the training and development of head teachers. Ashburn et al (1987) defined mentoring as "the establishment of a personal relationship for the purpose of professional instruction and guidance". A mentor should offer support and act as a guide.

A mentor for a new head teacher needs to have other characteristics in addition to being an effective head teacher him or herself. They need to:

- Ask the right questions and not just supply answers

- Accept other ways of doing things and not just tell mentees the 'right way' in their opinion

- Encourage mentees to aim for higher performance however good it is already

- Model principles of 'continuous learning and reflection themselves. (Daresh and Playko, 1994).

Mentors also need training and development for the role. They need to develop both their technical skills and their interpersonal ones. Experience in Singapore suggests that mentors and mentees should be able to express their preferences and should be matched accordingly. (Daresh and Playko, 1994).


The advice which was given to mentors in England about how to approach new heads in an evaluation of a pilot scheme of mentoring for new head teachers was "to build up an

understanding of the nature of the management task, its impact on the school and his/her reasons for the chosen line of action" (Pocklington and Weindling, 1996). The new heads mentioned very important issues that they discussed with mentors, with most mentioning discussions with members of staff and relations with the governing body of the school. Pocklington and Weindling (1996) present four vignettes, taken from their evaluation in which head teachers talk of some of the issues which caused them problems when they were new heads and how their mentors had helped them. From this report, the advantages for those being mentored emerged as:

- Emotional support

- Increased self-confidence by receiving reassurance about actions or praise for their achievements

- Opportunities to raise issues and discuss them in a non-threatening way, without fear of repercussions

- Justify action, talk things through

- Develop reflective abilities


Mentoring was also seen as having the following benefits for mentors:

- Hearing about practice elsewhere sometimes produced good ideas to use themselves

- The opportunity and incentive to think about their own practice

- After a while the mentor could raise problems in their own school for discussion in order to get help

- It provided a form of networking

The authors concluded that taking part in an organised arrangement for mentoring brings experienced heads into contact with new heads and also with other experienced heads who are mentoring. This helps reduce the feeling of isolation often experienced by head teachers (Pocklington and Weindling, 1996).

**4.1.9 The training and development of female head teachers and obstacles to this training**

The importance of formal and informal support for women by other women is indicated by researchers in the U.S.A. (Schmuck, 1995; Gupton and Appelt Slick, 1996). Similar research in Australia gave similar results. Networking and support in the U.K. is also recognised earlier (e.g. Perry, 1993). Several women-only groups, such as the group of female secondary head teachers in North Yorkshire, Supporting Women in Secondary Schools (SWISS), which still exists, are much appreciated in the U.K.

Regarding the training of women in particular, Coleman (2002) identified a large number of underlying questions that could be asked by women who aspire to management and leadership in schools and which could at least partially be answered by data gathered from two large surveys of school head teachers in England and Wales. In addition, she carried out interviews with a number of women head teachers. Data from the interviews are used in the book, but the main source of data is the two surveys in which their questions were answered by almost 1,000 secondary school head teachers, both men and women. (Coleman, 2002)

The book's perspective is based on the views of the women head teachers, when looking back at their experiences and reflecting on them. Factors likely to be important in the preparation stage of a career are the extent to which an individual actually makes plans for the future and, also, the range of influences that affect how they make their plans. Coleman (2002) found that there was often a lack of confidence among head teachers, both men and women, but particularly among the women. She found that confidence among women teachers is often very low, and that courses can boost their self-confidence and make them aware that they are capable of leadership roles, She also found evidence that female role models can encourage the development of female managers and discusses the importance of mentors and role models. Mentoring is considered particularly important in the development of female leaders who may need more support and encouragement than men, because of the cultural perception of leaders as male. Women as mentors provide appropriate role models, but as there are fewer of them in positions of authority, they may be seen as being less influential than their male equivalents. Coleman (2002) mentions numerous women-only courses in professional development open to women in the U.K. such as: Women in Management; Assertiveness Training and women's conferences and local training courses.

*"To learn to be effective head teachers, women also need access to training and education programmes. My participants emphasized that new head teachers – including female head teachers – were involved in a continuous professional development programme, which was aimed at equipping new head teachers with knowledge and skills*

*in school administration and management. They believe that this helped new head teachers in leading their schools successfully."*(Kawana, 2004, p.70).

The inadequacy of the training policy in respect to Saudi women does not take into account the increasing number of women in the workforce and does not fully realise the importance of women's effective role in the social, cultural and economic development process in Saudi Arabia. (Al-hussaini,1988).

That the success of the female school head teachers and the deputy head teachers in the school administration represents the achievement of educational objectives which necessitate drawing up rules and regulations for the selection and nomination of the headteachers and their deputies and paying attention to their ongoing training needs in order for them to assume the functions of leadership. (Kawther, 2000). The author further stated that the most important training needs of female head teachers and their deputies include capabilities relating to the management elements of planning, organisation, coordination, implementation, follow-up and evaluation, personnel management.; decision-making; information management; and meeting management.

The recommendations at the meeting were awareness that training ensures career success, and commitment to this success at all times through self-training and other types of training.  In addition, it recommended the identification of training needs in an accurate and scientific manner and proper planning from the start of the training programmes through cooperation between the trainers, taking into account the objectives of the programme and the needs of trainees. It was also recommended that training programmes to include all categories of workers, new and old, female candidates for top jobs, and

workers in general and that modern training methods should be used in administrative training, such as educational research, seminars and educational meetings, in order to be effective and adaptable in the light of training needs and management problems. (Kawther, 2000).

While in Europe, the U.S. and Australia, ideas concerning the professional development of women are now beginning to go beyond courses and women-only networks, in Saudi Arabia these methods of professional development are not available to women teachers or head teachers.   There is a Principal's Preparation Course in Saudi Arabia, but it is currently available only to men.   The objectives of this course, as stated on the website of Jazan Teachers' College, are the following:

1) To familiarise the head teachers with new models of management in general and educational management in particular, and the benefits to be derived from them.

2) To train head teachers to organise their managerial work and to develop programming and planning.

3) To teach the head teachers ways to communicate with management, employers, students, parents and the local community.

4) To instruct head teachers in the use of assessment and evaluation instruments in general and more particularly for the assessment of teachers, students and curriculum.

5) To train head teachers in the use of new technology to organise their managerial and technical work in their schools.

6) To support head teachers in their careers and to emphasise the value of their role and their responsibilities.

7) To support head teachers with the skills they require being supervisors and trainers in their schools. ([http://www.jazantc.edu.sa/](http://www.jazantc.edu.sa/))


This section has examined various issues regarding the training and professional development of head teachers, revealing how such training has an impact on every aspect of the education system.  The importance of conducting appropriate needs analyses, identifying the objectives of training and designing effective training programmes for head teachers, as well as various approaches to these tasks have been discussed. In addition, the chapter has highlighted the particular training and development needs of female head teachers and the obstacles that may be encountered in fulfilling these requirements.


The conclusion of this section, based on recent research, is that training objectives are equally valuable for female head teachers as for males, and that there may also be other issues which would be applicable specifically to women's education; hence one objective of the research is to discover the training needs of female head teachers in Saudi Arabia.

## 4.2 Previous studies concerning head teachers' training needs

### 4.2.1 Introduction

In recent years, the topic of training needs has come under the scrutiny of many researchers all over the world. This researcher has identified a number of studies conducted in Saudi Arabia concerning training needs in general as well as the training needs of both male and female head teachers, and a number of studies on the same themes from other Arab countries. In addition, many studies from other parts of the world have been identified, in particular from Western countries, where considerably more research has been undertaken on the topic of training needs than it has in developing countries. A number of relevant studies will be reviewed in this chapter.

### 4.2.2 Saudi Studies

The researcher has divided the Saudi studies into five groups according to the key themes that emerged from them, which are the following:

1- Administrative difficulties;

2- Decision making;

3- Management requirements;

4- Educational technology and curricula development;

5- Assessments of training programmes

The researcher found that all those researchers have used questionnaires as a tool for their studies, apart from Alzaidi (2008 ) who used interviews to measure the job satisfaction of school head teachers in Saudi Arabia. The researcher will present those studies grouped into key themes, with critical reflection.

### 4.2.2.1 Administrative difficulties

The ability to deal with administrative difficulties was found to be the most important training need of the school head teachers in Saudi Arabia in the studies of Almanee (1988 ) and Khalil Arafidane and Gazal ( 1989). The researcher will present these studies separately due to the differences between them and then will compare them with his study.

Almanee's (1988) study aimed to discover the administrative difficulties faced by primary school head teachers in Saudi Arabia. His study sample comprised 80 head teachers. The results of this study identified the most significant difficulties in school management in Saudi Arabia as: the education authority not adopting head teachers' suggestions to improve the educational process; not giving moral support or material incentives to teachers; lack of supervision and a follow-up of teachers' performances; a high transfer rate of teachers from one school to another; the large number of students in the classroom; the parents not contacting the school to ask about their children's performance or problems; parts of the curriculum being inadequate for students, the lack of maintenance services for school buildings; and the lack of necessary school facilities, such as libraries, playgrounds and laboratories.

A study by Khalil Alrafidane and Gazal (1989) aimed at identifying the administrative difficulties at schools in the Nenoy governorate, and showed that these were the low achievement of many students in the first grades; too much leave and time off for the teachers; teachers' difficulties in controlling classes; the uncertainty of the availability of permanent teachers at the beginning of the school year; and the carelessness of some students about daily preparation.

The researcher believes that these difficulties are evidence of training failure. Both of the above studies used the questionnaire, which they perceived as being the most relevant and important method for their research. The researcher concurs that this method (see Chapter 5) is the most suitable for this kind of research. The current study has covered almost all the items mentioned above, which will be discussed in detail in Chapter 6, but there is a difference from Almanee's study. This is that, while he mentioned that the head teachers complained of the lack of supervisors following up the teachers' performances, in the current study some head teachers complained that there were too many visits from supervisors to the school. The researcher's explanation for this is that in the past the Saudi Education Departments had a shortage of both Saudi staff and transportation, so that 20 years ago most of the teachers and the supervisors were not Saudis and it was more difficult for supervisors to travel around.

**4.2.2.2 Decision making**

Abdulwahhab (1981) and Hassan (1987), who conducted studies to identify the training needs of the school head teachers in Saudi Arabia, revealed some of the training needs of head teachers, with the most important being decision-making. Both of those researchers used the questionnaire as a tool for their studies which is one of the most acceptable and widely-used methods for research in the science of education.

Abdulwahhab (1981) conducted a study to identify the training needs of a number of directors and employees of Saudi government establishments, including school head teachers. The findings of his study showed that the most important training needs

identified by those directors and employees were decision making, problem-solving, dealing with superiors and development to face changes in the future.

Hassan's (1987) study concerned the training needs in decision-making for male head teachers. The sample consisted of 156 male head teachers of primary, middle and high schools in the western region in the Kingdom of Saudi Arabia in the school year of 1985, representing 21.5% of the total of 723 male head teachers. The researcher's questions were;

1- What are the basic skills in relation to decision making which head teachers should have?

2- To what extent do head teachers already possess these skills?

3- What is the extent of the need for those skills for all the head teachers?

4- What are the head teachers' ideas for developing those skills?

The findings showed that the highest level of the findings concerned the participation of teachers in decision-making, closely followed by how to choose suitable methods for making decisions.

Decision making was found to be the concern of most of the head teachers at that time and this pertains until the present day, despite many training programmes in this area having been developed in recent years in fields other than education, which indicates that decision making skills are important for managers.

### 4.2.2.3 Management requirements

The importance of management requirements was identified in several studies, with some finding them to be the most important requirement of head teachers. Such studies

included those of Alfozain (1989); Alshareef (1989); Mosa (1990); and Al-Sahlawi (2001). The researcher will present these studies below, give his opinion on them and indicate their relevance to the current study.

The aim of Alfozan's (1989) study was to identify the training needs for male and female head teachers in Riyadh in Saudi Arabia. The study sample consisted of 154 male and female head teachers, and nine categories were examined. These were: administrative procedures, planning, organization, guiding and supervision, communication and interpersonal relations, technical, evaluation, professional status and in-service training. The following results were obtained by the use of a questionnaire.

1. All training needs mentioned above were found to be important for both male and female head teachers of public schools.

2. The existing training programmes did not pay sufficient attention to the actual needs of the trainees.

3. There were no statistically significant differences resulting from the variables relating to the level of the school, educational preparation, or management expertise, except in the evaluation domain.

Alshareef (1989) aimed to identify the educational and managerial competencies required by male head teachers of middle and secondary schools, which would enable them to carry out their administrative and educational tasks efficiently. A questionnaire was supplied to all middle and secondary school head teachers in the city of Medina; the sample comprised 56 head teachers and 413 teachers. The results of the study showed:

that the most important competencies required in the training programmes were the knowledge of the objectives of the educational process; good planning methods ; analysis of school problems; understanding the regulations for examinations; the use of appropriate methods for the organisation of school schedules; following-up the performance of the teachers within the school; allowing the teachers to see the changes in the curriculum, ensuring the use of appropriate methods for communication between home and school; proficiency in the use of modern methods of evaluating the performance of teachers; appropriate methods to raise the morale of teachers; discussing with the teachers how to achieve the behavioural goals stated in the curriculum; and bringing children's behavioural problems to their parents' attention.

In view of the many competencies identified, Alshareef (1989) recommended a review of the construction of training programmes for head teachers. These programmes should include training in the skills and capabilities needed by the head teachers in accordance with the actual needs of the head teachers for their work, as well as updating them as to recent educational developments.

The aim of Mosa's (1990) study was to identify the training needs of male head teachers in middle and secondary schools in Saudi Arabia. For this purpose, a questionnaire was applied to the head teachers who were involved with the training course in the University of Um Alqura in 1984. The results revealed that the sample of the study needed training in all the requirements mentioned in the questionnaire, the most important of which were school management and staff development; relations between manager and staff; the

planning and development of the schools' curricula; the use of teaching aids; and the formulation of educational goals and their use in teaching.

Al-Sahlawi's (2001) study was conducted to investigate the perceptions of elementary school head teachers in Al-hasa about the training needs of elementary school head teachers. A random sample of 67 head teachers took part in the study. The results revealed the ten most essential training needs for elementary school head teachers, of which the first three were developing decision-making skills; knowing how to assess teachers and other school staff; and being aware of the rules and regulations governing public education. The other training needs were: training in the role of modern technology in school administration; identifying students' problems and finding solutions for them; gaining a better knowledge of teaching methods; developing administrative ethics; gaining a better understanding of relations with colleagues and team-work; finding out how best to form school councils; and knowing how to initiate effective change.

In conclusion, Al-Sahlawi recommended that including training in all these aspects would improve training programmes for school head teachers.

### 4.2.2.4 Educational technology and developing curricula

Educational technology and developing curricula were found to have the highest level of training needs in Alajaj's (2001) study which aimed to discover training needs as perceived by the head teachers of public schools in Alqurayat Governorate in the Kingdom of Saudi Arabia, as well as to examine the effect of the variables of qualifications, years of experience and school type on the head teachers' opinion in order to determine what they considered were important for their training needs.

The sample of the study comprised 71 head teachers. The main instrument of the study was a 70-item questionnaire designed by the researcher, in which each item represented a training need of head teachers. The validity of the questionnaire was assured by a panel of experts in the field of educational administration, and its validity was confirmed by the use of a test-retest method, with a two-week interval.

Pearson and Cronbach-Alpha coefficients were calculated; with the former being 0.90, and the latter 0.92. Means, standard deviations and MANOVA were used to analyse the data.

It was found that the majority of the training skills mentioned in the questionnaire were regarded as important training needs by those with a "medium degree level", with a total mean of 3.49, and that there were significant differences, at Alpha (*alpha = 0.05)*, in the head teachers' responses concerning their training needs due to qualifications, particularly among those with a Bachelor's degree. However, it was also found that there were no significant differences in the head teachers' responses concerning their training needs according to experience and educational level. The highest mean was derived from head teachers' responses concerning their training needs in the following areas: educational technology, developing educational curricula and the teaching-learning process.

In the light of the findings, Alajaj (2001) recommended that an appropriate programme for training head teachers in the skills of using educational resources and information technology should be developed and that training programmes to improve the qualifications of those head teachers who did not hold a degree should be developed according to a systematic programme schedule. His other recommendation was that

educational workshops for head teachers should be organised at the start of each semester, dealing with the requisite technical and administrative skills, in order to upgrade head teachers' skills in developing the curricula and the requirements of the necessary study materials.

Alajaj's (2001) study found that educational technology and curricula had the highest level of training need, which is relevant to and consistent with this study as far as the technology aspect is concerned, but differs with regards to curricula development. Alajaj (2001) found this to have a medium degree of need for training, and the present study has not included it, as the researcher believes that curricula development is highly centralized by the Ministry of Education and that hence, head teachers are not greatly involved in it. This would explain why it was found to have only a medium need for training in Alajaj's (2001) study.

### 4.2.2.5 Training programme assessments

Alyawir (2002) conducted a study entitled "Suggested model for educational training in the education departments in Jeddah within contemporary transformations" which adopted a systems analysis using as an essential tool for the study of a questionnaire administered to 166 leaders among the top leaders (senior management) of the general administration for educational training, and girls' education leadership in the Jeddah Governorate, as well as a sample of university professors. The results of the study showed a number of negative aspects in the training programmes for teachers offered by the Department of Girls' Education in the Jeddah Governorate. Among these negative aspects were the generalization of training objectives, both at the central and local levels; the fact that training did not keep up-to-date with the recent trends in the methods and

techniques of training found in some developed countries and that scientific methods were not used to identify training needs. In addition, there were found to be deficiencies in the design of programmes and an absence of both applied programmes and seminars for top leadership in the Department of Education despite the need for these being obvious. Other negative aspects were the small budget for central training and the use of quantitative measurement to represent the number of trainees as an indicator to find a training system.

The study by Alyawir (2002) concluded that in an integrated framework of suggested models to develop a pedagogical training in girls' education in Jeddah, there should be several components, including the training and development of the local women's work force to carry out the tasks entrusted to them in the present and the future and that the design of both mandatory and optional training programmes be tested before implementation. In addition, there should be a diversification of training methods, to include both traditional and modern methods, such as virtual reality, multimedia, training through the Internet, simulation and others. Care should also be taken in the selection of trainees, who should have appropriate qualifications, and participate in activities of training, English language proficiency, and also participate in membership organizations interested in training. Not only the public education staff, but other groups, such as private education staff, candidates for work in colleges, and university graduates, should be encouraged to enrol in training activities. The impact of training in the light of the output in terms of both quantity and quality should be measured and educational training systems should have several sources of financing, both private and governmental.

A more recent study used five focus-group interviews with 25 head teachers and semi-structured interviews with 20 head teachers to investigate the job satisfaction among secondary school head teachers in Jeddah, Saudi Arabia. The aim of the study was to identify the factors contributing to job satisfaction and dissatisfaction and the attitudes of head teachers towards these factors. It was found that good relationships with educational supervision centers and supervisors, the implementation of interrelationships and the availability of professional development for teachers were factors conducive to job satisfaction. On the other hand, lack of financial resources and authority, a lack of training programmes for head teachers and inadequate response to their requests for school requirements were found to lead to job dissatisfaction. The conclusion was drawn that lack of school autonomy and the highly centralised educational system in Saudi Arabia made head teachers dissatisfied with their jobs. (Alzaidi, 2008).

**4.2.2.6 Conclusions from Saudi studies**

Several themes emerged which were common to many of the studies conducted in Saudi Arabia and which also appeared in the present study. However, several other aspects were also found in these studies, some of which were consistent with the present study and others inconsistent (see Tables 6.20 & 6.21 in Chapter 6). The researcher found that the methods used (questionnaire and interview) in these studies were acceptable, and appropriate to the type of research undertaken. The studies reviewed above were all conducted in Saudi Arabia, but studies have been carried out in other Arab countries. In the next section there will be a similar presentation of a selection of these studies from other Arab countries.

### 4.2.3 Arab Studies outside Saudi Arabia

The results of studies on training needs conducted outside Saudi Arabia were largely consistent with the results of the Saudi studies, but some variations were nonetheless found. The main topics which emerged from these were the development of staff and curricula; administrative and management requirements; educational planning and development; finance and supplies; information technology; decision making; and the assessment of training programmes. In this section, the researcher will present those studies as a grouped into key themes, then give his opinion of them and their relation to the present study.

### 4.2.3.1 Development of staff and curricula

Some studies have examined many items of programmes grouped into dimensions to measure the training needs of school head teachers. Some of these studies found that the development of staff and the development of curricula was the greatest concern of the head teachers. These studies include the following:

Al-Dellemi (1979) conducted a study with the aim of identifying the training needs of male and female directors of primary, middle and secondary schools in the province of Baghdad, Iraq. The results of the study were that the managers considered educational supervision and evaluation of teachers, curriculum development, and professional development for the staff in schools to be very important requirements for the management of schools. They also considered that dealing with the personal problems of students, the maintenance of the school system, communication with subordinates and

superiors, and working with the school unions were less important for the requirements of the school management.

This result was consistent with the present study that staff development has a high level of training need for both male and female head teachers.

**4.2.3.2 Administrative and management requirements**

The concerns of Saudi head teachers are also the concerns of most head teachers in the world and required by directors in other establishments. Hence, the researcher found that the most important training need revealed in some of the studies from other Arab countries was administrative requirements. The studies include the following:

The study of Al-nibatey (1989) aimed to assess the educational administrative needs of secondary school managers in Jordan in seven areas: clerical and administrative occupations planning; evaluation; working with teachers; working with students, improving the curriculum; and the local community. The results of the study pointed to the existence of statistically significant differences between the variables of the importance and the capacity on a number of educational, administrative skills of both male and female administrators. The results also indicated that there was no impact of the variables of sex, professional qualification, or educational experience in the educational and administrative needs of the managers of academic secondary schools in Jordan.

Also in Jordan, Al-Zua'bi (1991) conducted a study aiming to detect the training needs of university department managers and heads of administrative departments, from their

perspectives, and to identify the training programmes in which they had participated during their work in universities. The researcher used a questionnaire that included a number of sections allocated to the areas of: planning; organisation and coordination; leadership; direction; control and performance evaluation; decision-making; and communications. The results of the study showed that there was a need on the part of the individuals in the sample for training in the managerial skills related to the following six areas of training: planning; leadership and guidance; decision-making; organisation and coordination; supervision and performance evaluation; and communications.

The results of Al-Zua'bi's (1991) study revealed the presence of statistically significant differences in the impact of the functional level on the sample individuals' degree of training needs and that the proportion of the sample individuals who participated in the training programmes was 40.4%. The training programmes in the area of management and coordination obtained the highest percentage.

Girgis's (1992) study aimed to identify the training needs of male and female head teachers in primary schools in the governorate of Sohag in Egypt. A questionnaire was applied to a sample of head teachers and fifty of the officials and specialists in the Departments of Education and Training  Departments of the Directorate of Education. The most significant findings of the study were that training was required in the following areas: knowledge of the most important recent trends in school management; knowledge of the functions and responsibilities of head teachers; knowledge of modern administrative and supervisory techniques; concerning the curricula for primary schools;

an accurate understanding of the educational objectives for primary schools; and knowledge of the concept of communication and its objectives and components.

The objectives of Azzuqa's (1995) study were to identify and draw up a list of the basic skills of nursery school head teachers in Jordan and to determine their appropriate training needs. The research questions were the following:

1- What are the basic skills required for nursery school head teachers in Jordan?

2- What are the training needs required for nursery school head teachers to acquire these skills from the perspective of the head teachers themselves?

The sample comprised 180 nursery school head teachers in Amman Governorate. Azzuqa (1995) developed a questionnaire comprising 87 items (skills) covering the following seven areas: planning experience; the nursery school environment; the principal and the local community; the principal and the media; the principal and the parents; the principal and the nursery teacher; and the principal and administrative work

The researcher submitted the questionnaire to a group of educational experts to check its validity. The reliability of the questionnaire was tested by selecting a random sample of 30 head teachers from the study population. The Pearson's correlation coefficient was found to be 0.88, with the data gathered through the questionnaire being analysed using the arithmetic mean and standard division.

The results of Azzuqa's (1995)  study were that, in answer to the first question, 40 skills out of 87 were seen to have a mean of 4.5 and above and are thus considered skills of the primary importance, while 39 skills had a mean of 3.5- 4.5 and are considered be of secondary importance. The other 8 skills had a mean of 3.5 or less, and are therefore considered to be the least important. In answer to the second question, it was found that all the skills considered to be of primary importance were also considered to be of primary importance as far as training needs were concerned. The training needs for the secondary skills were of secondary importance, and the least important skills also had the least important training needs. Based on these answers, the order of importance of training needs was found to be the following: the head teachers and administrative work; he nursery school environment; the head teachers and nursery teachers; planning experience; the head teachers and the parents;  and the head teachers and the local community.

The following recommendations were made:

1- It is important for nursery school head teachers to obtain academic and educational qualifications and training programmes should be designed in accordance with their needs to equip them with skills and abilities in the various areas of the educational process.  The training programmes should be designed according to a modern training method.

2- The nursery schools should be attached to an official authority, i.e. the Ministry of Education. Head teachers should be selected according to specific standards and

conditions, as this would result in progress in nursery school education and the development of all aspects of young children's needs.

3- A training programme for nursery school head teachers should be developed which would fulfil the training needs revealed by this.

4- Further research should be carried out on all aspects of the work of nursery school head teachers.

A study with the aim of identifying the training needs of the directors of secondary schools in Kuwait is worth mentioning. The study sample consisted of 50 administrators, 60 school directors and 1000 teachers. The researcher used a questionnaire that included the following areas: educational objectives; professional development of the faculty members; the problems of students; curricula; and educational supervision. The study reached the following conclusions: The training needs of male and female directors were distributed in four areas relating to administrative development, including the artistic and intellectual, educational, psychological and social aspects of education. Both male and female directors showed their training needs in the social and political areas. The training needs of managers varied in accordance with the variable of gender, in that the male managers would benefit from training in the social field, while female managers would benefit from training in the political field. However, the variable of service was in favour of those with most service. (Al Jaber, 1996)

Another study aimed to evaluate the training needs of high schools head teachers and their deputies in the cities of Sana'a and Ta'az in Yemen and to discover the priorities of

those needs and the effect of gender, qualification, years of experience and job level based on the scores of the training needs. The study included the domains of administration, finance, students' affairs, development of the curricula, the local community, and the teaching staff affairs. His findings proved that there was a high level of need for training in administrative skills, which was followed in descending order by the teaching staff affairs, development of the curricula, finance, students' affairs and local community. There were significant differences according to experience in all these domains, but no significant differences due to qualifications and gender (Alshomamery, 1992).

Also in Yemen, a study conducted by Idris (1992) aimed to identify the training needs of the administrators in the Office of the Ministry of Education in Yemen. The study sample consisted of 138 administrators. The researcher used a questionnaire comprising 56 items distributed over the following areas: planning skills; management skills; coordination skills; supervision skills; leadership skills; decision-making skills; and communication skills. The results of this study were that there is a great need of training for the members of the sample in the managerial skills in the following (in descending order of importance): decision-making; leadership; supervision; coordination; organisation; planning; and communication. Idris' (1992) study also showed that there were no statistically significant differences in the degree of the training needs in management skills for the variables of career ranks, scientific qualifications, or years of experience.

Al-Osfour (2006) carried out a study that aimed to assess the training needs of the managers of public schools, from their point of view, in Kuwait. The study community was composed of all the male and female head teachers of public schools of the Ministry of Education in Kuwait, consisting of 489 male and female directors in total, with 197 male directors, and 292 female directors. The study sample was composed of 123 male and female directors - 50 male directors and 73 female directors, selected in a simple random manner. The study data was collected through a questionnaire consisting of 45 items that were distributed over 5 areas: administrative affairs; technical affairs; finance and supplies affairs; school construction; and the local community. The authenticity of the study tool was verified by its being presented to a group of arbitrators at Yarmouk University, and the College of Primary Education in Kuwait. It was also verified by the test-retest method by being applied on a sample consisting of 30 male and female directors. Finally, a Pearson correlation coefficient was calculated, which came to 0.98 (Al-Osfour, 2006).

After applying the study and conducting the appropriate statistical analyses, the following results were that the assessment of training needs was considerable in terms of the areas of administrative affairs, technical affairs and finances and supplies. The assessment of needs revealed a medium degree of need in the areas of the local community, school construction and organization. There was an absence of statistically significant differences between the estimates of the training needs from the study tool from the viewpoint of male and female head teachers due to the variable of professional qualification. However, there were statistically significant differences in the assessment of training needs in the administrative areas, school construction, and local

182

community attributable to the variable of gender and for the benefit of male head teachers. The variable of experience was found to have no effect on the assessment of the training needs of school administrators in Kuwait from their point of view.

Al-Zamil (2006) conducted a study, also in Kuwait, aiming to identify the training needs of the educational leaders in the Ministry of Education in Kuwait and to design a training programme for educational leaders in the Kuwaiti Ministry of Education in the light of their training needs. The study community consisted of all the directors of educational departments in the Ministry of Education and the educational districts in the State of Kuwait, in addition to the observers and the heads of departments in the Ministry of Education and school districts consisting of 400 Directors of Departments, supervisors and heads of divisions. The researcher selected a random sample from the study community, consisting of 234 individuals, comprising 21 Department Directors, 76 supervisors, and 137 heads of divisions. To achieve the objectives of the study, the researcher prepared a study tool in the form of a questionnaire consisting of 48 items in their primary mode.

After conducting appropriate statistical analysis, the results of the study showed the following:

- The field of management leadership processes came in first place among the training needs of the educational leaders in the Ministry of Education in Kuwait, followed by the area of policies, strategies, legislation, and objectives. Supervision and evaluation came in third place, the area of management and administrative development in fourth place, and finally the area of leadership patterns and models was ranked fifth.

- Educational policy came firmly in the first degree of training needs ('very much') in the areas of policies, strategies, legislations and targets.

- The items regarding administrative organisation related to the area of management and administrative development came in first place within the degree of need ('very much').

- The section making managerial decisions related to the area of administrative leadership processes was within the degree of need ('very much'), in the first place.

- The presence of statistically significant differences between the arithmetic means by the degree of the whole training needs according to the variables of the study.

- The presence of statistically significant differences in the degree of all the training requirements due to the variable of the work place and for the benefit of those working in the educational areas compared to those working in the Ministry of Education.

- The presence of statistically significant differences in the area of leadership patterns and models due to professional qualification and for the benefit of those with higher studies compared with BSc holders.

The above studies found many training needs of the head teachers in their areas which they explained in each study. The researcher has grouped these studies according to the most important need that they found, this being administrative requirements.

### 4.2.3.3. Educational planning and development

In many Arab countries the head teachers may be involved in educational planning and development and this issue has been examined by several researchers in terms of training needs.

The aim of the study by Al-shihhi (2004) was to identify the training needs of head teachers in the educational planning process in the Sultanate of Oman from the perspective of the head teachers themselves and that of their administrative supervisors. It also aimed to identify the potential effect of such variables as gender, education, experience, and position on the subjects' responses and to discover the relative importance of training needs for head teachers in the educational planning process. The sample (n=334) comprised 298 head teachers, and principal assistants, both male and female, and 36 male and female administrative supervisors, in the academic year 2003/2004 in the school districts of the governorates of Mesendum and North Bateneih. The researcher developed a 54-item questionnaire, with each item representing a training need for head teachers. This questionnaire,was based on a literature review of previous studies, and was used as the principal instrument in this study. A pilot test of the questionnaire was made with a group of impartial experts to confirm its validity, while the reliability was affirmed by the test-retest method, with an interval of two weeks, which gave a correlation coefficient of 0.82and a Cronbach's Alpha of 0.97. The respondents' answers to items on the scale were analysed by use of means, standard deviations, and 3-way analysis of variance.

The findings were the following:

The majority of training skills identified by the questionnaire were perceived as greatly needed by head teachers in both Mesendum and North Bateneih, where the aggregate mean for training needs was 3.6.

No statistically significant difference at a=.05 was attributed to experience for either head teachers or their assistants.

No statistically significant differences at a=.05 were attributed to any of the study variables for administrative supervisors.

Al-shihhi (2004) recommends that both male and female head teachers should be well prepared, engage in training and supervisory courses, and be involved in educational meetings, conferences and seminars in order to acquire a wide spectrum of information and skills in every area of planning. Furthermore, principal training programmes should be established for those without degrees to elevate their educational level. This should be done according to a systematic timetable and head teachers should be facilitated to attend programmes of higher study. It is strongly recommended that similar studies aiming to investigate training needs from the perspective of administrative supervisors should be conducted in order to compare and contrast their findings with those of previous studies.

In his study, Ataterah (1996) attempted to identify the training needs of the head teachers of state-run elementary and secondary schools in Jerash and Ajloun in Jordan and to investigate them according to the perceptions of the school head teachers themselves. The sample comprised 108 head teachers, which represented 50% of the study population distributed throughout the education departments of Jerash and Ajloun in the academic year 1995/1996.

There are four independent variables in the Ataterah (1996) study, which are the following: location; gender; level of education, and; years of experience. There is also one dependent variable, which is the extent of the school head teachers' training needs.

The following are the study questions:

1- What are the training needs of state school head teachers in Jerash and Ajloun as perceived by the head teachers themselves?

2- Do the training needs of state school head teachers in Jerash and Ajloun differ depending on the school's location?

3- Do the training needs of state school head teachers in Jerash and Ajloun differ according to gender?

4- Do the training needs of state school head teachers in Jerash and Ajloun differ in reference to the school's level of education?

5- Do the training needs of state school head teachers in Jerash and Ajloun differ in according to their years of experience?

To answer these questions, Ataterah (1996) developed and administered a training needs questionnaire, giving due consideration to its reliability and validity.

The questionnaire comprised 70 items, covering the following seven areas: administrative affairs; financial and procurement affairs; the school's relations with the local community; technical matters; students' affairs; school buildings, and; planning and future development.

Ataterah (1996) calculated the mean of each item and each of the seven areas, using an analysis of variance to detect if there were statistically significant differences in the

extent of the need for training related to the effect of each variable (location, gender, educational level, and years of experience)

The results of the study were as follows:

1- The school head teachers indicated that they required a medium need of training in all seven of the areas of training needs which this study covers, giving greatest priority to training in planning and future development, followed by technical matters. Students' affairs came third on their list, with administrative affairs and financial and procurement affairs sharing fourth place. The school's relations with the local community came next, with school buildings having least importance.

2- The result revealed a statistically significant difference, at a=0.05, in the extent of the need for training, related to the effect of the head teachers' level of education.

3- The result revealed no statistically significant differences, at a=0.05), related to effect of the location, gender, or years of experience.

Based on these results, Ataterah (1996) recommended that training programmes for school head teachers be developed according to the priorities of training needs identified in the study, particularly in the area of planning and the future development field, in which the head teachers indicated there is the greatest need for training.

In addition, Ataterah (1996) recommended that a greater emphasis be placed on the professional development of school head teachers with diplomas or Bachelor's degrees, and that these should be encouraged to gain advanced degrees such as Master's degrees, particularly in Educational Administration.

Also in Jordan, Alkharshah (1994) aimed to identify the training needs of male and female head teachers of high schools in the Alkarak governorate in Jordan. The study sample consisted of 207 male and female head teachers. The questionnaire had six domains: administration; planning; curricula development; communications; finance, and; evaluation. The findings showed that the head teachers had a high level of training needs in the domains of planning, finance, evaluation and administration. They also showed that there was a medium level of need for training in the domains of communication and curricula developments. Variations according to the variable of headship experience years were found. (Alkharshah, 1994)

Educational and planning was identified as a training need for head teachers in several Arab countries, where head teachers may participate in the planning and development process. However, the need for training in educational planning and development does not apply in Saudi Arabia as all planning is centralized and head teachers are not involved in the planning process.

**4.2.3.4 Finance and supplies**:

The purpose of a study by Jaradadt (1991) was to identify the training needs for elementary school head teachers in Jordan. The study attempted to answer the following questions:

1- What are the training needs of elementary school head teachers in Jordan?

2- Do training needs differ according to differences in qualifications, experience and gender?

The sample of the study comprised 300 head teachers, both male and female, in Irbid, Beni-kananah and Ramtha Directorates of Education

The researcher developed a 60-item questionnaire; the validity of which was confirmed by a panel of experts and was established by a trustees-jury and its reliability was verified by the test-retest technique.

The questionnaire items were spread over five principal areas, which were: administration; development of the educational process; finance and supplies; students' affairs; and the relations between the local community and the schools.

The findings of the study revealed that training needs for the head teachers in the area of finance and supplies was greater than the training needs in the area of the relations between the local community and the school. The findings also showed significant differences in the head teachers' mean scores (a=0.05) according to both their qualifications and experience, although there were no significant differences according to gender in the head teachers' mean scores (a=0.05).

In view of these findings, Jaradat (1991) recommended that the in-service-qualification programmes for elementary school head teachers be continued and further developed in accordance with the training needs revealed by his study.

As noted in the previous section, Alkharshah (1994) and Alasfoor (2006) also highlighted the importance of finance and supplies.

In Jaradat's (1991) study, finance and supplies was cited as the area having the highest need for training, but in the present study this was found to have only a medium need for training.

**4.2.3.5 Information technology**

The advent and rapid development of information technology (IT) has changed the way in which many schools function. All over the world, IT is used in schools to improve efficiency, for example by using the Internet to obtain information and to receive and send e-mails. However, developments in this field have been so rapid that administrators' IT skills have frequently not been able to keep pace with them. This issue has been examined in several studies both in Saudi Arabia and other Arab countries. Among the latter are those of Samad (2003) and Abu Naser (2003).

Samad's (2003) study aimed to discover the reality of the training needs in the area of computer use for head teachers in government schools in the governorate of Jerash in Jordan. This study discussed the training needs according to three main axes: awareness of the use of the computers, use of computers for management activities, and supervision of computer learning, taking into account a number of variables that include gender, qualifications, years of experience in management and the school level. A questionnaire consisting of 36 items was distributed to the study sample, which consisted of 144 male and female head teachers, and the number of retrieved questionnaires was 123, giving a retrieval average of 85%. The results of the study showed that there was a high degree of training needs in the area of computer use in administration tasks, while there was an average degree of training need in the area of the supervision of computing learning and

computer use in general, and a low degree of training need in the area of awareness of using a computer .

Abu Naser's (2003) study aimed to identify the training needs of administrators of Jordanian IT schools from head teachers' and educational leaders' perspectives, as well as to discover the effect of certain independent variables (gender, academic qualification, district and job title) on these training needs at present and in the future. He used a questionnaire consisting of 60 items distributed over three areas: technical and administrative competencies, information technology competencies, and competencies related to development. The sample was 402 male and female head teachers of the IT teaching schools and 32 educational leaders chosen at random.

The content validity of the tool was verified by a group of experts and the reliability coefficient was obtained through test and retest. The reliability coefficient of the questionnaire according to Pearson correlation was 0.90.
Means and standard deviation were calculated to identify the training needs and one-way ANOVAs and T-retest were used to discover the effect of the variables. The T. key-test was used for post-comparison.

The findings revealed that the administrators of IT schools currently had a high level of need for training in the areas regarding competencies related to development and information technology and a medium level of need for training in administration. The findings also showed that these administrators had a high level of need for training for the

future in competencies related to development and a medium level in the areas of information technology and technical and administrative competencies.

No significant differences were found in current needs due to the variables of gender, job title or qualification, although there was a significant difference in the area of information technology according to district. There were no significant differences in future training needs attributed to any of the variables.

Based upon the findings of Abu Naser's (2003) study, the researcher recommended focusing on the training needs which took top priority in the construction of training programmes for the administrators of the IT schools, as well as recommending that the needs revealed by the study be addressed. It was concluded that IT was the highest level of need of both the previous studies which was consistent to the present study that IT was the greatest level of training needs for both genders.

### 4.2.3.6 Decision making

In the course of their duties, every head teacher is obliged to make decisions of varying degrees of importance on a daily basis. Alnoori's (1997) study entitled "The training needs of primary school administrators and their impact on the process of decision-making" examined this issue. The sample consisted of 81 male and female directors from the northern provinces of the West Bank; the researcher used a questionnaire consisting of a list of the training needs prepared by Randall. The study showed that there were no statistically significant differences attributable to the variables of: sex; scientific qualification; number of teachers; the dominating authority; monthly income; the number

of students in the school; or the number of teachers in the school as far as the training needs of school administrators were concerned. The study also showed the need of directors for training in the area of identifying the subject for decision and the field of decision-making (Alnoori, 1997).

The need for training in decision making in Saudi Arabia may however be less than in other Arab countries, as decision making is a centralized process and head teachers are therefore required to make fewer decisions, particularly regarding major issues, than they are in other countries where head teachers have greater autonomy.

**4.2.3.7 The assessment of training programmes**

Training programmes were the concern of some researchers who wished to assess their suitability for school administrators. Two such studies are presented below.

A study in the United Arab Emirates aimed to describe the report of a university training programme for administrators. This programme had been designed to raise the proficiency of English language teachers through the improvement of teaching, linking the teaching of English language across different educational levels. This training programme was directed at the supervisors of teachers through its 24 training sessions over two scholastic semesters by teaching subjects related to language development, methodological issues, and methods and classroom management. The assessment of the programme was conducted through the evaluation of each session and workshop along with discussions with the training supervisors. The study concluded that there was a need for conducting such training sessions for supervisors on an ongoing basis, in that the

supervisor may be regarded as a gateway to improving both the educational process and teachers in their professional growth. (Gufrachi and Trudi, 1997).

Al-Saea' (2006) carried out a study aiming to uncover the strengths and deficiencies in the training programmes of educational administrators in Kuwait and their impact on their professional performances. The study community comprised all the educational supervisors in the governmental schools in the Ministry of Education in Kuwait, consisting of 737 male and female supervisors in total, with 371 male educational supervisors and 366 female educational supervisors. The study sample comprised 181 male and female educational supervisors selected in a simple random manner; the study sample comprised 80 male educational supervisors and 101 female educational supervisors. To achieve the objectives of the study, the researcher developed a study tool, which was a questionnaire consisting of 48 items distributed over five areas: the plan and objectives of the training programme; the content of the training programme; the skills of trainers; the training environment; and the evaluation of training. The consistency of the study tool was verified through its being distributed to a sample outside the scope of the study that consisted of 30 educational supervisors and then a Cronbach's alpha coefficient of internal consistency was calculated.

After applying the study tool and after conducting appropriate statistical analyses, the study showed that the plan and the objectives of the training programme came in the first place, followed by the content of the training programme in the second rank. The training environment came in third place, according to the supervisors. These were all reported as having a high level of training need. The field of training evaluation came in fourth place

and the area of training efficiency came in fifth with a medium level of training need from the viewpoint of educational supervisors with regard to the aspects of the strengths and limitations of the training programmes.

There were no statistically significant differences in the viewpoints of educational supervisors regarding the aspects of the strengths and deficiencies in the training programmes due to the variables of gender or experience. However, there were statistically significant differences in the variable of professional qualification for the benefit of diploma holders in exchange for B.Sc. holders, with respect to the content of the training programme. (Al-Saea', 2006)

These studies were conducted to measure the level of satisfaction with training programmes for school administrators and to identify any deficiencies in these programmes or any elements which may be added to or removed from them.


**4.2.3.8 Conclusion of other Arab studies**

Many themes emerged from studies conducted outside Saudi Arabia which echoed those conducted within the Kingdom as well as those of the present study. For instance, Abu Naser's (2003) study carried out in Jordan indicated a high level of need for training in the areas regarding competencies related to information technology, as did another Jordanian study, that of Samad (2003); which is consistent with the present study. All the studies mentioned in this section used the questionnaire as the data collection method with a suitable sample size. Most of the items covered by those studies are also covered in the present study, with some consistency and some inconsistency (see Tables 6.20 & 6.21).

### 4.2.4 Other studies

In addition, the following studies conducted outside the Arab context were identified as offering information relevant to the current research.  The majority of them found that the most important training for head teachers were knowledge of law and regulations; planning of education; management requirements; learning and curriculum; leadership and staff assessment and development.  These requirements were identified by some studies such as the following:

Park (1977) conducted a study that aimed to identify the training needs of elementary school managers in the state of Arizona.  The study consisted of 26 primary schools managers and the researcher used a questionnaire consisting of seventeen fields related to the skills necessary for school administrators. The results of the study showed that all managers needed such skills, most important of which were a knowledge of laws and regulations; planning of education; the ability to make decisions and develop human relations skills; the identification of ways and methods of evaluating programmes; and the identification of educational policies and patterns.

Johnson and Snyder (1980) conducted a survey of 195 administrative personnel in the Fort Worth Independent School District in Texas, USA. The survey was originally developed as an assessment instrument for the Administrators-for-Change Training programme and its aim was to identify the administrative personnel's priorities for training in management skills and the level of training they required. The survey investigated training needs in seven areas: the head teachership; the school as an ecosystem; creative problem-solving; planning-for-planning; staff development; long-

term planning; and personal awareness. Through a review of the relevant literature, they determined that in-service training programmes frequently do not provide the exact knowledge and skills required for administrative growth. Elementary and secondary head teachers, secondary vice-head teachers, central-office supervisory personnel, and other personnel were surveyed, and while these groups had varying priorities, they all expressed the desire for training in all skill areas to a minimum of awareness level. The conclusion reached was that training on a significant scale should be provided in those areas, as well as additional training for more specialised issues. (Johnson and Snyder, 1980)

Douglas and Johnson's (1986) report forms part of a more extensive study investigating training needs for school board members, superintendents, and head teachers in Kansas, USA. It covers the head teachers' job performance requirements and their associated skills. The Educational Administration Skills Inventory (EASI) produced data that were used to establish the importance/performance gaps representing training needs. The report identified judgment, organizational ability, oral communication, risk-taking, stress tolerance, and creativity as principal's skills that required improvement. Areas of activity requiring attention included curriculum development, staff development and evaluation, instructional supervision, long-term planning, staff selection, and programme evaluation. The report made suggestions for combining these activities and skills in the training programmes for each group.

Dewsnup (1988, cited in Abu Naser, 2003), conducted a study aimed at identifying the training needs in vocational high schools in the state of Utah in the USA. All the head

teachers consulted in the study considered all the domains of training which were in the questionnaire as important to the performance of their job, but they considered learning and curriculum as being the most important. In addition, most of the head teachers considered that there was a need for training in the other competencies, the least important of these being reporting; communication; school relations with local community; finance; individual management; programme management; roles and policies; and student services.

Little (1989) conducted a study which aimed to compare the training needs of managers of public schools in the north-eastern state of Tennessee during two time periods and to analyze the needs according to gender, age, academic degree, and experience. The results of the study indicated that the training needs of school administrators did not change during the two years of the study periods and the results also showed that all school administrators found that the curriculum had the highest priority for training. The areas of training according to the need were ranked as: leadership, staff development, and effective school management, while the areas for which there was the least need for training, from the perspective of the study sample, included: organisational communication; laws, budget; and solving problems.

Tausere (1991, cited in Abu Nasser, 2003), in his study entitled 'The necessary training needs of leaders as perceived by high school head teachers in Fiji' showed that head teachers needed more training in the field of leadership, especially in human relationship development. The findings of the study also showed that high school head teachers

tended to see in-service training programmes and taking courses in universities as the most effective ways to develop the leadership skills.

Kask (1992) conducted a study that aimed to identify the training needs of the members of the school boards in the U.S. state of Ohio in order to determine the skills and information they believed they needed to be trained in to carry out their roles of managers and teachers more effectively. The study sample comprised 25% of the study community and the study tool included three sections: the first included the skills and the information necessary for faculty members, the second section included the methods used in training and the effectiveness of training programmes, and finally the third section included demographic data in addition to participation in the training programmes. The results of the study showed a difference in the understanding of the skills necessary for training; this was due to the variables of experience, gender, and academic level, and that the females and less-qualified individuals needed more training.

Singh (1992) presented the findings from a study which investigated the training and development opportunities which were identified as being desirable by school head teachers in Brunei Darussalam. These findings were based on the responses to a questionnaire given by sixteen secondary school head teachers concerning school administration, with particular regard to school management skills, general and specific tasks of head teachers, and personal qualities. The findings indicated that the head teachers wished to have more training and development opportunities in the fields of staff

assessment and staff development; school leadership, evaluation; planning; supervision; discipline; and integration and innovation.

Another study aimed to discover the perceptions of in-service supervisors and the need for in-service training activities (James, 1994). The study conducted a comprehensive review of the literature relevant to improving the areas of general supervision. The study sample included 124 supervisors who were sent a questionnaire by mail; the researcher received a return of 78 useable questionnaires. The results indicated that 65% of the supervisors working in Alabama participated in activities and seminars during service. Another result of the study indicated that supervisors expressed their needs for in-service activities particularly those that focus on leadership; the members of the study sample expressed their needs for activities related to technology, financial marketing, public relations, and management of stress and tension, as well as their needs for activities related to the general role of supervisors.

Rousseau's (1971) study sought to determine whether the academic training and professional experience of elementary school head teachers in Oregon, U.S.A. was related to their degree of success in school administration. The results demonstrated that elementary school head teachers who showed a high level of scholarship as undergraduates were usually more effective; that those who had received a substantial amount of graduate training in educational administration were generally more effective than those who had not received such training; and that head teachers who had a considerable amount of administrative experience were usually more effective than those with little experience. However, the level of effectiveness was found to be no greater in

head teachers who had majored in elementary education, who had received a substantial amount of graduate training in curriculum and supervision courses and in the social sciences and humanities, or who had had a substantial amount of teaching experience.

On the topic of designing training courses to fulfil head teachers' training requirement in a practical and realistic way, in a paper entitled "Training Needs of Headteachers in Uganda", presented at the Northeast Regional Meeting of the Comparative and International Education Society in Pennsylvania, USA, in December, 1996, Richard Pfau described a survey conducted in Uganda during 1994 to determine the management training needs of primary school head teachers. A questionnaire, listing 155 tasks and duties performed by Ugandan head teachers, was administered to 47 head teachers in 3 districts of Uganda. Participants were asked to indicate the tasks they considered more important than others to be included in the management training programme that was being developed. The tasks were grouped into 13 categories and the mean response for each task was then calculated. The categories were: (1) general management; (2) personnel management; (3) staff development; (4) financial management; (5) record management; (6) materials and supplies; (7) communication; (8) meetings; (9) school governance; (10) curriculum management; (11) school facilities; (12) pupil-related tasks; and (13) other tasks. Using the results of the survey, the Uganda Ministry of Education developed a basic management training course for primary school head teachers. It is suggested that this direct method of identifying head teachers' training needs could be applied and developed in other countries.

**4.2.4.1 Conclusion of other studies**

Park's (1977) findings on training needs agreed with the findings of the present study on several points, notably the knowledge of laws and regulations, the planning of education, the ability to make decisions and develop human relations skills.

Dewsnup's (1988, cited in Abu Nasser, 2003) study had similar results to that of the present study in that communication, individual management, policies, student services and links with the local community. However, it differed in one aspect, which was that finance was found to be an important training need in the US study, while this was expressed as only a medium training need in the present study.

**4.2.5 Conclusion**

This chapter has reviewed literature from several different countries on the subject of training needs. It can be concluded that there is a general consensus of opinion among the researchers of the importance of identifying training needs in order to develop appropriate training programmes.

At the time of writing, to the best of the researcher's knowledge, no such needs analysis has been conducted to establish the training needs of female head teachers compared with male head teachers in Saudi Arabia and, as mentioned previously, there is a dearth of appropriate training and development programmes in place for this group. Until recently, the mode of government in Saudi Arabia has been a theocratic one, which meant that male religious authorities made decisions concerning female education. However, the new king is concerned with making improvements to female education, with the view

that an educated population, both male and female, is an essential component in the economic and social development of the nation. Therefore, with the appointment in April, 2008 of a woman to the position of Assistant Minister of Education, it is likely that this situation will change and that Saudi Arabia will begin to conform to the majority of nations in the world concerning the training and development of female head teachers.

Based on these studies there is a need to investigate in detail whether the education in Saudi Arabia has kept up with education in the developed world and what further training is needed for the head teachers to make education in Saudi Arabia meet the requirements envisaged in the future.

Saudi Arabia has been a conservative state and these has little advance into the modern world for some decades until very recently with the coming of a new king, the attitude in Saudi has been markedly changed and the position of female head teachers is likely to be transformed in the near future.

# Chapter 5

# Chapter 5

# Methodology

## 5.1 Introduction

The methodology used to enable the research to achieve its objectives will be presented in this chapter. According to Wellington (2006), methodology is the "activity or business of choosing, reflecting upon, evaluating and justifying the methods you use" (p.22).   In this chapter the research questions will be restated, and the research design and methodology employed in the study will be discussed.  In addition, the methods used for data collection will be justified, the instruments of the research explained and the study sample presented. How the researcher has undertaken the pilot study, the selection of the participants, the design of the questionnaire and how the interviews were carried out will be explained.

## 5.2 Research questions

In aiming to discover the training needs of male and female head teachers in Saudi Arabia, the starting point is to seek their views.  This will be carried out through a questionnaire and interviews.

    1. What do the female head teachers see as their training needs and how do these compare with those of male head teachers?

    2- Are there significant differences in the training needs due to the gender and its interaction with the school type?

3- Are there significant differences in the training needs due to the gender and its interaction with the school location?

4- Are there significant differences in the training needs due to the gender and its interaction with qualifications?

5- Are there significant differences in the training needs due to the gender and its interaction with the age of head teachers?

6- Are there significant differences in the training needs due to the gender and its interaction with the experience in the post?

## 5.3 Research design

There are the two principal research methods, particularly in social science research, quantitative and qualitative (Kvale, 1996). Quantitative research is formalised and structured and, in the analysis of quantitative information, statistical measure methods play a dominant role since quantitative studies are based on data in the form of numbers (Rudestam and Newton, 2007). In contrast, qualitative research is less formalised and is based on data in the form of words rather than numbers. Conclusions are based on non-quantified data such as attitudes and values and are therefore subjective (ibid).

This study will employ a mixed method approach, using both quantitative and qualitative research. "The way in which people being studied understand and interpret their social reality is one of the central motifs of qualitative research." (Bryman, 1998, p.8). However, there is no single, standard way of carrying out qualitative research. Although qualitative research incorporates a strong element of empiricism, correctly-applied data analysis methods ensure that the outcomes are not merely intuitive. Snape and Spencer

(2004) highlight certain key factors for the practice of qualitative research as being: a clear objective for the research; the adoption of a flexible research strategy; generating data in a naturalistic and somewhat personalised context; appropriate choice of data analysis and interpretation methods, allowing theories to develop naturally from data, rather than having pre- formed theories as to outcome; mapping meaning, processes and contents while answering the questions 'how', 'what?' and 'why?' (p. 4).

A number of valid reasons for particular research should be the basis for the decision as to which methodological approach is deemed to be appropriate (Wall, 2001). Borg and Gall (1996) assert that both qualitative and quantitative research can assist educational researchers. It was deemed appropriate to combine both methods for this research, as the quantitative element is based on the data gathered from the questionnaire, while the qualitative element will come from the interpretation of the data gathered in the interviews. This approach will enable the researcher to gain a deeper insight and to interpret the data more thoroughly than would have been possible through statistical analysis alone.

## 5.4 The study sample

The population of the study for the questionnaire comprised all male and female head teachers in Aljouf province and Alqurayat governorate in Saudi Arabia for the three stages of education: primary, middle and high schools, i.e. 241 male head teachers and 229 female head teachers, making a total of 470. The pilot study was conducted with 58 male and female head teachers; therefore, the questionnaire was distributed to the remaining 412 head teachers.

Of these, 323 were returned, making a response rate of 78%. Fourteen were removed because of failure to comply with demographic information for male and female head teachers. The actual size is 309 that is 163 (52.8%) were male and 146(47.2%) were female and Table 5.1 shows the distribution of the study sample.

Table 5.1: Number/percentage of independent variables according to gender.

| Independent Variables | Levels | Gender | | | |
|---|---|---|---|---|---|
| | | Male | | Female | |
| | | N | % | N | % |
| | | At level | At level | At level | At level |
| School Sector | High School | 34 | 11.0 | 35 | 11.3 |
| | Middle | 36 | 11.7 | 23 | 7.4 |
| | Primary | 89 | 28.8 | 73 | 23.6 |
| | Mixed Stages School | 4 | 1.3 | 15 | 4.9 |
| Working Place | Urban | 145 | 46.9 | 129 | 41.7 |
| | Rural | 18 | 5.8 | 17 | 5.5 |
| Highest Qualification | High School | 1 | 0.3 | 40 | 12.9 |
| | Diploma | 6 | 1.9 | 30 | 9.7 |
| | Bachelor | 146 | 47.2 | 76 | 24.6 |
| | Master | 10 | 3.2 | | |
| Age | 25-30 years | 10 | 3.2 | 15 | 4.9 |
| | 31-35 years | 37 | 12.0 | 39 | 12.6 |
| | 36-40 years | 75 | 24.3 | 58 | 18.8 |
| | more than 41 years | 41 | 13.3 | 34 | 11.0 |
| Experience in School's Administration | Less than 2 years | 26 | 8.4 | 3 | 1.0 |
| | 3-5 years | 47 | 15.2 | 37 | 12.0 |
| | 6-10 years | 45 | 14.6 | 39 | 12.6 |
| | 11-15 years | 45 | 14.6 | 67 | 21.7 |

These findings will be discussed in detail in Chapter 6.

**5.5 The pilot study**

A small-scale pilot study was carried out to ensure that the questions are unambiguous and formulated to obtain the responses required to answer the research questions. Minor modifications have been made where necessary, in the light of the results of this pilot study. There were initially sixty items in the questionnaire but after the pilot study two

were deleted, as feedback from the respondents indicated that they were very similar to other items. Therefore the final questionnaire had 58 items.

58 male and female Head Teachers were involved in the pilot study. They were asked to complete the questionnaire twice, with an interval of two weeks between. Response patterns were compared between the two applications to gain some measure of the reliability of the instrument. An overall correlation of test: re-test stability was found to be 0.89.

### 5.5.1 The objectives of the pilot study
1- To collect the relevant data;
2- To discover the difficulties which may be faced and to discover the related questions;
3- To measure the time and the cost of work.
4- To delete irrelevant questions.

### 5.6 The questionnaire

 "A scientific tool and therefore must be constructed with great care in line with the specific aims and objectives of the investigation." (Oppenheim, 1994, p.10). Questionnaires are a comparatively inexpensive way for a researcher to discover the opinions of the study sample (May, 1993). Whitney (1972) points out that questionnaires are most often used when direct (person-to-person) contact with respondents is not possible or necessary. He adds that the questionnaire is probably the single most widely-used data source in educational research and it has been estimated that as many as half the research studies conducted use a questionnaire as a part of the data collection process.

**Table 5.2. The advantages and disadvantages of the questionnaire**

|  | Advantages | Disadvantages |
|---|---|---|
| 1. | More objective than interviews, as responses are gathered in a standardized way. | Respondents may give superficial or incomplete answers, especially if the questionnaire is long. |
| 2 | Collecting information is usually relatively rapid. | No direct interaction between interviewer and respondent. |
| 3 | Information can be gathered from a large group. | Low response rate compared to interviews. |
| 4. | Data gathered is easily analysed by a computer analysis software programmes. | Unsuitable to investigate complex issues |
| 5. | Format is familiar to most respondents. | Participants may be worried that they will be held to account for their answers at a later date. |

Adapted from Mc Kernan (1991); Cohen and Manion (1994); Al-Alawnah (1996); http://www.evalued.bcu.ac.uk/tutorial/4a.htm .

After consideration of the results shown in Table 5.2 it was decided, for the advantage stated, that collecting material by the use of the questionnaire would be suitable for this study.

The researcher built his questionnaire, after reading and viewing the various literature and earlier studies related to his study, which consisted of 58 items distributed under six dimensions; the first dimension is Administrative Requirements, the second one is Students' Affairs, the third one is Staff Developments, the fourth one is Local Community, the fifth one is Information Technology Communication and the last one is Finance and School Buildings. The aim was to discover the training requirements for both male and female head teachers in the educational sector in Aljouf province and

Alqurayyat governorate. Levels have been put in front of each items according to the Likert scale to evaluate the training needs level. These levels are:

- Very High (V.H): the training needs level for the head teachers was very high and takes number 5.

- High (H): the training needs level for the head teachers was high and takes number 4.

- Medium (M): the training needs level for the head teachers was medium and takes number 3.

- Weak (W): the training needs level for the head teachers was weak and takes number 2.

- Very weak (V.W): the training needs level for the head teachers was very weak and takes number 1.

The next measurement was used for analysis purpose:

- From 1 to 1.49 is very weak.

- From 1.50 to 2.49 is weak.

- From 2.50 to 3.49 is medium.

- From 3.50 to 4.49 is high.

- From 4.50 to 5 is very high

## 5.6.1 Types of questionnaire

There are various types of questionnaire: structured, semi-structured and unstructured (Cohen et al, 2000). A structured questionnaire generates responses that can be used for

statistical analysis and allow comparisons among the groups which make up the sample (Oppenheim, 1994). An unstructured questionnaire requires the respondents to express their opinions freely and in terms of analysis is more suited to a qualitative approach. The semi-structured questionnaire, as its name suggests, combines elements of both structured and unstructured questionnaires. It has a clear structure and sequence, but also contains an open-ended element (Cohen et al, 2000).

### 5.6.2 Question formulation

Questionnaires may consist of open questions or closed questions. Reid (2003) outlined several of these and noted their strengths and weaknesses. Open questions permit respondents to answer freely in their own words. While this has the advantage of avoiding the limitation of pre-set categories of response, such responses are difficult to code and analyze and they also require more of the respondents' time. Conversely, closed questions limit the respondents to choosing from the answers provided. Oppenheim (1994) points out that the categories of answers may not be comprehensive and may include an element of bias. However, closed questions have several advantages for the researcher in that the respondents can complete them relatively quickly and they facilitate analysis as they are straightforward to code (Cohen et al, 2000). According to Kumar (1999), one of the advantages of this method is standardisation; that is, all the respondents are asked the same questions, in the same manner.

### 5.6.3 Development of the questionnaire

Two principal sources were used in the development of the questionnaire. One of these was the researcher's own experience in the field of education in Aljouf province in Saudi Arabia. The other was a review of the relevant literature. The questionnaire was developed with the aim of answering the research questions. Gay and Airasian (2003) suggest that in a good questionnaire for research in the educational and social fields the questions should be easy to understand.

The researcher took these into consideration when designing the questionnaire which consists of 58 questions which were assessed using Likert's (1932) categories (see appendix I). The first few questions are concerned with general information about the respondent, such as gender, age, number of years of experience in the role of head teacher, qualifications, location (urban or rural) and level of school (primary, middle or high school). The subsequent questions deal with their opinions as to their training needs.

### 5.6.4 Validity of the questionnaire

According to Abedat et al (2000), validity is the extent to which a measurement measures what it is intended to measure. Joppe (2000) asserts that validity determines how truthful the research results are, and that researchers will frequently ask a series of questions and look for answers in the research of others.

There are several types of validity: content validity, face validity, prediction validity and construct. These are assessed in different ways. Content validity is assessed by the opinion of the contents of the questionnaire by a group of experts.

In order to asses the validity of the questionnaire in this research, the researcher sent it to a group of specialists in education, measurement, and the Arabic language of administrators and university staff in Saudi Arabia and in Jordan. There were 10 referees. They were asked to give their opinion of the questionnaire items, e.g. about the clarity of the paragraphs and the language, and to make any observations concerning the exclusion of some of the items or the addition of others, and in light of the suggestions and guidance the researcher made the necessary adjustments such as deleting or re-drafting. In a covering letter the respondents were informed of the purpose for which their answers would be used and assured of confidentiality and anonymity at all times.

## 5.7 The study variables

The questionnaire has included independents and dependents variables which are :

### 5.7.1 The independent variables:

1- Gender (male – female).

2- School type (high school, Middle, Primary and Mixed stage school).

3- Location (urban or rural).

4- Highest qualification (high school, Diploma, Bachelor and Master).

5- Age.

6- Experience in the post (as a head teacher).

**5.7.2 The dependent variable**

One dependent variable is the training needs of male and female head teachers in the educational sector in Aljouf province and Alqurayyat governorate as they are perceived.

**5.8 The stability of the study instrument (questionnaire)**

In order to verify the stability and the consistency of the study instrument, a questionnaire was applied to a sample of 58 male and female head teachers as a pilot study. Testing and retesting of the sample took place with a two weeks interval between the first and the second application. Then by employing Pearson correlation coefficient calculated between the first and second application, and the internal consistency by using Cronbach Alpha for the verification of consistency stability, the results were achieved and are displayed in table 5.3:

*Dimension = Category.*

**Table 5.3**

| Scale and Dimensions | Stability Index | Consistency Index | Items # |
|---|---|---|---|
| Administrative requirement-AR | 0.88 | 0.97 | 25 |
| Students' affairs(requirements)–SA | 0.85 | 0.93 | 8 |
| Staff developments–SD | 0.86 | 0.96 | 11 |
| Local community–LC | 0.92 | 0.92 | 5 |
| Information Technology Communication–ITC | 0.94 | 0.81 | 3 |
| Finance and school building–FSB | 0.94 | 0.93 | 6 |
| **All** | **0.89** | **0.99** | **58** |

As shown in table 5.3 the factor of stability and consistency is considered as an indicator to adopt the questionnaire as a tool to apply in the study.

In addition to the above interface, written (linear) correlations were calculated to the study instrument (tool) and its dimensions as an indicator of internal validity for the construction of the study, as in table 5.4.

216

Table 5.4

| Correlations | AR | SA | SD | LC | ITC | FSB | All |
|---|---|---|---|---|---|---|---|
| AR | | 1.00 | | | | | |
| SA | | **0.86** | 1.00 | | | | |
| SD | | **0.90** | **0.90** | 1.00 | | | |
| LC | | **0.85** | **0.85** | **0.88** | 1.00 | | |
| ITC | | **0.48** | **0.49** | **0.50** | **0.51** | 1.00 | |
| FSB | | **0.77** | **0.76** | **0.81** | **0.78** | **0.49** | 1.00 |
| All | | **0.97** | **0.93** | **0.96** | **0.92** | **0.56** | **0.85** | 1.00 |

## 5.9 Translation of the questionnaire

The questionnaires were originally developed in English. However, as the questionnaire had to be administered in Arabic, the researcher then translated the questions into Arabic. The verbal equivalence between the Arabic and English versions was checked through back-translation to ensure the compatibility of the meaning of the two versions. To ensure the greatest clarity possible, slight adjustments were made in the light of this examination.

## 5.10 Questionnaire distribution

According to Al-Sabban (1990) and Cohen and Manion (1994); there are three principal means to distribute a questionnaire:

1- Mailing: these can be posted to individuals or to groups by a distributor. This can prove expensive if a large number is to be sent out.

2- Self- administration: this can be directly to the persons interviewed who will complete the questionnaires in private and anonymously.

3- Group administration: this is where a number of people discuss the questions together with the compiler who, afterwards, hands out the questionnaires to the group.

Each mode of questionnaire administration is used in a particular situation and for a different purpose. After due consideration it was decided that the best method for this case was to have a letter from the Saudi cultural bureau to be sent by fax to the General Manager of the Development Department in the Saudi Ministry of Education to introduce this author as a researcher and state the purpose of the research project. Then the General Manager was to send a letter containing this information to:

1- The General Director of the Boys' Education Directorate in Aljouf province.

2- The General Director of the Girls' Education Directorate in Aljouf province.

3- The Director of the Boys' Education Department in Alqurayat Governorate.

4- The Director of the Girls' Education Department in Alqurayat Governorate.

The researcher then contacted these directors personally. They agreed with the research project and were happy to help him to distribute the questionnaires to the head teachers, both male and female. The Directors gave the researcher a letter to be sent to male and female head teachers asking for their cooperation and to facilitate the researcher in his task of seeking answers to the questions in the questionnaire. The questionnaires were handed out to the male head teachers by the researcher himself and he handed the other questionnaires to the male gate keeper of female schools for him to hand them to the female head teachers. The researcher followed this up by making phone calls in order to make sure that each one of female head teachers had their copies. There was a covering letter included with the questionnaire which provided a brief explanation of its purpose

and that their answers to the questions would be treated confidentially. No names of the respondents were to be put on the questionnaires.

## 5.11 Data Collection

A researcher can gather two types of data: primary data, which is collected by the researcher and secondary data, which is already in existence (Eriksson and Lundgren, 1999). In this study, primary data was collected by employing the use of questionnaires. It was not always easy to obtain the desired information.

According to Kumar (2000), a questionnaire survey is the most usual method for gathering primary data. This agrees with Bell (1999), who states that the questionnaire is a widely-used and useful method of gathering certain kinds of information Cohen et.al (2000) considered the questionnaire to be a significant instrument of research; a tool for data collection and measurement. However, it should be noted that the quality of the data is only in proportion to the quality of the questions being asked

## 5.12 Questionnaire content

The Head Teacher is involved in a number of main areas. By looking at the criteria set out in Saudi Arabia, it was decided to form the questionnaire to cover the following broad areas:

*Administrative requirements*:  the management of the school, the staff and its resources

*Students' affairs*:  the support of student-staff and student-student relationships

*Staff development*:  the on-going needs of staff

*Local community*: how the school relates to the world around it.

*Information technology communication*: the use of new technology

*Finance and school buildings*:  the physical resource management of the school

| Areas of Enquiry | Code | Questions |
|---|---|---|
| Administrative requirement | AR | 25 |
| Students' affairs | SA | 8 |
| Staff developments | SD | 11 |
| Local community | LC | 5 |
| Information Technology Communication | ITC | 3 |
| Finance and school building | FSB | 6 |

**Table 5.5   Questionnaire Specifications**

The researcher considered, based on earlier studies (see 4.2) that these areas were the most significant according to the aims of this study. An assessment of earlier relevant studies published by the Ministry of Education in Saudi Arabia outlining the tasks and duties that female and male head teachers have to perform was carried out. The findings from this assessment were taken into account when designing the questionnaire.

**5.13 Data Analysis**

Demographic information of the respondents were collected. The view of the respondents were using a 5 point Likert type scale, where, 'very high' is coded as 5, 'high' as 4, 'medium' as 3, 'weak' as 2 and 'very weak' as 1.

Statistical analysis would include:

1. Descriptive statistics (e.g. means, standard deviation and percentages)

2. Correlations

3. Univariate Analysis: Percentages; Graphical Representation

The response patterns are currently being analyzed. Sub-samples will be compared, based on the following independent variables:

   (a)   Gender (male – female)

   (b)   Age

   (c)   Highest qualification (high school, Diploma, Bachelor and Master)

   (d)   Experience in the post (as a head teacher)

   (e)   School type (high school, Middle, Primary and Mixed stage school).

   (f)   Location (urban or rural).

**5.14 The Interviews**

The researcher's purpose in conducting interviews is to use them as an instrument to lend support to the questionnaire. These interviews will be conducted in the light of the outcomes of the analysis of the data obtained from the questionnaire in order to clarify certain points, expand upon certain issues and develop more detailed insights. In all, a total of thirty six interviews were conducted, eighteen with male head teachers and the same number with female head teachers. For the interview questions, see Appendix VIII.

The researcher conducted the interviews face-to-face with the male head teachers. However, religious and cultural restrictions do not permit him to conduct face-to-face interviews with the female head teachers.  This task was delegated to a female relative of the researcher's, who works in the Department of Education.

The researcher entirely recognizes that the using his relative to interview female head teachers as Saudi culture demands presents problems. He was quite confident that his sister would carry out the interviews in accordance with the questions which he outlined and had she had any difficulty she was able to communicate with him by telephone. She interviewed each female head teacher individually in their offices. Just as his sister's role could be compromised by her femaleness so the researcher's position could be compromised by his maleness. Throughout the research the researcher was being reflexive on these problems.

Cohen et al (2000) state that face-to-face interviews permit the interviewer to understand and appreciate the interviewees' opinions. They also assist the interviewer in probing into an issue in greater depth.  According to May (1993), interviews can provide rich sources of data concerning the interviewees' experiences, opinions, aspirations and feelings. It is thus vital that the interviewees feel at ease with the interviewer and with the setting in which the interviews are conducted. It is also essential that they are assured of the confidentiality of their responses. The main challenge facing the interviewer is to know what he or she wishes to discover and in order to obtain this information, ask "the right questions, in the right way, at the right time" (Briggs and Coleman, 2007, p.215).  Zabar (1997) points out that the interviewer should keep in mind that the interview has an explicit goal and is not simply a social chat.

Bias is a factor which must always be taken into account when conducting interviews. It is virtually impossible to eliminate bias totally from an interview. "It is inevitable that the researcher will have some influence on the interviewee and thereby on the data". (Hitchcock and Hughes, 1989, cited in Cohen et al, 2000, p.121). However, the interviewer should be very aware of the possibility of bias intruding and take care to avoid this as much as possible. The interviewer should be careful of how questions are asked and worded in order not to prompt or lead the interviewee (Wellington, 2006).

### 5.14.1 Types of interview

Four types of interview were identified by Cohen et al (2000). These are the structured interview; the unstructured interview; the non-directive interview; and the focused interview. The non-directive interview is also known as the semi-structured interview (May, 1993).

Structured interviews consist of a series of closed-end questions that may have a yes or no answer or a selection of short answers. The content and procedures of such a interview are organised in advance and may lead to certain constraints in the data collection, as the interviewer does not have a great deal of freedom to make modifications (Cohen et al, 2000).

Conversely, unstructured interviews offer considerable flexibility and freedom, as the content and procedure of such interviews are not organized in advance. Instead, the interviewer asks questions which gradually elicit the desired information from the

interviewee (Borg and Gall, 1996). However, there is a risk that the interviewee may not concentrate sufficiently on the required subjects.

Semi-structured interviews offer the interviewees the opportunity to discuss freely issues of importance to them, while at the same time ensuring that issues of importance to the study are discussed (Bell, 1999). Borg and Gall (1996) define this type of interviewing as consisting of a series of structured questions followed by open form questions which probe more deeply in order to elicit extra information.

Semi-structured interviews have been selected for this study. The interviewees were asked questions by the interviewer which would lead them to express their opinions, which are relevant to the study. The principal reason for the choice of semi-structured interviews is to permit the researcher to obtain precise, in-depth information by allowing the interviewees to express themselves freely and at some length. The identification of issues to be addressed in the interviews was made by consideration of the objectives of the study, as well as by the researcher's own experience.

### 5.14.2 The purpose of the interviews

Interviews involve collecting data through direct verbal contact between the interviewer and the interviewees, and therefore permit greater depth than do other methods of data collection. Interviews may be used to investigate hypotheses or to suggest new hypotheses and may also be employed to help in identifying variables and correlations. In addition, if the interview is used together with another method of data collection it may, as mentioned previously, serve to support and strengthen the other method.

**Table 5.6. Advantages and disadvantages of interviews**

| Advantages | Disadvantages |
|---|---|
| Permits more flexibility in the questioning process than a questionnaire. | Interviews are generally much more costly than questionnaires. |
| More control is possible in an interview than a questionnaire. | Interviews are susceptible to the bias of the interviewer. |
| There is generally a higher response rate for personal interviews than for questionnaires. | There is no anonymity in an interview as there usually is with a questionnaire. |
| The interviewer can collect supplementary information about the topic. | The interviewee may give answers which he/she believes will please the interviewer. |
| There is direct contact between the interviewer and the respondent. | In some circumstances, the interviewee may not wish to answer certain questions for fear that his/her answers may be construed as critical of the management's policies. |

Source: adapted from Mckernan (1991); Hopkins (1993); Cohen and Manion (1994); Weiss (1994)

As in the case of questionnaire (see Table 5.2) the advantages and disadvantages, produced by examples from the literature, (see foot of Tables 5.2 and 5.6) for the use of the interviews were studied. The conclusion reached was that interviews would be of value to this research, enhance the results of the questionnaires and, hopefully, provide additional information which could be of value.

### 5.14.3 Validation of the interview schedule

The content validity of the interview schedule was assessed primarily by discussion with the researcher's supervisors. This discussion centred on the wording and sequences of the questions with the purpose of clarifying any ambiguity. Wellington (2006) advocates a careful use of language in interview questions, stating that "The questions need to make sense and be unambiguous" (p.76).

### 5.14.4 The procedure for conducting the interviews

The researcher ensured that all the interviewees are aware of the purpose of the interviews and assure them of confidentiality. Moreover, they were made aware that they can withdraw from the interview at any time should they so wish.

The interviewees were asked the interview questions in sequence and permitted to give a full answer to each question. At the end of the interviews, the interviewees were asked if they have any questions regarding any aspect of the interview and they were thanked for their time and co-operation.

### 5.14.5 Interpreting the interview data

The interpretation of data gathered from interviews can prove complex especially where the respondents in the interviews fail to make direct answers to the questions.

As mentioned previously, the data gathered from the interviews is a complement to that gathered from the questionnaire. It can therefore be viewed as a process of checking the

validity of data taken from one source with those taken from another source or obtained by another method (Burgess, 1991).

## 5.14.6 The Reliability of the Instrument (Interviews)

Reliability basically signifies consistency. According to Cohen et al (2000), in order for research to be reliable it must show that if it were to be conducted in a similar context with a similar group of participants, it would render similar results.   In the same vein, Bell (1999) asserted that reliability was the extent to which a procedure would give a similar outcome under constant circumstances on all occasions.

As far as the instrument of this study is concerned, the use of a mixed method approach ensures the reliability, as it avoids the weaknesses and difficulties which tend to arise from the use of a single method, as advocated by Patton (2002).

## 5.14.7 Using a recorder

The main reason of using a recorder was to obtain an accurate account of what they said, as just listening to them speaking and trying to record it in writing, risks having an inaccurate account. However, many respondents were uneasy with having their speech recorded and so tended to speak less freely than normally. This researcher was able to explain this successfully to potential respondents, so that they cooperated willingly. This was only the case with male head teachers whereas the female head teachers who were asked to be recorded (not by the male researcher but by his appointed helper, a female relative who was a former teacher) refused to use this method of recording data. This corresponds to the situation of Al-Zarah (2008), who states that this reluctance to be recorded reflects the conservative nature of Saudi society. The researcher considered that

recording may result in the respondents feeling ill-at-ease and thus constrain their responses. Therefore, notes were taken. This was not considered to invalidate the results. *"It might be less threatening not to have any mechanical means of recording the interview".* (Cohen et al, 2000, p.281). Moreover, it is unethical to make recordings if explicit consent has not been given by the interviewee.

## 5.15 Summary

The methodological tools which were used in this study which were questionnaires and semi structured interview. These two methods were explained and the advantage and disadvantage highlighted. The problem experienced when using a recorder, when interviewing female head teachers was that they refused outright as for cultural reasons, they did not want their voices heard by the male researcher.

The next chapter will consist of the analysis and discussion of the data obtained from the questionnaire and the interviews.

# Chapter 6

# Chapter 6
# Analysis of the questionnaire

## 6.1 Introduction

This study aims to identify the training needs for female school head teachers as compared with the training needs of male school head teachers in the education sector of the Aljouf province and Al-Qurayat Governorate. Therefore, the researcher built up his questionnaire, which consists of 58 items distributed under six dimensions; the first dimension is Administrative Requirements, the second is Students' Affairs, the third is Staff Developments, the fourth is Local Community, the fifth is Information Technology Communication and the last is Finance and School Building. Factor analysis was carried out to confirm the items on each dimension (see appendix IV). This chapter will present the questionnaire results and then proceed to give a detailed analysis of these results. First there will be an analysis of the dimensions level of the questionnaire, followed by the items level of each dimension, for male and female head teachers. A detailed discussion of the results of these analyses and their implications in terms of answering the research questions will be given after each dimension is presented. This will be supported by an analysis of the data gathered from the interviews with head teachers.

This study aims to help in developing an effective training programme for all head teachers both male and female, through the answers to each of the following questions:

## 6.2. Male and female perceptions of their training needs.

To answer the question: "What do the female head teachers see as their training and development needs and how do these compare with those of the male head teachers?"

In view of the fact that the question contained two parts, the first deals with the training needs in general for male and female head teachers and the second deals with the training needs in particular at the level of each item of the dimension. In order to simplify, the results have been split into two parts to answer the question as follows:

### 6.2.1 Dimension level

With regard to the training needs of head teachers in the education sector of the Aljouf province and Al- Qurayat Governorate at the dimension level:

Means have been calculated for the respondent male and female head teachers within each Likert category in addition to means and the standard deviations of the study, and the order of the dimensions were re-arranged in descending order according to the means, as in table 6.1:

Table 6.1: Percentage, means and standard deviations of the questionnaire's categories for male head teachers ranked in descending order according to means:

| ID | Rank | Dimension Content | Respondents' Percentage in Category | | | | | Mean | Std. Dev. |
|----|------|-------------------|------|------|------|------|------|------|------|
| | | | V.W. | W. | M | H. | V.H. | | |
| 5 | 1 | Information Technology Communication–ITC | 5.1 | 7.8 | 22.9 | 37.8 | 26.4 | 3.726 | 0.94 |
| 1 | 2 | Administrative Requirement-AR | 4.2 | 10.0 | 21.3 | 38.3 | 26.3 | 3.725 | 0.82 |
| 3 | 3 | Staff developments–SD | 4.5 | 8.3 | 22.4 | 41.1 | 23.8 | 3.716 | 0.88 |
| 2 | 4 | Students' affairs–SA | 5.0 | 11.0 | 22.9 | 37.3 | 23.8 | 3.640 | 0.90 |
| 4 | 5 | Local community–LC | 5.2 | 11.3 | 23.6 | 40.0 | 20.0 | 3.584 | 0.92 |
| 6 | 6 | Finance and school building–FSB | 7.2 | 12.8 | 25.5 | 33.8 | 20.8 | 3.483 | 1.00 |
| | | Whole | 4.8 | 10.1 | 22.4 | 38.4 | 24.3 | 3.674 | 0.80 |

Table 1- V.W = very weak, W= weak, M=medium, H= high and V.H= very high

As shown in Table 6.1, the results show two levels of training requirements' degree, as follows:

1 – A High level of needs: for the categories of information and communication technology in the first place by a mean of (3.726) and (administrative requirements) in the second place by a mean of (3.725) and (staff development) in the third place by a

231

mean of (3.716) and (Student Requirements ) in the fourth place by a mean of (3.64) and

(Local Community) in the fifth place by a mean of (3.58).

2 – A Medium level of need: for the dimension (the finance and school buildings), which

was ranked sixth by a mean of (3.48).

In addition to the above, the percentages of female head teacher respondents to the

questionnaire have been calculated within each Likert category progression in addition to

the means and standard deviations of the questionnaire and the categories, as in table 6.2:

Table 6.2: Percentage, means and standard deviations of the questionnaire categories for female head teachers ranked in descending order according to means:

| I D | Rank | Dimension Content | Respondents' Percentage in Category | | | | | Mean | Std. Dev. |
|---|---|---|---|---|---|---|---|---|---|
| | | | V.W. | W. | N. | H. | V.H. | | |
| 5 | 1 | Information Technology Communication– ITC | 7.8 | 12.8 | 19.9 | 22.1 | 37.4 | 3.687 | 1.10 |
| 3 | 2 | Staff developments–SD | 5.6 | 13.1 | 20.2 | 34.4 | 26.7 | 3.635 | 1.00 |
| 2 | 3 | Student affairs–SA | 5.1 | 13.9 | 21.1 | 33.1 | 26.9 | 3.629 | 0.98 |
| 1 | 4 | Administrative Requirement-AR | 6.9 | 11.6 | 21.7 | 33.2 | 26.5 | 3.608 | 0.93 |
| 4 | 5 | Local community–LC | 7.8 | 15.3 | 20.4 | 34.4 | 22.1 | 3.475 | 1.08 |
| 6 | 6 | Finance and school building–FSB | 11.0 | 15.3 | 20.9 | 21.9 | 30.9 | 3.466 | 1.16 |
| | | Whole | 6.9 | 13.0 | 21.1 | 31.8 | 27.2 | 3.594 | 0.92 |

Table 6.2 ; Female

As shown in table 6.2 the results show two levels of training requirements' degree which

are based on the means as follows:

1 – The level of high: for the categories of information and communication technology in

the first place by a mean of 3.687 and staff development in the second place by a mean of

3.635 and student affairs in third place with a mean of 3.629. Administrative

requirements came in fourth place with a mean of (3.608).

2 - The level of medium: for the categories of the local community in fifth place with a mean of 3.475 and finances and school buildings in sixth place with a mean of (3.466). Using Spearman correlation coefficient, the researcher calculated the correlation between the categories of male and female head teachers, which was valued at 0.83. This means that the hierarchical dimensions do not differ substantially between the male and female head teachers because of a positive correlation; as the views of female head teachers increase in accordance with the views of male head teachers.

**6.2.1.1 Overview of the comparison of male and female head teachers' training needs.**

The results showed significant training needs for the school head teachers in the province of Al-jouf and Al-qurayat Education Department; when analysed these gave a high need for training in most categories for both male and female. The Information Technology Communication category (ITC) came in first place for both genders, second was the Administrative Requirements category (AR) for male which came as fourth level for female head teachers ; third, Staff Development category (SD) for male but it was the second for female head teachers; Student Affairs (SA) came fourth for male and came third for female head teachers; the category of the Local Community (LC) came in the fifth place for both genders with a medium need for training for female head teachers, and finally, the category of Finance and School Building came in the sixth place with a medium need for training for both genders.

Taking these findings into consideration, it could be deduced that the school head teachers see their important training needs in order of needs as:

1- Information Technology as the most important:

2- Administrative requirements;

3- Staff developments

4- Student affairs.

**6.2.2 Item levels in the categories listed in the questionnaire.**

With respect to the training needs of male and female head teachers in Alqurayat

Governorate and Aljouf province at the level of the items in the categories, the

percentage has been calculated of the respondent head teachers within each Likert

category for each of the items in addition to the means and standard deviations, as in

Tables 6.3 & 6.4 below. The researcher will show the results for both male and female

head teachers separately as two steps; first the results of the Tables followed by the

discussion for each gender.

**6.2.2.1 Information and Communication Technology (ITC)**

The researcher found that the ITC was the highest need for training for both genders and

will show the results for male head teachers followed by female head teachers then the

discussion as below:

**6.2.2.1.1 Items in ITC of male and female head teachers**

Percentage, means and standard deviations of the items in this category for male head

teachers have been calculated and ranked in descending order according to the means

| Dimension | IO | Rank | Item Content | Respondents' Percentage in Category | | | | | Mean | Std. Dev. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | V.W. | W. | N. | H. | V.H. | | |
| ITC | 50 | 1 | *Using computers in administrative work.* | 4.9 | 8.6 | 20.9 | 30.7 | 35.0 | 3.822 | 1.15 |
| | 51 | 2 | *Using the Internet to improve the performance of the staff.* | 4.3 | 8.0 | 26.4 | 38.0 | 23.3 | 3.681 | 1.05 |
| | 52 | 3 | *Using computer to improve the general level of learning and education of the pupils.* | 6.1 | 6.7 | 21.5 | 44.8 | 20.9 | 3.675 | 1.07 |

The results of the items have been classified as one level of high for the items 1-3 with

means ranging between 3.675 to 3.822 in descending order.

In addition the above means and standard deviations of the items in the ITC of female

head teachers have been calculated**.**

Percentage, means and standard deviations of the questionnaire categories for female head teachers ranked in descending order according to means

Table 6.4: Female

| Dimension | IO | Rank | Item Content | Respondents' Percentage in Category | | | | | Mean | Std. Dev. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | V.W. | W. | N. | H. | V.H. | | |
| ITC | 52 | 1 | *Using computer to improve the general level of learning and education of the pupils.* | 6.8 | 11.6 | 18.5 | 25.3 | 37.7 | 3.753 | 1.26 |
| | 50 | 2 | *Using computers in administrative work.* | 8.9 | 11.6 | 19.9 | 18.5 | 41.1 | 3.712 | 1.34 |
| | 51 | 3 | *Using the Internet to improve the performance of the staff.* | 7.5 | 15.1 | 21.2 | 22.6 | 33.6 | 3.596 | 1.29 |

The results of the information technology & communication items have been classified

within the degree of need high: for the items 1-3. with means ranging from 3.753 to 3.596

in descending order.

The value of the correlation for this dimension was - 0.50, without statistical significance;

which means there is a difference in the order of the dimension's items for male head

teachers and female head teachers. This shows that the male head teachers and female head teachers rated the items in an opposite way; for example item 1 in the female head teachers' items became number 3 in male head teachers' items. The results clearly indicate that female head teachers have a particular need of training in computers to improve the learning of their pupils, whereas male head teachers are more concerned with the use of computers in administrative work. However those items all obtained a high level of training needs.

### 6.2.2.1.2 Overview of ICT

The result of both male and female head teachers in the categories of ITC may be explained in the light of the changes which have led to advantages seen elsewhere in the educational field, and developments in global communication occurring in all developed and developing countries, the effects of which are reflected in various areas, including education. It is a necessity in the field of education to keep pace with these developments, particularly with regard to the information communication and technology that has made the world a 'global village'.

Therefore, school head teachers need to acquire technological skills and use them in their schools; this will contribute to the development of education and increase the level of the students' achievement. The school head teachers' possession of technological skills and practice in the administrative process are considered to be among the skills and standards which need to be assessed when selecting a person for the post of school principal (Alajaj, 2001; Abu Nasser, 2003). Without such an attribute a school principal will not be able to employ technology effectively in his/her school.

The introduction of Information Technology in the educational process requires head teachers, teachers, and students to possess the necessary skills so as to take advantage of this technology in the development of their educational needs. Both male and female head teachers may have a great need to employ the computer in the administrative and technical aspects of their work. In the third millennium, the researcher is convinced that it is unacceptable that some male and many female school head teachers are unable to employ the computer in their work; illiteracy is now seen as not just illiteracy in reading and writing but also as computer illiteracy. (Abu Nasser, 2003).

The study results showed that there was a high need for school head teachers especially with regard to the use of computers in administrative jobs, to raise the performance of teachers and to improve the level of the students' education, by, as Green (2000) argues, introducing new ways of enthusing young people about learning. The fact that a head teacher has this ability in computers will facilitate her/his helping students. It would also mean that the head teachers can more easily evaluate the progress of students. The researcher believes that this result can be justified by pointing out that the educational field in both developed and developing countries has been affected advantageously by the revolution in information technology and communications. In entering the third millennium, the use of computers in the learning process has become an educational and societal necessity. Previous studies (such as Alajaj, 2001) have demonstrated the role of the computer in increasing the achievements of students and raising their motivation to learn and it also contributes to the development of the administrative performance of school head teachers.

To keep pace with this technological revolution, some countries have made a thorough review of their education systems (Alkhateeb and Alkhateeb, 2001) by the introduction of computers in all schools to deal with the educational and administrative process, so that students, teachers and head teachers can employ them in the learning process. In recognition of its importance, the Kingdom of Saudi Arabia has employed and encourages the use of information and communication technology in the learning process; however, the weakness or even lack of training courses for both male and female head teachers on the use of computers has reduced the level of their performance and increased their desire for training courses.

School head teachers felt the need to acquire technological skills that are linked to the computer to be employed in the educational process. Perhaps this is indicative of the weakness of school head teachers in computer skills. This was confirmed in the interviews where they asserted their need for the courses in the field of computers because of their lack of access to such courses in the past, especially because of the sudden introduction of computers into their schools and the continuous requirement of using computers by the Education Departments without providing the necessary training. There is agreement among almost all male and female head teachers that the sudden entry (appearance) of ICT in Saudi Arabia promotes their desire to learn computer skills. In this respect, a female head teacher said: "Most female head teachers have no idea how to start or use computers and some of them have never seen computers except on T.V, and I believe that none of them had taken any courses in the field of computer technology in their previous degrees". Another female head teacher said "I asked a lady who has experience in that field to teach me basic computer skills as I had no idea how to start a

computer and the first time I asked her to respond to the Education Department for me. Now I'm getting better at typing but am still too slow and sometimes I need to learn more about how to open websites such as the Ministry website to see the circulars and new instructions, which forces me to phone other head teachers to ask them to print these out and send them to me."

Only one female head teacher thought they did not need to have any courses in that field. She said "When I graduated from high school I started to learn about computers and chat with others, so I can deal with them perfectly and I think most of the head teachers today have enough knowledge in that subject." This contradicts the results of the questionnaire, which showed a high need. In addition, the interviews showed that almost 75% of female head teachers lack knowledge in the field of information communication and technology; almost all of them lack access to training courses in computers.

One of the male head teachers also said "Suddenly we have been required to use computers in school work, such as writing letters, registering students, reading the circulars from the Department of Education and from the Ministry while most of us have no idea how to deal with or use computers; that is why we strongly need courses in this field (ITC)."

The questionnaire result was echoed in the interviews conducted with the school head teachers, which referred to the need for training courses in the area of information communication and technology in view of the continuous development in this area. These views were held by 94% of the male and female respondents indicating the real desire for

training courses within the field of information and communication technology, and 83% stated that they had not participated in any courses on the subject despite their desire to do so.

The reason behind their desire is that they had not been trained in this area; the entry of computers into the educational process in Saudi Arabia has been carried out without any planning for their use. Many female head teachers are illiterate in the area of computers so that they are unable to respond to the daily circulars, updating students' records and responding to letters in the form required by the Ministry of Education.

It is clear from the above results that both male and female head teachers in Saudi Arabia have need for all proposed training courses that the researcher suggested, which are the use of computers in administrative jobs, to raise the performance of teachers and to improve the level of the students' education, with no differences between genders.

**6.2.2.2 Administrative Requirements**

**6.2.2.2.1 Items listed in the Administrative Requirements for male and female head teachers**

Percentage, means and standard deviations of the items of this dimension for the male head teachers have been calculated and ranked in descending order according to means as shown in table 6.5:

Table 6.5 : Male

| Dimension | IO | Rank | Item Content | Respondents' Percentage in Category | | | | | Mean | Std. Dev. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | V.W. | W. | N. | H. | V.H. | | |
| AD | 4 | 1 | *Knowledge of the role of head teacher.* | 4.9 | 11.0 | 14.7 | 28.8 | 40.5 | 3.890 | 1.20 |
| | 1 | 2 | *The importance of understanding the regulations issued by the Ministry and how to implement them.* | 3.1 | 8.6 | 22.1 | 31.3 | 35.0 | 3.865 | 1.09 |
| | 20 | 3 | *Learning education management objectives and leadership methods.* | 2.5 | 6.7 | 20.9 | 43.6 | 26.4 | 3.847 | 0.97 |
| | 3 | 4 | *Knowing the objectives of the school sector in which he/ she operates.* | 6.1 | 9.8 | 16.0 | 31.9 | 36.2 | 3.822 | 1.20 |
| | 5 | 5 | *Interpretation and knowledge of school rules* | 5.5 | 8.0 | 17.8 | 36.2 | 32.5 | 3.822 | 1.14 |
| | 24 | 6 | *The importance of continues self-development and the methods for achieving success...* | 2.5 | 6.1 | 22.1 | 46.0 | 23.3 | 3.816 | 0.94 |
| | 8 | 7 | *Preparing an annual plan for the school.* | 4.3 | 5.5 | 21.5 | 41.7 | 27.0 | 3.816 | 1.03 |
| | 23 | 8 | *Developing decision-making skills.* | 3.1 | 8.0 | 19.6 | 44.2 | 25.2 | 3.804 | 1.01 |
| | 12 | 9 | *Managing the school committees effectively.* | 4.3 | 8.6 | 17.8 | 42.9 | 26.4 | 3.785 | 1.06 |
| | 2 | 10 | *Knowledge of public policy of education in the K.S.A* | 4.9 | 9.2 | 20.9 | 33.1 | 31.9 | 3.779 | 1.14 |
| | 7 | 11 | *Drawing up and develop educational plans for the long and short term.* | 4.9 | 5.5 | 22.7 | 40.5 | 26.4 | 3.779 | 1.05 |
| | 9 | 12 | *Identifying school problems concerning (teachers and parents) and methods to deal with them.* | 3.1 | 11.7 | 19.0 | 38.7 | 27.6 | 3.761 | 1.08 |
| | 17 | 13 | *Knowledge of educational supervision methods.* | 3.1 | 4.9 | 25.8 | 47.9 | 18.4 | 3.736 | 0.92 |
| | 11 | 14 | *Knowing the reasons for and solutions to school administrative problems.* | 4.3 | 7.4 | 24.5 | 39.3 | 24.5 | 3.724 | 1.05 |
| | 22 | 15 | *Developing time management skills.* | 1.8 | 9.2 | 25.2 | 43.6 | 20.2 | 3.712 | 0.95 |
| | 19 | 16 | *Being able to adapt to changes in educational methods* | 3.7 | 5.5 | 27.6 | 44.8 | 18.4 | 3.687 | 0.96 |
| | 13 | 17 | *Participation in educational and administrative meetings.* | 3.7 | 12.9 | 18.4 | 43.6 | 21.5 | 3.663 | 1.07 |
| | 6 | 18 | *Preparing the school schedule.* | 8.0 | 13.5 | 19.0 | 24.5 | 35.0 | 3.650 | 1.30 |
| | 25 | 19 | *The importance of participating in the national events.* | 5.5 | 12.3 | 22.7 | 31.9 | 27.6 | 3.638 | 1.17 |
| | 16 | 20 | *Preparing a final report of what has been accomplished during the school year.* | 4.9 | 13.5 | 17.8 | 41.1 | 22.7 | 3.632 | 1.12 |
| | 21 | 21 | *Developing communication skills (good listening, respect for the opinions of others and responding to staff concerns).* | 4.3 | 14.1 | 22.1 | 33.7 | 25.8 | 3.626 | 1.14 |

| Dimension | IO | Rank | Item Content | Respondents' Percentage in Category | | | | | Mean | Std. Dev. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | V.W. | W. | N. | H. | V.H. | | |
| | 15 | 22 | *Preparing and writing management reports and responding to correspondence received by the school.* | 5.5 | 12.9 | 20.9 | 36.2 | 24.5 | 3.613 | 1.15 |
| | 18 | 23 | *Organizing and planning the school tests* | 4.3 | 14.7 | 19.6 | 38.7 | 22.7 | 3.607 | 1.12 |
| | 14 | 24 | *Dealing with educational supervisors.* | 3.7 | 15.3 | 20.2 | 39.3 | 21.5 | 3.595 | 1.10 |
| | 10 | 25 | *Identifying the importance of making a link between other schools so as to benefit from their experiences* | 3.1 | 14.1 | 32.5 | 35.0 | 15.3 | 3.454 | 1.01 |

The results of the items have been classified within the two levels of training needs:

1 - High: for the items 1-24 with means ranging from 3,890 to 3,595, in descending order.

2 - Medium: for the item 25, which stipulates that "Identifying the importance of making a link with other schools so as to benefit from their experiences," with a mean of 3,454.

In addition to the above, percentage, means and standard deviations of the items of this dimension for the female head teachers have been calculated and ranked in descending order according to means as shown in table 6.6:

Table 6.6 : Female

| Dimension | IO | Rank | Item Content | Respondents' Percentage in Category | | | | | Mean | Std. Dev. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | V.W. | W. | N. | H. | V.H. | | |
| AD | 1 | 1 | *The importance of understanding the regulations issued by the Ministry and how to implement them.* | 2.1 | 6.2 | 25.3 | 35.6 | 30.8 | 3.870 | 0.99 |
| | 24 | 2 | *The importance of continues self-development and the methods for achieving success...* | 4.1 | 6.8 | 23.3 | 37.0 | 28.8 | 3.795 | 1.06 |
| | 7 | 3 | *Drawing up and develop educational plans for the long and short term.* | 4.1 | 6.2 | 25.3 | 39.0 | 25.3 | 3.753 | 1.03 |
| | 11 | 4 | *Knowing the reasons for and solutions to school administrative problems.* | 2.7 | 8.2 | 24.7 | 39.7 | 24.7 | 3.753 | 1.01 |
| | 23 | 5 | *Developing decision-making skills.* | 3.4 | 11.6 | 22.6 | 33.6 | 28.8 | 3.726 | 1.10 |
| | 22 | 6 | *Developing time management skills.* | 4.1 | 12.3 | 21.9 | 30.8 | 30.8 | 3.719 | 1.15 |
| | 20 | 7 | *Learning education management objectives and leadership methods.* | 3.4 | 11.6 | 21.9 | 36.3 | 26.7 | 3.712 | 1.09 |
| | 13 | 8 | *Participation in educational and administrative meetings.* | 4.8 | 9.6 | 24.0 | 39.7 | 21.9 | 3.644 | 1.07 |
| | 19 | 9 | *Being able to adapt to changes in educational methods* | 2.1 | 12.3 | 28.1 | 35.6 | 21.9 | 3.630 | 1.02 |
| | 4 | 10 | *Knowledge of the role of head teacher.* | 8.9 | 14.4 | 15.8 | 27.4 | 33.6 | 3.623 | 1.32 |
| | 2 | 11 | *Knowledge of public policy of education in the K.S.A* | 4.8 | 12.3 | 20.5 | 40.4 | 21.9 | 3.623 | 1.10 |
| | 8 | 12 | *Preparing an annual plan for the school.* | 8.9 | 7.5 | 19.9 | 41.1 | 22.6 | 3.610 | 1.18 |
| | 17 | 13 | *Knowledge of educational supervision methods.* | 3.4 | 13.7 | 25.3 | 33.6 | 24.0 | 3.610 | 1.10 |
| | 3 | 14 | *Knowing the objectives of the school sector in which she operates.* | 6.8 | 12.3 | 21.2 | 32.9 | 26.7 | 3.603 | 1.20 |
| | 5 | 15 | *Interpretation and knowledge of school rules* | 6.2 | 13.0 | 21.9 | 32.2 | 26.7 | 3.603 | 1.19 |
| | 9 | 16 | *Identifying school problems concerning (teachers and parents) and methods to deal with them.* | 8.9 | 9.6 | 22.6 | 31.5 | 27.4 | 3.589 | 1.24 |
| | 12 | 17 | *Managing the school committees effectively.* | 6.2 | 10.3 | 25.3 | 37.7 | 20.5 | 3.562 | 1.11 |
| | 15 | 18 | *Preparing and writing management reports and responding to correspondence received by the school.* | 8.9 | 17.1 | 15.1 | 29.5 | 29.5 | 3.534 | 1.31 |
| | 25 | 19 | *The importance of participating in the national events.* | 11.0 | 12.3 | 21.9 | 23.3 | 31.5 | 3.521 | 1.34 |
| | 18 | 20 | *Organizing and planning the school tests* | 11.6 | 16.4 | 15.8 | 23.3 | 32.9 | 3.493 | 1.40 |

| Dimension | IO | Rank | Item Content | Respondents' Percentage in Category | | | | | Mean | Std. Dev. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | V.W. | W. | N. | H. | V.H. | | |
| | 16 | 21 | *Preparing a final report of what has been accomplished during the school year.* | 9.6 | 15.1 | 17.1 | 34.9 | 23.3 | 3.473 | 1.27 |
| | 10 | 22 | *Identifying the importance of making a link between other schools so as to benefit from their experiences* | 2.1 | 14.4 | 34.2 | 32.9 | 16.4 | 3.473 | 1.00 |
| | 6 | 23 | *Preparing the school schedule.* | 15.8 | 12.3 | 12.3 | 28.8 | 30.8 | 3.466 | 1.44 |
| | 21 | 24 | *Developing communication skills (good listening, respect for the opinions of others and responding to staff concerns).* | 13.7 | 13.0 | 15.8 | 30.1 | 27.4 | 3.445 | 1.37 |
| | 14 | 25 | *Dealing with educational supervisors.* | 15.1 | 11.6 | 21.2 | 24.0 | 28.1 | 3.384 | 1.40 |

The results of the items have been classified within two levels of training needs:

1 - High: for the items 1-19 with means ranging from 3.870 to 3.521, in descending order .

2 - Medium: for the items 20-25, with means ranging from 3.493 to 3.384, in descending order.

The researcher calculated the correlation by using Spearman correlation coefficient between the items in the Administrative Requirements Dimension of male and female head teachers that shows the value being 0.66; this demonstrates that there is a difference that does not amount to a fundamental difference in arranging the items of male head teachers compared with arranging items of female head teachers.

**6.2.2.2.2 Overview of administrative requirements**

In addition to information communication and technology, it is important for any leader or manager especially head teachers to be able to satisfy their administrative requirements so as to deal effectively with teachers, students, staff and parents during the school day.

In this category, the researcher has discussed, male and female head teachers separately due to the differences in their needs levels which are noted in Tables 6.5 and 6.6. The discussion has been divided into two parts, one concerning the highest level and the other the lowest level of training needs, as shown by the results.

**6.2.2.2.3 Issues related to the category of Administrative Requirements of male head teachers**

These showed that all the items in this category, except for item 10, obtained a high need for training. These items referred to the need of male head teachers for developing the skills of managerial decision-making, managing meetings effectively, the way of preparing annual plans for the school and the methods of solving administrative problems, and participating in the national events. Such needs are the very essence of the role of the school principal, and therefore he must possess such skills, as they are essential requirements to support the educational process (Ibn Dohaish, 2005).

Items 1-24 obtained a high need for training but the highest one was item 4 (knowledge of the role of the school principal) which can be attributed to the role which the principal seeks to have in the light of the tremendous development in the area of school management in general, not just at the level found in Saudi Arabia, but also at the

global level. In this regard, one male school principal said: "most of us do not know the role of school head teachers and the powers conferred upon them." Another said "Yes, I was appointed to the role of head teacher and then took the head teachers' training course, but still don't know most of the head teacher's administrative responsibilities." However, the head teacher of a primary school said "I do not need any kind of training and I could train others in such courses as I have enough experience to lead and manage the school effectively." The researcher does not agree with the statement that experience itself is sufficient as most people need training, although some researchers may maintain that experience is adequate by itself (Stewart, 2004). It remains a matter of debate among scholars, researchers and writers whether or not experience is sufficient, even without training. Nonetheless, there is agreement that managers and leaders, particularly new ones, need more training in their fields.

However, the item which had received the lowest arithmetic mean in this category was item 10, "identifying the importance of making a link with other schools so as to benefit from their experience". This result suggests that there may be a lack of technology to link such schools and establish co-operation between them or they may be unaware of the importance of such links. There is also a lack of time set aside that prevents them from attending meetings. This was stressed by many school head teachers (78%) who felt that lack of time impeded such links.

**6.2.2.2.4 Issues related to the category of Administrative Requirements of female head teachers**

It was shown that items 18, 16, 10, 6, 21, and 14 related to organizing and planning the school tests; preparing a final report of what has been accomplished during the school year;  identifying the importance of making a link between other schools so as to benefit from their experiences, preparing the school schedule; developing communication skills (good listening, respect for the opinions of others and responding to staff concerns); and dealing with educational supervisors had a medium degree of training needs. The researcher attributes this result to the fact that the preparation of related reports on what has been achieved within the school, the preparation of school schedules, dealing with educational supervisors, developing the skills of listening and talking and making links with other schools so as to benefit from their experience, are some of the qualifications already possessed to a large extent by some female school head teachers. They usually delegate these duties, such as the final reports, to their deputies or to one of their other staff and also have difficulties in using computers or do not have time to make a link with other schools.

However, the remaining items in Table 6.6 had means ranging from 3.87 to 3.52, respectively with a high degree of training. The researcher explains this result by mentioning that knowing all the new ways and methods of teaching, change management, educational leadership, and the way to solve the administrative problems, and understanding the regulations issued by the Ministry of Education are considered important requirements for female school head teachers and also contribute to

development and change in administrative work. In addition, female head teachers lack administrative courses and experience in the field of management.

The majority of the respondents (more than 70%) through the interviews showed their needs for such courses. One of the high school head teachers said "I came to this position without having taken any previous courses in the field of school administration and I believe that the same applies to almost all of the female head teachers, which forces us to phone either the Superintendency Office or the Education Department to ask them how to deal with some administrative affairs, which can be embarrassing." This corresponds to the researcher's experience as a manager of Educational Affairs in the Girls' Education Department, in which he received many phone calls from female head teachers asking him how to deal with such matters.

Lack of training programmes for head teachers and inadequate response to their requests for the school requirements were found to lead to job dissatisfaction (Alzaidi, 2008).

From the above results, a very small difference appeared between the genders; males have seen all the proposed training courses, except one, as a high need for training where female head teachers have seen most of them as a high need for training with the exception of the six items which were mentioned earlier which were seen as having a medium need for training, namely organizing and planning the school tests; preparing a final report of what has been accomplished during the school year; identifying the importance of making a link with other schools so as to benefit from their experiences, preparing the school schedule; developing communication skills (good listening, respect for the opinions of others and responding to staff concerns); and dealing with educational supervisors.

**6.2.2.3 Staff development**

**6.2.2.3.1 Items in staff development of male and female head teachers**

Percentages, means and standard deviations of the items in this category for male head teachers have been calculated and ranked in descending order according to means as shown in table 6.7:

Table 6.7: Male

| Dimension | IO | Rank | Item Content | Respondents' Percentage in Category | | | | | Mean | Std. Dev. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | V.W. | W. | N. | H. | V.H. | | |
| SD | 37 | 1 | *Dealing with new teachers and helping them* | 4.3 | 7.4 | 19.0 | 39.3 | 30.1 | 3.834 | 1.07 |
| | 36 | 2 | *The ability to deal with teachers and solve their problems.* | 4.3 | 6.7 | 18.4 | 44.8 | 25.8 | 3.810 | 1.03 |
| | 35 | 3 | *Evaluating teachers' performance* | 7.4 | 8.0 | 16.6 | 36.2 | 31.9 | 3.773 | 1.19 |
| | 39 | 4 | *Developing the classroom management's skill of the teachers.* | 3.7 | 8.6 | 22.1 | 40.5 | 25.2 | 3.748 | 1.04 |
| | 38 | 5 | *How to guide teachers to solve the problems of students both inside and outside the classroom.* | 4.3 | 5.5 | 23.9 | 45.4 | 20.9 | 3.730 | 0.99 |
| | 34 | 6 | *How to make the school staff aware of the circulars and directives issued by the Ministry.* | 5.5 | 9.2 | 19.6 | 38.0 | 27.6 | 3.730 | 1.13 |
| | 40 | 7 | *How to identify the training needs of teachers.* | 2.5 | 8.0 | 25.8 | 42.3 | 21.5 | 3.724 | 0.97 |
| | 44 | 8 | *How to supervise the work of the student guide.* | 2.5 | 9.8 | 23.9 | 41.7 | 22.1 | 3.712 | 1.00 |
| | 41 | 9 | *The importance of delegating authority to the deputy and the teachers.* | 6.1 | 8.6 | 22.7 | 40.5 | 22.1 | 3.638 | 1.10 |
| | 42 | 10 | *Helping teachers to understand curriculum goals* | 3.1 | 10.4 | 27.6 | 41.1 | 17.8 | 3.601 | 1.00 |
| | 43 | 11 | *How to involve teachers in decision making* | 5.5 | 8.6 | 26.4 | 42.3 | 17.2 | 3.571 | 1.05 |

The results of the items in staff development have been classified as having one level of training needs degree which is high for items 1-11, with means ranging between 3.834 and 3.571 in descending order.

In addition to the above, percentage, means and standard deviations of the items in this category for female head teachers have been calculated and ranked in descending order according to means

Table 6.8 : Female

| Dimension | IO | Rank | Item Content | Respondents' Percentage in Category | | | | | Mean | Std. Dev. |
| | | | | V.W. | W. | N. | H. | V.H. | | |
|---|---|---|---|---|---|---|---|---|---|---|
| SD | 34 | 1 | *How to make the school staff aware of the circulars and directives issued by the Ministry.* | 6.8 | 13.0 | 19.9 | 24.7 | 35.6 | 3.692 | 1.27 |
| | 35 | 2 | *Evaluating teachers' performance* | 5.5 | 19.2 | 12.3 | 27.4 | 35.6 | 3.685 | 1.29 |
| | 42 | 3 | *Helping teachers to understand curriculum goals* | 4.8 | 12.3 | 19.9 | 37.0 | 26.0 | 3.671 | 1.13 |
| | 37 | 4 | *Dealing with new teachers and helping them* | 7.5 | 13.7 | 17.1 | 28.1 | 33.6 | 3.664 | 1.28 |
| | 36 | 5 | *The ability to deal with teachers and solve their problems.* | 8.2 | 12.3 | 17.1 | 30.1 | 32.2 | 3.658 | 1.27 |
| | 39 | 6 | *Developing the classroom management skill of the teachers.* | 4.8 | 8.9 | 26.0 | 38.4 | 21.9 | 3.637 | 1.07 |
| | 40 | 7 | *How to identify the training needs of teachers.* | 2.7 | 9.6 | 26.7 | 43.8 | 17.1 | 3.630 | 0.97 |
| | 38 | 8 | *How to guide teachers to solve the problems of students both inside and outside the classroom.* | 6.2 | 13.7 | 16.4 | 39.0 | 24.7 | 3.623 | 1.18 |
| | 43 | 9 | *How to involve teachers in decision making* | 4.8 | 11.6 | 22.6 | 41.8 | 19.2 | 3.589 | 1.07 |
| | 44 | 10 | *How to supervise the work of the student guide.* | 5.5 | 14.4 | 21.9 | 32.2 | 26.0 | 3.589 | 1.18 |
| | 41 | 11 | *The importance of delegating authority to the deputy and the teachers.* | 4.8 | 15.1 | 22.6 | 35.6 | 21.9 | 3.548 | 1.13 |

The results of the Staff Development items have been classified as having a high degree of need for the items 1-11 with means ranging from 3.548 to 3.692 in descending order .

**6.2.2.3.2 Overview of staff development**

This field obtained a high need for training as seen in Tables 6.7 and 6.8. Therefore, it is necessary for the head teachers to focus on their staff's development by encouraging

them to participate in training courses and become acquainted with all the new developments appropriate to their jobs.

The results showed that all the items had a high degree of training needs for both male and female head teachers. These items refer to the need of school head teachers to have ways of dealing with new teachers and identifying their training needs, and ways of supervising the performance of their duties as head teachers are the residential educational supervisors in addition to the involvement of teachers in the decision-making process.

The researcher believes that relations between head teachers and teachers should be based on respect and cooperation and working to increase the effectiveness of the performance of teachers and their duties. There is no doubt that the involvement of teachers in the managerial decision-making process and delegating authority to them in some matters makes them feel more valued and respected, and raises the level of their performance . This indicates the desire of school head teachers to upgrade their employees through their needs for such courses in order to guide them and deal with them properly and effectively. In this respect, a male head teacher said "I tried to find a way to encourage my teachers to do their best but they see that as an order from me; that is why sometimes I could not manage the staff in the right way, so I think it is a better idea to have some courses to guide us as to how to deal with them effectively and how to delegate some authority to the right person on my staff."

This result, in addition to the above, might be due to the fact that female school head teachers are more conservative in applying the regulations and laws and implementing them. Their lack of experience in teaching before being nominated to the

school management might also be a factor, as well as the fact that some female teachers had obtained higher educational qualifications than their female head teachers, especially in the field of educational management. This means that they have an inadequate knowledge of how to perform administrative functions, which makes them need to know how to delegate authority and how to deal with female teachers and improve their educational performance. In this respect, one female head teacher said "I need a tactical way to evaluate the teachers, especially those who have a Bachelor degree in science, maths or physics, as I have no idea about them."

This was also confirmed by the results of the interviews with female head teachers which revealed the importance of dealing with female teachers, treating them satisfactorily, and guiding them on how to give lessons well and how to manage the classroom. One of the female school head teachers said:

"We need increased and sustained courses in all the administrative areas to treat female teachers satisfactorily such as a course in human relations, particularly as some female school head teachers have not received a higher qualification than a diploma, while most female teachers have a BA or MA, which puts us in a critical situation in how to deal with them and it also makes us avoid having to give instructions to teachers with higher qualifications than the head teachers. Therefore, I can see that if our training had been appropriate, we might be able to get beyond these obstacles". It is clear from the questionnaire that almost 50% of female head teachers in Alqurayat Governorate and Aljouf province have less than a bachelor degree in Education. It has been the researcher's experience in the field of Girls Education that most less qualified head teachers hesitated or avoided attending highly qualified teachers' classes to evaluate

them. A few of them could not manage the schools sufficiently which forced them to go back to be ordinary teachers in the classroom. That is why, in the researcher's opinion, they have a high need for such courses.

It is clear from the above that both male and female head teachers have a high need of training in these suggested courses; there was little difference between their needs.

## 6.2.2.4 Student Affairs

## 6.2.2.4.1 Items in the Student Affairs of male and female head teachers:

Percentages, means and standard deviations of the items of this dimension for the male head teachers have been calculated and ranked in descending order according to means as shown in table 6.9:

Table 6.9: Male

| Dimension | IO | Rank | Item Content | Respondents' Percentage in Category | | | | | Mean | Std. Dev. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | V.W. | W. | N. | H. | V.H. | | |
| | 27 | 1 | *Promoting the spiritual values, humanity and patriotism of the students.* | 5.5 | 9.8 | 20.2 | 33.7 | 30.7 | 3.742 | 1.16 |
| | 28 | 2 | *Identifying the causes of students' problems and finding solutions for them.* | 4.9 | 9.2 | 22.7 | 34.4 | 28.8 | 3.730 | 1.12 |
| | 29 | 3 | *Encouraging students to innovate* | 4.9 | 9.2 | 22.7 | 36.2 | 27.0 | 3.712 | 1.11 |
| | 26 | 4 | *Dealing with the students' effectively.* | 7.4 | 9.8 | 17.2 | 38.0 | 27.6 | 3.687 | 1.19 |
| SA | 33 | 5 | *Analyzing the results of the school tests.* | 3.7 | 9.2 | 23.3 | 42.9 | 20.9 | 3.681 | 1.02 |
| | 30 | 6 | *Providing educational, social and psychological services for students.* | 4.3 | 11.0 | 25.8 | 36.2 | 22.7 | 3.620 | 1.08 |
| | 32 | 7 | *Dealing with the students' absence and identifying the causes.* | 4.3 | 14.1 | 20.9 | 41.7 | 19.0 | 3.571 | 1.08 |
| | 31 | 8 | *Encouraging students to be aware of the needs of the environment* | 4.9 | 15.3 | 30.7 | 35.6 | 13.5 | 3.374 | 1.05 |

The results of the items in this dimension have been classified within two levels of training needs:

253

1 - High: for the items 1-7 with means ranging from (3.571 to 3.742) in descending order.

2 - Medium: for the item 8, which stipulates that "Encouraging students to be aware of the needs of the environment," with a mean of 3,374.

In addition to the above, percentage, means and standard deviations of the items of this category for female head teachers have been calculated and ranked in descending order according to means as shown in Table 6.10

Table 6.10: Female

| Dimension | IO | Rank | Item Content | Respondents' Percentage in Category | | | | | Mean | Std. Dev. |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | V.W. | W. | N. | H. | V.H. | | |
| SA | 28 | 1 | *Identifying the causes of students' problems and finding solutions for them.* | 4.8 | 11.0 | 21.2 | 34.9 | 28.1 | 3.705 | 1.13 |
| | 27 | 2 | *Promoting the spiritual values, humanity and patriotism of the students.* | 6.8 | 13.7 | 17.1 | 28.8 | 33.6 | 3.685 | 1.26 |
| | 30 | 3 | *Providing educational, social and psychological services for students.* | 2.1 | 12.3 | 23.3 | 39.7 | 22.6 | 3.685 | 1.02 |
| | 32 | 4 | *Dealing with the students' absence and identifying the causes.* | 6.2 | 15.8 | 14.4 | 34.9 | 28.8 | 3.644 | 1.22 |
| | 31 | 5 | *Encouraging students to be aware of the needs of the environment* | 2.7 | 13.0 | 25.3 | 37.7 | 21.2 | 3.616 | 1.05 |
| | 33 | 6 | *Analyzing the results of the school tests.* | 4.1 | 14.4 | 21.9 | 37.7 | 21.9 | 3.589 | 1.11 |
| | 29 | 7 | *Encouraging students to innovate* | 4.1 | 13.7 | 28.8 | 28.1 | 25.3 | 3.568 | 1.13 |
| | 26 | 8 | *Dealing with the students' effectively.* | 9.6 | 17.1 | 16.4 | 23.3 | 33.6 | 3.541 | 1.36 |

The results of the Student Affairs items have been classified within the degree of need high: for the items 1-8 with means ranging from 3.541 – 3.705 in descending order.

The value of correlation for this dimension was 0.26, without statistical significance. This means there is no fundamental difference in the order of the dimension's items of male head teachers compared to those of female head teachers.

**6.2.2.4.2 Overview of student affairs**

The knowledge of students' needs is the concern of all developed and developing countries so that the head teachers must recognize their requirements and how to prepare them to become a useful generation to participate effectively in their post-school lives. This involves spiritual direction and discipline to ensure regular attendance. Desirably, the head teacher should be able to meet the needs of all students including the cleverest and those who are most difficult in behavior.

The items in the field of student affairs for both male and female head teachers displayed a high degree of needs, respectively and in descending order, with the exception of item number 8. These items refer to the high training need of head teachers for promoting the spiritual values, humanity and patriotism of the students, identifying the causes of students' problems and finding solutions for them, in addition to dealing with the phenomenon of the constant absence by some students and how to deal with it. The researcher attributes these results to the fact that the promotion and development of innovation among students requires that school head teachers need to possess the necessary skills for dealing with the outstanding and talented students, in view of their specialised characteristics and how to encourage the less able, as one of the male head teachers said "we need to know the modern ways to support good students and to encourage those who do not care, as we do not have the authority to punish or move the

students who behave badly and who affect many good students who try to imitate them" . Therefore, the school head teachers expressed their needs for instruction on how to deal effectively with such students. There is no doubt that taking care of students and making them the focus of the educational process requires being aware of the problems they face both inside and outside the school and how to solve them, in addition to motivating them to work hard and instilling ethical, humanitarian and national values in the students. School head teachers are considered administrative leaders in their schools, which is consistent with the objectives of the Ministry of Education in Saudi Arabia who seek to encourage students to be conscientious in order to lead them on the path of development and to get the benefit from their achievements, as well as to encourage communication of these values at home and in school and even in the surrounding environment. Developed and developing countries face the danger of terrorism and ideological extremes; therefore, the way to avoid this is to inculcate moral values among their students, and the development of patriotism and loyalty to their country.

This is also confirmed by the results of the interviews, where many expressed their desire to have access to courses in the areas of human relations and how to deal with and solve the problems of their students. Furthermore, many stressed the importance of courses in the area of planning and the ability to make the right and appropriate decisions for the benefit of students. This underlines the willingness of school head teachers to solve the problems of students educationally without resorting to pressure and punishment or the instigation of fear in order to improve the student in the moral, educational and mental health areas. Many female head teachers also stressed the importance of sport for female students, as this does not exist in Saudi Arabia for cultural reasons.

The principal of a girls' primary school in Al-Qurayat Governorate, in answering the tenth question, which was "From your experience, is there any point you wish to add that could help to enhance the performance of the school principal?" said: "We do not have any kind of physical sport as there are no provisions for it in the school, which in turn causes the students to become bored; the teaching system has become crammed and stuffed with information delivered through dictation, which prevents the students from being creative. We want sports and physical exercises to be allowed for all female students, all schools to be provided with rooms and halls appropriate for sports and outside playing fields, and also scientific laboratories in which we can apply what is taught. "

The researcher, from his knowledge of schools in Saudi Arabia and from the result of his survey, agrees strongly with the statement and hopes that in the changing circumstances which he believes will affect Saudi Arabia, remedies will be found for these deficiencies in the educational system.

Item 8, "Encouraging students to be aware of the needs of the environment" obtained a medium degree of training need, with the lowest mean in this category for male head teachers. The researcher attributes this result to the lack of confidence in this subject by some head teachers who do not have sufficient knowledge of environmental needs so as to encourage students to identify the needs of the surrounding environment.

Item 8 was the only one for which there was a small difference between the genders as it had a high need for training for female head teachers.

It is clear from the above that there are no significant differences between the genders in their training needs and that there is a high need for training in those proposed courses which the researcher has listed.

### 6.2.2.5. Local Community

### 6.2.2.5.1 Local Community items of male and female head teachers:

Percentage, means and standard deviations of the items of this category for male head teachers have been calculated and ranked in descending order according to means as shown in table 6.11

<div align="center">Table 6.11 :Male</div>

| Dimension | IO | Rank | Item Content | Respondents' Percentage in Category | | | | | Mean | Std. Dev. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | V.W. | W. | N. | H. | V.H. | | |
| LC | 45 | 1 | *How to deal with the parents of school children...* | 6.1 | 9.8 | 22.7 | 35.0 | 26.4 | 3.656 | 1.15 |
| | 46 | 2 | *How to communicate information to parents about their children.* | 4.9 | 11.0 | 25.2 | 38.7 | 20.2 | 3.583 | 1.08 |
| | 49 | 3 | *Using special events held in the local community for raising awareness of the school activities* | 6.1 | 10.4 | 22.7 | 41.7 | 19.0 | 3.571 | 1.10 |
| | 47 | 4 | *How to form closer relationship between the school and parents and encourage them to visit the school.* | 3.7 | 14.7 | 20.2 | 43.6 | 17.8 | 3.571 | 1.06 |
| | 48 | 5 | *Directing the school's activities to serve the local community.* | 4.9 | 10.4 | 27.0 | 41.1 | 16.6 | 3.540 | 1.04 |

The results of the items have been classified as a (high) level for the items 1-5 and their means ranged between 3.656 and 3.540, in descending order.

In addition to the above, percentage, means and standard deviations of the items of this category for female head teachers have been calculated and ranked in descending order according to means as shown in Table 6.12.

Table 6.12: Female

| Dimension | IO | Rank | Item Content | Respondents' Percentage in Category | | | | | Mean | Std. Dev. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | V.W. | W. | N. | H. | V.H. | | |
| LC | 48 | 1 | *Directing the school's activities to serve the local community.* | 3.4 | 14.4 | 26.7 | 39.7 | 15.8 | 3.500 | 1.03 |
| | 45 | 2 | *How to deal with the parents of school children...* | 11.0 | 13.0 | 17.8 | 32.9 | 25.3 | 3.486 | 1.30 |
| | 47 | 3 | *How to form closer relationship between the school and parents and encourage them to visit the school.* | 10.3 | 17.1 | 13.0 | 32.9 | 26.7 | 3.486 | 1.32 |
| | 49 | 4 | *Using special events held in the local community for raising awareness of the school activities* | 4.8 | 14.4 | 26.7 | 36.3 | 17.8 | 3.479 | 1.09 |
| | 46 | 5 | *How to communicate information to parents about their children.* | 9.6 | 17.8 | 17.8 | 30.1 | 24.7 | 3.425 | 1.30 |

The results of the local community requirements' items have been classified within the two degrees of training needs:

1 – A high degree of need for the item 1, which involves ''Directing the school's activities to serve the local community" with a mean of (3.5).

2 – A medium degree of need for the items 2-5, with means ranging from (3,425 - 3,486), in descending order.

## 6.2.2.5.2 Overview of local community

Strengthening the relationship with the local community is considered an important requirement for the job of school head teachers (Zhixsin, Gamage and Mininberg, 2003). Many countries have been focusing on the so-called community-based

school, which strengthens its relations with the other institutions in the local community, in order to build links with all the elements of the educational process; this raises the performance of schools and helps them to achieve their goals. The researcher will separate both male and female head teachers in this category due to the differences between them.

**6.2.2.5.3 Issues related to the items in the category of the Local Community for male head teachers**:

The results for male head teachers showed that all the items displayed a high degree of need for training. These items focused on how to deal with parents, encouraging them to visit the school, and direct the activities of the school to serve the local community. The researcher believes that this result reflects the weak relationship between the schools and the institutions of the local community, as most school head teachers in the interviews, confirmed the lack of cooperation by the parents and their inability to convince them to participate and cooperate in school activities.

One of the head teachers said "We invite parents for a meeting to discuss their children's attainment and behaviours but the parents' attendance usually is not more than 30% and they provide no reason for their non-attendance". Another one said "Most parents (fathers) are busy with their business and have no time to visit the schools to discuss their children's performance, even if we call them. Some mothers do call us asking about their children's attainments and they often become upset because of the local culture which prevents them visiting their sons' schools or phoning a non relative male." This has led to head teachers feeling a need for training courses in this area of how to encourage

parents to cooperate with the schools, as the focus in most developed countries is on the community-school to achieve the objectives of both the school and the community because the presence of a developed school means the development of society. This result agreed with one of Almanee's (1988) studies, which aimed to discover the difficulties faced by head teachers in Saudi Arabia, and asserted that the parents do not contact the schools to ask about their children's attainments or their behaviours.

**6.2.2.5.4 Issues related to the items in the category of the Local Community for female head teachers:**

On the other hand female head teachers showed item 48 was the only one that had a high degree of training need. This item focuses on the issue of directing the activities of the school to serve the local community. Perhaps this might be linked with directing towards the concept of a community-based school, which benefits the local community through its activities and sharing the school's premises. The remaining items obtained a medium degree of training needs. This result might be due to the fact that these issues did not require participants to be trained, because the delivery of information to the parents might be through the school administration or the teacher or either because of the lack of interest by parents, especially women because of the inability of many of them to go to school due to their being busy (domestic activities) or the difficulty in reaching their teachers due to cultural restrictions which prevent mothers going to the schools on their own, which leads to no request for such courses.

It is possible that the poor relationship between some schools and pupils' mothers is that the head teachers believe that the mothers are unable to visit the schools because

they need their husbands to drive them to the schools as it is culturally unacceptable for a female to walk there by herself.  It is normal to hear a woman saying that she could not go to a place because there was no relative male to accompany or drive her, which has led most of the female head teachers in the interview to wish to hear a decision from the king soon allowing women to drive in Saudi Arabia.  This would help them in their jobs as pupils' mothers could attend the schools to see their children's behavior without waiting for a male relative and in this respect a female head teacher said "when we invite mothers for a meeting, the attendance frustrates us, as there are seldom more than twenty women there".  Therefore, the need for training in establishing a relationship with the local community is seen not to be great, or that the female head teachers consider that the relationship with the local community is limited to visiting parents, actually only mothers, which means that they feel that they do not require any training programme in this field.

It is clear that there are differences between the genders in this field as the results indicated that there was a high need for male head teachers for all the items but only a medium need for female head teachers for all items except one which the researcher has mentioned above. This finding corresponds with the results of a study by Al-Osfour (2006) which showed that the estimation of head teachers was medium in the field of local community activities.

**6.2.2.6 Finance and School Buildings**

**6.2.2.6.1 Items in Finance and School Buildings of male and female head teachers**

Percentage, means and standard deviations of the items of this category for male head teachers have been calculated and ranked in descending order according to means as shown in table 6.13

Table 6.13: Male

| Dimension | IO | Rank | Item Content | Respondents' Percentage in Category | | | | | Mean | Std. Dev. |
|-----------|-----|------|--------------|------|------|------|------|------|------|-----------|
| | | | | V.W. | W. | N. | H. | V.H. | | |
| | 56 | 1 | *Drawing up a plan for evacuating the building in case of emergency.* | 6.1 | 9.8 | 22.1 | 38.0 | 23.9 | 3.638 | 1.13 |
| | 53 | 2 | *Identifying the requirements for school facilities and maintenance.* | 6.1 | 13.5 | 20.2 | 34.4 | 25.8 | 3.601 | 1.18 |
| | 57 | 3 | *Preparing a special register of the state and maintenance of the school buildings* | 5.5 | 13.5 | 22.1 | 39.3 | 19.6 | 3.540 | 1.12 |
| FSB | 58 | 4 | *Overseeing the disposal of damaged and obsolete school furnishing in accordance with the instructions and regulations.* | 8.6 | 12.9 | 27.6 | 31.9 | 19.0 | 3.399 | 1.18 |
| | 55 | 5 | *Using the Cafeteria Fund satisfactorily.* | 8.6 | 13.5 | 29.4 | 29.4 | 19.0 | 3.368 | 1.19 |
| | 54 | 6 | *Supervising the school cafeteria and understanding its financial system.* | 8.0 | 13.5 | 31.3 | 30.1 | 17.2 | 3.350 | 1.15 |

The results of the items have been classified within the two levels of training needs

1 - High: for the items 1-3 with means ranging from 3.638 to 3.540 in descending order.

2 - Medium: for the items 4-6, with means ranging between 3.399 to 3.350 in descending order.

In addition to the above, percentage, means and standard deviations of the items of this category for female head teachers have been calculated and ranked in descending order according to means

Table 6.14: Female

| Dimension | IO | Rank | Item Content | Respondents' Percentage in Category | | | | | Mean | Std. Dev. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | V.W. | W. | N. | H. | V.H. | | |
| FSB | 56 | 1 | *Drawing up a plan for evacuating the building in case of emergency.* | 7.5 | 13.0 | 24.7 | 17.8 | 37.0 | 3.637 | 1.30 |
| | 53 | 2 | *Identifying the requirements for school facilities and maintenance.* | 11.6 | 16.4 | 12.3 | 26.0 | 33.6 | 3.534 | 1.40 |
| | 57 | 3 | *Preparing a special register of the state and maintenance of the school buildings* | 9.6 | 16.4 | 19.9 | 24.7 | 29.5 | 3.479 | 1.32 |
| | 58 | 4 | *Overseeing the disposal of damaged and obsolete school furnishing in accordance with the instructions and regulations.* | 14.4 | 16.4 | 16.4 | 19.2 | 33.6 | 3.411 | 1.46 |
| | 55 | 5 | *Using the Cafeteria Fund satisfactorily.* | 11.6 | 13.7 | 28.1 | 18.5 | 28.1 | 3.377 | 1.33 |
| | 54 | 6 | *Supervising the school cafeteria and understanding its financial system.* | 11.0 | 15.8 | 24.0 | 25.3 | 24.0 | 3.356 | 1.30 |

The results of the items have been classified within the two levels of training needs:

1 - High: for the items 1-2   with means ranging of 3.637 to 3.534 in descending order.

2 - Medium: for the items 3-6, with means ranging from 3.479 to 3.356, in descending order.

**6.2.2.6.2 Overview of finance and school buildings**

It is necessary to focus on this field, so that the school buildings and facilities are in accordance with the global standards in terms of the availability of sport arenas, laboratories, and spacious and air-conditioned rooms. A satisfactory environment and

264

adequate facilities increase students' motivation towards learning as well as the level of performance of both teachers and head teachers. Many school head teachers in their interviews highlighted the lack of adequate resources. . Ironically, at the time of writing there is much discussion taking place in the UK about the coalition government's decision as part of its policy to reduce the national deficit, to cancel the rebuilding of 735 schools.

The dimension of finance and school buildings obtained a medium degree of training need for both male and female head teachers, these responsibilities can be delegated directly to one of the teachers or to the assistant principal rather than the school principal; the reason is that this field is not seen as having any critical importance for the female head teachers and the male head teachers have often preferred to assign it to a deputy.

The results showed the existence of a high training need by male and female school head teachers in items 53 and 56 and the item 57 was high for male only. These items involved the drawing up of plans for evacuating the school building in cases of emergency, identifying the requirements for school facilities and maintenance, and preparing a special register for the present state and maintenance of the school buildings. The researcher attributes this result to the fact that the head teachers do not have the skill necessary to deal with emergencies should they occur, in particular as some regions of Saudi Arabia are threatened by earthquakes and which have caused damage and injury. Many school head teachers lack knowledge on how to manage and treat these matters which was one of the necessary training needs for the staff and school head teachers. This is contrary to the interviews, in which most of them stated that they do not seek such

courses due to the training they had recently received from the Defence Department, which gave them some courses on how to evacuate the buildings in case of emergency. In this regard, a female head teacher said "before, we were afraid of a situation such as that which happened in Makkah when many girls died due to a fire in the building and some females with some religious people prevented the firemen from getting into the female school. In addition, we lacked experience of such a situation; but now we can deal safely with emergencies due to the courses we have had recently." The government issued an order to all schools and citizens not to prevent firemen entering a girls' school at any time in an emergency and the female head teachers were given courses on how to deal with emergencies and not order the female students to cover themselves, which may delay them getting out of the school and result in death. Regarding the maintenance of school buildings, some female head teachers believe that is a male responsibility which may be for cultural reasons. This seems to be an anomaly; a female head teacher like any male head teacher should feel in charge of her own school.

The remaining items of this category showed a medium degree of training needs. The researcher believes that the subjects identified in these items could be delegated to the classroom teacher or the assistant principal; therefore the head teachers do not necessarily require such training courses.

School head teachers indicated in the interviews that the training needs in this area are not great or high in the items relating to maintenance of schools because some buildings are entrusted to specialised institutions, and the cafeterias in most schools are not active because of the small numbers of students who most of the time do not buy from the cafeteria and because their expenditure (how to distribute the revenues from

cafeterias) is determined by the Department of Education. In addition, most of the functions where the cafeteria was in use were delegated to a teacher with experience in this area and some school buildings are rented and of small size buildings so this means that head teachers do not feel that they require training courses in this fields.

One of the school head teachers said:

"Most schools are now under the supervision of maintenance companies, so our role is only to inform them about any problems".

Regarding the cafeteria, which obtained a low level of needs for training, some schools entrust it to one of the teachers, or some assign it to an institution for a nominal fee. Some schools have no cafeteria at all because of the limited numbers of students or because of the poverty of parents who cannot afford to pay for the school meals. A female head teacher said "I worked as a head teacher for three different schools and I could see no benefit coming to the school from the cafeteria, either because of poverty or low numbers of students, so we delegated it to a teacher or a company and we did not care about the profits, which were low and did not help the school" The male head teacher of a school agreed with what she said. Moreover, some schools are rented and so the head teachers are not encouraged to participate in such courses because they cannot do anything about the state of the school, this causes them to feel frustrated.

Both male and female head teachers were shown to have almost similar level of needs in this field. This finding corresponds with the results of a study by Al-Asfour (2006) which showed that the estimated need of male head teachers was average regarding the area of school buildings.

### 6.2.3 Answering the rest of the research questions

To answer the question "Are there significant differences in the training needs in the views of male and female head teachers based on:

1- School type.

2- School location (urban or rural).

3- Qualification.

4- Age.

5- Experience in the post.

The researcher analyzed the overall training needs at the study instrument level;

The means and the standard deviations have been calculated according to the gender of the head teachers and their interaction with the study's variables (School sector, School location, Qualification, Age and Experience in the post), as in table 6.15.

Table 6.15: Means and standard deviations of overall training needs at the level of questionnaire according to the difference of the gender of the head teachers and their interaction with the independent variables of study:

Table 6.15:

| IV | IV Levels | Gender | | | |
|---|---|---|---|---|---|
| | | Male | | Female | |
| | | Mean | Std. Dev. | Mean | Std. Dev. |
| School Type | High School | 3.714 | 0.99 | 3.513 | 0.81 |
| | Middle | 3.703 | 0.77 | 3.650 | 0.89 |
| | Primary | 3.686 | 0.71 | 3.627 | 0.96 |
| | Mixed Stages School | 2.815 | 0.81 | 3.540 | 1.08 |
| Working Place | Urban | 3.661 | 0.81 | 3.587 | 0.96 |
| | Rural | 3.784 | 0.72 | 3.646 | 0.61 |
| Highest Qualification | High School | 4.155 | . | 3.739 | 0.82 |
| | Diploma | 3.621 | 1.05 | 3.347 | 1.14 |
| | Bachelor | 3.686 | 0.79 | 3.615 | 0.87 |
| | Master | 3.493 | 0.88 | . | . |
| Age | 25-30 years | 3.749 | 0.69 | 3.838 | 0.75 |
| | 31-35 years | 3.624 | 0.81 | 3.537 | 0.93 |

| | | | | | |
|---|---|---|---|---|---|
| | 36-40 years | 3.552 | 0.84 | 3.438 | 1.00 |
| | more than 41 years | 4.029 | 0.53 | 4.092 | 0.57 |
| Experience in School Administration | Less than 2 years | 3.769 | 0.56 | 3.953 | 0.71 |
| | 3-5 years | 3.581 | 0.89 | 3.299 | 0.91 |
| | 6-10 years | 3.464 | 0.96 | 3.546 | 0.98 |
| | 11-15 years | 3.674 | 0.80 | 3.594 | 0.92 |
| | Whole | 3.674 | 0.80 | 3.594 | 0.92 |

As shown in table 6.15, differences can be observed between the means for overall training needs resulting from the different genders and their interaction with the rest of the study's variables. To verify the differences which appeared in Table 6.15 the ANOVA test was applied. The results are displayed in Table 6.16;

Table 6.16: Result of the ANOVA test for gender and its interaction with the rest of the variables of the study on the overall degree of training needs:

Table 6.16: Univariate ANOVA analysis

| Source Of Variation | Sum Of Squares | D.F. | Squares Mean | F | Sig. |
|---|---|---|---|---|---|
| Gender | 0.216 | 1 | 0.216 | 0.305 | 0.581 |
| Gender*School Type | 3.779 | 6 | 0.630 | 0.889 | 0.503 |
| Gender*Working Place | 0.323 | 2 | 0.162 | 0.228 | 0.796 |
| Gender*Highest Qualification | 3.115 | 5 | 0.623 | 0.880 | 0.495 |
| Gender * Age | 4.029 | 6 | 0.672 | 0.948 | 0.461 |
| Gender * Experience in School's Administration | 11.486 | 6 | 1.914 | **2.703** | 0.014 |
| Error | 199.726 | 282 | 0.708 | | |
| Total | 226.754 | 308 | | | |

As shown in Table 6.16, there are significant differences at the alpha level (a=0.05) between the overall training needs according to the gender of head teachers and their interaction with experiences in the post as shown in Figure 6.1.

Figure 6.1
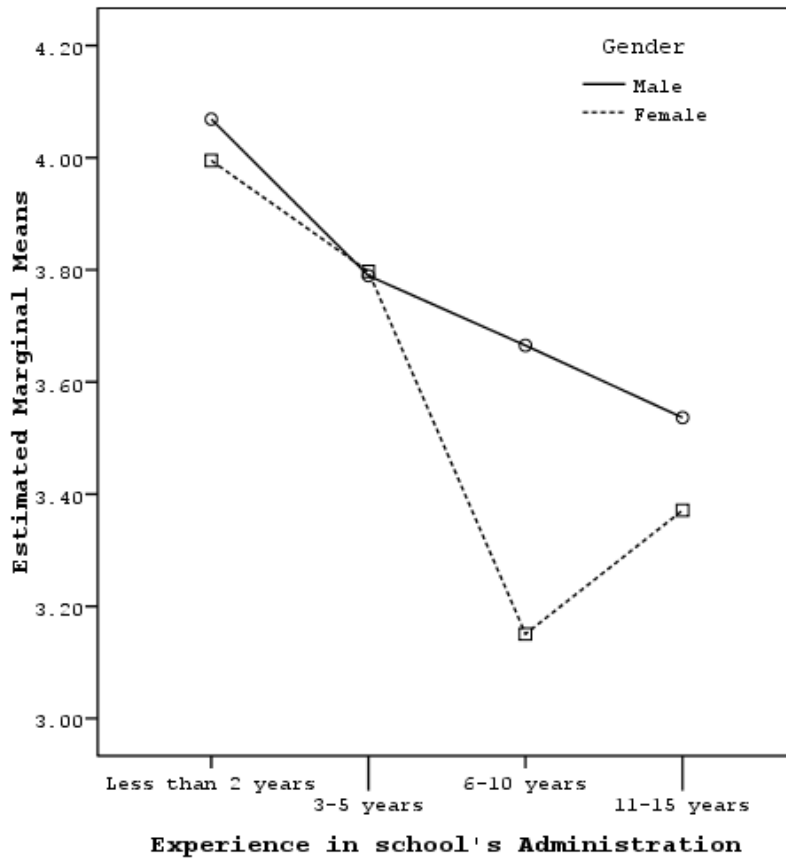


The diagram shows the interaction of gender with experience in the post at the overall training needs level, and that the males' needs for training are greater than the females' needs with experience of less than 2 years, from 6-10, and from 11-15 . On the other hand, there were no significant differences between the genders and the other variables. This result answers the rest of the research questions mentioned above.

### 6.2.3.1 Gender and experience in the post

The study results showed statistically significant differences at the level of significance $\alpha = 0.05$ in the estimates of male and female head teachers regarding the training needs due to the interaction of gender with experience in school administration

for the benefit of males versus females and in the favour of two years of experience or less, 6-10 years, and 11-15 years (see Figure 6.1 and Table 6.16). The researcher attributes this result to the recognition of male school head teachers of the importance of training courses and their role in school management. Male head teachers appeared more aware of the importance of these courses than were female head teachers. The ease of the males to acquire such courses in all the areas of the Kingdom of Saudi Arabia is considered another reason for this.

One school principal said:

"I did not expect that the courses would affect me and I did not expect that they would enhance my academic achievements but after I participated in the school head teachers' course, I realized its importance and I hope it is repeated because of its good information in the areas of management, as well as giving me the opportunity to meet with other school head teachers on the course, which makes everyone benefit from the experiences of others"

The above result is contrary to Alfozan's (1989) study which aimed to identify the training needs for male and female head teachers in Saudi Arabia; her study's result showed no significant differences because of the experience in the post.

Also it is contrary to Alshihhi (2004)'s study which aimed to identify the training needs of head teachers in Sultanate of Oman that showed no significant differences caused by the length of experience perhaps it is because the cultural is different from that of Saudi Arabia.

### 6.2.3.2 Gender and other factors

The researcher has put these questions together because they have shown no statistically significant differences when being analysed in the questions below:

3- Are there significant differences in the training needs due to gender and its interaction with the school type?

4- Are there significant differences in the training needs due to gender and its interaction with the school location?

5- Are there significant differences in the training needs due to gender and its interaction with qualifications?

6- Are there significant differences in the training needs due to gender and its interaction with the age of head teachers?

The results of the study showed that there are no statistically significant differences at the level of significance ($\alpha = 0.05$) in the responses of the study of respondents due to gender and its interactions with the rest of the variables (school type, school location, qualifications and head teachers' ages) in each area of the study. This means that male and female head teachers agree that they have a high training need. This is due to the perception of male and female head teachers regarding the importance of training for their role in most areas of the study, also because all of them have the same responsibilities and tasks under the system as laid down by the Ministry of Education (Ibn Dohaish, 2005). It also means that male and female head teachers are not subject to specialised training courses in the administrative areas within their schools' administrations, except for the male head teachers who receive only one specialised

course and they do not have ongoing access to all that is new in the educational process. Not knowing about the training courses might have an effect on a head teacher's desire to attend them, or because of distance, as 55.6% of female head teachers pointed to the lack of their participation in courses due to lack of knowledge of them, and that 37.4% could not participate in such courses because of distance from their homes to the training centres (see Table 6.19).

This finding corresponds to the responses to the interviews of both male and female head teachers when they pointed out that the reason for the lack of difference in their opinion was due to the fact that the functions of school administration are the same for male and female head teachers and because there is only one educational policy. This also might be due to the recognition that male and female head teachers are aware of the importance of training programmes in raising the level of their performance.

This result also agrees with the results of a study by Shomamari (1992), which revealed a high need of his sample members for training in administrative skills, which is related to the areas of this study, and that there were no statistically significant differences in the training needs of male and female head teachers according to the variable of gender.

The result also agreed with Attatrah (1996)'s study which showed no significant differences at level α =0.05 due to the variables of gender and school's location. It also agreed with Abu Nasser (2003) whose study showed no significant differences due to the variables of gender and qualification. However, it is contrary to Alzamil (2006), as his

study showed significant differences due to the variables of work place (location) and of qualification. The reasons may be that the study was conducted in Kuwait and included not only the head teachers as in this thesis but also the education directors and some department heads.

## 6.2.4 Head teachers' responses to the importance of training

Table 6.17 shows the frequencies and the percentages of the degree of belief of male and female school head teachers regarding the importance of training courses for current male and female school head teachers and those who wish to work in school administration.

Table 6.17

| Question | Answer | Gender | | | |
|---|---|---|---|---|---|
| | | **Male** | | **Female** | |
| | | **Frequency** | **Percent** | **Frequency** | **Percent** |
| *Do you think pre-service training courses are important for the aspiring head teachers?* | No | 8 | 5.1 | 2 | 1.4 |
| | Yes | 149 | 94.9 | 143 | 98.6 |
| | Total | 157 | 100.0 | 145 | 100.0 |
| *Do you think in-service training courses are important for the head teachers?* | No | 7 | 4.5 | 2 | 1.4 |
| | Yes | 149 | 95.5 | 142 | 98.6 |
| | Total | 156 | 100.0 | 144 | 100.0 |
| *Have you been a deputy head teacher?* | No | 40 | 26.0 | 60 | 41.1 |
| | Yes | 114 | 74.0 | 86 | 58.9 |
| | Total | 154 | 100.0 | 146 | 100.0 |
| *If so, for how long?* | Less than 2 years | 63 | 55.3 | 28 | 32.6 |
| | at 3-5 years | 36 | 31.6 | 38 | 44.2 |
| | More than 5 years | 15 | 13.2 | 20 | 23.3 |
| | Total | 114 | 100.0 | 86 | 100.0 |
| *Taking decisions on important matters, do you make them:* | Yourself | 23 | 15.0 | 19 | 13.2 |
| | With your deputy | 53 | 34.6 | 62 | 43.1 |
| | With deputy and other teachers | 77 | 50.3 | 63 | 43.8 |
| | Total | 153 | 100.0 | 144 | 100.0 |
| *Do you have enough time to run the school efficiently?* | No | 63 | 40.9 | 46 | 32.4 |
| | Yes | 91 | 59.1 | 96 | 67.6 |
| | Total | 154 | 100.0 | 142 | 100.0 |
| *Have you taken a school head teachers' program provided by education colleges?* | No | 30 | 19.4 | 112 | 77.2 |
| | Yes | 125 | 80.6 | 33 | 22.8 |
| | Total | 155 | 100.0 | 145 | 100.0 |

This finding corresponds with the answers of the school head teachers which indicated that 94.9% of male school head teachers and 98.6% of female head teachers (Table 6.17) believe that training courses are important for those who wish to work in school administration and that 95.5% of male head teachers and 98.6% of female head teachers stated that further training courses are important for school head teachers who are already appointed.

Over 70% of the male head teachers were also interested in courses in planning, human relations, supervisory skills and how to deal with the employees of the school such as teachers, students, and ancillary workers.

Table 6.18 below shows the answers given by female head teachers in response to the following question:

*Did you participate in training courses for female head teachers and their deputies, provided by the Public Administration Institute accordance with the Ministry of Education-Girls Education Affairs?*

Only 42 out of 141 (29%) of female head teachers had attended those courses and were asked to evaluate them, as shown in Table 6.18:

Table 6.18

Yes   No.42   29.8%

| Question | Answer | # | % |
|---|---|---|---|
| *What was your evaluation of those courses?* | Excellent | 20 | 51.3 |
| | Good | 18 | 46.2 |
| | Poor | 1 | 2.6 |
| | Total | 39 | 100.0 |
| *How many courses did you participate in?* | Once | 9 | 21.4 |
| | 2-3 | 15 | 35.7 |
| | 3-5 | 14 | 33.3 |
| | 6 and more | 4 | 9.5 |
| | Total | 42 | 100.0 |
| *The lengths of the* | One day | 1 | 2.4 |

| | | | |
|---|---|---|---|
| *courses you have taken:* | 2-3 days | 13 | 31.0 |
| | A week | 10 | 23.8 |
| | More than one week | 18 | 42.9 |
| | Total | 42 | 100.0 |

However, the majority of 99 female head teachers (70%) had not attended those courses and were asked to give a reason for this, as shown in Table 6.19:

No   No.99   70.2%

Table 6.19:

| Reasons preventing participation | # | % |
|---|---|---|
| *I was not aware of those courses* | 55 | 55.6 |
| *Long distance (the courses are far away from my city).* | 37 | 37.4 |
| *Other reasons…* | 7 | 7.1 |

Table 6.18 shows the frequencies and the percentages of the responses of female school head teachers on the assessment, the number and the duration of training courses provided by the Institute of Public Administration. It appears that 29.8% of female head teachers have attended such courses, while 70.2% have not attended them. 51.3% of the female head teachers who attended the sessions consider them excellent, while 46.2% of head teachers consider them good. Furthermore, 35.7% of female head teachers have participated in 2-3 training courses, 21.4% of them have participated in one course and 33.3% of them have participated in 3-5 courses, while 9.5% have participated in 6 training courses or more. 42.9% of female head teachers participated in the training courses for more than a week, 23.8% for one week, 31% of them for 2-3 days and 2.4% for one day.

Table 6.19 shows the frequencies and the percentages of the causes preventing women from participating in the training courses provided by the Institute of Public Administration. 55.6% of female head teachers said that they had not heard about these

courses and 37.4% of female head teachers have not participated in the courses because their location is far from where they live. It also shows that women do not attend many courses either because of customs, traditions and the law, which is an obstacle to their travelling because of forcing them to take a *mahram*, or their being too busy with their children and homes.  One female head teacher said "I have nine children, so it would be very difficult for me to attend a training course in another city, even for 3 days. Who would look after the children while I was away? On the other hand, if I took them with me, who would pay for their travel and hotel and who would take care of them while I was attending the course?  Even single head teachers cannot easily attend such courses as they have to be accompanied by a male relative. Their male relatives will probably all be working and their bosses may refuse to give them time off.  That is why we would really like to have courses in our own home towns or at least in some place nearby."  Another female head teacher said "I am lucky because my father is retired, so he was able to accompany me to attend these courses and he also encouraged me to take such courses."

### 6.2.5   Links between this study and previous studies

The outcome of the present study is consistent with the results of some studies such as those by Al-Fawzan (1989), Alshareef (1989), Mosa (1990), Shomamari (1992), Alajaj (2001), Abu Nasser (2003), Kharsha (1994), and Smady (2003).  This is illustrated in the table below:

**Table 6.20**

| No | Name of the author of the study | Some of their fields which agree with this study |
|---|---|---|
| | Previous studies which agree with this study | |
| 1 | Al-Fawzan (1989), | Areas of planning, organization, direction, supervision, communication, human relations |
| 2 | Alshareef (1989) | The knowledge of the objective of the educational process, good planning methods, analysing the school problems and understanding the regulations for examination. |
| 3 | Mosa's study (1990) | The most important needs were planning and development of schools' curricula, school management and staff development, relations between manager and staff. |
| 4 | Shomamari (1992) | The field of staff affairs, the administrative field, the field of curriculum improvement, the field of Student Affairs, and the field of the relationship with the local community. |
| 5 | Alajaj (2001) | The field of educational technology |
| 6 | Abu Nasser (2003) | The field of Information Technology |
| 7 | Kharsha (1994) | Planning and administration, |
| 8 | Smady (2003) | The area of computer use in management |
| 9 | Jaradat (1991) | Administration |

The researcher has limited the record in accordance with the fields where there is agreement with the results of his own study.

Conversely, there are inconsistencies in the present study with the results of some studies such as those by Jaradat (1991) and Alajaj (2001), Karsha (1994), and Shomamari (1992) in some categories. This is illustrated in the Table below:

**Table 6.21**

| No | Name of the author of the study | Fields which are contrary to this study | Training needs' level | The training needs' level in the researcher's study |
|---|---|---|---|---|
| | | Previous studies which do not agree with this study | | |
| 1 | Jaradat (1991) | The fields of finance, school supplies | High | Medium |
| 2 | Alajaj (2001) | Educational technology | Medium | High |
| 3 | Kharsha (1994) | Finance | High | Medium |
| 4 | Shomamari (1992) | - Financial affairs<br>- Local community | High<br>High | Medium<br>Medium as for female |

The researcher has written about each one of the above studies in Chapter Four, section two. He has mentioned the locations, fields, schools types and the results of those studies. For details for these studies see Chapter 4.

**6.2.6 Summary**

In sum, it can be clearly seen through the data analysis and discussion of the results that very small differences in training needs were reported by male and female head teachers. In the light of this, the conclusion to be drawn is that, according to their own perceptions, the training needs for both male and female head teachers have very strong similarities.

The researcher's study is much more extensive than any previous study on the issue. 20 years ago Alfowzan (1989) carried out a study of the need for training for both

male and female schools' head teachers in Riyadh province at a time when most female school head teachers were not Saudis and most male schools' head teachers had a lower qualification than a Bachelor's degree. Since that time, to the researcher's knowledge, there has been no study which compares the training needs of male and female schools head teachers.

There does not appear to be any study in Aljouf province and Alqurayat governorate except Alajaj's (2001) study which was confined to the training needs of male head teachers in Alqurayat Governorate.

# Chapter 7

Chapter 7

Conclusion

## 7.1 Introduction

The aim of this thesis was to determine what training was needed to improve the performance of head teachers in Aljouf province and Alqurayat governorate, both male and female, and enable them to make use of new global developments in education, particularly in view of the changing attitudes towards female education in Saudi Arabia. There is no doubt that change is coming in Saudi society and this will have a profound effect on the practice of education. In particular, the qualifications required for female school head teachers will be improved, which will benefit students. In addition, concern with administration and the understanding of students' needs will be greater on the part of both male and female school head teachers. It is to be anticipated that failings which have been identified in the schools will be resolved if head teachers' training is improved.

This chapter reviews the present study and the findings of its fieldwork in order to draw conclusions. It then puts forward recommendations, and suggestions for further research.

## 7.2 The Objectives of the Research:

This study aimed to identify the training needs of both female and male head teachers in Aljouf province and Alqurayat governorate in the kingdom of Saudi Arabia through a comparison and examination of the training needs expressed by head teachers themselves. The research highlighted six categories: administrative requirements; staff

development; student affairs; information technology and communication; local community; and finance and school buildings.

The questions which were developed to address the aims of the study were the following:

1- What do female head teachers see as their training needs and how do these compare with those of male head teachers?

2-　Are there significant differences in training needs due to gender and its interaction with experience in the post?

3- Are there significant differences in training needs due to gender and its interaction with the type of school?

   4- Are there significant differences in training needs due to gender and its interaction with school location?

   5- Are there significant differences in training needs due to gender and its interaction with qualifications?

  6- Are there significant differences in training needs due to gender and its interaction with the age of head teachers?

**7.3 Data Collection and Data Analysis:**

Two data collection techniques were used, as follows:

  1. A questionnaire to be completed by both male and female head teachers (470 in total).

Interviews conducted with 18 male head teachers and 18 female head teachers

The researcher tested and piloted the questionnaire. Minor modifications were made to make it clearer and more understandable. The researcher also pre-tested the interview questions and checked their meaning.

Analysis of the perceptions of both male and female head teachers in the sample was based on the researcher's own experience and a review of the related literature published or available in Saudi Arabia, Arab countries and in other parts of the world (sees Chapter 4 for details).

**7.4 Research Findings**

Analysis of the data revealed that, according to the perceptions of the head teachers, the greatest requirement for training courses was in the following areas, in order of importance: information technology and communication which was the greatest need for both male and female head teachers due to their lack of knowledge and experience in this field; administrative requirements; staff development; student affairs; and local community. The latter was highly needed only for male head teachers but was medium for females as explained in Chapter 6.

It was noted from the responses of both the male and female head teachers that there were very little differences in their requirements of specific types of training except where the male head teachers with experience in the headship, appeared to attribute more value to training in general, than did the female head teachers.

Other findings, including that to which the researcher draw attention, and which was also pointed out by Almunajjed (2009), is what appears to be the lack of incentives in

particular, that of financial inducements for female teachers to aspire to be head teacher, where requested to do so by the Education Department (see Table 3.2). Another obstacle to going on training courses is when these are held outside the teachers' home area. Where the female head teacher has home commitments, it could be difficult or even impossible for her to attend head teachers training's classes because of the cultural constraints which prevent women travelling to them alone or where male relatives are unwilling or unable to undertake the role of attendant.

Saudi females cited several reasons for becoming head teachers. The main reason was that although they did not want the administrative work, they undertook the job at the request of the Education Department. Other reasons were that they saw in themselves the ability to manage a school, or to change, develop and innovate education methods. The fourth reason given by a few was that they enjoyed administrative work, and the last reason was that they wished to leave the ordinary teacher's lesson, preparations and routine. The Saudi male head teachers' reasons were slightly different, in that they gave to change develop and innovate as their main reason, with leaving behind the ordinary teacher's routine and the desire to acquire new experience and diversity of work as the second and third reasons. The fourth and fifth reasons were, respectively, that they saw in themselves the ability to manage a school and that they wished to obtain a higher level and salary. These reasons can be compared with those of Australian and Japanese head teachers in Table 3.2 in Chapter 3. More than two-thirds of male and female head teachers are aged under 40, which is in contrast to head teachers in Australia and Japan (see Table 3.3).

**7.5 Research Contribution**

The present study is much more extensive than any previous study on the subject. Twenty years ago Alfowzan (1989) carried out a study of the need for training for both male and female school head teachers in the Riyadh province at a time when most female school head teachers were not Saudis and most male school head teachers had a qualification lower than that of Bachelor degree. Since that time, to the researcher's knowledge, there has been no study which compares the training needs of male and female school head teachers.

There does not appear to have been any study conducted in Aljouf province and Alqurayat governorate except that of Alajaj (2001), which was confined to the training needs of male head teachers in Alqurayat Governorate.

In Saudi Arabia, the anomalous situation is often found where female teachers in a girls' school have a higher level of education (qualification) than the head teachers who are intended to lead and manage them. Many school head teachers not only have no specific qualification to be a principal, but have only a Bachelor's degree, or sometimes not even that. Almost 50% of female head teachers hold less than a Bachelor's degree. This naturally presents difficulties for both staff and Education Departments Directors who must deal with under-qualified female head teachers. This is in contrast to Australian head teachers, more than 83% of whom hold a Bachelor's degree or above and Japanese head teachers, of whom 97% hold a Bachelor's degree or above (see Table 3.4).

It might be argued that the Head Teacher is the most important person in the school and, therefore, it is essential that he or she is aware of the requirements of both staff and pupils and up-to-date developments in education. Although it has to be recognised that it is the class teachers who have the day-to-day contact with the students and their role in enabling effective learning and, even more importantly, in encouraging the development of positive attitudes towards subjects being taught. Nonetheless, the Head Teacher has a vital role in leadership, in setting the standards and offering an example of good practice. It is to be hoped that the findings in this study may contribute to the design and implementation of training courses for head teachers in Saudi Arabia in the future, and this thesis makes what appears to be a unique contribution to the policy responses necessary for promoting women's educational leadership in Saudi Arabia. It is clear that where Saudi Arabia has been a traditional and exclusively male dominated society, women are going to have to take leadership roles in the future and some will even gain ministerial status.

## 7.6 Limitations of the study

The primary limitation of the study is that it was conducted only in Aljouf province and Alqurayat governorate in the north of Saudi Arabia and therefore the generalisation of its findings may be called into question.  However, the researcher believes that, as the Saudi education system is entirely centralized, it is highly likely that there would be little or no variation in the findings were similar studies to be conducted throughout the Kingdom.

Another limitation of the study is that, in accordance with Saudi culture, the male researcher was not permitted to interview female respondents face-to-face, and these interviews were therefore conducted by a female relative of the researcher.

The culture of Saudi refuses and resists many new habits. One illustration of this can be seen in the reaction to the visit, in the afternoon of Monday, 15th June, 2010, of the female Vice Minister of Education for Girls' Education, Professor Nora Fayez, to two boys' primary schools in the province of Zulfi, where she met a group of male students and staff of schools (www.sabq.org, 2010). This visit gave rise to a great deal of comment from almost all Saudis, many of whom considered it to be a threat to the status quo and that it did not bode well for the future. Indeed, it was reported by an online news service on 20th June 2010, that a group of sheikhs and scholars led by Sheikh Yusuf al-Ahmed and Sheikh Misfer Bowardi and a number of citizens met with the Vice Minister of Education for Boys, Mr. Faisal bin Muammar, to express their protest and dissatisfaction with the visit and that of mixing boys and girls in one school. (www.hailnews.net, 2010).

**7.7 Recommendations**

Based on the findings, the following recommendations are made:

1- It is necessary to establish training courses for both male and female head teachers in information technology, as this is required for education purposes at school level and in preparation for pupils' higher education. That it was highly needed by both male and female in the questionnaire which produced means of 3.68 for female head teachers and 3.72 for male head teachers and was supported by their interviews that more than 83% of

male head teachers had a lack of experience in the use of computers and almost all female head teachers had a lack of access to training courses in computers.

2- Unqualified head teachers should be replaced with those who hold a Bachelor's degree in Education. It appeared clearly in the discussion Chapter under the staff development' heading that almost 50% of female head teachers are unqualified. Experience is not in the researcher's view enough, there should also be academic qualification especially as some of the teachers would be better qualified than the head teachers. In addition to that, both male and female head teachers should be encouraged to gain a Master's degree in Schools Administration. In the developed countries such as the US the head teachers must have a Master's degree in a field which helps them to direct their schools effectively. No female head teacher at present has a Master's degree and only ten out of 241 male head teachers have a Master's degree.

3- Administrative courses for women should be established in their town of residence. There are no specialized courses in administration such as for males in each province, only some courses in Riyadh, which is far away from Aljouf province and most of the female head teachers have no idea about them as their answers in the questionnaire demonstrate. Cultural difficulties arise for women head teachers going outside their place of residence. Female head teachers should be encouraged to attend the courses by the inducement of more money or job upgrading or both such as male head teachers enjoy. In the researcher's experience when he was a head teacher who had taken the course he had more money and was upgraded to the upper level. This has encouraged lots of male head

teachers to take courses. If this were available for females it would equally encourage them to take those courses.

4 – Those wishing to work as school head teachers should have not less than five years' teaching experience. Most school head teachers made the point that not less than five years' teaching experience should be expected before appointment as head teachers. A hierarchy also in which a teacher must first become a school deputy before being promoted to school headship should be established. 78% of female head teachers and 83% of male head teachers in their interviews suggested this and the researcher's experience confirms that this is desirable.

5 - A training course in school management lasting for one semester should be compulsory for both males and females. In developed countries it is usually compulsory for head teachers to take such courses, but in Saudi Arabia there is no such course for females and it is voluntary for male head teachers to have such training. This kind of course should be mandatory for female head teachers to meet the need of female pupils where they differ from those of male pupils. In the interviews, in answer to question 5, 100% of female head teachers stated their need for a school management course. In addition, the number of training courses in general should be increased, as was desired by more than 83% of respondents.

6 - There should be regular meetings between the head teachers to benefit from each others' experiences. Although both male and female head teachers showed their need for

a regular meeting in the questionnaire as a medium need with means of 3.45 for the male and 3.47 for the female, the researcher sees the importance of that kind of meeting.

7 - Courses for head teachers should be designed according to their needs based on these findings.

## 7.8 Suggestions for further studies

The following suggestions are made for further studies to extend the present research.

* preparing courses on information technology and communication and analyzing the impact of the result on head teachers

* preparing an administrative course and analyzing its impact on head teachers

* preparing a programme for staff development and analyzing its impact on head teachers

* conducting a study aiming to discover the training needs of head teachers as perceived by teachers and educational supervisors

## 7.9 The change in Saudi society

King Abdullah Bin Abdul Aziz succeeded to the throne in 2005 and since then he has been gradually implementing social and political reforms which would have been unimaginable only a few years ago. However, deeply-ingrained cultural and social attitudes cannot be altered overnight, even by a king, and many of the King Abdullah's reforms have met with resistance. Others, though, are long overdue. One outspoken journalist was worried when he was summoned to an audience with the King after publishing an article criticising the slow peace of reform in Saudi Arabia. He had said that there were many obstacles to modernization, such as lazy bureaucrats, corruption and

nepotism in public life and the powerful influence of the sheikhs. He was therefore surprised when King Abdullah told him that he should write more articles in the same vein. He then told the King that he was very wary of writing any more such articles as he had received a number of threats after the publication of the first one, and asked the King who would protect him. To this the King replied "I, Abdullah bin Abdulaziz, will give you protection."

In an educational context, one instance of King Abdullah's reforms was the recent news that mixed-sex education is being introduced in thirty private schools (10 schools in Jeddah, 10 in Riyadh and another 10 in Dammam). It is clearly only a matter of time before the separation of the education of boys and girls will give way to mixed education becoming commonplace.

Another, perhaps even more radical, development is the opening of the King Abdullah University of Science and Technology in the summer of 2009. This is Saudi Arabia's first mixed-sex higher education establishment. Here females are allowed to mix freely with unrelated males, and while on campus they can drive and do not have to be veiled if they choose not to be. This is indeed a radical departure for the Kingdom, where unrelated men and women are totally segregated in all but a very few activities and it is not permissible for women to drive or to appear in public unveiled. It must be said that at the time of writing, only a tiny percentage of the students are Saudi females, with the majority coming from other, more liberal, Arab countries such as Jordan and Egypt. However, it is almost inevitable that slowly but surely, the idea of mixed-sex education will gain more widespread acceptance among Saudis. The first steps have been taken and

it is likely that other educational reforms will follow. This could mean that in a few years' time such a thesis as this could not be written, as the topic would be redundant.

http://news.bbc.co.uk/1/hi/world/middle_east/8270601.stm

# Bibliography

Abdulwahhab, Mohammad Ali (1981). *Development and Training.* Riyadh, General Public Institute.

Abu Alwafa, J. and Salamah, A. (2000) *New Trends in School Administration*, Alexandria, Egypt: University Knowledge Publishers.

Abu Naser, Fathi Mohammed (2003) Present and future training needs of IT school head teachers as perceived by educational leaders in Jordan, PhD thesis, Jordan University

Ahmed, I. (1997) *Toward the Development of School Administration: Theoretical and Practical Studies,* Alexandria, Egypt: New Alma'arif Library

Alajaj, Fahad S. (2001) The training needs of public school head teachers in Alqurayat governorate from their perspectives. Dissertation for Master's degree, Jordan.

Al-Ajmi, Mohammed & Al Harthy, Souad (2004), A primary school in Saudi Arabia: Its concept, its functions and its problems. of Riyadh, compared to government school buildings, as perceived by faculty. Unpublished Master's dissertation, Faculty of Education, King Saud University.

Al-alawnah A.S.(1996), '*Scientific research methods in management, science'*. Dar Al-Fiker, Amman, Jordan.

Alamayrah, M (2002) *The Principle of School Administration*, Amman, Jordan: Amoseerah Publishing.

Alasfoor, M. (2006) "Assesment of training needs of training needs of government schools' head teachers in Kuwait according to their perceptions", unpublished dissertation for Master's degree, Yarmook University, Jordan

Al-Askar, H. M. (1994) *Towards better management*. Riyadh: Al-Askar Publishers.

Al-Buraey, M.A. (1985) *Administrative Development: An Islamic Perspective,* Kegan International with Routledge

Al- Faleh, M. (1987) Cultural Influences on Arab Management Development: A case Study of Jordan, *Journal of Management Development*, Vol.6, No.3, pp19-33.

Alfayez, A., (1992) *Educational Administration and School Management*, 2nd edition, Safeer Press

Alfozan, M. H. (1989) Training needs of male and female government school head teachers in Riyadh according to their perception, Masters thesis, Education College, King Saud University. K.S.A.

Al-Ghamdi, Hamdan and Abdel-Gawad, Noureddine (2002), *The development of the education system in the Kingdom of Saudi Arabia*. Riyadh.

Alaqeel, Abdullah (2005), *Education policy and system in Saudi Arabia*. Alrushd Library Riyadh.

Alhaqeel, Sulaiman (2003) *The policy and the system of education in Saudi Arabia*. Riyadh.

Al-Harthi, S. A (2001) "Public administration and privatization programmes: a case study of the contracting-out of management in Saudi Arabia" PhD thesis, University of Durham.

Al Hugail, A (1994) *School Administration in Saudi Arabia*, 6th edition, Riyadh: Technology Publisher

Al Hussaini, A. (1988) *Women's Leadership in the Higher Education Sector in the Kingdom of Saudi Arabia*, Jeddah: Dar Albian

Ali Abbas, J, (1990) Management Theory in Transitional Society: The Arab's Experience. *International Studies of Management and Organization*, Vol. 20, No. 3, pp 19-33.

Alireza, M. (1987). Women of Arabia. *National Geographic*, Vol.172, No.4, pp 423-453.

Al Jaber, Z. (1996). The leadership requirement of secondary schools principals in Kuwait. *Journal of Educational Administration*, 43, (4), pp24-48.

Aljindy, A., A. (2003) *Management and Strategic Planning in Education*: *Contemporary Vision*, Alroshed Library

Alkhanjar, M. (2001) The Main Problems Facing Boys' Schools Administration in the Qurayyat Governorate in Saudi Arabia as Perceived by School Principals and Teachers: A Field Study. Master's dissertation., Al Albeit University, Jordan.

Alkharshah, T. (1994) The training needs of male and female head teachers in the public high schools in Alkarak governorate in Jordan. Unpublished Master's thesis, Amman, University of Jordan

Alkateeb, A. (2006) *University Administration – Modern Studies*. Irbid, Jordan: Modern Books World.

Alkhateeb R. and Alkhateeb A. (2001) *Training input, process output* Irbid, Jordan: Hamadah Establishment

Almanee, M. (1988) Some difficulties facing primary school head teachers in K.S.A. Riyadh: *The Educational Magazine*

Almasri, Ahmad Mohammed, *Governance in Islam*, University Youth Establishment, Alexandria, 2004

Al-Mazroa, N. (1998) Obstacles to female primary school administration in Saudi Arabia, Master's thesis, Sheffield Hallam University.

Al-Motairy, H. I. M. (2004). *Islamic Management, the Method and Practice*, 2nd edition, Riyadh: Alrushid Library,

AlMunajjed, M. (2009). Women's education in Saudi Arabia: the way forward. Press release. Available on www.ameinfo.com/199773.html. Accessed on 22nd July, 2010.

Al Naji, M (2004) *School Administration for the Future in the 21st century*, Alroshid Library, Riyadh.

Alrashad, S. Darb Zubaidah(1980). *The pilgrim Road from Kufa to Mecca*, Riyadh University Library

Al-Sahlawi, A. A. (2001), Elementary school head teachers' training needs from the persepective of elementary school head teachers in Al- Hasa. King Saud University, *Islamic and Education Science* (2) pp 241-279

Alsalim and Salih (2002) human resource management stratigy input. Jordan; Amman, Modern books world.

Alsayrafi, M. (2003) *Interpersonal and Human Management,* Amman, Jordan: Qandeed Publishers

Alshafei, M. (1983), *Training Needs of Underdeveloped Arab Countries*. Kuwait: Arab Institute for Planning

Al-shihhi, Khalid Mohammad (2004) Training Needs in the School Planning Process for Head teachers in Oman from their Viewpoint and that of Supervisors, Yarmouk University, Irbid, Jordan

Alshomamery, Mostafa Abdo Salim (1992) The evaluation of training needs of high schools' head teachers and their deputies as perceived by them in the cities of Sana'a and Ta'az in Yemen. Unpublished Master's dissertation, Irbid University, Jordan

Alsnydy, A. *Government and Administration in Saudi Arabia*. Riyadh, 5th edition, 1997, p.150

Alsodairy) .A ,2005), *Aljouf,Wadi Alnofakh*. Adulrahman's Khaireyah establishment, 2ed edition

Alsohamey, S. (2002). Training needs of government middle and high school head teachers in Almadina province. Unpublished Master's thesis, Yarmook University, Jordan.

Alsorasery, A. A. (2002) *Educational and School administration: Secondary Education Development in Egypt*, Cairo: Research Centre

Althahabi, M. (1984) *International trends in educational leadership*, Riyadh: Arabian Gulf Countries Office

Alzeibr, Ibrahim (2000) Educational problems associated with rented government primary school buildings for boys in Riyadh city, Unpublished Master's dissertation, Faculty of Education, King Saud University.

Atawi, J. (2001), *Modern School Management*, 1st edition, Amman, Jordan: International Scientific establishment and Dar Althaqafah

Atton, T. and Fidler, B. (2004) *The Headship Game: The Challenges of Contemporary School Leadership*, London: Routledge Palmer

Ashburn, E.A., Mann, J. and Purdue, P.A. (1987) Teacher mentoring: ERIC Clearinghouse on Teacher Education, Paper presented at the Annual Meeting of the Educational Research Association, Washington, D.C.

Alzaidi, Ahmed (2008) Secondary school head teachers' job satisfaction in Saudi Arabia: the resuls of a mixed methods approach. ARECLS, 2008, Vol. 5, 161-185 http://www.ecls.ncl.ac.uk/publish/text/A%20qualitative%20study%20ALZAIDI%20approved.pdf [Last accessed 12/04/09]

Al Zabean, S. et al (1990) *Glossary of politics, economics and social sciences*, United Kingdom: Alrayes Books and Publishing

Al-Zarah, L. N. (2008) "An investigative study of the female initial teacher preparation programme in Saudi Arabia in an Islamic context: perceptions of the key participants" PhD thesis, University of Durham.

Ashburn, E.A., Mann, J. and Purdue, P.A. (1987) Teacher mentoring: ERIC Clearinghouse on Teacher Education, Paper presented at the Annual Meeting of the Educational Research Association, Washington, D.C.

Ataterah, Zeyad S. H (1996), Training needs of state school head teachers in Jerash and Ajlou, as perceived by themselves, Yarmouk University, Irbid, Jordan

Atawi, J. (2001), *Modern School Management*, 1st edition, Amman, Jordan: International Scientific establishment and Dar Althaqafah

Azzuqa, Ghadir M. (1995) Determining training needs for nursery school head teachers in Amman Governorate, Master's dissertation, Yarmouk University, Irbid, Jordan

 Baltzell and Dentler (1983), Bennett (1987) and Baron (1990) in Gamage and Ueyama (2004) 'Professional Development Perspectives of Head teachers in Australia and Japan', *The Educational Forum*, Vol. 69, Fall 2004

Bamashmoos, F, M. (2003) *Introduction to School Administration*, Jeddah: Konoz Alma'refah

Bannister, N. (2007), "Local Education Authorities: accountability and control", School Governor Update, March 2007. Accessed online at http:www.teaching expertise.com/articles/appointing_heads_remains_a_crucial_role-1737 on 27/04/08

Battah, A. and Alsaud, A. (1994) *Jordanian School Principal Methods.* Amman, Jordan: Mo'atah for Research and Studies

Beach, D. M. and Reinhartz, J. (2000), *Supervisory Leadership,* Needham Heights, Massachusetts: Allyn and Bacon

Beare, H., Caldwell, B.J., Millikan, R.H. (1989), *Creating an Excellent School,* London: Routledge, in Dean (1993) *Managing the Secondary School,* 2nd edition, London: Routledge

Bell, J. (1999). *Doing Your Research Project*, Open University Press

Bennis, W, and Nanus, B. (1997) *Leaders: Their Strategy for Taking Charge,* New York: Harper Business. In Beach, D. M. and Reinhartz, J. (2000), *Supervisory Leadership,* Needham Heights, Massachusetts: Allyn and Bacon

Bolam, Prof. R. (1999) "The Changing Roles and Training of Headteachers in England and Wales", Chapter 3, p.41, in Hallinger, P. (editor), *Reshaping the Landscape of school leadership and development: a Global Persepective,* Swets and Zeitlinger.

Bottery, M. (2004) *The Challenges of Educational Leadership,* London: Paul Chapman. In English, F.W. (2008), *The Art of Educational Leadership*, Thousand Oaks, CA: SAGE Publications Ltd., 2008

Bottoms *et al,* (2002) "Good Head teachers are the Key to Successful Schools", a report prepared for the Southern Regional Education Board in Atlanta, USA,

Bowring-Carr, C. and West-Burnham, J. (2002), *Effective Learning in Schools,* London: Pitman Publishing

Brown, M., Boyle, T. and Boyle, B. (2002) Professional development and management training needs for heads of department in UK secondary schools, *Journal of Educational Administration*, Volume 40, Number 1, 2002, pp. 31-43

Brundrett, M. (2004) *The impact of leadership training: stories from a small school Centre for Educational Leadership*, University of Manchester

Bryman, A. (1998) *Quantity and Quality in Social Research,* London: Unwin Hyman

Burns, J.M. (1978), *Leadership,* New York: Harper and Row. In Poulin, B.J., Hackman, M. Z. and Barbarasa-Mihai, C. (2007) "Leadership and Succession: The Challenge to Succeed and the Vortex of Failure" *Leadership* 2007,Vol.3, No. 30, p.301

Bush, T. (1998) The National Professional Qualification for Headship: the key to effective school leadership? *School Leadership and Management*, Vol.18,No. 3,pp 321 – 333.

Bush, T., *Theories of Educational Leadership and Management,* 3rd edition, London: Sage (2003)

Bush, T. & Jackson, D. (2002) A Preparation for School Leadership: International Perspectives, *Educational Management and Administration*, Vol.30, No.4, pp 417-429

Buttah, A. and Alsaud, A. (1994) *Jordanian School Principal Methods*. Jordan: Mo'atah for Research and Studies 17/8

Cave, E. and Demick, D. (1990) 'Marketing the School' in Cave, E. and Wilkinson, C. (eds) *Local Management of Schools: some practical issues,* London: Routledge, in Dean (1993), *Managing the Secondary School,* 2nd edition, London: Routledge

Clark, A. (2004) "School Leadership Development for the 21st Century: An Australian Case" in Ribbins, Glatter, Simkins and Watson (eds) *Developing Educational Leaders*

Cohen, L. and Manion, L. (1994), *research methods in Education, 4th ed*., Louis Cohen and Lawrence Manion, London

Cohen, L., Manion, L ., and Morrison,K. (2000). Research Methods in Education. London, Routledge Falmer.

Coleman, Dr. M, (2002) *Women as Headteachers: Striking the Balance,* Stoke on Trent: Trentham Books.

Cooper, C. L. and Kelly, M.(1993). Occupational stress in head teachers: a national UK study. *British Journal of Educational Psychology,* Vol. 63, No.1*,* pp. 130-143

Covey, S.R. (1989), *The Seven Habits of Highly Effective People,* New York: Simon and Schuster. In Dunklee, D. R. (2000) *If You Want to Lead, Not Just Manage,* Thousand Oaks, CAL: Corwin Press

Daresh, J. and Male, T.(2000). Crossing the Border into Leadership: Experiences of Newly Appointed British Head Teachers and American Principals. *Educational Management Administration Leadership***,** Vol. 28, No 1, pp**.** 89-101**.**

Darling-Hammond, L., La Pointe, M**.,** Meyerson, D., Orr, N.T. and Cohen, C. (2007) *Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs.* Stanford, CA: Stanford University, Stanford Educational Leadership  Institute.

Dean, J. (1993), *Managing the Secondary School,* 2nd edition, London: Routledge

DES (1990) *Letter from Secretary of State to Chief Education Officers* London: Dept. of Education and Science, in Dean (1993), *Managing the Secondary School,* 2nd edition, London: Routledge

Duke, D.L, (1989). "*School organization, leadership and students behavior*" in strategies to reduce students' misbehavior. C. Moles (ed). Washington D.C., office of Educational Research and Improvement, US. Department of education.

Dunklee, D. R. (2000) *If You Want to Lead, Not Just Manage,* Thousand Oaks, CAL: Corwin Press

Durkheim, E. (1933), *The Division of Labor* (trans. G. Simpson), New York: The Free Press. First published 1893.

Edelman, M. (1985), *The Symbolic Use of Politics,* Urbana: University of Illinois Press. In English, F.W. (2008), *The Art of Educational Leadership*, Thousand Oaks, CA: SAGE Publications Ltd., 2008

Elkoussy, Abdulaziz (1981) *The Foundations of Mental Health,* Cairo: The Egyptian Renaissance Bookstore, pp. 217-216

El-Sanabary, N. (1994). Female Education in Saudi Arabia and the Reproduction of Gender Division. *Gender and Education*, Vol. 6, Issue 2, pp. 141-150

English, F.W. (2008), *The Art of Educational Leadership*, Thousand Oaks, CA: SAGE Publications Ltd., 2008

Eriksson, J. and Lundgren, V. (1999)," Franchising as a Mode of Entry: A Case Study of Ordning and Reda".  Lulea University of Technology, Lulea

Everard, K.B. and Morris, G. (1996), *Effective School Management,* 3rd edition, London: Paul Chapman Publishing

Felemban, A. B. (1998) " Women academics in Saudi Arabia, a case study of the constraints on female professional advancement in a traditionalist society" PhD thesis, University of Wales.

Fidler, B. and Alton, T. (2004) *The Headship Game: The Challenges of Contemporary School Leadership,* London: Routledge Palmer

Fry, B., Bottoms, G., and O'Neill, K., (2006) "Schools can't wait" Atlanta, GA: SREB. P3.

Gamage (1990, 1996a, and 1996b); Barth (1991); Sergiovanni (1987); Thomson (1993); Caldwell (1994); and Cranston (1996) in Gamage and Ueyama (2004) 'Professional Development Perspectives of Head teachers in Australia and Japan', *The Educational Forum*, Vol. 69, Fall 2004

Gamage and Ueyama (2004) 'Professional Development Perspectives of Head teachers in Australia and Japan', *The Educational Forum*, Vol. 69, Fall 2004

Getty, J.P. (1986), "How to be rich", USA: JOVE Publisher

Glatter, R. (1991) "Boundary Management", *Management in Education,* Vol. 5, No. 4, pp.27-30

GPGE, (1992); Girls' education in KSA over 32 years from 1960 till the end of 1991"

Guastard, (1992) School Discipline. Eric digest/CEM. In Ibn Dohaish, Klalid and others, 2005, *Educational administration and planning*, Riyadh: Alroshid Library

Gunter, H. (1999) Contracting Headteachers as Leaders: An Analysis of the NPQH, *Cambridge Journal of Education*, 29(2), 251-265.

Gunter, H. (2005) *Leading Teachers*, London: Continuum.

Gunter, H., Smith, P. & Tomlinson, H. (1999) *Living Headship: Voices, Values and Vision*, London: Paul Chapman.

Gupton, S.L and Appelt Slick, G. (1996) *Highly Successful Women Administrators: The Inside Story of How They Got There,* Thousand Oaks, Calif.: Crown Press

Green, F. (2000), *The Head Teacher in the 21ˢᵗ Century,* London: Pearson Education Ltd.

Greenfield. W.D.(1991) " Towards a theory of school leadership" , paper presented at the annual AERA-meeting, Chicago, ILL.

Hackman, M. (2006) "The Challenge of Defining Leadership: The Good, the Bad, and the Ugly". Paper presented at the *International Leadership Association Conference,* November, Chicago, IL. In Poulin, B.J., Hackman, M. Z. and Barbarasa-Mihai, C. (2007) "Leadership and Succession: The Challenge to Succeed and the Vortex of Failure" *Leadership* 2007; 3; 30, p.301

Harding, P. (1987) *A Guide to Governing Schools*, London: Harper & Row

Harris, A. and Townsend, A. (2007) "Developing Leaders for Tomorrow: Releasing System Potential", *School Leadership and Management,* Vol. 27, No. 2, pp.169-179

Hughes M and James C (1999) The relationship between the head and the deputy head in primary schools, *School Leadership & Management*, Vol.19, No.1, pp 83-95

Hemphill, J.K. (1949) "The Leader and His Group", *Educational Research Bulletin,* Dec. 7, 1949 VI, Vol. XXVII, No. 9. In Beach, D. M. and Reinhartz, J. (2000), *Supervisory Leadership,* Needham Heights, Massachusetts: Allyn and Bacon

Hersey, P. (1984), *The Situational Leader,* Escondido, CA:Center for Leadership Studies. In Poulin, B.J., Hackman, M. Z. and Barbarasa-Mihai, C. (2007) "Leadership and Succession: The Challenge to Succeed and the Vortex of Failure" *Leadership* 2007; 3; 30, p.301

House, R.J. and Howell, J.M. (1992) "Personality and Charismatic Leadership", *Leadership Quarterly* 3: 81-108. In Poulin, B.J., Hackman, M. Z. and Barbarasa-Mihai, C. (2007) "Leadership and Succession: The Challenge to Succeed and the Vortex of Failure" *Leadership* 2007, Vol.3, No. 30. p.301

Howell, J. (2002), Women's Political Participation in China: Struggling to Hold up Half the Sky, *Parliamentary Affairs, Vol.*55, p43-56

Howell, J.M. (1988), "Two Faces of Charisma: Socialized and Personalized Leadership in Organization" in J.A. Conger and R.N. Kanungo (eds.) *Charismatic Leadership: The Elusive Factor in Organizational Effectiveness,* pp.213-36. San Francisco, CA: Jossey-Bass.

Howell, J.M. and Shamir, B. (2005) "The Role of Followers in the Charismatic Leadership Process: Relationships and their Consequences", *Academy of Management Review,* Vol. 30, No. 1, pp. 96-112.

Ibn Dohaish, K. et al. (2005) *Management and educational planning: theoretical fundamentals and scientific application*, Riyadh: Alrushid Library.

Ibraheem, A (1995) *Towards the Modernisation of School Administration.* Riyadh: House of New Publications.

Jaradat, S.M (1991), Training needs assessment for basic schools head teachers in Irbid*,* unpublished Master's thesis, Yarmouk University, Irbid, Jordan.

Johnson, William L.; Snyder, Karolyn J. (1980), Leadership Training Needs for Administrative Personnel in a Major Metropolitan District in Texas. ERIC; ED241987

Jones G. E. L. (1924) *The training of teachers in England and Wales*: a critical survey. Oxford: Oxford University Press.

Kawana, I. (2004) Inspectors of education's perceptions of female head teachership in the Rundu region of Namibia, dissertation for Masters degree, Rhodes University

Kawther, J.F. (2000) Working paper submitted to the seventh meeting of League Officials for Girls Education in Saudi Arabia, held in Makah from 29/10 to 1/11/2000 (1420 H), entitled "*Preparation and rehabilitation of workers in the area of school administration*"

Keerak, M. *Sunningdale elementary school* cited in Mortinmore.P and Mortinmore.J (1991), *The primary head roles, Responsibilities and Reflections*, London: Paul Chapman Ltd.

Khalil, A. and Gazal, K. (1989) *Administrative difficulties in middle schools in Nenoy governorate,* Baghdad: Tanmyat Alrafidane

Kingdom of Saudi Arabia, Public Administration, Country Profile, September, 2004

Knezevich, S.J. (1984) *Administration of Public Education,* New York: Harper and Row. In Beach, D. M. and Reinhartz, J. (2000), *Supervisory Leadership,* Needham Heights, Massachusetts: Allyn and Bacon, p.74

Kumar, R. (1999), *Research Methodology: a Step-by-Step Guide for Beginners,* London: SAGE Publications

Leithwood, K. (1992). The move toward transformational leadership, *Educational Leadership*, Vol.49, pp. 8-12. In Beach, D. M. and Reinhartz, J. (2000), *Supervisory Leadership,* Needham Heights, Massachusetts: Allyn and Bacon, p.87

Leithwood, K. (1994) Leadership for School Restructuring, *Educational Administration Quarterly,* Vol.30, No.4, pp.498-518. In Beach, D. M. and Reinhartz, J. (2000), *Supervisory Leadership,* Needham Heights, Massachusetts: Allyn and Bacon, p.87

Leithwood, K., Jentzi, D. and Steinbach, R. (1999) *Changing Leadership for Changing Times*, Buckingham: Open University Press

Lipham, J.M. (1964) Leadership and Administration. In D. Griffins (Ed.) *Behavioral Science and Educational Administration,* 63rd Yearbook of the National Society for the Study of Education, Chicago: University of Chicago Press. In Dunklee, D. R. (2000) *If You Want to Lead, Not Just Manage,* Thousand Oaks, CAL: Corwin Press, 2000

Marei, M. (2002), *Administrative Feature Skills in Organizational Development*, Cairo: Hazim Publishing.

Marlow, M. (1992) 'Inspiring Trust', *Executive Excellence,* Vol.9, No.12, pp. 12-15. In Dunklee, D. R. (2000) *If You Want to Lead, Not Just Manage,* Thousand Oaks, CAL: Corwin Press, 2000

Marshall, C. and Mitchell, B. (1989) 'Women's careers as a critique of the administrative culture', paper presented at the American Research Association conference.

Matthew, R. J. and Beeson, G.W. (1991) 'Emerging Power and Leadership: the developing Role of New Head teachers in Australia'. Paper presented at the Annual Meeting of the American Educational Research Association. (Chicago, IL, April 3-7, 1991)

Mckernan, J., (1991). *Curriculum action research: methods and resources for the reflective practitioner*, London, Kogan
Menter, I., Holligan, C., Mthenjwa, V., Hair, M. (2003), Scottish Qualification for Headship: Key issues from the Evaluation, *Insight 8*, Scottish Executive Education Department

Menter,I., Holligan, C. and Mthenjwa, V. (2005) Reaching the Parts that Need to be Reached? The Impact of the SQH. *School Leadership and Management*, Vol. 25, No.1, February, pp. 7-23.

Mintzberg, H. (1973) *The Nature of Managerial Work,* New York: Harper and Row

Moghadam, V.M. (2003). *Modernizing Women: Gender and Social Change in the Middle East.* 2nd edition. Boulder, Colorado: Lynne Rienner

Moneef, M.S (1999) *School Administration* , 2<sup>nd</sup> edition,  Riyadh: Albokareyah Publishing

Morden, S. (2004) Prosell Survey: UK Managers to blame for lack of training ROI. Retrieved from www.prosell.com/News.asp on 12/01/08

Morsi, M. M. (2001), *The Modern School Administration,* Cairo:Bookworld.

Mosa, A (1996) In-service training, Riyadh: Dar Thaqeef Publishing.

Mostafa, S. (2002) *School Administration in the Light of Modern Administrative Intelligence,* Riyadh: Almurreekh Publishing

Nashwan, Y. (1986), *Educational administration and supervision in theory and practice*. Amman, Jordan: Dar Alforqan.

NASSP (1982) *The Effective Principal,* Virginia: National Association of Secondary School Head teachers (in Dean, 1993)

Nathan, M. (2000), *A Handbook for Headteachers,* 2<sup>nd</sup> edition, London: Kogan Page Ltd.

NCC (1990) *The Whole Curriculum,* York: National Curriculum Council, in Dean (1993) *Managing the Secondary School,* 2<sup>nd</sup> edition, London: Routledge

NCSL (2006). *Recruiting Head Teachers and Senior Leaders: Seven Steps to Success*. Nottingham: NCSL

Nickols, F. (2000) Evaluating Training: There is No "Cookbook" Approach. Retrieved from http://home.att.net/ .

Oppenheim, A. (1994). *Questionnaire Design, Interviewing and Attitude Measurement.* London and New York, Pinter Publishers.

Pareek, U. and Rao, T.V. (1981) *Handbook for Trainers in Educational Management – with Special Reference to Countries in Asia and the Pacific,* Bangkok: UNESCO Regional Office for Education in Asia and the Pacific

Park. R.J.(1977). An assessment of in service training needs of secondary administrators. Ed, D, Dissertation, western Colorado University, Grand Junction Colorado.

Patuawa, J. (2006) Principal Voice: Trials, Triumphs and Training. The Experience of Beginning in Head teachership from the Perspectives of Head teachers in Years 3 – 5. A thesis submitted in partial fulfilment of the requirements for the degree of Master of Education at the University of Waikato, New Zealand

Pfau, R.H. "Training Needs of Headteachers in Uganda", Paper presented at the Northeast Regional Meeting of the Comparative and International Education Society (University Park, PA, December 6-7, 1996

Pocklington, K. and Weindling, D. (1996). "Promoting reflection on headship through the mentoring mirror", *Educational Management and Administration*. Vol.24, No. 2, pp 175-91.

Poulin, B.J., Hackman, M. Z. and Barbarasa-Mihai, C. (2007) "Leadership and Succession: The Challenge to Succeed and the Vortex of Failure" *Leadership* 2007; Vol.3, No 30.

Reid, K. Hopkins, D., and Holly, P. (1987) *Towards the Effective School,* Oxford: Blackwell. In Dean, J. (1993), *Managing the Secondary School,* 2nd edition, London: Routledge

Reynolds, D. (ed.) (1985) *Studying School Effectiveness,* in Dean (1993), *Managing the Secondary School,* 2nd edition, London: Routledge

Ribbins, P. (1997) 'Editorial: twenty-five years of Educational Management and Administration', *Educational Management and Administration,* Vol. 25, No. 3, pp 211-212

Richardson, J., "Focus principal development on student learning", *Results,* National Staff Development Council, U.S.A., 2000

Rost, J.C. (1991) *Leadership for the 21st Century,* Westport, CT: Praeger. In Poulin, B.J., Hackman, M. Z. and Barbarasa-Mihai, C. (2007) "Leadership and Succession: The Challenge to Succeed and the Vortex of Failure" *Leadership* 2007; Vol.3; 30, p.301

Rousseau, A.J. "The Elementary School Principal: What Training and Experience Factors Relate to His Success?" Eugene, Oregon, USA: Oregon School Study Council, College of Education, university of Oregon. Eric ED081072.

Rudestam, K.and Newton, R. (1992),"*Surviving Your Dissertation*", Sage Publications, Inc, Newbury Park, CA

Salah, A. and Fadawa F. (2005) *Administration and Educational Planning*. Alroshid Library, Riyadh

Samaan, W and Morsi, M (1975) The Modern School Administration, Book World: Cairo

Sergiovanni, T.J. (1996) *Leadership for the Schoolhouse,* San Francisco: Jossey Bass. In Bowring-Carr, C. and West-Burnham, J. (2002), *Effective Learning in Schools* London: Pitman Publishing

Sheppard, B. (1996) Exploring the transformational nature of instructional leadership, Alberta journal of educational Research, 42, 325-344. In Beach, D. M. and Reinhartz, J. (2000), *Supervisory Leadership,* Needham Heights, Massachusetts: Allyn and Bacon, p.72

Singh, S. (1992) *Towards School Effectiveness and Improvement through School Leadership in a Third World Country – Questions about Brunei Darussalam's Secondary school Head teachers' Tasks, Skills, Job Satisfaction and Professional Development.* Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Professional Development Needs (Victoria, BC, Canada, Jan. 2-5 1992)

Snape, D. and Spencer, L., (2004) "The Foundations of Qualitative Research" in *Qualitative Research Practice*, Ritchie and Lewis (eds.), 2nd edition, p.4, London, Sage Publications

Sorenson, D. and Machell, J. (1996) 'Quality Schools through Quality Leadership', paper presented at the Annual National Conference on Creating the School, Oklahoma City, OK, USA; March 27-30, 1996. In Beach, D. M. and Reinhartz, J. (2000), *Supervisory Leadership,* Needham Heights, Massachusetts: Allyn and Bacon, p.2 Southworth G (1998) *Leading Improving Primary Schools: The Work of Headteachers and Deputy Heads.* London: Falmer Press

Sparks, D. (2000) *Make principal development a priority,* U.S. National Staff Development Council

Stewart, R. (2004) Management Development for Today and Tomorrow. In *Developing Educational Leaders,* Ribbins, P., Glatter, R., Simkins, T. and Watson, R. (eds.)

Su , Gamage, and Mininberg (2003) 'Professional preparation and development of school leaders in Australia and America', *International Educational Journal*, Vol. 4, No.1, pp. 42-59

Sybouts, W. and Wendell, F.C. (1994) *The Training and Development of School Head teachers: A Handbook,* New York: Greenwod Press

Tatseer, A. (2005). *Effective school management*, Amman, Jordan: Johaina Publishers

Taymaz (1997) in Halil Isik (ed.) (1997) *The Effectiveness of Principal Preparation programmes on principal behaviour,* Canakkale Onsekiz Mart University

TTA (1998) National Standards for Headteachers (in Nathan, 2000)

UNDP (Saudi Arabia) - Millenium Development Goals: Report on the Kingdom of Saudi Arabia (2002) at:
http://www.undp.org.sa/sa/Reports/060911%20-%20MDGs%20National%20Report%202002%20-%20English.pdf

United Nations Centre for Human Settlements (1997). *Guide to National Training Needs Assessment for Human Settlements: a Competency Based Approach.* UNCHS. ISBN 92-I-I3I I94-2

Wall, A. L. (2001), Evaluating an Undergraduate Unit Using a Focus Group, *Quality Assurance in Education*, Vol. 9, No. 1, pp. 23-31, Retrieved on 9th January, 2008 at: http:// www.emerald-library.com/ft

Watson, T. and Harris, P. (1999) *The Emergent Manager,* London: SAGE Publications Ltd., 1999

Weber, M. (1991), *The Sociology of Religion,* Boston: Beacon. In English, F.W. (2008), *The Art of Educational Leadership*, Thousand Oaks, CA: SAGE Publications Ltd., 2008

Weierter, S.J.M. (1997) "Who Wants to Play Follow the Leader?" A Theory of Charismatic Relationships Based on Reutilized Charisma and Follower Characteristics", *Leadership Quarterly* Vol. 8, pp. 171-93.

Weindling, D. and Dimmock, C. (2006) Sitting in the "hot seat": new head teachers in the UK. *Journal of Educational Administration*, Vol. 44, Issue 4, pp.326-340

Whitney, D.R. (1972, April). The questionnaire as a data source. (Technical Bulletin No. 13). Iowa City: University Evaluation and Examination Service. Prepared for the American Educational Research Association training session on Data Collection in Educational Research and Evaluation.

Weindling, D. and Earley, P. (1987) *Secondary Headship: The First Years,* Windsor: NFER/Nelson

Wong, P.M. (2004) "The Professional Development of School Head teachers: Insights from developing a Programme in Hong Kong", *School Leadership and Management,* Vol. 24, No. 2, pp. 139-162

Yaghi, M. A. (1988) "The importance of identifying training needs", *Arab Magazine for Training* Vol.2, No.3, pp. 11-26.

Zueliv, M (1998) Individual management. 3ed edition. Majdalawi publish, Amman , Jordan.

Internet

http://news.bbc.co.uk/1/hi/world/middle_east/8270601.stm

http://www.evalued.bcu.ac.uk/tutorial/4a.htm

Hail electronic news, http://www.hailnews.net/hail/news.php?action=show&id=15004, 20-06-2010

http://209.85.229.132/search?q=cache:lrDwcgy2VTAJ:www.saudiembassy.net/files/PDF/Publications/Magazine/2002Spring/Educating%2520young%2520Saudis.htm+The+Institute+of+Public+Administration+teachers+training+saudi+topic&cd=4&hl=en&ct=clnk&gl=uk

Sabq electronic news. http://www.sabq.org/sabq/user/news.do?section=5&id=11372, 15-06-2010.

Saudi Embassy, www.saudiembassy.net

http://www.saudiembassy.or.jp/DiscoverSA/AR.htm

Saudi Ministry of Planning, http://www.cdsi.gov.sa/pdf/demograph1428.pdf.

Alsharq Al awsat newshttp://209.85.229.132/search?q=cache:gw0UNbcQWmAJ:www.aawsat.com/details.asp%3Fsection%3D43%26article%3D454505%26issueno%3D10643+%D8%A7%D9%84%D8%B4%D8%AA%D8%A7%D8%A1+%D8%A7%D9%84%D9%82%D8%A7%D8%B1%D8%B3+%D9%81%D9%8A+%D8%A7%D9%84%D8%B4%D9%85%D8%A7%D9%84+%D8%A7%D9%84%D8%B3%D8%B9%D9%88%D8%AF%D9%8A%D8%A9+%D8%A7%D9%84%D8%A8%D8%B1%D8%AF+%D8%AA%D8%AD%D8%AA+%D8%A7%D9%84%D8%B5%D9%81%D8%B1&cd=2&hl=en&ct=clnk&gl=uk

Alwatan news; http://209.85.229.132/search?q=cache:NVq3q7rpxsYJ:www.alwatan.com.sa/NEWS/writerdetail.asp%3Fissueno%3D2665%26id%3D3980%26Rname%3D22+%D8%A7%D9%84%D8%B4%D8%AA%D8%A7%D8%A1+%D8%A7%D9%84%D9%82%D8%A7%D8%B1%D8%B3+%D9%81%D9%8A+%D8%A7%D9%84%D8%B4%D9%85%D8%A7%D9%84+%D8%A7%D9%84%D8%B3%D8%B9%D9%88%D8%AF%D9%8A%D8%A9+%D8%A7%D9%84%D8%A8%D8%B1%D8%AF+%D8%AA%D8%AD%D8%AA+%D8%A7%D9%84%D8%B5%D9%81%D8%B1+%D9%88%D9%81%D8%A7%D8%A9+%D8%B7%D8%A7%D9%84%D8%A8+%D9%85&cd=10&hl=en&ct=clnk&gl=uk

(Wikipedia; Alsodairy, A. 2005; Alrashad, S 1980).

http://ar.wikipedia.org/wiki/%D9%85%D9%86%D8%B7%D9%82%D8%A9_%D8%A7%D9%%84D8%AC%D9%88%D9%81

Teachers' Electronic Newspaper.
http://www.m3llm.net/news.php?action=show&id=1809.

www.mohe.gov.sa/ar/pages/default.aspx    (Ministry of Higher Education)

Jazan  Teachers' college : http://www.jazantc.edu.sa/
 Saudi Ministry of Education, 2006. http://www.moe.gov.sa/stats_trb/stud_main.html

National College for Leadership of Schools and Children's Services
http://www.nationalcollege.org.uk/index/professional-development/npqh/npqh-
mandatory-
status.htm+from+April+2004+NPQH+mandatory+for+head+teachers&cd=3&hl=en&ct=
clnk&gl=uk
www.cdsi.gov.sa/pdd/demgraph1428.pdf  (Saudi ministry of economy and planning)

Questionnaire (English version)

Dear female head teacher.
Dear male head teacher.

The researcher is conducting a study entitled "The training needs of female head teachers compared with the training needs of male head teachers in the government public schools in the Al-Qurayat governorate and the province of Al-Jouf." This study is a requirement for a doctorate in Educational Administration from Faculty of Education at the University of Durham, United Kingdom.

The study aims to identify the training needs of male and female head teachers in public schools in Alqurayat governorate and Aljouf province and to identify the degree of importance of the training needs for each. The researcher has found that the identification of training needs cannot be accurately made in a precise way without obtaining the opinions of female and male school head teachers, as they are the individuals best placed to identify those needs. For this purpose the researcher has prepared this questionnaire, which contains some proposed training needs.

Please give your opinion of all the terms, following the example below:

| N o | Training needs | The extent of your need for training | | | | |
|---|---|---|---|---|---|---|
| | | Very High | High | NE | Weak | Very weak |
| 1 | The importance of understanding the regulations issued by the Ministry and how to implement them. | √ | | | | |
| 2 | Knowledge of policy of public education in the K.S.A | | | | √ | |

Please answer all the sections in the questionnaire honestly and accurately, as your answers will have a profound effect on this study to serve administrative work. The researcher will ensure the confidentiality of responses, which will be used only for the purpose of scientific research. If you have any questions, please contact me on: mobile no. 0501980625 or e-mail alsharari_j@hotmail.com.

**Thank you**

**The researcher: Jamal S Alsharari**

Tell me about yourself;

   Gender                  ☐Male         ☐ Female

- Age                     ☐25-30        ☐31-35  ☐36-40  ☐ more tan 41

 -School sector         ☐High school ☐ Middle   ☐Primary ☐Mixed stages  school

  -City's name:  ………………………………….

 (a)     For how many years have taught ?        ☐less than 5  ☐6-10  ☐11-15
                                                   ☐ more than 15

(b)     For how long have you been a principal ?    ☐less than 2   ☐3-5   ☐6-10
☐more than 10

(c)     What is your highest qualification ?       ☐High School ☐Diploma
☐Bachelor    ☐Master

(d) What is the main subject of your degree ?     ☐scientific stream  ☐ literal stream
~( literary ).

(e)     How many students are in your school ?    ☐less than 100 ☐101-250
☐   251-500 ☐more than  500

(f)    Have you participate in management courses?   ☐Yes      ☐  No .

.

V.H = very high.   H = high.    NE= Nature.    W = weak.   V.W= very weak

| No. | The proposed training required | Your training needs | | | | |
|---|---|---|---|---|---|---|
| | | V.H | H | NE | W | V.W |
| **A** | **ADMINISTRATIVE REQUIREMENT** | | | | | |
| **1** | The importance of understanding the regulations issued by the Ministry and how to implement them. | | | | | |
| **2** | Knowledge of public policy of education in the K.S.A | | | | | |
| **3** | Knowing the objectives of the school sector in which she operates. | | | | | |
| **4** | Knowledge of the role of head teacher. | | | | | |
| **5** | Interpretation and knowledge of school rules | | | | | |
| **6** | Preparing the school schedule. | | | | | |
| 7 | Drawing up and develop educational plans for the long and short term. | | | | | |
| 8 | Preparing an annual plan for the school. | | | | | |
| 9 | Identifying school problems concerning (teachers and parents) and methods to deal with them. | | | | | |
| 10 | Identifying the importance of making a link between other schools so as to benefit from their experiences | | | | | |
| **11** | Knowing the reasons for and solutions to school administrative problems. | | | | | |
| **12** | Managing the school committees effectively. | | | | | |
| **13** | Participation in educational and administrative meetings. | | | | | |
| 14 | Dealing with educational supervisors. | | | | | |
| 15 | Preparing and write up management reports and respond to correspondence received by the school. | | | | | |
| **16** | Preparing a final report of what has been accomplished during the school year. | | | | | |
| **17** | Knowledge of educational supervision methods. | | | | | |
| **18** | organizing and planning the school tests | | | | | |
| **19** | Being able to adapt to changes in educational methods | | | | | |
| **20** | Learning education management objectives and leadership methods. | | | | | |
| **21** | Developing communication skills (good listening, respect for the opinions of others and respond to staff concerns). | | | | | |
| **22** | Developing time management skills. | | | | | |
| | | | | | | |

| No. | The proposed training required | V.H | H | NE | W | V.W |
|---|---|---|---|---|---|---|
| **23** | Developing decision-making skills. | | | | | |
| **24** | The importance of continues self-development and the methods for achieving success.. | | | | | |
| 25 | The importance of participating in the notional events. | | | | | |
| C | **Students' affairs – SA:** | | | | | |
| 26 | Dealing with the students' effectively. | | | | | |
| 27 | Promoting the spiritual values, humanity and patriotism of the students. | | | | | |
| 28 | Identifying the causes of students' problems and finding solutions for them. | | | | | |
| 29 | Encouraging students to innovate | | | | | |
| 30 | Providing educational, social and psychological services for students. | | | | | |
| 31 | Encouraging students to be aware of the needs of the environment | | | | | |
| 32 | Dealing with the students' absence and identify the causes. | | | | | |
| 33 | Analysing the results of the school tests. | | | | | |
| D | **Staff developments – SD** | | | | | |
| **34** | How to make the school staff aware of the circulars and directives issued by the Ministry. | | | | | |
| **35** | Evaluating teachers' performance | | | | | |
| **36** | The ability to deal with teachers and solve. their problems. | | | | | |
| **37** | Dealing with new teachers and help them | | | | | |
| 38 | How to guide teachers to solve the problems of students both inside and outside the classroom. | | | | | |
| 39 | Developing the classroom management's skill of the teachers. | | | | | |
| 40 | How to identify the training needs of teachers. | | | | | |
| **41** | The importance of delegating authority to the deputy and the teachers. | | | | | |
| **42** | Helping teachers to understanding curriculum goals | | | | | |
| **43** | How to involve teachers in decision making | | | | | |
| 44 | How to supervise the work of the student guide. | | | | | |
| E | **Local community –LC:** | | | | | |
| 45 | How to deal with the parents of school children.. | | | | | |
| 46 | How to communicate information to parents about their children. | | | | | |
| 47 | How to form closer relationship between the school | | | | | |

| No. | | V.H | H | NE | W | V.W |
|---|---|---|---|---|---|---|
| | and parents and encourage them to visit the school. | | | | | |
| 48 | Directing the school's activities to serve the local community. | | | | | |
| No. | The proposed training required | V.H | H | NE | W | V.W |
| 49 | Using special events held in the local community for raising awareness of the school activities | | | | | |
| F | **Information Technology Communication – ITC:** | | | | | |
| 50 | Using computers in administrative work. | | | | | |
| 51 | Using the internet to improve the performance of the staff. | | | | | |
| 52 | Using computer to improve the general level of learning and education of the pupils. | | | | | |
| G | **Finance and school building – FSB**: | | | | | |
| 53 | Identifying the requirements for school facilities and maintenance. | | | | | |
| 54 | Supervising the school cafeteria and understanding its financial system. | | | | | |
| 55 | using the Cafeteria Fund satisfactorily. | | | | | |
| 56 | drawing up a plan for evacuating the building in case of emergency. | | | | | |
| 57 | Preparing a special register of the state and maintenance of the school buildings | | | | | |
| 58 | Overseeing the dispose of damaged and obsolete school furnishing in according to the instructions and regulations. | | | | | |

In your opinion;
- Do you think pre-service training courses are important for the aspiring head teachers?
☐ Yes   ☐   No.
- Do you think in-service training courses are important for the head teachers?
                                                    ☐ Yes   ☐   No

Have you been a deputy head teacher?                    ☐ Yes   ☐   No
If yes , for how long      ☐ less than 2 years    ☐ 3-5 years   ☐ more than 5years

Taking decisions on important matters, do you make them :
☐ Yourself    ☐ with your deputy   ☐ with deputy and other teachers.

Do you have enough time to run the school efficiently ? ☐ Yes  ☐ No.
 Have you taken a school head teachers' program provided by education
 colleges?                                          ☐ Yes ☐    No .
For female head teachers only, Did you participate in training courses for female head teachers and their deputies, provided by the Public Administration Institute accordance with the Ministry of Education - Girls Education Affairs-

☐Yes  ☐  No

If your answer was yes please answer these questions;
What was your evaluation of those courses?
☐ Excellent.  ☐ Good.  ☐ Poor.
How many courses did you participate in?
☐ once  ☐ 2-3  ☐ 3-5  ☐ 6 and more.

The lengths of the courses you have taken:
☐ one day.  ☐ 2-3 days  ☐ a week  ☐ more than one week.

If your answer was No, please tell us what was the main reason that prevented you from participating ;
☐ I was not aware of those courses.
☐ Long distance (the courses are far away from my city).
☐ Not necessary.
☐ Other reason, please identify …………………………………….


- Would you please give us a reason why did you want to be a head teacher?
.......................................................................................................................................................
...................................................................................................................................................
.......................................................................................................................................................
...................................................................................................................................................
.......................................................................................................................................................
...................................................................................................................................................
.......................................................................................................................................................
...................................................................................................................................................
.......................................................................................................................................................
...................................................................................................................................................
.......................................................................................................................................................
...................................................................................................................................................
.......................................................................................................................................................
...................................................................................................................................................
.......................................................................................................................................................
...................................................................................................................................................
.......................................................................................................................................................
...................................................................................................................................................
.......................................................................................................................................................
...................................................................................................................................................
.......................................................................................................................................................
...................................................................................................................................................

- Think back to when you just started as a principal

Write down any memories of the feelings you had then - your worries, concerns, difficulties, frustrations.

Please be honest!!

..........................................................................................................................................
........................................................................................................................................
..........................................................................................................................................
........................................................................................................................................
..........................................................................................................................................
........................................................................................................................................
..........................................................................................................................................
......................................................................................................................................

..........................................................................................................................................
........................................................................................................................................
..........................................................................................................................................
........................................................................................................................................
..........................................................................................................................................
........................................................................................................................................
..........................................................................................................................................
......................................................................................................................................

Best wishes;
The researcher: Jamal S Alsharari

# بـسم الله الـرحمن الـرحيم

الزميلة مديرة المدرسة .....................................................................  وفقها الله

الزميل مدير مدرسة ...............................................................  .....  وفقه الله

السلام عليكم ورحمة الله و بركاته – و بعد

يقوم الباحث بإجراء دراسة بعنوان:" الاحتياجات التدريبية لمديرات المدارس مقارنـة مـع الاحتياجـات التدريبية لمديري المدارس بإدارتي محافظة القريات ومنطقة الجوف التعليمية " .  و هي متطلب تكميلي للحصول على درجة الدكتوراة في الإدارة التربوية بكلية التربية بجامعة درم بالمملكة المتحدة.

و تهدف الدراسـة إلـى التعرف علـى الاحتياجـات التدريبيـة لمديرات ومديري مدارس  محافظة القريات ومنطقـة الجوف التعليميـة  و التعرف علـى درجـة أهميـة كـل احتيـاج للتدرب عليـه . و قد رأى الباحث أن تحديد الاحتياجـات التدريبيـة لا تتم بصورة دقيقة إلا بالرجوع إلى مديرة ومدير المدرسة , فهم الأقدر علـى تحديد تلـك الاحتياجات.

و لهذا الغرض أعد الباحث الإستبانة المرفقة و التي تمثل عباراتها بعض الاحتياجات التدريبية للمديرة و المدير.

و المرجو منكم التكرم بالإجابة على جميع فقرات الإستبانة بكل صراحة و دقة لما لها من أثر بالغ في الخروج بهذه الدراسة بما يخدم العمل الإداري, ولتكون الإجابة عن  كل عبارة كما في المثال التالي:

**مثال إيضاحي:**

| | درجة حاجتك للتدرب عليها | | | | الاحتياجات المقترحة | م |
|---|---|---|---|---|---|---|
| ضعيفة جدا | ضعيفة | متوسط الأهمية | عالية | عالية جداً | | |
| | | | | √ | أهميـة فهـم الأنظمـة الصـادرة مـن الوزارة وكيفية تنفيذها | 1 |
| | √ | | | | معرفة السياسة العامة للتعليم في المملكة العربية السعودية. | |

كما يؤكد الباحث على سرية الإجابات ، و لن تستخدم إلا لغرض البحث العلمـي. وإذا كـان لديكم أي استفسـار الرجـاء الاتصـال علـى الجـوال رقـم 0501980625 أو الايميـل alsharari_j@hotmail.com .

شاكراً حسن التعاون سلفاً– و الله الموفق...

أخوكم الباحث
جمـــال صبيح الشراري

**بيــانات عامــــة:**

**الرجاء وضع علامة ( √ ) أمام العبارة المناسبة:**

**الجنس :**

( ) ذكر                    ( ) أنثى.

**العمر:**

( ) من 25-30 ,   ( ) من 31 - 35 ,  ( )من 36-40  ,   ( ) أكثر من 41.

**نوع المدرسة :**

( ) ثانوي  ,     ( ) متوسط  ,     ( ) ابتدائي  ,     ( ) مجمع.

**المدينة:**

( ) ســاكاكا  ,  ( ) القريــات  ,  ( ) طبرجــل  ,  ( )دومــة الجنــدل ,  ( ) قريــة العقيلــة ,  ( ) قريــة غطــي ,
( ) العيساوية      .( ) أخرى ............

**الخبرة في التدريس:**

( ) أقل من خمس سنوات.     ( ) 6-10     ( ) 11-15     ( ) أكثر من 15.

**الخبرة في الإدارة المدرسية:**

( ) أقل من سنتين     ( ) 3-5     ( ) 6-10     ( ) أكثر من 10 سنوات.

**المؤهل العلمي:**

( )معهد ثانوي     ( )دبلوم كلية متوسطة     ( ) بكالوريوس     ( ) ماجستير.

**نوع المؤهل :**

( ) تربوي     .     ( ) غير تربوي.

**التخصص :**

( ) علوم طبيعية (علمي) .     ( ) علوم إنسانية (أدبي).

**عدد الطلاب في مدرستك :**

( ) أقل من   100     ( )من 101- 250     ( ) من 251-500     ( ) أكثر من 500.

**هل اشتركت في دورات إدارية ؟**          ( ) نعم     ( ) لا .

.

**في التدرج الموجود على يسار العبارة حدد درجة الاحتياج الخاصة بك في تلك العبارة بوضع علامة ( √ ) أمـام العبارة المناسبة .**

| الرقم | التدريب المقترح المطلوب | احتياجاتك التدريبية | | | | |
|---|---|---|---|---|---|---|
| | | عالية .جدا | عالية | متوسط | ضعيفة | ضعيفة جدا |
| أ | **المتطلبات الإدارية** | | | | | |
| 1 | أهمية فهم الأنظمة الصادرة من الوزارة وكيفية تنفيذها | | | | | |
| 2 | معرفة السياسة العامة للتعليم في المملكة العربية السعودية. | | | | | |
| 3 | معرفة أهداف المرحلة الدراسية التي تعمل بها. | | | | | |
| 4 | معرفة دور مدير المدرسة . | | | | | |
| 5 | معرفة وتفسير قوانين المدرسة. | | | | | |
| 6 | كيفية إعداد الجدول المدرسي. | | | | | |
| 7 | كيفية رسم وتطوير الخطط المدرسية طويلة وقصيرة المدى . | | | | | |
| 8 | كيفية تحضير خطة سنوية للمدرسة. | | | | | |
| 9 | معرفة مشاكل المدرسة الخاصة ب ( المعلم, ولي الأمر)وطرق التعامل معها. | | | | | |
| 10 | معرفة أهمية عمل الروابط مع المدارس الأخرى للحصول على الفائدة من خبراتهم. | | | | | |
| 11 | معرفة أسباب وحلول المشاكل الإدارية . | | | | | |
| 12 | كيفية إدارة الاجتماعات بفاعلية. | | | | | |
| 13 | أهمية المشاركة في الاجتماعات الإدارية والتعليمية. | | | | | |
| 14 | التعامل مع المشرفين التربويين . | | | | | |
| 15 | إعداد وكتابة التقارير الإدارية والرد عليها. | | | | | |
| 16 | إعداد التقرير الختامي لما تم إنجازه خلال العام الدراسي. | | | | | |
| 17 | معرفة طرق الإشراف التربوية. | | | | | |
| 18 | تنظيم وتخطيط اختبارات المدرسة. | | | | | |
| 19 | القدرة على تبني التغيير في طرق التدريس. | | | | | |
| 20 | تعلم كيفية تحقيق أهداف الإدارة التربوية وطرق القيادة . | | | | | |
| 21 | مهارة تطوير الاتصال( الإصغاء الجيد , احترام آراء الآخرين, الاستجابة إلى مطالب الموظفين) | | | | | |
| 22 | تطوير مهارة إدارة الوقت. | | | | | |
| 23 | تطوير مهارة اتخاذ القرار. | | | | | |
| 24 | أهمية التطوير الذاتي وطرق النجاح. | | | | | |
| 25 | أهمية المشاركة المناسبات الوطنية. | | | | | |
| | **شؤون الطلبة** | | | | | |
| 26 | التعامل مع الطلبة بفاعلية. | | | | | |
| 27 | تنمية القيم الروحية والإنسانية والوطنية للطالب. | | | | | |
| 28 | معرفة أسباب مشاكل الطلبة وطرق إيجاد الحلول المناسبة لهم. | | | | | |
| 29 | تشجيع الطلبة على الابتكار. | | | | | |
| 30 | تزويد الطلبة بالخدمات التربوية والاجتماعية والسيكولوجية. | | | | | |
| 31 | تشجيع الطلبة لمعرفة احتياجات البيئة. | | | | | |
| 32 | التعامل مع غياب الطلبة ومعرفة أسبابها. | | | | | |
| 33 | تحليل نتائج الاختبارات وكيفية اتخاذ القرار بخصوصها. | | | | | |
| | **تطوير الموظفين.** | | | | | |
| 34 | اطلاع الموظفين ومعرفتهم بالأنظمة والقوانين الصادرة من الوزارة. | | | | | |
| 35 | تقييم أداء المعلمين/المعلمات. | | | | | |

| احتياجاتك التدريبية | | | | | التدريب المقترح المطلوب | الرقم |
|---|---|---|---|---|---|---|
| ضعيفة جدا | ضعيفة | متوسط | عالية | عالية جدا | | |
| | | | | | فن التعامل مع المعلمين/ المعلمات . | 36 |
| | | | | | التعامل مع المعلم/المعلمة الجديد/ة. | 37 |
| | | | | | توجيه المعلمين والمعلمات لحل مشاكل الطلبة داخل وخارج الفصل الدراسي. | 38 |
| | | | | | تطوير مهارة إدارة الصف للمعلمين. | 39 |
| | | | | | تحديد الاحتياجات التدريبية للمعلمين/المعلمات. | 40 |
| | | | | | أهمية تفويض الصلاحية إلى الوكيل / الوكيلة والمعلمين/ المعلمات . | 41 |
| | | | | | مساعدة المعلمين/ المعلمات على فهم أهداف المقرر الدراسي. | 42 |
| | | | | | كيفية إشراك المعلمين في صنع القرار. | 43 |
| | | | | | كيفية الإشراف على عمل المرشد/ة الطلابي. | 44 |
| | | | | | **المجتمع المحلي.** | |
| | | | | | التعامل مع أولياء أمور الطلبة الحاليين والمحتملين. | 45 |
| | | | | | إيصال المعلومات لأولياء الأمور عن حالة الطالب. | 46 |
| | | | | | عمل صلة وثيقة بين المدرسة وأولياء الأمور وتشجيعهم لزيارة المدرسة. | 47 |
| | | | | | توجيه نشاطات المدرسة لخدمة المجتمع المحلي. | 48 |
| | | | | | استغلال المناسبات الخاصة لتوعية المجتمع. | 49 |
| | | | | | **تكنولوجيا الاتصال والمعلومات.** | |
| | | | | | استخدام الكمبيوتر في الأعمال الإدارية. | 50 |
| | | | | | استخدام الانترنت لرفع أداء المعلمين والمعلمات. | 51 |
| | | | | | استخدام الكمبيوتر لتحسين المستوى العام لتربية وتعليم الطلاب. | 52 |
| | | | | | **المبنى المدرسي والمالية.** | |
| | | | | | معرفة متطلبات المدرسة من صيانة وتسهيلات. | 53 |
| | | | | | الإشراف على الكفتيريا وفهم نظامه المالي. | 54 |
| | | | | | استخدام الفائض المالي من الكفتيريا بشكل سليم ومفيد. | 55 |
| | | | | | رسم خطة إخلاء في حالة الطوارئ. | 56 |
| | | | | | إعداد سجل خاص عن حالة المبنى المدرسي. | 57 |
| | | | | | الإشراف على التخلص من الأثاث القديم والتالف في المدرسة وفقا لتعليمات والأنظمة. | 58 |

**من وجهة نظرك:**

**هل تعتقد / تعتقدين أن الدورات التدريبية مهمة لمن يرغب العمل في الإدارة المدرسية قبل استلامه مهام العمل ؟**
( ) نعم    ( ) لا .

**هل تعتقد / تعتقدين أن الدورات التدريبية مهمة لك كمدير المدرسة؟**    ( ) نعم    ( ) لا .

**هل سبق وأن عملت / عملتي وكيل/ة مدرسة؟**    ( ) نعم    ( ) لا .
إذا كانت الإجابة بنعم , كم المدة التي عملتها:
( ) أقل من سنتين    ( ) 3-5 سنوات    ( ) أكثر من خمس سنوات.

**اتخاذ القرار من العمليات المهمة , هل تتخذه / تتخذينه:**
( ) بنفسك    ( ) مع وكيل/ة المدرسة    ( )مع الوكيل/ة والمعلمين/ المعلمات.

هل تملك وقت كاف لإدارة المدرسة بفاعلية ؟                ( ) نعم                ( ) لا .

**هل حصلت /ي على دورة مديري المدارس المنعقدة في كليات التربية؟**        ( ) نعم        ( ) لا .
**هذا السؤال خاص بمديرات المدارس:**
هل شاركت في الدورات التدريبية النسائية المقدمة من معهد الإدارة العامة بالتنسيق مع وزارة التربية والتعليم _
شؤون البنات_ ؟                ( ) نعم    ( ) لا .

إذا كانت إجابتك بنعم , الرجاء الإجابة على الأسئلة التالية:

ما هو تقييمك لتلك الدورات  :        ( ) ممتاز        ( ) جيدة        ( ) ضعيفة.

كم عدد الدورات التي شاركتي بها؟    ( ) واحدة        ( ) 2-3    ( )3-5        ( ) 6 فأكثر.

مدة الدورة التي شاركتي بها؟        ( ) يوم    ( ) 2-3 أيام    ( ) أسبوع        ( ) أكثر من أسبوع.

إذا كانت إجابتك  لا , الرجاء الإفادة ما السبب الرئيسي الذي منعك من المشاركة:
( ) لا علم لدي بتلك الدورات.
( ) بعد المسافة.(( مقر الدورة بعيد عن مدينتي)).
( ) غير ضروري.
( ) سبب آخر , الرجاء وضح
...................................................................................................................

**ممكن إعطائي سبب لماذا أردت أن تكون/ي مدير/ة مدرسة؟**
...........................................................................................................................
...........................................................................................................................
...........................................................................................................................
..................................................................................................................
...........................................................................................................................
...........................................................................................................................
...........................................................................................................................
.............................................................................................................
...........................................................................................................................
...........................................................................................................................
...........................................................................................................................
...........................................................................................................................
............................................................................................................
...........................................................................................................................
...........................................................................................................................
...........................................................................................................................
.....................................................................................................
...........................................................................................................................
...........................................................................................................................
...........................................................................................................................
..................................................................................................................

فكر, عودة إلى الوراء عندما بدأت العمل كمدير/ة مدرسة واكتب أو اكتبي أي ذاكرة آنذاك, شعورك, اهتمامـات, قلـق, صعوبات, إحباط ,غيره... الرجاء المصداقية:

......................................................................................................................................
......................................................................................................................................
......................................................................................................................................
......................................................................................................................................
......................................................................................................................................
......................................................................................................................................
......................................................................................................................................
..............................................................................................................
......................................................................................................................................
......................................................................................................................................
......................................................................................................................................
..........................................................................................................................

......................................................................................................................................
......................................................................................................................................
......................................................................................................................................
............................................................................................................................
......................................................................................................................................
......................................................................................................................................
......................................................................................................................................
......................................................................................................................
......................................................................................................................................
......................................................................................................................................
......................................................................................................................................
............................................................................................................
......................................................................................................................................
......................................................................................................................................
......................................................................................................................................
....................................................................................................

ولكم مني جزيل الشكر ,

الباحث/ جمال صبيح الشراري

Appendix III
Letter from the Ministry to the Directorates (English version)

Kingdom of Saudi Arabia
Ministry of Education
(280)
Vice-Minister of Planning and Development
Department of Educational Development
No.: 420109
Date: 14/9/1429
Attachments: 1

To: Director the Educational Department of Alqurayat (Girls)
From: Director General of the Administrative Development

On: Research mission of the sponsored researcher Jamal Sabah Al-Sharari

Please find a copy of the resolution issued by the Committee for Training and Sponsoring Civil Servants, dated 23/8/1429 (ah) with no. 396377, approving Mr. Jamal Sabah Al-Sharari's research mission.

Since the above mentioned has a scholarship from the Ministry of Education, we hope you could facilitate his mission.

With my compliments,

Dr. Saad Saud Al-Fahid

* A copy to the Department
* A copy to Scholarships and Sponsorship

( Arabic version)
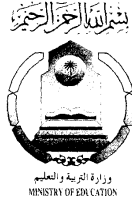
بسم الله الرحمن الرحيم

المملكة العربية السعودية
وزارة التربية والتعليم
( ٢٨٠ )

وزارة التربية والتعليم
MINISTRY OF EDUCATION

وكالة الوزارة للتخطيط والتطوير
الإدارة العامة للتطوير الإداري

إلى /مدير إدارة التربية والتعليم بالقريات بنين

من /مدير عام التطوير الإداري

بشان /الرحلة العلمية للمبتعث جمال صبيح الشراري

السلام عليكم ورحمة الله وبركاته

نرفق لكم صوره من قرار لجنة تدريب وإبتعاث موظفي الخدمة المدنية رقم
٣٩٦٣٧٧ في ١٤٢٩/٨/٢٣هـ الذي موضوعة الموافقة على الرحلة العلميه للأستاذ جمال
صبيح الشراري.

ولأن المذكور من مبتعثي وزارة التربية والتعليم عليه نأمل تسهيل مهمته.

ولكم تحياتي

د. سعد سعود آل فهيد

ص/للإداره
ص/للإبتعاث والايفاد

325

Kingdom of Saudi Arabia
Ministry of Education
Girls Education
General Department of Education in Al-Jouf (Girls)
Department of Educational Planning and Development
Educational Research and Projects
No.: 313/20/3d
Date: 6/11/1429(ah)

Dear Educational Representative in Tabarjal

The researcher Jamal Sabah Al-Sharari is undertaking a study entitled (the training needs of school female head teachers, in comparison with the training needs of school male principles in the Province of Alqurayat and the Educational District of Al-Jouf) as part of the requirement to obtain a doctorate degree in educational administration from the Faculty of Education at Durham University, United Kingdom. Therefore, we hope you could help the researcher apply his research tool by encouraging school female head teachers to answer the attached questionnaire and delivering their responses to the researcher.


Please accept my greetings

Turki bin Bashir Al-Rashid
Director of Educational Planning and Development

المملكة العربية السعودية

وزارة التربية والتعليم

إدارة التربية والتعليم للبنات بمحافظة القريات

MINISTRY OF EDUCATION

---

الموضـــوع / تسهيل مهمة باحث

المكرمة / مديرة مدرسة ـ                          المحترمة

السلام عليكم ورحمة الله وبركاته .....                وبعد :

بناء على خطاب مدير عام التطوير الإداري رقم ٤٢٠١٠٩ وتاريخ ١٤٢٩/٩/١٤هـ
بشان تسهيل مهمة الباحث / جمال صبيح الشراري حول الاحتياجات التدريبية
لمديري ومديرات المدارس .

لذا نأمل منكم التعاون مع الباحث لتسهيل مهمته ، ودمتم ؛؛؛؛

مدير إدارة التربية والتعليم للبنات
بمحافظة القريات

د. سالم بن بشير الضبيعان

ص/
ص/
ص/

327

Kingdom of Saudi Arabia
Ministry of Education
Department of Girls Education (Alqurayat Province)
No.: 19062/2
Date: 3/11/1429(ah)

Subject: To facilitate a researcher's research mission

Dear Principal (female) of …………………………….. School

Referring to the letter received from Director General of Administrative Development dated 14/9/1429(ah) with no. 420109, requesting to facilitate the research mission of the researcher Jamal Sabah Al-Sharari on the training needs of school head teachers, I hope you could cooperate with him in the course of his mission.


With best regards,


Dr. Salem bin Bashir Al-Dhabean
Director of the Department of Girls Education
Alqurayat Province

بسم الله الرحمن الرحيم

المملكة العربية السعودية
وزارة التربية والتعليم
( ٢٨٠ )
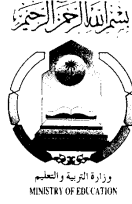
وزارة التربية والتعليم
MINISTRY OF EDUCATION

وكالة الوزارة للتخطيط والتطوير
الإدارة العامة للتطوير الإداري

إلى/مدير عام التربية والتعليم بمنطقة الجوف بنين

من /مدير عام التطوير الإداري

بشان /الرحلة العلمية للمبتعث جمال صبيح الشراري

السلام عليكم ورحمة الله وبركاته

نرفق لكم صوره من قرار لجنة تدريب وإبتعاث موظفي الخدمة المدنية رقم ٣٩٦٣٧٧ في ١٤٢٩/٨/٢٣هـ الذي موضوعة الموافقة على الرحلة العلميه للأستاذ جمال صبيح الشراري.

ولأن المذكور من مبتعثي وزارة التربية والتعليم عليه نأمل تسهيل مهمته.

ولكم تحياتي

د.سعد سعود آل فهيد
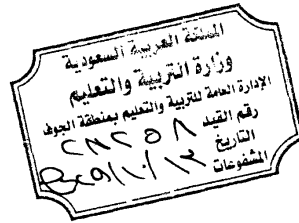
ص/للإداره
ص/للإبتعاث والايفاد

Kingdom of Saudi Arabia
Ministry of Education
(280)
Vice-Minister of Planning and Development
Department of Educational Development
No.: 420109
Date: 14/9/1429
Attachments: 1

To: Director the Educational Department of Alqurayat (Boys)
From: Director General of the Administrative Development

On: Research mission of the sponsored researcher Jamal Sabah Al-Sharari

Please find a copy of the resolution issued by the Committee for Training and Sponsoring

Civil Servants, dated 23/8/1429(ah) with no. 396377, approving Mr Jamal Sabah Al-

Sharari's research mission.

Since the above mentioned has a scholarship from the Ministry of Education, we hope
you could facilitate his mission.

With my compliments,

Dr. Saad Saud Al-Fahid

* A copy to the Department
* A copy to Scholarships and Sponsorship

بسم الله الرحمن الرحيم

المملكة العربية السعودية
وزارة التربية والتعليم
تعليم البنات
الإدارة العامة للتربية والتعليم لمنطقة الجوف (بنات)

MINISTRY OF EDUCATION

إدارة التخطيط والتطوير التربوي
البحوث والمشروعات التربوية

المكرم مندوب التربية بـمركز صوير          المحترم

السلام عليكم ورحمة الله وبركاته

يقــوم الباحــث جمــال صبيح الشراري بـإجراء دراسـة بعنـوان
(الاحتياجات التدريبية لمديرات المدارس مقارنة مع الاحتياجات التدريبية
لمديري المدارس بإدارتي محافظة القريات ومنطقة الجوف التعليمية)
للحصول على درجة الدكتوراه في الإدارة التربوية بكلية التربية بجامعة
درم بالمملكة المتحدة ، علية نأمل مساعدة الباحث على تطبيق أداة بحثه
بالإجابة من مديرات المدارس على الاستبانه المرفقة وتسليمها للباحث بعد
تعبئتها.

وتقبلوا تحياتا

مدير إدارة التخطيط والتطوير التربوي

تركي بن بشير الراشد

Kingdom of Saudi Arabia
Ministry of Education
Girls Education
General Department of Education in Al-Jouf (Girls)
Department of Educational Planning and Development
Educational Research and Projects
No.: 313/20/3d
Date: 6/11/1429(ah)

Dear Educational Representative in Sawyer

The researcher Jamal Sabah Al-Sharari is undertaking a study entitled (the training needs of school female head teachers, in comparison with the training needs of school male principles in the Province of Alqurayat and the Educational District of Al-Jouf) as part of the requirement to obtain a doctorate degree in educational administration from the Faculty of Education at Durham University, United Kingdom. Therefore, we hope you could help the researcher apply his research tool by encouraging school female head teachers to answer the attached questionnaire and delivering their responses to the researcher.

Please accept my greetings

Turki bin Bashir Al-Rashid
Director of Educational Planning and Development

بسم الله الرحمن الرحيم

المملكة العربية السعودية
وزارة التربية والتعليم
( ٢٨٠ )
إدارة التربية والتعليم بمحافظة القريات
( بنـــــين )

وحدة التخطيط والتطوير التربوي

بشأن :تسهيل مهمة

المكرم / مدير مدرسة                    المحترم

السلام عليكم ورحمة الله وبركاته

بناء على خطاب مدير عام التطوير الإداري رقم ٤٢٠١٠٩ وتاريخ ١٤٢٩/٩/١٤ هـ بشان تسهيل مهمة الباحث / جمال صبيح الشراري حول الاحتياجات التدريبية لمديري ومديرات المدارس لذا آمل منكم التعاون مع الباحث لإجراء بحثه، شاكرين تعاونكم،

وتقبلوا خالص تحياتي وتقديري ،،،،،،،،،

مدير التربية والتعليم بمحافظة القريات

ناصر بن سليمان المنيع

ص / لوحدة التخطيط والتطوير التربوي
ص/ للصادر العام

Kingdom of Saudi Arabia
Ministry of Education
(280)
Department of Education (Alqurayat Province)
(Boys)
Unit of Educational Planning and Development
Number: 353/25257/7
Date: 3/11/1429

On facilitating the undertaking of a mission

Dear Principle (male) of …………………………. School

Referring to the letter received from Director General of Administrative Development
dated 14/9/1429(ah) with no. 420109, requesting to facilitate the research mission of the
researcher Jamal Sabah Al-Sharari on the training needs of school head teachers, I hope
you could cooperate with him in the course of his mission.


Your cooperation is appreciated,

Please accept my sincere appreciation,


Nasser Bin Sulaiman Al Manea
Director of Education (Alqurayat Province)

• a copy to the Educational Planning and Development Unit
• a copy to the public outgoing mail registry

بسم الله الرحمن الرحيم

ME 148

المملكة العربية السعودية
وزارة الخدمة المدنية

سعادة مديرة عام التدريب والابتعاث          المحترم

وزارة التربية و التعليم (تعليم البنات)

السلام عليكم ورحمة الله وبركاته:-

أشير إلى خطابكم رقم [٣٩٦٣٧٧] وتاريخ ١٤٢٩/٠٨/٢٣ هـ بشأن الموافقة على قيام /جمال صبيح دايش الشرارى برحلة علمية نرفق لكم قرار لجنة تدريب وابتعاث موظفي الخدمة المدنية رقم [٨٠٦] وتاريخ ١٤٢٩/٠٩/٠١ هـ بالموافقة على القيام برحلة علمية كما هو موضح بالقرار .
والتأكيد على تزويد مركز المعلومات بالوزارة بصورة من القرار خلال(٣) أيام من صدوره وفق ما نص عليه دليل نماذج واجراءات شئون الموظفين المبلغ للأجهزة الحكومية بتعميم الوزارة رقم(٥٤٤٤) في ١٤٢١/٠٢/٠٥هـ .

وتقبلوا خالص التحية والتقدير،،،

أمين عام لجنة تدريب وابتعاث موظفي الخدمة المدنية

رقيع الأصل

صالح بن عبدالرحمن الشعيب

* صورة مع التحية لمركز المعلومات
* صورة للكشاف
* صورة مع التحية لإدارة البعثات بوزارة التعليم العالي
* خدمة المراجعين
صورة للقيد رقم ورقم (٦٣٩٢٤) في ١٤٢٩/٠٨/٢٥هـ

نموذج (١١٩٥/١/١٤٢١)

الرقم : ٣٦٨٩٦     التاريخ : ١٤٢٩/٩/٦     المرفقات :

هاتف (٤٠٢٦٦٦٦) فاكس (٤٠٥٦٢٥٨) تلكس (٤٠٢٤٦٠ CIVSER SJ) ص ب (١٨٣٦٧) الرياض (١١١١٤) - المملكة العربية السعودية

335

Dear Director General of Training and Scholarship

Ministry of Education (Girls' Education)

With reference to your letter dated 23.08.1429 with no. [396377] related to the approval for Jamal Sabah Daish Al-Sharari to undertake a research mission, I enclose for your consideration the resolution issued by the Committee for Training and Sponsoring Civil Servants, dated 01.09.1429 with no. [806], approving the research mission.

This is also to meet the condition of providing the ministry's information centre with a copy of the resolution within (3) days of its release, as stipulated in the regulations related to the models and procedures of personnel affairs which are reported to governmental bodies via the Ministry's circulation issued on 05/02/1421(ah) with no. (5444).

With sincere greetings and appreciation,,,

Saleh bin Abdul Rahman Alshahyb

Secretary General

Committee for Training and Sponsoring Civil Servants

• a copy with a tribute to the Information Centre
• a copy to the
• a copy with a tribute to Scholarship Department at the Ministry of Higher Education
• Customer Service
• a copy for registration under no. (63924) on 25/08/1429(ah).

Appendix IV

## Factor Analysis

**Component Matrix[a]**

| ADMINISTRATIVE REQUIREMENTS | Component | | |
|---|---|---|---|
| | 1 | 2 | 3 |
| The importance of understanding the regulations issued by the Ministry and how to implement them. | .691 | -.020 | .236 |
| Knowledge of public policy of education in the K.S.A | .658 | -.219 | .307 |
| Knowing the objectives of the school sector in which she operates. | .800 | -.363 | .169 |
| Knowledge of the role of head teacher. | .834 | -.246 | .117 |
| Interpretation and knowledge of school rules | .798 | -.163 | .150 |
| preparing the school schedule. | .723 | -.422 | .110 |
| Drawing up and develop educational plans for the long and short term. | .662 | .334 | .419 |
| Preparing an annual plan for the school. | .770 | -.007 | .303 |
| Identifying school problems concerning (teachers and parents) and methods to deal with them. | .838 | -.092 | .106 |
| Identifying the importance of making a link between other schools so as to benefit from their experiences | .641 | .269 | .222 |
| Knowing the reasons for and solutions to school administrative problems. | .782 | .219 | .188 |
| Managing the school committees effectively. | .810 | -.003 | .066 |
| Participation in educational and administrative meetings. | .797 | .061 | -.043 |
| Dealing with educational supervisors. | .839 | -.235 | -.226 |
| Preparing and write up management reports and respond to correspondence received by the school. | .839 | -.150 | -.225 |
| Preparing a final report of what has been accomplished during the school year. | .842 | -.097 | -.230 |
| Knowledge of educational supervision methods. | .769 | .221 | -.137 |
| Organizing and planning the school tests | .836 | -.205 | -.191 |
| Being able to adapt to changes in educational methods | .642 | .449 | -.054 |
| Learning education management objectives and leadership methods. | .766 | .331 | -.116 |
| Developing communication skills (good listening, respect for the opinions of others and respond to staff concerns). | .813 | -.082 | -.323 |
| Developing time management skills. | .786 | .203 | -.206 |
| Developing decision-making skills. | .806 | .192 | -.207 |
| The importance of continues self-development and the methods for achieving success.. | .755 | .334 | -.030 |
| The importance of participating in the notional events. | .778 | -.097 | -.167 |

Extraction Method: Principal Component Analysis.

a. 3 components extracted.

**Component Matrix<sup>a</sup>**

| STUDENT AFFAIRS | Component |
|---|---|
| | 1 |
| Dealing with the students' effectively. | .861 |
| Promoting the spiritual values, humanity and patriotism of the students. | .882 |
| Identifying the causes of students' problems and finding solutions for them. | .875 |
| Encouraging students to innovate | .811 |
| Providing educational, social and psychological services for students. | .750 |
| Encouraging students to be aware of the needs of the environment | .821 |
| Dealing with the students' absence and identify the causes. | .784 |
| Analysing the results of the school tests. | .817 |

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

**Component Matrix<sup>a</sup>**

| STAFF DEVELOPMENTS | Component |
|---|---|
| | 1 |
| How to make the school staff aware of the circulars and directives issued by the Ministry. | .853 |
| Evaluating teachers' performance | .863 |
| The ability to deal with teachers and solve. their problems. | .858 |
| Dealing with new teachers and help them | .884 |
| How to guide teachers to solve the problems of students both inside and outside the classroom. | .869 |
| Developing the classroom management's skill of the teachers. | .833 |
| How to identify the training needs of teachers. | .747 |
| The importance of delegating authority to the deputy and the teachers. | .849 |
| Helping teachers to understanding curriculum goals | .832 |
| How to involve teachers in decision making | .829 |
| How to supervise the work of the student guide. | .851 |

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

**Component Matrix<sup>a</sup>**

| ICT | Component |
|---|---|
| | 1 |
| Using computers in administrative work. | .765 |
| Using the internet to improve the performance of the staff. | .914 |
| Using computer to improve the general level of learning and education of the pupils. | .884 |

Extraction Method: Principal Component Analysis.

a. 1 components extracted.


**Component Matrix<sup>a</sup>**

| LOCAL COMMUNITY | Component |
|---|---|
| | 1 |
| How to deal with the parents and potential parents of school children.. | .888 |
| How to communicate information to parents about their children. | .891 |
| How to form closer relationship between the school and parents and encourage them to visit the school. | .926 |
| Directing the school's activities to serve the local community. | .839 |
| Using special events held in the local community for raising awareness of the school activities | .820 |

Extraction Method: Principal Component Analysis.

a. 1 components extracted.


**Component Matrix<sup>a</sup>**

| FINANCE AND SCHOOL BUILDING (FSB) | Component |
|---|---|
| | 1 |
| Identifying the requirements for school facilities and maintenance. | .886 |
| Supervising the school cafeteria and understanding its financial system. | .851 |
| Using the Cafeteria Fund satisfactorily. | .880 |
| Drawing up a plan for evacuating the building in case of emergency. | .790 |
| Preparing a special register of the state and maintenance of the school buildings | .872 |
| Overseeing the dispose of damaged and obsolete school furnishing in according to the instructions and regulations. | .862 |

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

**Appendix V**

**Head teachers' responsibilities**

The school principal is the first person responsible for the school and the supervision of all educational, administrative and social affairs and her responsibilities, as are defined in the circular  issued by the Assistant Minister of Girls Education Affairs (Ibn Dohaish, ibid, p. 141-144) are as follows:

1 - Adherence to Islamic regulations and adherence to regulations, instructions, rules of conduct and ethics, and the avoidance of anything that is in breach of the good conduct of the profession.

2 - Gaining full knowledge and understanding of objectives and identifying characteristics of students, according to the education policy in Saudi Arabia.

3 - Creating educational and healthy environment to build student personality of all aspects of growth and add good qualities.

4 – Supervising the school facilities and equipment, organising the use of the  mosque, facilitates including, laboratories, learning resource centres, school cafeteria, class room activities, recreation areas, first aid room, security and safety equipment, air conditioning and water coolers, and the organization and distribution of the students to the class rooms.

5 - Making the necessary arrangements to start the school year on time and preparing work plans in the school; organization of schedules and work distribution to the school's staff; the formation of the school and school committees in the school, and follow-up of its functions according to the instructions and according to what is required by the school.

6 - Supervising teachers and visiting them in the classrooms; reviewing their work and their participation.

7 - Evaluating the job performance of workers at the school in accordance with the instructions of the education committee, with precision and objectivity, and the verification of the existence of evidence supporting estimates.

8 - Contributing to the professional growth of the teachers and ancillary staff through identifying their training needs and proposing appropriate programmes and follow-up,

combining programmes required inside and outside school, and evaluating their impact on performance and cooperation with the educational supervisor.

9 - Cooperation with educational supervisors and others whose work requires them to visit the school; facilitating their tasks and following up recommendations and having the initiative to invite in competent supervisors when needed.

10 - Strengthening the role of the school health and social care service and opening prospects for cooperation and integration between the school and the mothers of the students and others who have the capacity to contribute to achieving the goals of the school.

11 - Notifying parents of students of their level of achievement and observations on school attendance and feedback on their behaviour.

12 – Forming close relationships with students' mothers and inviting them to review their daughters' situations (school level, behaviour, attendance, health status) and consulting with them to solve problems their daughters might face.

13 - Activating the school board and school committees and organising meetings with the school staff to discuss educational and organizational aspects, noting what conclusions are being reached and following up implementation.

14 – Making sure the school staff sees circulars, directives and rules and regulations issued by the competent authorities and discussing them to make sure they understand all the implications during a meeting convened for that purpose.

15 - Participating in meetings, committees and training programmes, as instructed by the Department of Education or educational supervisory bodies.

16 - Overseeing the non-curricular activity programmes and evaluating them in order to achieve their objectives.

17 - Overseeing the direction and guidance programmes and health education at the school and evaluating them and working to achieve their goals.

18 - Overseeing the mosque activities and evaluating it and working to achieve its goals.

19 - Overseeing the school cafeteria and to ensure the application of the conditions governing the operation, and providing the students with hygienic and safe conditions, consulting with experts if necessary.

20 - Overseeing financial matters at the school according to the rules and regulations and circulars.

21 - Overseeing the implementation of the exams in accordance with the rules and regulations and following up exam results, and analysing them and taking the necessary steps in the light of that analysis.

22 - Overseeing and controlling the daily work and ensuring regularity and completion of requirements, overcoming constraints and verifying that all school staff do what is required of them to the fullest extent.

23 - Overseeing the students' performance of noon prayer as a group in the school mosque.

24 - Inspecting the school environment, including all the equipment, and ensuring cleanliness, safety and good appearance; noting any special circumstances of the building and maintenance work according to the school environment and in coordination with the health unit, and having the initiative to inform the Department of Education of the existence of any risks posed by structural defects.

25 - Overseeing the organisation of students entering and exiting the school safely and without rushing.

26 – Making direct contact with the competent authorities such as the Civil Defence (fire service) and Red Crescent, to be called upon in the event of an emergency.

27 - Overseeing the evacuation plan in case of emergency.

28 – Responding to correspondence received for the care of school, observing the accuracy and clarity of the information.

29 – Reporting to the Department of Education at the end of each school year, with information as to what has been achieved during the year, in addition to the school management's views of initiatives aimed at developing work in the school in particular, and in other schools and education in general.

30 – Sending the final reports such as: the final report of school cafeteria expenditure and funds, the final report on non-curricular activities, and the final report of the direction and guidance of students.

31 – Preparing the school deputy to take on the role of school principal when needed, by:

enabling her to participate in visits, following up teachers' performances, managing some committees and so on.

32 - To teach whatever assigned to her in case if the shortage of teachers in accordance with the regulations.

33 – Carrying out further work assigned to her by the Department of Education.

# Appendix VI

## Deputy head teachers' responsibilities

The Deputy Head teacher of a school assists the head teacher in the performance of all educational and administrative work, and represents her in the event of her absence. The deputy's responsibilities include the following:

1 - Adherence to Islamic rules, adherence to the Ministry of Education's regulations, instructions and rules of conduct and ethics and avoidance of anything that is in breach of educational professionalism.

2 - Acquiring full knowledge and understanding of objectives and identifying characteristics of students, according to the education policy of Saudi Arabia.

3 - The supervision of students; acceptance and ensuring of their documents and files at the time of registration or transfer.

4 - Overseeing the preparation of the introductory week, organising the reception of new students and following up the work of the committee formed for this purpose.

5 - Following up the students' attendance and taking appropriate action in this regard; contacting their parents in case of absence.

6 - To give former students what they need regarding certificates from the school, and to issue letters for the students to the other bodies of the government if they need it regarding their studies conditions.

7 - Following up illnesses of students in general and in particular any infectious illness, referring them for treatment and taking the appropriate action to prevent the spread of any disease.

8 - Overseeing the timing of the beginning and end of classes, ensuring the presence of female teachers in their classrooms according to the daily schedule, and dealing with what might occur in the event of a teacher being delayed or absent.

9 - To visit teachers in the classroom and following up their performances.

10 - Participation in the work of exams and cooperating with the school head teacher to prepare them in advance.

11 - Overseeing the school facilities and follow-up of maintenance.

12 - Participation in school committees and contributing to the follow up of the implementation of their decisions.

13 - Participating in meetings, committees and training programmes, as specified by the Department of Education and specialised educational supervisors.

14 - Overseeing programs of various kinds of activity according to the school regulations.

15 - Overseeing all work of the school cafeteria and its funding in accordance with the school regulations.

16 – Making sure the school has all the books and other school supplies required before the start of the school year and distributing textbooks to students.

17 - Distribution of jobs to the female administrative employees and workers and following up their performances.

18 – Organising data base, records and files necessary for the work in school.

19 - Preparing a file for each teacher and employee to keep all their data, CVs and a copy of their qualifications and experience, training courses attended, their performance and career status, employing modern technology and software as far as possible.

20 - Teaching during the hours assigned to her.

21 - Any other work assigned to her by the school head teacher as required by the nature of the work.

**Appendix VII**

Kingdom of Saudi Arabia
Ministry of Education
Educational Administration for Girls
At Alqurayat Governorate,
Educational Supervision

---

Vacancies for female head teachers and deputies at Alqurayat schools

For the attention of all schools at all stages

May peace be upon you all.

Because of the schools' need to nominate head teachers and deputies and because we would like to have equal opportunities for all applicants, we hope all the personnel at each school will see and sign this paper that the applicant should:

1- Have no less than a Bachelor's degree in Education.

2- Have experience of no less than five years.

3- Have had a performance rating of excellent during the last three years in service.

4- Be committed to work.

5- Be of good conduct.

6- Be able to use computers well.

7- Pass an interview and a written test.

8- Not have had a penalty during the last three years.

9- Have no involvement in any case at court at the nomination time.

The enclosed form should be filled out and sent to the educational supervision department for continuation of the necessary procedures for the nomination.

The latest time for applications is two weeks after this ad is received.

May peace be upon you.

Girls Education Department Director in

    Alqurayat Governorate

Dr. Salim  Aldobay'an

Form 2

Application form for a female teacher to be nominated as head teachers and deputies for the year of 2008/2009.

(to be filled out by the present female head teacher)

| Name of applicant | | Specialization | |
|---|---|---|---|
| Present work | | Work applied for | |

| No. | Evaluation items | Grade | Grade deserved | comments |
|---|---|---|---|---|
| 1. | Strength and balance of personality | 2 | | |
| 2 | Educational level | 2 | | |
| 3 | Possibility of having more duties | 2 | | |
| 4 | Ability for innovate. | 2 | | |
| 5 | Accuracy in evaluation and follow – up. | 2 | | |
| 6 | Capability of solving problems | 2 | | |
| 7 | Punctuality | 2 | | |
| 8 | General conduct and good exemplar | 2 | | |
| 9 | Acceptance of instructions | 3 | | |
| 10 | Relation with superiors and others colleagues | 2 | | |
| | Total 20 | 20 | | |

Other extra comments:

……………………………………………………………………………………………

………………………………………………………………

When writing the recommendation,

- The principal should be fully convinced and provide a clear opinion.

- The recommendation should be put in sealed envelope with name of the teacher on.

- The recommendation is to be handed over to the committee concerned with educational supervision.

Principal's opinion:                                        Name:

Agree with nomination    ( )                          Signature:

Disagree with nomination ( )                          Date:

## Form 1
## Application form for supervisory jobs
## (head teacher – deputy) for the year 2008/2009.

1- General information:

| Full name | Present job | Place of work | Years of experience | Starting date of service | Work applied for |
|---|---|---|---|---|---|
|  |  |  |  |  |  |

2- Educational and specialized qualification:

| Qualification | B.A | M.A | PhD | Other |
|---|---|---|---|---|
| Major |  |  |  |  |
| College's name |  |  |  |  |
| Date |  |  |  |  |

3- Leaves during the last three years:

| Explained leave | | | | | |
|---|---|---|---|---|---|
| Sick | Exceptional | Maternity | | Other | Unexplained |
|  |  | Maternity | Child care leave |  |  |
|  |  |  |  |  |  |

4- Performance rating in the last three years:

| No | School year | Rating | grade |
|---|---|---|---|
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

5- Jobs held so far:

| No | Work | Place of work | Number of years | From year ( ) | To year ( ) |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

6- Ability to use computers:
Yes ( )    No ( ).

7- Training courses attended:

| No | Title of training workshop | Duration | Academic year |
|----|---------------------------|----------|---------------|
|    |                           |          |               |
|    |                           |          |               |
|    |                           |          |               |
|    |                           |          |               |
|    |                           |          |               |
|    |                           |          |               |

8- Committees, symposia or meetings participated in

| Title of committee/ symposia/ meetings | Holder | School year | Roles allocated for the applicant. |
|---------------------------------------|--------|-------------|-----------------------------------|
|                                       |        |             |                                   |
|                                       |        |             |                                   |
|                                       |        |             |                                   |
|                                       |        |             |                                   |

9- Most important achievements

| No | Achievement title | Date | Place where the achievement was done | remarks |
|----|-------------------|------|--------------------------------------|---------|
|    |                   |      |                                      |         |
|    |                   |      |                                      |         |
|    |                   |      |                                      |         |
|    |                   |      |                                      |         |

| Applicants address | | | | | |
|--------------------|------|------|--------|-----------|--------|
| Tel. Numbers       | Home | Work | Mobile | Post code | e-mail |
|                    |      |      |        |           |        |

I hereby state that all the information above is correct.
Name of applicant:
Signature:                          Date:

Head teacher's Name:
Signature:
Stamp:

## Appendix VIII

**Interview Questions**:

1- Most male and female head teachers have shown a greater need for ITC than the other areas, why do you think this is?

2- Most head teachers have shown medium needs towards financial and school building, why do you think this is?

2- Most head teachers have shown medium needs towards financial and school building, why do you think this is?

3- Most male and female head teachers have shown no difference in their training needs, they are almost exactly the same. Why do you think this is?

4- Do you think there should be different preparation programmes for male and female school principals? Please specify any differences.

5- What training is imperative for school principals?

6- What prior experience and characteristics are important for an aspiring principal?

7- What administrative ability is essential for a school principal?

8- What training course is necessary in finance and school building?

9- What is the role of school principal within the community?

10- From your experience, is there any point you wish to add that could help to enhance the performance of the school principal?