

HAIGAZIAN UNIVERSITY

**THE IMPACT OF TEACHER LEADERSHIP AND POSITIVE
SCHOOL CULTURE ON THE PERFORMANCE OF STUDENTS
IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN
BEIRUT AND MOUNT LEBANON**

BY

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A Thesis

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DEDICATION

I dedicate my dissertation work to my family and many friends.

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I wish to thank my committee members who were more than generous with their expertise and precious time.

A special thanks to Dr. Sona Jerejian, for her countless hours of reflecting, reading, encouraging, and most of all patience throughout the entire process.

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ABSTRACT

Of the Thesis of Talar Alexandre Mandoyan for Master of Business Administration

Title: The Impact of Teacher Leadership and Positive School Culture on the Performance of Students in Public and Private Secondary Schools in Beirut and Mount Lebanon

The purpose of the study was to examine the role of teachers as leaders and the role of positive school culture on the performance of students. Moreover, this study aimed to show whether teacher leadership and positive school culture are positively affecting the successful performance of students, and whether the public and private secondary school students in Beirut and Mount Lebanon are performing equally successfully.

An empirical study was performed using a survey questionnaire, which was distributed to 413 grade-12 students from 32 schools. The sample included 201 students from schools located in Beirut from which 110 students belong to private schools and 91 students belong to public schools; and 212 students from schools located in Mount Lebanon from which 115 students belong to private schools, and 97 students belong to public schools.

Descriptive Statistics were conducted followed by Reliability Tests, Multiple Regression with Stepwise Method, Independent Sample T-Test, and Factor Analysis.

Empirical evidence from this study showed that teacher leadership and school culture

totally differ between the two types of schools: Private and Public schools. Private schools have better teacher leadership and a more positive school culture compared to public schools. Students in private schools build positive relationships with teachers, are engaged in school life, have a sense of school belonging, participate in classroom activities, are confident of succeeding in their exams, and achieve higher averages than students in public schools.

Moreover, the study revealed that several factors regarding teacher leadership and positive school culture are better in schools in Beirut than in Mount Lebanon. That is why students in schools in Beirut build better and more positive relationships with teachers, and are more confident that they are capable of succeeding in their exams.

This study recommended public schools to pay more attention to all the factors including teacher leadership and positive culture that contributed to the betterment of the private schools. Also, the schools in Mount Lebanon should learn why the schools in Beirut are doing better. In particular, they will benefit from knowing that the reasons for the differences are that in Beirut teachers are able to make their objectives clear, teachers are knowledgeable, teachers help students resolve problems or conflicts, teachers help improve skills and abilities of students, there is a supportive environment that motivates students to learn, high expectations of leaders regarding achievements, and the culture is oriented towards continuous improvement of the school.

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LIST OF ACRONYMS

TL Teacher Leadership

C Culture

S Students

CHAPTER ONE

INTRODUCTION

In today's current era of school improvement, educators are held accountable for the academic achievement of students. In what ways should educational leaders influence positive student outcomes?

For many years, educators and researchers have debated which school variables influence student achievement. In today's education development era, student achievement is king. Students' enthusiasm to learn directly affects their achievement.

Many elements within a school such as clear goals and objectives, strong administrative support, effective communication, and positive culture built on trust, are affected by the actions of the principal and other school leaders. These elements impact students' success and have either a positive or negative influence on their achievement.

Education is one of the most critical aspects in personal development of any individual and societies are shaped by these individuals. Their foundation was built at the schools they attended. In view of this, successful schools have continuously reshaped and adapted their teaching methodology in order to better meet the needs of the society. They engage their various stakeholders, primarily principals, teachers, students and parents, to cooperate and improve the quality of education in order to build a better community.

My interest in the topic of an effective school, and learning development stems directly from my personal experience. Throughout the different stages of my progress from university to taking the first steps towards building my career I have interacted with individuals from diverse backgrounds. With time, I realized that one could categorize these individuals based on the environment they were nurtured in. Most importantly this refers to the schools they attended. As

a result, I decided to take the opportunity, and research this area further to try and gather evidence relating to this hypothesis. My primary concern has been to identify the factors that distinguish schools in their impact on the upbringing of the students and their achievements. In what follows I will attempt to address the following question: “What factors contribute to the delivery of a quality education and therefore to the proper development of the future generations.”

In this study we describe the school as an organization, examine the roles of the people who carry out the work of the school, and focus on the impact of teacher leadership and positive and effective culture on the students’ performance. Our study will target public and private schools located in Beirut and Mount Lebanon from both French and English program schools. The study participants will be the grade 12 students.

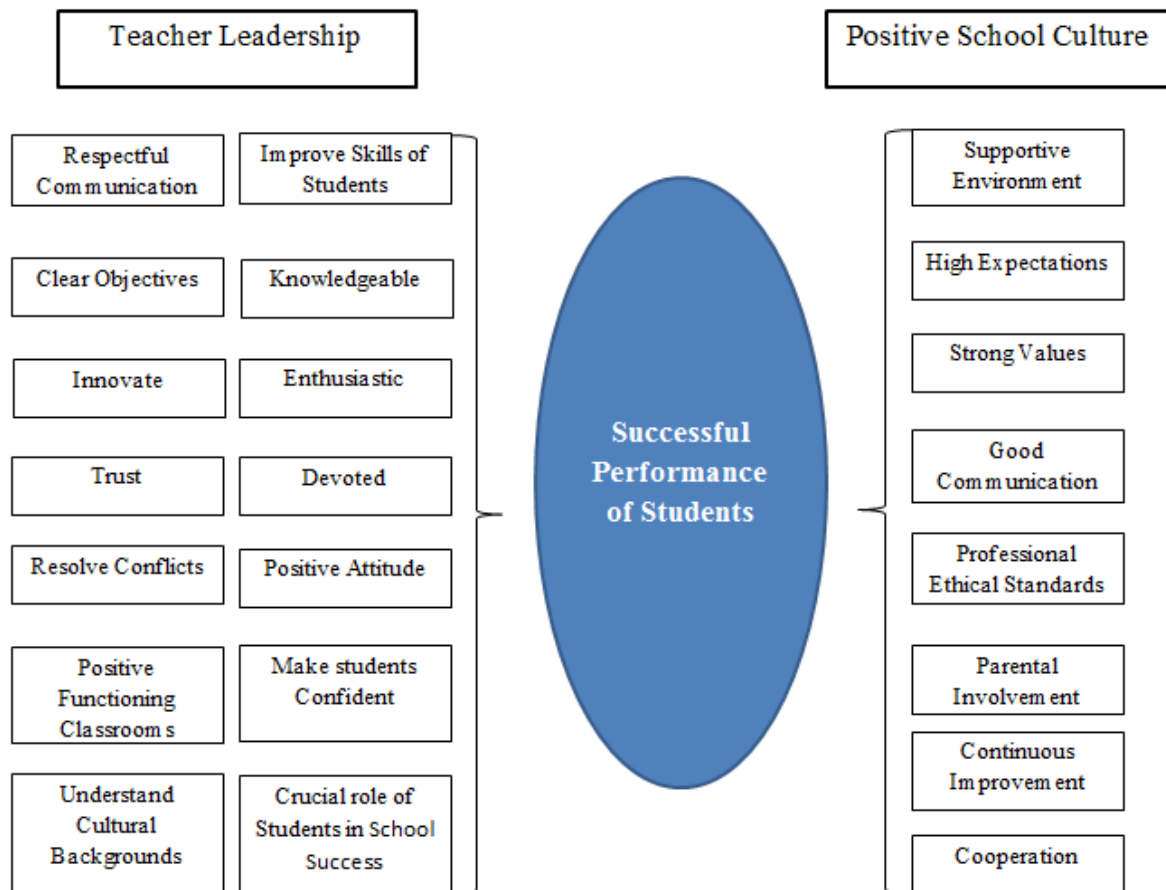


Figure 1: Link between Teacher Leadership, Positive School Culture, and Successful Performance of Students.

Before I proceed in developing the Literature Review, I would like to describe the school system in Lebanon. I will be emphasizing on the types of schools in Lebanon. I will also provide statistics concerning students, school personnel, and outcomes of official exams. All information is taken from the “Al Nashra Al Ihsa’iya” (2012-2013).

In 1989, and after fifteen years of Civil War, the Lebanese government focused its efforts on rebuilding a country badly damaged by a destructive war. The educational sector was one of the main targets of this reform.

In 2012-2013, there were 2,777 schools in Lebanon according to “Al Nashra Al Ihsa’iya” (2012-2013). These schools are divided into four categories: public, private, private-free, and UNRWA (United Nations Relief and Work Agency). Public schools are free of charge and under government authority. Public schools must accept any student who applies up to their limit. The ministry of Education provides all public schools with the books needed for negligible prices and often free of charge. Private schools charge fees to students attending them, and are operated by and owned entirely by private and non-governmental authority. Private schools select their students through entrance exams. Free-private schools operate as private schools yet the tuition is subsidized by the government. UNRWA schools are for the Palestinian refugees who lost both home and means of livelihood as a result of the 1948 conflict. 45.9% of the schools in Lebanon are public, followed by 38.7% private, 12.9% free-private, and lastly 2.5% UNRWA.

Schools in Lebanon are distributed unevenly over six districts. 30.8% of the schools are located in Mount Lebanon, followed by 26.2% in North Lebanon, 17% in Bekaa, 10.8% in South Lebanon, 8.6% in Nabatieh, and 6.6% in Beirut.

The academic structure in Lebanon is divided into four stages: primary (nursery to Kg.2), elementary (Gr.1 to Gr.6), intermediate (Gr.7 to Gr.9), and secondary (Gr.10 to Gr.12).

The schools in Lebanon are also divided according to the language of instruction. 50.1% of schools use French, 26.3% use English, and 23.6% use both French and English.

During the academic year 2012-2013, the Lebanese schools comprised of 94,499 principals and teachers distributed among the four school categories. 47.3% teach in private schools, 43.7% teach in public schools, 7.3% teach in free-private schools and 1.7% teach in UNRWA schools.

62.54% of the school personnel are full-timers, 35.64% are part-timers, and 1.82% are volunteers who teach for free with and expect nothing in return.

The distribution of teachers with respect to the six districts is as follows: 35.36% teach in schools located in Mount Lebanon, 23.6% teach in schools in North Lebanon, 13.35% teach in schools in Bekaa, 11.15% teach in schools in South Lebanon, 9.32% teach in schools in Beirut, and 7.22% teach in schools in Nabatieh.

There are 975,695 students in the Lebanese schools distributed among the four categories. 52.9% of the students are in private schools, 30.7% are in public schools, 13.1% are in free-private schools, and 3.3% belong to UNRWA schools.

Of the 975,695 students, 88.2% are Lebanese, while 11.8% of the students are of other nationalities (mostly Syrians and Palestinians).

35.2% of the students are in schools located in Mount Lebanon, followed by 23.8% in schools located in North Lebanon, 14.5% in schools located in Bekaa, 11.6% in schools located in South Lebanon, 8.2% in schools located in Beirut, and finally 6.7% are in schools located in Nabatieh.

Official exams constitute an important part in the structure of the Lebanese school system. Students have to pass two official exams in order to be eligible to join university (excluded here is the technical school system).

The first official exam takes place in the ninth grade (Brevet). During the academic year 2012-2013, out of the 60,705 students who sat for the exam, 60.64% succeeded from public schools, and 81.51% succeeded from private schools.

The second official exam takes place in the twelfth grade (Terminal). This exam shows whether or not each student is qualified enough to continue his or her education and enroll to university. Students at this stage may choose between four classes: Sociology and Economics, Life Science, General Science, and Humanities. In 2012-2013, 18,169 students from public schools and 19,451 students from private schools sat for this exam forming a total of 37,620 students. The percentage of success was 76.21% for students from public schools, and 77.92 % for students from private schools.

CHAPTER 2

LITERATURE REVIEW

In the literature review that follows, I will first introduce the school as an organization, then describe and clarify briefly the roles of the different components of this organization, and finally I will focus on how teacher leadership and positive and effective culture contribute to the successful performance the students.

2.1 The School as an Organization

A school is an organization represented by structure and norms. Structure refers to the arrangement and formation of both formal and informal rankings of individuals within the organization. While norms present the rules and standards for behavior within the system, clarify Donald J. Willower and Catherine F. Carr (Educational Leadership, January 1965).

A school like any other organization has goals and objectives. An organization brings people together to work towards a common goal. Even though most schools around the world share similarities in their structures and roles, they also contain their own distinct qualities, traits and behaviors, explain Rebecca Barr and Robert Dreeben (How Schools Work, 1991).

Like any organization a school consists of different activities that are carried out in different parts and all parts are connected to each other in a coherent and logical way, explain E. Jaques and S. Clement (1991). A school is made up of groups of people who continuously work together in different ways in order to meet shared goals and objectives, describes Nelly Tondeur (School Management, July 2008).

According to Dr. V. K. Bunwaree and R. Foondun (School Management Manual, 2009) a school is composed of the staff -teaching and nonteaching- the students and the parents. While

each of these three have their own personalities needs and expectations, the school principal is responsible to create the most favorable environment to promote mutual understanding and harmony between them so that they all work together as one group in order to foster the interests of students, and the school community at large.

Peter Senge (1990) characterizes a school as a learning organization. In a learning organization all members are constantly learning and are responsible for their own continuous learning, training and development identifies, Nelly Tondeur (School Management, July 2008). Moreover, Ron Brant (1998) believes that a school can be described as a learning organization in two ways; first by creating conditions that support the learning of every individual and member of the school; second by realigning the structure and processes in order to support continuous adaptation and change.

In his book “Powerful Learning” (1998), Ron Brant states how a school functions as a learning organization. Like any organization a school has challenging but achievable goals. A school has a supportive organizational culture. It also gathers and processes information in ways best suited to its purpose. Furthermore, it has an institutional knowledge base and methods for creating new ideas. He also believes that a school is an open system sensitive to the external environment including social, political and economic conditions.

Similar to an organization a school has several purposes. These purposes include the responsibility for passing on knowledge, values and social practices, preparing people for the world of work, and developing the intellectual, personal and social behavior of young people, explain E. Jaques and S. Clement (1991).

2.2 Components of the School as an Organization

2.2.1 The School Principal

One of the important functions of the school principal is to ensure the smooth and effective running of the school. According to Dr. V. K. Bunwaree and R. Foondun (School Management Manual, 2009) the school principal has mainly three duties which are administrative, pedagogical and socio-cultural.

The administrative job of the school principal is to set up meetings, organize the work, write reports, plan and implement strategies for school improvement, ensure that every staff member abides by the rules and regulations of the school, and ensure the security and safety of all the staff and students at the school.

Nelly Tondeur (School Management, July 2008) refers to the roles and responsibilities of the school principal in managing personnel and students, ensuring good staff performance, motivating staff, obtaining discipline among staff and students, carrying out academic inspection and assigning tasks and delegating duties. The school principal should supervise the preparation of the school's action plan, coordinate school activities, manage school assets and resources, and negotiate with teachers and find solutions to all problems existing in the school.

The pedagogical or academic duty of the school principal lies in implementing and controlling the program of study, planning and organizing educational activities, and overseeing the quality of education imparting at the school. Nelly Tondeur (School Management, July 2008) adds that the school principal should get information from both formal and informal sources about staff performance and students' achievements. Moreover, the principal should also prepare reports, attend meetings and pass information to teachers, students and parents.

The socio-cultural duty deals with enhancing the school environment, and promoting culture and social values.

In the past, decisions were made solely at the top and then passed down through a clearly defined hierarchy; from the principal to teachers and then to students. However, Rafferty (2003) explains that with this hierarchal style many problems took place such as fear and distrust because decisions were often misunderstood as they passed down the hierarchy. It also created a “don’t care” attitude because no one had the chance to give ideas and make decisions which consequently made change and achieving goals difficult to occur. Nowadays, this hierarchical ladder has changed to a more open and flatter structure and this will be discussed later.

Principals, who form the core of a school’s leadership team, are considered as important determinants of the school’s successful performance. The role of the principal is to create favorable environmental conditions to improve student learning and outcomes, state Darling-Hammond & Orphanos (2006). Studies show that an effective principal motivates teachers, inspires students to succeed, identifies and articulates school vision and goals, effectively allocates resources, and develops organizational structures in order to influence a variety of school outcomes including instruction and learning, explain Horng, Kalogrides, & Loeb (2009). Gaziel (2007) agrees that an effective principal is an active principal who develops a school mission that offers an instructional focus for teachers throughout the school, and encourages student education indirectly by creating a school environment that facilitates student learning.

According to Hallinger (2003), a school principal can apply two forms of leadership: instructional leadership and transformational leadership. The instructional leadership model originated in the 1980s. It concentrated on curriculum and instruction from the principal and was identified as a tough and ruling leadership explains Hallinger (2003). The transformational

leadership model originated in the 1990s largely in response to the instructional leadership model, which was viewed as too focused on the principal as the center of authority. He adds that instead of direct coordination, control, and supervision of curriculum and instruction, transformational leadership focuses on the development of the organization's capacity to innovate.

A principal's effectiveness is a key determinant of a school's effectiveness, which, is comprised of how comprehensive the school environment is, how aligned and rigorous the school's standards and curriculum are, and how satisfied the school's teachers are, clarifies Bryk (2010).

Crevola (2006) indicates that a principal should effectively apply leadership skills by setting high expectations for students, providing frequent student feedback, and creating excellent classroom discussions.

Nettles and Herrington (2007) suggest that an effective principal has a comprehensive knowledge of leadership strategies and has developed an awareness of when and how to use them. Further, the effective principal understands how to balance school culture and the community to promote increased student achievement.

In an effective school, the principal communicates the goals and objectives of the school in a clear and timely manner on a regular basis. The principal listens to staff members and focuses on their needs, wants, and concerns, explain Gabriel & Farmer (2005). Furthermore, the principal establishes strong lines of communication and interaction to build additional assets for school growth and improvement, clarify Spillane (2006) and Marzano et al. (2005).

The principal has to work effectively with the school managing committees, the teaching and non-teaching staff, and the students in order to achieve positive results and meet the

expectations of both students and parents. The principal should depend on his/her ability to lead and motivate the school team so that they can make positive changes and achieve desired outcomes.

The school principal can affect the communication process through his or her traits, role, skills, experience, and style, explain Hoy & Miskel (2007). Northouse (2007) says that the way the principal listens, transmits information, makes decisions, and leads dialogues affects the communication process and ultimately the school outcomes. The effective principal has to accept the responsibility of relation-building and better communication with the staff. Rafferty (2003) indicates that the success of the school as a whole is directly related to the open flow of vertical as well as horizontal communication.

Overall, in order to succeed, the principal must have good decision-making skills, and a good understanding of the school's strengths and weaknesses.

2.2.2 The Teacher

The role of a teacher does not comprise of providing students with knowledge and answering questions, but it also includes teaching students how grow up and develop into confident and respectful human beings. Illeris (2002) states that the role of a teacher goes beyond presenting content and methods. The affective and emotional processes involved in learning, the social processes that take place between students and their environments, and the integration and application of new information are equally important.

A teacher has roles and responsibilities which vary according to his or her competencies and the school needs. Some of these duties include honesty, integrity, loyalty, motivation and a professional conscience.

Fried (1995) states that a teacher has to share his or her knowledge in order to create a reflective classroom. In such an environment where information and knowledge are shared, students and teachers all become learners, thus discovering the world of the subject.

According to Barrie and Ginns (2007), a teacher has to follow several techniques. The first step involves explaining and clarifying the subject to the students. Then the teacher guides the learners to see how something is done. By doing this, the instructor will see how well learners are grasping the skill. Then, the teacher allows learners to use and repeat the skills by themselves. Wood and Harding (2007), state that repeating a skill several times allows the student to gain possession of it.

There are many forms of behavior practiced by a student within the classroom environment, some of it positive behavior and some negative behavior. A teacher must be able to deal with the problems of classroom management efficiently and with professionalism. The teacher judges the behavior of the student carried out into the classroom and describes it as a problem that must be dealt with using certain standards and principles.

A teacher creates and maintains an environment that actively supports and facilitates meaningful teaching and learning through proper classroom management. Maintaining order, planning and conducting instruction, developing rules so that students know what to do responsibly, and motivating students constitute an important part of classroom management. Weinstein (2004) and Marzano (2003) explain that every word and action that a teacher takes in order to optimize student achievement lead to an effective classroom management.

Johnson, Rice, Edgington, and Williams (2005), state that a teacher must be proactive in managing a classroom. A teacher will find it is much easier and more productive to react to misbehaviors by being proactive from the start. In other words, in order to create an atmosphere

of learning and be able to well manage a class, a teacher must employ a wide-array of proactive, well-established, and consistent techniques and practices.

2.2.3 The Students

In a successful school, all teachers and students interact as co-learners. Students can be excited about learning when they feel interested in the subject at hand and understand how what they learn in school will help them in the real world. However, every student is responsible for knowing and obeying all school policies, rules and regulations. The student is responsible for the consequences of his or her behavior. McCormick and Pressley (1997) explain that when students know how they are expected to behave, and recognize the importance of classroom rules and procedures will result to an orderly classroom. A student has the right to acquire quality education, but is responsible for complying with the rules and regulations of the school district and the instructions of all school personnel. Failure to abide by the rules and regulations will lead to disciplinary action. A student is responsible for completing class assignments according to the instructions given by the teachers and on time.

2.2.4 The Parents

A very important aspect that deals with the overall success of a school is parental involvement. Parents send their children to learn in schools and have certain expectations of their children regarding their achievement.

The ultimate aim is to form a community of practice. The school personnel must facilitate a collaborative and democratic environment in which all members work together towards student

success and achievement. In such an environment, opinions, beliefs, and ideas are listened to and acted upon.

Parents should have an active role in the school activities related to their children's education. Parents need to have close relationships with the school in order to improve the capability of students say Robinson, Hohepa & Lloyd (2009). For instance, parental involvement includes interactions with the teachers and school principal about the day to day activities of their children. It also involves meetings with the teachers and principals about the advancement of their children's education.

Parental involvement takes two forms. Pomerantz, Moorman, and Litwack (2007) distinguish between school-based involvement and home-based involvement. Attending school meetings, talking to teachers, and supporting school events refer to school-based involvement where parents make actual contact with the school personnel. While assisting students with homework, responding to children's academic performance, and talking with children about happenings at school refer to home-based involvement.

In order to have a successful school-based and home-based involvement, Epstein & Rodriguez-Jansorn, (2004) indicate that school leaders must convince teachers, students, and parents of the value of working together for the benefit of the school and the achievement of the students.

Involving parents from multiple cultural groups as active collaborators in school decision making is a major responsibility of any school explain Lindsey et al. (2005). Amatea & West-Olatunji (2007) and Bryan & Henry (2008), clarify that this entails proactively pursuing relationships with parents and inviting them to become a part of the school community. Not only is strong school-family cooperation crucial for a student's academic success but it is also critical

for a successful family environment, says Bryan (2005). Through school-family partnerships, a school encourages parents to become leaders in the school community and thus take on an active role in their children's education, explains Bryan (2005).

Parents' involvement in their children's schooling can be an important component of a school's improvement efforts. There is a significant association between parents' involvement and positive student outcomes.

Hoover-Dempsey & Sandler (1997) aim to uncover the answer to the question of how the involvement of parents can influence the students' outcomes. This model addresses general parental motivations for becoming an involved parent. It also ties perceptions of parental involvement with outcomes.

Ayub (2001) indicates that parents will have a positive impact on the achievements of their children through their involvement in the school activities. Moreover, a key factor responsible for improving the achievement level of students in schools is the parents' and family environment. The synchronization between parents, school and community is necessary to educate the children. According to Mirza (2003), parent involvement in school activities helps build a special sense of incentive among the parents to send their children to school, give a sense of relationship between parents and teachers, and develop and enhance awareness among parents.

Academic programs that have parent involvement and support are more effective and successful than those without parental participation, explain Davis (2005), and Holcomb-McCoy (2007).

According to Meyer and Rowan (2001) parents are seen as very important components at school. Parental engagement in the school activities lets students from various backgrounds to

feel more comfortable with their own identities in the school, and contribute to better educational and academic outcomes, explain Macfarlane, Glynn, Cavanagh & Bateman (2007). Therefore, parental involvement in the school, contributes to the success of the students. Pattnaik & Sriram (2010) state that in a school, parental involvement is an essential indicator of students' success. Student achievement increases as the relationship between parents and school becomes more connected.

Family culture plays a vital role in parental involvement decisions. Hoover-Dempsey et al. (2005) state that in order to access the full power of parental support for learning, a school must respect and respond to family culture and family circumstances. Amanti (2005) highlights that through constant communication, educators become closely acquainted with the culture of a student's household and background.

Educational outcomes such as children's cognitive skills, attendance rates, and positive behaviors are strongly linked with parents' involvement in schooling of their children describe Epstein & Sheldon (2002), Jeynes (2005), and Lee & Bowen (2006). Likewise, Epstein (1995) states that greater student achievement may result through parental involvement and their positive contribution to the teacher's performance, school climate, and school's effectiveness. Research shows that the more parents are involved in their children's education, the better their children perform in school, explain Henderson & Mapp (2002). According to Epstein et al. (2009), when parents, principals, and teachers work hand in hand and together for the success of each child, then every child wins.

2.2.5 The Culture of a School

According to Fullan & Hargreaves (1991, p.49), organizational culture represents the "assumptions, attitudes, behaviors, beliefs, rituals, traditions, expectations, knowledge, language, norms and all the other values shared by the members of the organization."

In the journal "School Culture: Teachers' Beliefs, Behaviors, and Instructional Practices" (Volume 39, Issue 5, 1999), Deal and Peterson describe school culture as an assortment of behaviors and customs that have been built up over time as all school personnel including principals, teachers, students, parents, and administrators work as one group to deal with crises and accomplishments. In other words, school culture is a system of actions, behaviors, and arrangements constantly established among its members.

Organizational culture at a school is often described by the behaviors and the assumptions of the school members such as the way the staff dress explain Peterson & Deal, (1998), how members of the school interact with each other says Schein (1985), what their assumptions and predictions are on certain aspects of the curriculum, and their willingness to change, add Fullan & Hargreaves (1991).

Establishing and maintaining a professional value among the members in an organization is very challenging, describe Ol-son and Olson (2000). Du Four (1998) believes that in a school, it is the principal's key role to create the desire and willingness to work among teachers and students. This conation enables schools to become professional learning communities.

School principals play a fundamental role in influencing school culture, outline Marks & Printy (2003). Barnett & McCormick (2004) discuss that principal actions, such as creating a vision and modeling behavior, impact the culture of the school.

An important aspect of a school culture is shared decision-making. Silins & Mulford (2002) illustrate that shared decision-making takes place in a school as the principal forms harmony and synchronization in the school reform and improvement. Structures and processes, both formal and informal, allow shared decision-making to occur within a school explain Leithwood et al. (1999). Marzano, Waters, and McNulty (2005) believe that a culture exists as a common by-product of people working together no matter what the definition of culture. According to Bolman & Deal (2003), culture is both a product and a process at the same time. Culture is a product because it has been created by those formerly in the organization. It is a process because as new members enter the organization, they make the old ways their own by renewing and recreating the culture clarify Bolman & Deal (2003).

Culture helps people understand what to feel and think and often how to act explain Peterson & Deal (2002). Barnett & McCormick (2004) say that principals influence the school culture which in turn affects student achievement.

A school principal needs to have a positive impact on the culture of the school because a major factor in the school improvement process is the culture of the school, explains Gruenert (2000). However, the principal should have a complete understanding of the school culture in order to have power to control the school culture, outline Bolman & Deal (2003).

According to Hallinger and Leithwood (1998), leadership is a critical component of a school's organizational structure. Schoen & Teddlie (2008) define organizational structure of a school as the way it conducts business. This organizational structure should reveal a clear understanding of its purpose and reason of existence.

Collaboration and team-work are an important aspect of an organizational structure, explains Ghysels (2008). A school must promote improved student achievement and support

high-performing teams, by creating a strong infrastructure say Hackmann et al. (2002). In order to develop a team approach to leadership, Wallach (2010) illustrates that a school must have a strong structure that comprises of personalization, professional community, and shared decision-making.

According to Tschannen-Moran (2009), a school that is based on open communication and shared decision-making, teachers report greater professionalism in behavior.

Bosworth (2000) clarifies that when the school personnel sense that they constitute an important part of the school, they feel more secure about their own abilities and this affects positively student achievement.

2.3 How Teacher Leadership and Positive Culture Contribute to the Successful Performance of Students

Research suggests that a student's success at a school may be affected by several factors such as a strong academic curriculum, a collective school mission, authentic instruction, personalization, and the development of a professional community, explain Darling-Hammond et al. (2006) and Ready & Lee (2006). Sullivan & Glanz (2006) state that in order to accomplish a productive work, a school must have clear goals and objectives, active communication, strong and sure administrative support, and be based on an environment built on trust.

Nowadays, teaching is becoming more and more complex and difficult necessitating high performance through high standards of professional practice. Via their strong influence, leaders of schools can amend schools as well as society.

It is essential that staff and all the school personnel authentically contribute to the work of the organization by taking time to explore their own personal visions and values, explains Barth (1990).

2.3.1 Leadership in the School

Studies show that effective leadership is fundamental to successful school development and improvement of teaching and learning. According to Wrigly (2004), there are some schools that not only achieve superior success in examinations and test results, but also realize a broader view of educational achievement than other schools. The question lies in why these schools are able to achieve success to a superior extent and some other schools are not. Kruger, Witziers and Slegers (2007) believe that an important characteristic of an effective school is the instructional leadership of the school. They add that there is a positive connection between the effective

performance of leadership tasks of the principal and teachers, and student achievements. These connections include emphasis on basic subjects, creating a learning climate, setting instructional strategies, being innovative and mission-oriented.

Cammock (2001) proposes that the world requires leaders who have the skills to create positive and powerful visions of learning. In other words, Cammock considers that a good leader possesses the ability to motivate people to enact and support the visions for the betterment of their organizations.

Stogdill R (1974) defines leadership as a process of influencing a group of people towards setting common goals and realizing them. Similarly, Fullin (2001) suggests that a school administrator is an educational leader who implements a vision of learning that is shared and supported by the school community, and enables development which guarantees the achievement of students.

According to Sergiovanni (2005), leadership involves three dimensions which are the heart, the head and the hand. The heart of leadership refers to what values the person considers as true and is devoted to. The head of leadership pertains to the strategies that come from the personal vision and experience of the person. The hand of leadership deals with actions that the person makes and the decisions that he or she takes.

A school reaches its goals by focusing on the quality of instructional leadership, clarifies Sheerens (1992). Sterling and Davidoff (2000), state that the initial step to changing a situation from a negative to positive is commitment. This helps a leader to grow and be effective.

A crucial factor in determining the success of a school's improvement efforts is school leadership explains Leithwood (2002). In a school, meaningful and lasting change arises when leadership is shared with teachers state Chrisman (2005) and Sullivan & Glanz (2006). Elmore

(2000) and Stoll (2004) support the view that the most important element of an effective school is leadership. An effective leader communicates the types of improvements required to achieve agreed goals and expectations. He or she also develops a common language for describing good teaching and learning practices. According to Harris and Muijs (2005), leadership is described as implying necessary change through providing vision, direction and support towards a different, preferred and ideal state. That is why the concepts of leadership, change, and school improvement are thoroughly connected.

Effective school leadership comes through professionalism, states Hubber (2004). He describes professional school leadership as a strong and active involvement in and being aware about what goes on in the classroom. He says that it is essential to have a decisive and goal-oriented participation in class activities, and having a dedicated interest and knowledge about what takes place in class during lessons.

Fullan (2001) outlines that the school leader must ensure the proper running of the organization, procedures, and resources for an efficient and effective learning environment thus assisting all students reach success.

Williams Papper and Kathleen Budge (2012) state that a constant school improvement begins when a leader focuses on essentials. A successful school leader must have consistent and high expectations regarding the achievement of the students. Students in turn must believe themselves capable of reaching the goals targeted by the school leaders. The outcomes of the students and the effectiveness of the school are influenced by a good leader. A school must be guided by leaders who can accomplish the mission of their organization by coordinating day to day activities. A leader should have a long term vision of the school and communicate this vision to the staff in order to inspire and motivate them to make the vision a success.

Hatch (2009) states that the school leader takes responsibility for his or her individual behavior and distributes leadership responsibilities to colleagues who embrace the goals and objectives of the school. Teachers and other community members will feel more ownership of and commitment to decisions and actions when leadership is shared, clarify Andrews & Lewis (2002). An effective school leader is proactive and analytical, conscious of developing problems and concerns related to personnel. The leader identifies complications through effective questioning, monitors the effectiveness of the school's practices, and coordinates plans of action with staff members, explain Gabriel & Farmer (2005). Through active participation in collaborative teams, teachers and others will have broader opportunities to become involved as leaders, state Fullan and Sergiovanni (2005).

2.3.2 Teacher Leadership

Cranton (2006) explains that the effective teacher creates a meaningful relationship with students where both learners and teachers are able to be open and honest, have an awareness of who students are as learners, are conscious of the institutional and social constraints affecting the teaching process, and contribute in critical self-reflection on their teaching practices. These relationships are formed based on a "respectful distance", and closeness.

Vella (2002) states the importance of communication between teachers and learners which creates a relationship that involves respect, commitment, open communication, and listening.

Cooperation and innovation are essential to realize the goals and objectives of the school and the achievement of students says Nelly Tondeur (School Management, July 2008).

The teacher is one of the greatest factors in student success, states McNeal (2005). When the teacher is unprepared to cope with the realities of the students' lives and unaware of how schooling contributes to this reality, success can be difficult to achieve.

The degree of enthusiasm, job satisfaction, and motivation that teachers derive from teaching is reflected by their commitment to the school. With commitment, a positive and affective bond exists between the teacher and the school. It does not refer to the passive type of teachers who are not really involved in the school or their work, but to the efficacy and effectiveness they achieve in their jobs. Commitment is one of the most important factors for the success of a school, explains Cheng (1999). According to Cheng (1999), teachers who have the ability to innovate and integrate new ideas into their own practice are committed teachers, because commitment and work performance are closely connected. Mutchler (2005) notes that a dedicated teacher is ready to make a difference for the students. The teacher is willing to devote personal time and energy outside the classrooms to take action on that commitment.

Macfarlane and Prochnow (2008), and Rice (2003) relate classroom organization to effective teaching and positively functioning classrooms which enhance a student's learning engagement. Accordingly, a student with a high rate of engagement becomes motivated and shows a positive outcome such as enjoying school, persisting at difficult tasks, and having higher achievement, explain Charles (2008) and Good and Brophy (2000). Effective classroom control is directly related to student engagement and student achievement.

According to Everston and Weinstein (2006), creating and sustaining an orderly climate for academic learning, and enhancing social and moral growth for students are the main characteristics of an effective classroom.

Marzano (2003) states that the key to high student achievement is proper classroom leadership. He also adds that in addition to school policies, a teacher's actions in the classroom have a strong impact on student achievement regarding curriculum and community involvement.

A teacher can be an effective leader of the class by letting students enjoy learning, helping them understand how to resolve conflict, aiding them in developing care and kindness, and assisting them in developing the necessary skills for learning in a positive way, describes Littky (2004).

Many problems arise when teachers do not make their objectives clear, and when they do not plan their teaching methods earlier. When teachers follow traditional methods in teaching, this leads to students getting bored, and stressed. This triggers the probability of classroom management problems explain Al hajj et al. (2009).

Ackerman and Mackenzie (2007) define teacher leadership as a collective and collaborative endeavor in schools. Teachers as leaders develop themselves with the cooperation of their colleagues and value the work of their peers.

According to Du (2007), a teacher should realize that being a leader is part of his or her future work. Teacher leadership is important for the development and success of the school. Teachers who have high levels of awareness and understanding about the cultural factors that influence academic achievement of students, are more successful in dealing with every single student. Teachers may experience frustration when students perform poorly in school when they do not embrace and understand these cultural differences, say Boykin, Tyler, & Miller (2005).

Villegas & Lucas (2007) explain that teachers increase their socio-cultural consciousness and gain affirming views about diversity when they learn about their students' lives. Information

about students' cultural backgrounds can help teachers identify the effect of these cultural experiences in the school setting.

According to Leithwood et al. (1999), a teacher is likely to take part in the course of constant school advancement and development when he/she has increased feeling of personal efficacy, and a shared motivation that positively impacts student learning.

The focus shifts from the individual to the group in a professional learning community say Sackney & Mitchell (2001). Team-based work involves teachers working in a spirit of openness and critical reflection, sharing their experiences, thoughts and knowledge with each other, and engaging in a continuous process of inquiry that encourages deep team learning. It involves more than the simple act of working along with colleagues. Teacher isolation is lessened as educators share collective knowledge, successes, and methods. This fosters the development of a positive and effective learning community, clarify Supovitz & Christman (2005).

A teacher leader is seen as the person who works towards building a professional culture. As a leader, the teacher accepts responsibility for student learning and has a strong sense of development. Moreover, he/she is open to knowing and understanding the major scopes of learning in the school: the learning of students, colleagues, the self, and the community states Lambert (2003).

Lambert (2003) explains that teacher leadership includes shared vision that conveys unity; it consists of roles and responsibilities that are collaborative, and comprises innovation and self-organizing practices that continuously improve student performance.

Students become more engaged academically when they develop caring and interpersonal relationships with their teachers. This is because students need to feel that their teachers are

involved with them, care about them, and have certain expectations regarding their conduct clarify Klem and Connell (2004).

Troen and Boles (1992), clarify that teachers should view leadership as a collaborative effort among each other to promote professional development and growth of the school. Moreover, they believe that as leaders, teachers build new and unique roles and programs, and implement these programs for the betterment and improvement of the school, thus resulting a positive change.

Lieberman, Saxl, and Miles (1998) explain that a teacher leader builds trust and positive relationship with students, properly manages the classroom, helps students improve their skills and abilities, and guides them to become confident individuals.

2.3.3 The Positive Culture in a School

Culture is a major and important concept for organizations because it influences loyalty, unity, and ability of every individual. Lima (2006) describes that school culture affects school outcomes. Motivation of students and teachers, employee dedication, job satisfaction, commitment and cooperation of the teachers and academic achievement of the students are influenced by a positive school culture. Therefore, school culture strongly affects student achievement states Smith (2006).

A strong and positive school culture unites a school towards positive change, whereas a weak and negative culture divides a school; clarify Firestone & Louis (1999). The actions of all school members are guided to the right direction in a positive culture, and those working against the culture will face pressure and difficulties in their work explain Kilman et al. (1986).

Schools show a lot of differences with respect to the atmosphere, academic performance, student behavior, social and civic values, moral character, and interpersonal skills.

The school personnel tend to be more satisfied and committed to jobs that involve certain characteristics. Characteristics that lead to positive work attitudes include an encouraging school climate, communication and decision-making, action-oriented, technology leadership, and continuous improvement and development.

Carter (2000), Lezotte (2002), and Makewa et al. (2011) believe that a positive school climate leads to successful student performance. These researchers suggest that an essential element in successful schools is a positive school culture. Freiberg (1998) says that a school climate can either be a major obstacle to learning, or can have an encouraging and positive influence on the health of the learning environment. Cohen (2006) explains that a school climate reveals personal experiences in a school. Maine Guidelines (2004) define school climate as the attitudes and behavior of all people in the school comprising the staff, students, and parents who are affected by a combination of policies, procedures, activities, programs and facilities both formal and informal within the school. The notion of school culture influences many individuals including students, parents, school personnel and the community because it is multi-dimensional. Haynes (1993) affirms that an optimistic and positive school climate provides students with a supportive learning environment and prevents anti-social conduct. In healthy schools, teachers like and help each other. In a school with a strong culture teachers do their jobs enthusiastically and willingly. In such a climate, students face fewer social and emotional problems. Terzi (2005) also categorizes a school's culture as the dimensions of support, success, and task-oriented.

An effective school has a clear and shared focus on four essentials which include mission, vision, values and goals. The mission is an inspirational written statement of what the school stands for, explains Hulley (2004). The school's vision statement summarizes what the organization aims to turn and grow into. Value statements outline what the school members are committed to in order to guarantee school improvement pinpoint Huffman (2003), and Sergiovanni (2005).

In a school, communication is viewed as a shared procedure that creates a professional and responsive community. Bredeson (2003) states that it is good communication that leads to diversity, strong core values, mutual trust, teamwork, and participation.

Moreover, high levels of teacher motivation and commitment to the school vision are the result of shared decision-making, state Leithwood et al. (2006). Cheng (1993) correlates school culture with teachers' attitudes toward their work. Teachers experience higher job satisfaction when there is shared participation and collaborative leadership.

Eaker and Karhanek (2004, p.4) explain that professional learning communities are action-oriented in that they “turn aspirations into actions and visions into reality”. Successful schools participate in both formal and informal action research, states Chrisman (2005). Action research is a cyclical and repeated process that contains disparities of inquiry and thoughtful practice such as selecting a focus, collecting data, analyzing data, and taking action outline Skytt and Couture (2000). Joyce (2004) adds that in order for learning to result, these stages of research should be timely, and the process should be regularly revisited. Action research directs teachers towards a process of reflection, refinement, and improvement of teaching, say Sullivan & Glanz (2006). Team members must work together as they research and take risks with the support of one another, comment Barth (1990), and Sackney & Mitchell (2001).

An essential component of an effective school is technology leadership, explain Anderson and Dexter (2005) and Dawson and Rakes (2003). Technology leadership deals with managing all technology usage in a school. It represents all activities about the technology in school, including organizational decisions, policies and implementation of technology within the boundaries of the school, state Dexter (2011) and Fletcher (2009). According to Anderson & Dexter (2000), a school administrator who possesses the necessary skills of technology leadership is more likely to enable all phases of teaching and school management by successfully incorporating educational technologies into the school life. Leadership skills of school administrators are positively influenced by technology leadership, conclude McLeod and Richardson (2011) and Scott (2005).

In an effective school, the focus is on learning rather than teaching. It does not involve just the learning of students, but also the learning of teachers clarifies Hulley (2004). The central purpose of a school is learning state Hopkins (2001), and Sullivan & Glanz (2006). Members of a school community will be able to create a learning community when they understand that learning is their primary purpose outline Haberman (2004) and Riley & Stoll (2004). The process of school improvement cannot be seen as an event in a professional learning community. The school staff must have an acceptance of continuously improving outcomes because conditions in and around the school are constantly changing, says Hulley (2004). The search for improvement and development provides unlimited opportunities for growth. Lezotte and McKee (2002) point out that as a school improves the school community members will see and understand the importance of improvement, and thus work towards achieving the goals and objectives of the school.

When a school puts extra effort on staff development, the school personnel become motivated; with their primary aim not only building the knowledge and skills that they need to achieve organizational goals, but also commitment to continue applying knowledge and skills. More specifically, staff development and their commitment deals with individualized support and consideration, promoting intellectual stimulation, and forming appropriate values and behaviors.

Patterson & Patterson (2004) infer that teachers and students are most productive when they work in a context of caring, openness, support, team-work, honesty, and trust.

The success of a school depends on culture state Leithwood et al. (1999), so culture cannot be ignored and must be a major focus of the school, clarify Maher et al. (2001).

The concept of a professional learning community emerges from the contribution of teachers to change and improve school culture. Establishing a well-known school culture that allows collaboration, and focusing on improving student outcomes are important features of a professional learning community states Darling-Hammond (1990).

The school culture of a professional community includes shared norms and values, reflective dialogue, collaboration, and focuses on student learning confirm Kruse, Louis, and Bryk (1995).

A positive climate is created in a classroom when an encouraging interaction takes place between the teacher and students. A positive environment motivates students to be excited about their school experience and about learning. As a leader, the teacher establishes a feeling of community. The teacher helps students understand how to work cooperatively, and resolve problems and come up with solutions explain Everston, Emmer, and Worsham (2006).

Hierarchy represents the way in which people are organized into different levels of importance from highest to lowest. Burns and Stalker (1961) state that a successful school has only a few layers in its hierarchy. This empowers all school personnel to participate in decision-making says L. Grunig et al. (2002).

As we mentioned before, the traditional hierarchical ladder has changed to a flatter structure. Beachum (2004) explains that with a more open and flatter structure, teachers develop a tighter relationship with the principal as they work alongside to envision a better future for the school. School principals are able to create an atmosphere where all members feel a sense of belonging and ownership. When open communication exists between the principal and teachers, they will have a shared vision in improving the school; teachers will have high morale, they will feel valued, committed, and dedicated to the school. This makes school principals able to lead rather than to instruct, explain E. Jaques and S. Clement (1991).

Linda Darling-Hammond (1996) believes that an effective school structure promotes teacher collaboration as well as teacher empowerment. It creates an atmosphere which encourages teachers to assume shared responsibility, leading to a more delicate school environment. With a decentralized, less formalized, and less stratified structure, a school benefits from extensive and open communication says L. Grunig et al. (2002). Open communication allows positive collaborations among the principal, teachers, students and parents with the objective of increasing student achievement clarifies Stropkaj (2002).

2.3.4 Performance of Students

The focus of every school is how to improve student achievement in every content area and in every grade level. Students play a vital role in making a school successful through

positive student-teacher relationship, active student involvement, student motivation, and applied learning.

An important factor that leads to a successful school is student-teacher relationship. It is one of the most powerful elements within the learning environment. Student-teacher relationships affect students' development and behavior, school engagement, and academic motivation and outcomes, say Spilt, Koomen & Thijs (2011).

Hughes & Chen (2011) state that students feel a sense of school belonging and become motivated and encouraged to participate cooperatively in classroom activities when a caring and confident relationship exists between teachers and students. As a result of supportive relationships between teachers and students, students should try to work harder and persevere when presented with challenges they add.

Fletcher (2005) defines student involvement as the process of engaging students as companions in every aspect of the school in order to strengthen their commitment to education, community, and ultimately to democracy.

When students are addressed issues that reflect their passions, interests, and identities, they are expected to feel connected, engaged, and meaningfully involved. Any activity that a student identifies as meaningful, whether related to curriculum, leadership activities, or extracurricular programs, must allow the student to contribute in the design and assessment, with the aim of improving the school and increasing student achievement, says Fletcher (2008).

Fletcher (2008) adds that student involvement in the school activities is necessary in order to help teachers identify the student's lifelong learning goals. Teachers will be able to meet the learning ambitions of every student, offer a clear route for academic assistance, and give the student the opportunity to share his or her dreams with supportive adults.

Prensky (2005) confirms that one of the major causes of a student's failure in class is the result of monotonous and repetitive activities. Newmann, Marks and Gamoran (1996) suggest that the behavior that students show within the school is determined by their level of motivation. Primarily, the role of students within this context consists of having a positive approach towards the skills needed of them, and readiness and enthusiasm to be involved in challenging tasks.

Students get motivated to be involved in school activities when they become aware that they play a crucial role in the success of school improvement. According to Churchill *et al.* (2011), when classroom tasks are focused on major challenging concepts and ideas, and require mental reasoning and academic engagement with deep knowledge, students are likely to perform better and give successful results.

Calder (2000) explains that "applied learning" occurs when a student relates information and knowledge to actual non-academic, non-theorized problem. Students must work on what they recognize as real life problems, and come up with a solution. Dalton (2004) states that applied learning provides an environment for students to acquire general abilities needed in the workplace as well as provide them with diverse learning styles. Applied learning includes both theoretical concepts and practical skills.

Campbell, Faulkner, and Pridham (The High School Journal - fall 2011) believe that through applied learning, students should be able to build resilience, have confidence and self-worth, and be able to connect with communities and real life experiences. Blake (2006) approves that applied learning in schools emphasizes on the importance of experience in learning, by being student centered and particularly flexible. Students have to engage in a more active and integrated learning. He adds that applied learning plays an important part in the success of the school such as educational outcomes and student achievement.

2.3.5 Ethics in Schools

It is essential to include the concept of ethics in education because of its impact and importance on the successful performance of a school.

Messner and Rosenfeld (1997) explain that similar to the family structure, the fundamental purpose of a school is to introduce many important functions, such as carrying shared rules, principles, and conducts from one generation to another. These basic norms and beliefs generally encourage important values such as politeness, respect, and general moral behavior, and discourage selfish conduct.

The conduct of school principals and teachers must conform to a professional ethical code of behavior. A professional code of ethics represent a consensus about normative values, beliefs, concerns, and about appropriate behaviors, explains S.J. Freeman (Foundations for Ethical Standards and Codes, volume 48, issue 3, April 2004). Principals and teachers have the responsibility to make sure that their actions be viewed and appraised by the school community, parents and students, through maintaining standards of exemplary professional conduct.

The purpose of education is to change people in specific ways, by establishing methods which involve close, personal, and hierarchical relationships, clarifies Snook (2003). That is why it is very crucial that all school personnel escort students through matters of human rights, conflict resolution and social justice by supporting the code of professional conduct.

The code of ethics holds educators responsible for behavior consistent with community standards. Moreover, it requires educators to be committed to the well-being of their students, their jobs, and their coworkers, explain Umpstead, Brady, Lugg, Klinker, and Thompson (Journal of Law & Education, volume 42, number 2, spring 2013).

Ssekamwa (2000) states that school principals and teachers must apply a positive code of conduct through exhibiting a sense of responsibility, respect, politeness, integrity, trust, honesty, equality, and service. This leads to efficacy, and is a critical component of professionalism. Professionalism goes hand in hand with performance. According to McKee and McArdle (2007), the basic to any profession is the commitment of its members to a code of ethics which sets out professional values and responsibilities.

2.4 Summary of Literature Review

A school's successful performance is contingent upon the creation of a learning climate, instructional strategies and being innovative and mission oriented. Moreover, a successful school should deliver a powerful and positive vision of learning for students. Additionally, a successful education motivates individuals to enact the visions for the betterment of their organizations as well as their society. These visions should also be communicated to the staff on a timely basis in order to inspire them to working towards making the vision a success. The school should be comprised of leaders that have consistent high expectations regarding the achievements of the students.

One of the most important roles in a school is the one played by an effective principal who creates favorable environmental conditions to improve student learning and outcomes. Furthermore, the school's principal must also motivate teachers, identify and articulate school mission, vision, goals and strategy, thus offering an instructional focus for teachers.

The ideal principal is an active person, who innovates rather than directly coordinates, controls, and supervises school activities. He/she provides frequent feedback, creates or expects excellent classroom discussions, listens to staff members and focuses on their concerns, and establishes strong lines of communication and interaction among all stakeholders.

Through the open flow of communication, the school principal will formulate a good understanding of the school's strengths and weaknesses and therefore, will be able to balance the school's culture to promote increased student achievement.

A positive feature of a teacher who has leadership skills consists of creating a relationship with the learners that involves mutual respect, commitment, open communication, and listening.

Also, teachers will feel more ownership and commitment to decisions and actions when leadership is shared among them. Through commitment, a teacher will possess the ability to innovate and integrate new ideas. The teacher will also willingly devote personal time and energy outside the classroom to take action on that commitment.

As an effective leader, the teacher must create positively functioning classrooms which enhance a student's learning engagement. Accordingly, a student with high engagement becomes motivated and shows a positive outcome such as enjoying school, persisting at difficult tasks, and having higher achievement. Moreover, an effective teacher helps students understand how to resolve conflict, aid them in developing care and kindness and guide them in learning how to display a positive attitude. Additionally, the effective teacher, makes his/her objectives clear, and has a high level of awareness of the factors that influence the academic achievement of the students by understanding their cultural differences.

Teachers should view leadership as a collaborative effort among each other to promote professional development and growth of the school. Moreover, as leaders, teachers must build new and unique roles and programs, and implement these programs for the betterment and improvement of the school, thus resulting a positive change.

A teacher leader is seen as the person who works towards building a professional culture. As a leader, the teacher accepts responsibility for student learning and has a strong sense of development. Moreover, he/she is open to knowing and understanding the major scopes of learning in the school: the learning of students, colleagues, the self, and the community.

Teacher leadership includes shared vision that conveys unity; it consists of roles and responsibilities that are collaborative, and comprises innovation and self-organizing practices that continuously improve student performance.

A student has an important role and contribution in the successful performance of a school. Building a positive and supportive relationship with teachers will affect students' development and behavior, school engagement, and academic motivation and outcomes, and eventually encourage students to play a part in classroom activities, and support a sense of school belonging. Being engaged in different aspects of the school may help the students to have commitment to education, community, and ultimately to democracy. With a positive attitude, the student will willingly be involved in challenging tasks, and when a student takes knowledge and relates it to a real nonacademic problem, he/she will build resilience, confidence, and self-worth thus playing a positive role in the success of the school.

Students get motivated to be involved in school activities when they become aware that they play a crucial role in the success of school improvement. According to Churchill *et al.* (2011), when classroom tasks are focused on major challenging concepts and ideas, and require mental reasoning and academic engagement with deep knowledge, students are likely to perform better and give successful results.

Students must believe themselves capable of reaching the goals targeted by the school leaders.

The involvement of parents in school activities has an affirmative effect on the achievement of their children. Parental involvement in school activities helps build a special

sense of incentive among the parents to send their children to school, give a sense of relationship between parents and teachers, and develop and enhance awareness among parents.

Culture is an important concept in creating a strong attitude. Characteristics of a positive school culture that lead to favorable work attitudes include good communication and decision making, being action oriented, encouraging a learning school climate, and continuous improvement through action research and development. Good communication leads to working successfully with diversity, forming strong core values, mutual trust, team work, and participation. In a school with a strong culture, teachers do their jobs enthusiastically and willingly.

The concept of a professional learning community emerges from the contribution of teachers to change and improve school culture. Establishing a well-known school culture that allows collaboration, and focusing on improving student outcomes are important features of a professional learning community.

The school culture of a professional community includes shared norms and values, reflective dialogue, collaboration, and focuses on student learning.

A positive climate is created in a classroom when an encouraging interaction takes place between the teacher and students. A positive environment motivates students to be excited about their school experience and about learning. As a leader, the teacher establishes a feeling of community. The teacher helps students understand how to work cooperatively, and resolve problems and come up with solutions.

With a more open and flatter structure, teachers experience higher job satisfaction when there is shared participation, collaborative leadership, and opportunity to develop. Teachers

develop a tighter relationship with the principal as they work alongside to envision a better future for the school. This kind of structure creates an atmosphere where all members feel a sense of belonging and ownership. With a decentralized, less formalized, and less stratified structure, a school benefits from extensive and open communication which allows interactions between the principal, teachers, and students with the ultimate goal of increasing student achievement.

CHAPTER THREE

RESEARCH FRAMEWORK AND METHODOLOGY

3.1 Research Questions

I would like to explore whether the secondary schools in Beirut and Mount Lebanon concur with the findings from my literature review concerning the factors that affect the successful performance of students. Therefore my research questions are the following:

1. Whether teacher leadership and positive school culture as specified in the independent variables are positively affecting the successful performance of students.
2. Whether the public and private secondary school students in Beirut and Mount Lebanon are performing equally successfully.

3.2 Hypotheses

First set: Teacher Leadership

Teachers who have knowledge, have clear objectives, inspire trust, are supportive of students, develop open and honest communication with students, innovate, are enthusiastic and devoted, organize positively functioning classrooms that motivate students, help students resolve problems, help students become caring and kind, help students improve their skills and abilities, guide students to become confident individuals, raise awareness of the students of their crucial role in school success, and have an understanding of the different cultural and familial backgrounds of students contribute to:

1. The positive relationship building between students and teachers.
2. The students being engaged in school life.
3. The students having a sense of school belonging.
4. The students participating cooperatively in classroom activities.
5. The students being confident that they are capable of succeeding in their exams.
6. The students scoring high averages.

Second set: The Positive School Culture

The positive school culture that provides students with a supportive environment, motivates students to study and learn, reflects high expectations of the school leaders regarding the achievements of students, is oriented towards continuous improvement of the school, reflects strong values that guides students towards commitment to education, facilitates good communication, motivates school principal and teachers to maintain professional and ethical standards, and encourages parents to be involved in school activities and work cooperatively with teachers contribute to:

7. The positive relationship building between students and teachers.
8. The students being engaged in school life.
9. The students having a sense of school belonging.
10. The students participating cooperatively in classroom activities.
11. The students being confident that they are capable of succeeding in their exams.
12. The students scoring high averages.

3.3 Methodology

3.3.1 Instrument

The instrument used in this study is a survey questionnaire developed by the researcher based on related literature and concepts. Furthermore, the questionnaire has been administered through a pilot study to a random sample of 10 participants from the target population for the purpose of clarifying the questionnaire items.

The questionnaire was clear to the students. I had already clarified the questions they had difficulty with in my first pilot study. In the modified questionnaire, there were no questions that the students had problem with.

Respondent answers on the items of the questionnaire will be measured based on a five-point Likert type scale ranging from “Strongly Disagree” on one end to “Strongly Agree” on the other with “Neither, Agree, or Disagree” in the middle.

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
1	2	3	4	5

Respondents will have to choose the answer that best indicates their level of agreement with the implementation of the mentioned practices in their schools.

The schools will be selected from both public and private secondary schools in Beirut and Mount Lebanon from both French and English teaching Programs. Moreover, the questionnaire will be in two different languages: English and French. The students who will participate will be from the 12th grade.

3.3.2 Sample Size

The sample size includes 413 respondents from 32 schools. 201 students from 16 schools in Beirut are selected. From these 201 students, 110 are from private schools and 91 are from public schools. 212 students from 16 schools in Mount Lebanon are selected. From these 212 students, 115 are from private schools and 97 are from public schools.

Survey Questionnaire	No. of Item	Total No. of Items
Teacher Practices		14
Develop a trusting relationship with the students	1	
Work in a context of support and teamwork	2	
Make their objectives clear	3	
Are knowledgeable	4	
Bring new ideas	5	
Devote personal time outside classroom	6	
Do their jobs enthusiastically	7	
Organize positively functioning classrooms	8	
Help students resolve problems or conflicts.	9	
Aid students to develop care and kindness	10	
Help improve skills and abilities of students	11	
Guide students to become confident individuals	12	
Help students understand that they play a crucial role in success of school	13	
Understand the cultural factors that affect academic achievements	14	
Culture Practices		8
Supportive environment that motivates students to learn	15	
High expectations of leaders regarding achievements	16	
Continuous improvement of the school	17	
Strong values that guide students towards commitment to education	18	
Good communication between students from different cultures	19	
Teachers maintain professional ethical standards	20	
Encourages involvement of parents in activities	21	
Encourages parents to work cooperatively with teachers	22	
Student Practices		5
Students build positive relationships with teachers	23	
Students are engaged in school life	24	
Students have a sense of school belonging.	25	
Students participate in classroom activities.	26	
Students are confident that they are capable of succeeding in exams	27	
Total Number of Items		27

Figure 2: Detailed Specification of Instrument Items

CHAPTER FOUR

STATISTICAL ANALYSES

Before proceeding with the statistical analyses, below is the distribution of the 32 schools with the average of each class.

School 1: Beirut, private, SE section, English program, 21 students, average: 13.20/20

School 2: Beirut, private, SE section, French program, 17 students, average: 12.40/20

School 3: Beirut, public, SE section, French program, 14 students, average: 10.02/20

School 4: Beirut, public, SE section, English program, 10 students, average: 11.38/20

School 5: Beirut, private, LS section, French program, 25 students, average: 13.00/20

School 6: Beirut, private, LS section, English program, 13 students, average: 12.98/20

School 7: Beirut, public, LS section, English program, 18 students, average: 12.50/20

School 8: Beirut, public, LS section, French program, 11 students, average: 11.20/20

School 9: Beirut, private, GS section, English program, 15 students, average: 13.40/20

School 10: Beirut, private, GS section, French program, 4 students, average: 13.82/20

School 11: Beirut, public, GS section, French program, 7 students, average: 13.10/20

School 12: Beirut, public, GS section, French program, 12 students, average: 12.22/20

School 13: Beirut, private, LH section, English program, 10 students, average: 11.17/20

School 14: Beirut, private, LH section, French program, 5 students, average: 12.30/20

School 15: Beirut, public, LH section, French program, 8 students, average: 10.70/20

School 16: Beirut, public, LH section, French program, 11 students, average: 9.90/20

School 17: Mount Lebanon, private, SE section, English program, 20 students, average: 11.30/20

School 18: Mount Lebanon, private, SE section, English program, 16 students, average: 11.98/20

School 19: Mount Lebanon, public, SE section, French program, 23 students, average: 10.80/20

School 20: Mount Lebanon, public, SE section, French program, 15 students, average: 11.61/20

School 21: Mount Lebanon, private, LS section, French program, 25 students, average: 11.90/20

School 22: Mount Lebanon, private, LS section, French program, 20 students, average: 13.00/20

School 23: Mount Lebanon, public, LS section, French program, 19 students, average: 10.60/20

School 24: Mount Lebanon, public, LS section, English program, 13 students, average: 11.90/20

School 25: Mount Lebanon, private, GS section, French program, 14 students, average: 13.25/20

School 26: Mount Lebanon, private, GS section, English program, 7 students, average: 14.02/20

School 27: Mount Lebanon, public, GS section, English program, 11 students, average: 12.90/20

School 28: Mount Lebanon, public, GS section, French program, 4 students, average: 11.30/20

School 29: Mount Lebanon, private, LH section, French program, 8 students, average: 12.45/20

School 30: Mount Lebanon, private, LH section, English program, 5 students, average: 11.45/20

School 31: Mount Lebanon, public, LH section, French program, 6 students, average: 9.75/20

School 32: Mount Lebanon, public, LH section, French program, 6 students, average: 11.80/20

4.1 Descriptive Statistics

To facilitate the display and interpretation of data, descriptive statistics were calculated from the responses acquired.

	The teachers in the School:	Mean	Std. Deviation
T1	Develop a trusting relationship with the students	3.57	1.007
T2	Work in a context of support and teamwork	3.52	.957
T3	Make their objectives clear	3.66	.989
T4	Are knowledgeable	3.64	1.028
T5	Bring new ideas	3.45	1.038
T6	Devote personal time outside classroom	3.36	1.124
T7	Do their jobs enthusiastically	3.55	1.017
T8	Organize positively functioning classrooms	3.49	1.035
T9	Help students resolve problems or conflicts.	3.50	1.037
T10	Aid students to develop care and kindness	3.45	1.003
T11	Help improve skills and abilities of students	3.54	1.015
T12	Guide students to become confident individuals	3.44	1.097
T13	Help students understand that they play a crucial role in success of school	3.32	1.086
T14	Understand the cultural factors that affect academic achievements	3.35	1.168

Among the T practices:

T3 (Make their objectives clear) has the highest mean 3.66 with a standard variation of 0.989.

Using the 95% confidence interval, we obtain an interval between 3.56 and 3.75 which is clearly above 3, and that makes us conclude that students agree that teachers make their objectives clear.

T13 (Help students understand that they play a crucial role in success of school) has the lowest mean 3.32 with a standard variation of 1.086. Using the 95% confidence interval, we obtain an interval between 3.22 and 3.43 which makes us conclude that students are mostly neutral that teachers make them understand that they play a crucial role in the success of the school.

	The Culture of the School:	Mean	Std. Deviation
C1	Supportive environment that motivates students to learn	3.51	.931
C2	High expectations of leaders regarding achievements	3.58	.871
C3	Continuous improvement of the school	3.67	.945
C4	Strong values that guide students towards commitment to education	3.73	.905
C5	Good communication between students from different cultures	3.54	1.010
C6	Teachers maintain professional ethical standards	3.51	.936
C7	Encourages involvement of parents in activities	3.04	1.211
C8	Encourages parents to work cooperatively with teachers	2.95	1.161

Among the C practices:

C4 (Strong values that guide students towards commitment to education) has the highest mean 3.73 with a standard deviation of 0.905. Using the 95% confidence interval, we obtain an interval between 3.64 and 3.82 which makes us conclude that students agree that there are strong values that guide them towards commitment to education.

C8 (Encourages parents to work cooperatively with teachers) has the lowest mean 2.95 with a standard deviation of 1.161. Using the 95% confidence interval, we obtain an interval between 2.84 and 3.06 which makes us conclude that students disagree that parents are encouraged to work cooperatively with teachers.

	Students:	Mean	Std. Deviation
S1	Students build positive relationships with teachers	3.58	.885
S2	Students are engaged in school life	3.47	.977
S3	Students have a sense of school belonging.	3.42	1.137
S4	Students participate in classroom activities.	3.60	1.114
S5	Students are confident that they are capable of succeeding in exams	3.97	.915

Among the S factors:

S5 (Students are confident that they are capable of succeeding in exams) has the highest mean with a standard deviation of 0.915. Using the 95% confidence interval, we obtain an interval between 3.88 and 4.06 which is clearly above 3, and that makes us conclude that students agree that they are capable of succeeding in their exams.

S3 (Students have a sense of school belonging) has the lowest mean 3.42 with a standard deviation of 1.137. Using the 95% confidence interval, we obtain an interval between 3.31 and 3.53 which makes us conclude that students are mostly neutral in having a sense of school belonging.

4.2 Reliability Tests

In our study, we will use Cronbach's alpha (α) in order to estimate the internal consistency of the scale, since it is most used with Likert type questions. Cronbach's alpha measures the extent to which a set of items are related to each other. Cronbach's alpha increases as the inter-correlations among them increase.

The Case Processing Summary and the Reliability Statistics of the 22 independent variables are shown respectively in the tables below:

Case Processing Summary

		N	%
Cases	Valid	413	100.0
	Excluded ^a	0	.0
	Total	413	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.933	22

The Cronbach's alpha is 0.933 which indicates a high level of internal consistency for our scale.

Since the questionnaire was divided into three sets of questions, a reliability test was performed on each set of questions.

Cronbach's alpha for Teachers in a School (T) was calculated to test the internal consistency of these practices:

Reliability Statistics	
Cronbach's Alpha	N of Items
.913	14

The Cronbach's alpha for T practices is 0.913 which indicates a high level of internal consistency for the T concept.

Similarly, Cronbach's alpha for Culture in a School (C) was calculated to test the internal consistency of these practices:

Reliability Statistics	
Cronbach's Alpha	N of Items
.852	8

The Cronbach's alpha for C practices is 0.852 which indicates a high level of internal consistency for the C concept.

Finally, reliability analysis was also performed on Students in a School:

Reliability Statistics	
Cronbach's Alpha	N of Items
.823	5

The Cronbach's alpha for the S practices is 0.823 which indicates a high level of internal consistency for the S concept.

4.3 Multiple Regression Analyses

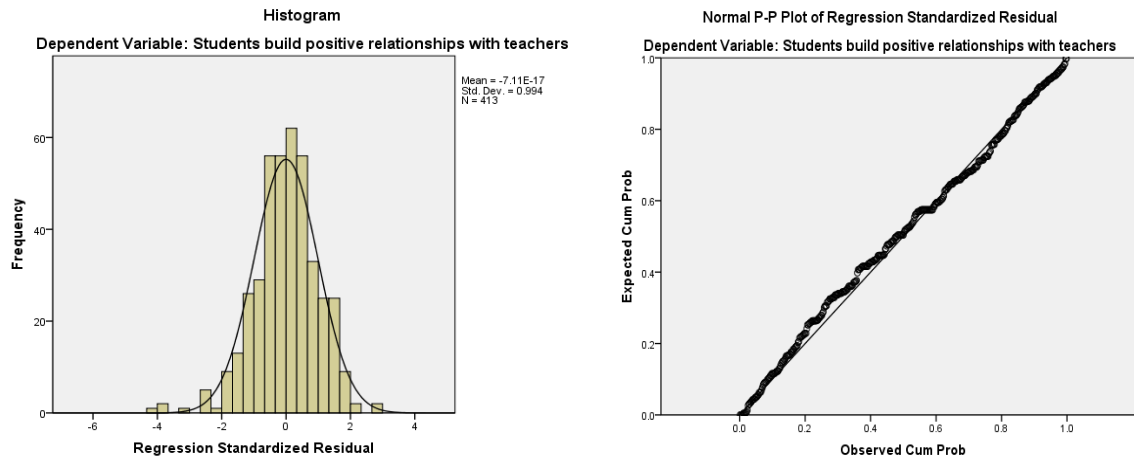
Due to the large number of independent variables, multiple regression with stepwise method was used in order to reduce potential multicollinearity, and find the most important set of predictors that are most effective in predicting the dependent variable. Independent variables are added according to their greatest contribution to the regression model. Moreover, the independent variables are entered according to their statistical contribution in explaining the variance in the dependent variable.

Multiple regression on both sets of independent variables (T and C) is performed on each of the dependent variables (S).

The regression analyses will show:

- The independent variables entered or removed,
- The model summary,
- ANOVA table showing the goodness fit of the model; how significantly the regression model predicts the outcome variable.
- Coefficients for the independent variable showing how much the dependent variable changes when the independent variable changes by one unit.
- Histogram of Standardized Residuals which allows visual check for a distribution approximating normal distribution,
- Normal P-P Plot of Regression Standardized Residuals which compares the observed standardized residuals against expected residuals from a normal distribution.

All the independent variables regressed against S1 (Students build positive relationships with teachers).



The histogram shows a bell-shaped curve, and the normal plot of the residuals shows the points close to the diagonal line.

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed
1	T9 Help students resolve problems or conflicts.	.
2	C8 Encourages parents to work cooperatively with teachers	.
3	T1 Develop a trusting relationship with the students	.
4	C2 High expectations of leaders regarding achievements	.
5	C6 Teachers maintain professional ethical standards	.

a. Dependent Variable: Students build positive relationships with teachers

Excluded Variables (f)

Model 5	t	Sig.
T2 Work in a context of support and teamwork	.188	.851
T3 Make their objectives clear	.551	.582
T4 Are knowledgeable	1.325	.186
T5 Bring new ideas	.589	.556
T6 Devote personal time outside classroom	.915	.361
T7 Do their jobs enthusiastically	1.505	.133
T8 Organize positively functioning classrooms	1.943	.053
T10 Aid students to develop care and kindness	.399	.690
T11 Help improve skills and abilities of students	1.285	.199
T12 Guide students to become confident individuals	.120	.904
T13 Help students understand that they play a crucial role in success of school	-1.211	.225
T14 Understand the cultural factors that affect academic achievements	.687	.492
C1 Supportive environment that motivates students to learn	-.101	.919
C3 Continuous improvement of the school	.993	.321
C4 Strong values that guide students towards commitment to education	.492	.623
C5 Good communication between students from different cultures	.977	.329
C7 Encourages involvement of parents in activities	-.918	.359

f Dependent Variable: Students build positive relationships with teachers

All excluded factors T2, T3, T4, T5, T6, T7, T8, T10, T11, T12, T13, T14, C1, C3, C4, C5, and C7 have a significance greater than 0.05. Using the stepwise regression model, we conclude that there is not a statistically significant positive linear relationship between T2 and S1, T3 and S1, T4 and S1, T5 and S1, T6 and S1, T7 and S1 T8 and S1, T10 and S1, T11 and S1, T12 and S1, T13 and S1, T14 and S1, C1 and S1, C3 and S1, C4 and S1, C5 and S1, C7 and S1.

Model Summary^f

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.430 ^a	.185	.183	.800
2	.517 ^b	.267	.264	.759
3	.555 ^c	.308	.303	.739
4	.578 ^d	.334	.327	.726
5	.585 ^e	.342	.334	.722

a. Predictors: (Constant), T9

b. Predictors: (Constant), T9, C8

c. Predictors: (Constant), T9, C8, T1

d. Predictors: (Constant), T9, C8, T1, C2

e. Predictors: (Constant), T9, C8, T1, C2, C6

f. Dependent Variable: S1 Students build positive relationships with teachers

In regression model 1, 18.5% of the total variance in S1 (Students build positive relationships with teachers) is explained by T9 (Help students resolve problems or conflicts)

In regression model 2, C8 (Encourages parents to work cooperatively with teachers) is added leading to 8.2% increase in the total variance explained from 18.5% to 26.7%.

In regression model 3, T1 (Develop a trusting relationship with the students) is added leading to 4.1% increase in total variance explained from 26.7% to 30.8%.

In regression model 4, C2 (High expectations of leaders regarding achievements) is added leading to 2.6% increase in total variance explained from 30.8% to 33.4%.

In regression model 5, C6 (Teachers maintain professional ethical standards) is added leading to a 0.8% increase in total variance explained from 33.4% to 34.2%. 34.2% of the variation in the dependent variable is explained by the last model provided by the stepwise regression method.

ANOVA^f

Model		Sum of Squares	df	Mean Square	F	Sig.
5	Regression	110.375	5	22.075	42.348	.000 ^e
	Residual	212.158	407	.521		
	Total	322.533	412			

- a. Predictors: (Constant), T9
- b. Predictors: (Constant), T9, C8
- c. Predictors: (Constant), T9, C8, T1
- d. Predictors: (Constant), T9, C8, T1, C2
- e. Predictors: (Constant), T9, C8, T1, C2, C6
- f. Dependent Variable: S1 (Students build positive relationships with teachers)

The probability of the F statistic (42.348) for the regression Model 5 is 0.000 which is less than 0.05, so we accept the alternative hypothesis that there is a statistically significant relationship between the best subset of independent variables and the dependent variable, that is, the regression model is statistically significant in predicting the dependent variable.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
5	(Constant)	1.055	.189		5.577	.000
	T9	.160	.040	.187	3.948	.000
	C8	.128	.037	.168	3.468	.001
	T1	.176	.041	.200	4.283	.000
	C2	.167	.047	.164	3.575	.000
	C6	.104	.045	.110	2.294	.022

- a. Dependent Variable: Students build positive relationships with teachers

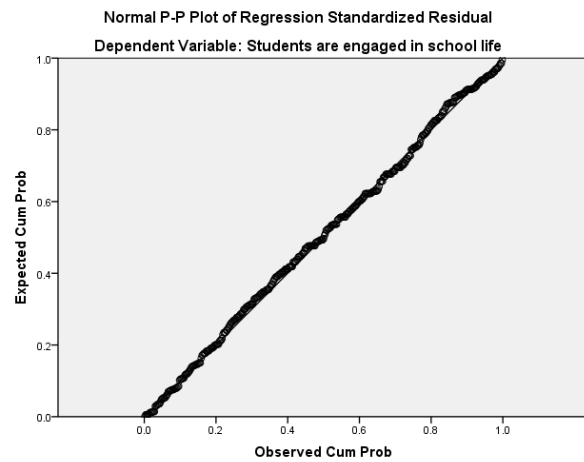
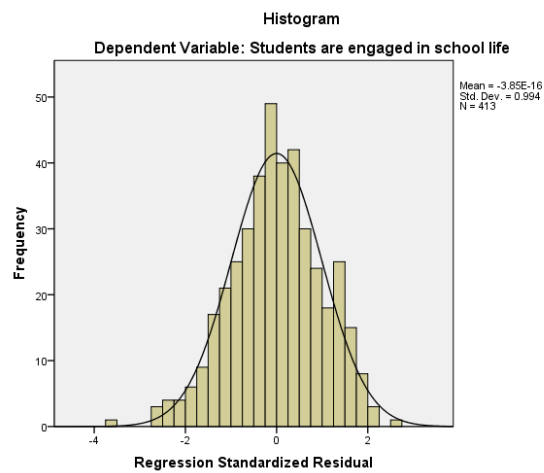
The regression equation is as follows:

$$S1 = 1.055 + 0.160(T9) + 0.128(C8) + 0.176(T1) + 0.167(C2) + 0.104(C6)$$

The dependent variable has positive dependency on all of the obtained factors. Students tend to increase their positive relationships with teachers when each of these factors improve: teachers help students resolve problems or conflicts (T9), the culture encourages parents to work cooperatively with teachers (C8), teachers develop a trusting relationship with the students (T1), high expectations of leaders regarding student achievements (C2), and teachers maintain professional ethical standards (C6).

Since the significance of the t-values for all the variables are lower than 0.05, and since all the coefficients have a positive value, we conclude that there is a statistically significant positive linear relationship between T9 and S1, C8 and S1, T1 and S1, C2 and S1, C6 and S1.

All the independent variables regressed against S2 (Students are engaged in school life)



The histogram shows a bell-shaped curve, and the normal plot of the residuals shows the points close to the diagonal line.

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed
1	T9 Help students resolve problems or conflicts.	.
2	C8 Encourages parents to work cooperatively with teachers	.
3	C4 Strong values that guide students towards commitment to education	.
4	T13 Help students understand that they play a crucial role in success of school	.
5	T1 Develop a trusting relationship with the students	.

a. Dependent Variable: Students are engaged in school life

Excluded Variables (f)

Model 5	t	Sig.
T2 Work in a context of support and teamwork	.766	.444
T3 Make their objectives clear	1.638	.102
T4 Are knowledgeable	.822	.412
T5 Bring new ideas	1.119	.264
T6 Devote personal time outside classroom	1.788	.075
T7 Do their jobs enthusiastically	.963	.336
T8 Organize positively functioning classrooms	.623	.533
T10 Aid students to develop care and kindness	1.203	.230
T11 Help improve skills and abilities of students	.076	.939
T12 Guide students to become confident individuals	-.142	.887
T14 Understand the cultural factors that affect academic achievements	.536	.592
C1 Supportive environment that motivates students to learn	.766	.444
C2 High expectations of leaders regarding achievements	.824	.422
C3 Continuous improvement of the school	1.638	.102
C5 Good communication between students from different cultures	1.119	.264
C6 Teachers maintain professional ethical standards	.822	.412
C7 Encourages involvement of parents in activities	1.788	.075

f Dependent Variable: Students are engaged in school life

All excluded factors T2, T3, T4, T5, T6, T7, T8, T10, T11, T12, T14, C1, C2, C3, C5, C6, and C7 have a significance greater than 0.05. Using the stepwise regression model, we conclude that there is not a statistically significant positive linear relationship between T2 and S2, T3 and S2, T4 and S2, T5 and S2, T6 and S2, T7 and S2, T8 and S2, T10 and S2, T11 and S2, T12 and S2, T14 and S2, C1 and S2, C2 and S2, C3 and S2, C5 and S2, C6 and S2, C7 and S2.

Model Summary^f

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.421 ^a	.177	.175	.887
2	.499 ^b	.249	.246	.848
3	.524 ^c	.275	.270	.835
4	.539 ^d	.291	.284	.827
5	.547 ^e	.299	.291	.823

a. Predictors: (Constant), T9

b. Predictors: (Constant), T9, C8

c. Predictors: (Constant), T9, C8, C4

d. Predictors: (Constant), T9, C8, C4, T13

e. Predictors: (Constant), T9, C8, C4, T13, T1

f. Dependent Variable, S2 (Students are engaged in school life)

In regression model 1, 17.7% of the total variance in S2 (Students are engaged in school life) is explained by T9 (Help students resolve problems or conflicts)

In regression model 2, C8 (Encourages parents to work cooperatively with teachers) is added leading to 7.2% increase in the total variance explained from 17.7% to 24.9%.

In regression model 3, C4 (Strong values that guide students towards commitment to education) is added leading to 2.6% increase in total variance explained from 24.9% to 27.5%.

In regression model 4, T13 (Help students understand that they play a crucial role in success of school) is added leading to 1.6% increase in total variance explained from 27.5% to 29.1%.

In regression model 5, T1 (Develop a trusting relationship with the students) is added leading to a 0.8% increase in total variance explained from 29.1% to 29.9%. 29.9% of the variation in the dependent variable is explained by the last model provided by the stepwise regression model.

ANOVA^f

Model		Sum of Squares	df	Mean Square	F	Sig.
5	Regression	117.616	5	23.523	34.768	.000 ^e
	Residual	275.367	407	.677		
	Total	392.983	412			

- a. Predictors: (Constant), T9
- b. Predictors: (Constant), T9, C8
- c. Predictors: (Constant), T9, C8, C4
- d. Predictors: (Constant), T9, C8, C4, T13
- e. Predictors: (Constant), T9, C8, C4, T13, T1
- f. Dependent Variable: S2 (Students are engaged in school life)

The probability of the F statistic (34.768) for the regression Model 5 is 0.000 which is less than 0.05, so we accept the alternative hypothesis that there is a statistically significant relationship between the best subset of independent variables and the dependent variable, that is, the regression model is statistically significant in predicting the dependent variable.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
5	(Constant)	1.038	.202		5.138	.000
	T9	.180	.048	.191	3.743	.000
	C8	.139	.042	.165	3.335	.001
	C4	.165	.053	.153	3.113	.002
	T13	.121	.047	.134	2.592	.010
	T1	.106	.047	.110	2.250	.025

- a. Dependent Variable: Students are engaged in school life

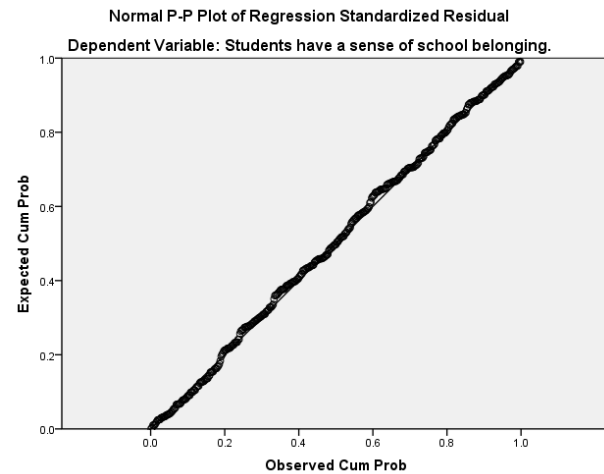
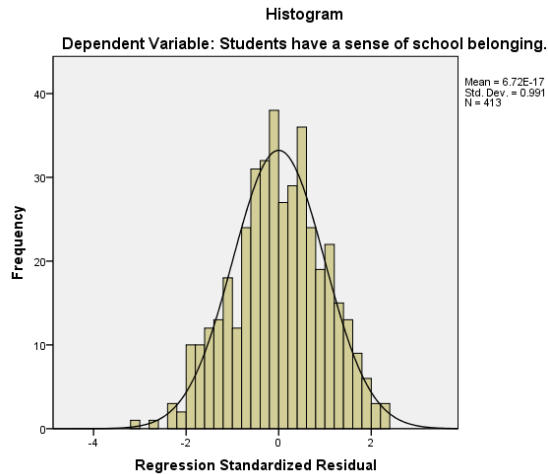
The regression equation is as follows:

$$S2 = 1.038 + 0.180(T9) + 0.139(C8) + 0.165(C4) + 0.121(T13) + 0.106(T1)$$

The dependent variable has positive dependency on all of the obtained factors. Students tend to be engaged in school life when each of these factors improve: teachers help students resolve problems or conflicts (T9), the culture encourages parents to work cooperatively with teachers (C8), Strong values that guide students towards commitment to education (C4), teachers help students understand that they play a crucial role in success of school (T13), and teachers develop a trusting relationship with the students (T1).

Since the significance of the t-values for all the variables are lower than 0.05, and since all the coefficients have a positive value, we conclude that there is a statistically significant positive linear relationship between T9 and S2, C8 and S2, C4 and S2, T13 and S2, T1 and S2.

All the independent variables regressed against S3 (Students have a sense of school belonging)



The histogram shows a bell-shaped curve, and the normal plot of the residuals shows the points close to the diagonal line.

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed
1	T9 Help students resolve problems or conflicts.	.
2	C3 Continuous improvement of the school	.
3	C8 Encourages parents to work cooperatively with teachers	.
4	T7 Do their jobs enthusiastically	.
5	T1 Develop a trusting relationship with the students	.
6	C1 Supportive environment that motivates students to learn	.
7	T11 Help improve skills and abilities of students	.

a. Dependent Variable: Students have a sense of school belonging

Excluded Variables(h)

Model7	t	Sig.
T2 Work in a context of support and teamwork	.466	.641
T3 Make their objectives clear	1.283	.200
T4 Are knowledgeable	.423	.672
T5 Bring new ideas	.063	.950
T6 Devote personal time outside classroom	.819	.413
T8 Organize positively functioning classrooms	-.089	.929
T10 Aid students to develop care and kindness	.511	.610
T12 Guide students to become confident individuals	1.141	.254
T13 Help students understand that they play a crucial role in success of school	1.637	.102
T14 Understand the cultural factors that affect academic achievements	-.657	.512
C2 High expectations of leaders regarding achievements	-.448	.655
C4 Strong values that guide students towards commitment to education	-.428	.669
C5 Good communication between students from different cultures	-.397	.691
C6 Teachers maintain professional ethical standards	1.121	.263
C7 Encourages involvement of parents in activities	1.065	.288

h Dependent Variable: Students have a sense of school belonging

All excluded factors T2, T3, T4, T5, T6, T8, T10, T12, T13, T14, C2, C4, C5, C6, and C7 have a significance greater than 0.05. Using the stepwise regression model, we conclude that there is not a statistically significant positive linear relationship between T2 and S3, T3 and S3, T4 and S3, T5 and S3, T6 and S3, T8 and S3, T10 and S3, T12 and S3, T13 and S3, T14 and S3, C2 and S3, C4 and S3, C5 and S3.

Model Summary^h

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.485 ^a	.236	.234	.995
2	.583 ^b	.340	.337	.926
3	.624 ^c	.389	.385	.892
4	.644 ^d	.415	.409	.874
5	.655 ^e	.430	.423	.864
6	.664 ^f	.441	.433	.856
7	.669 ^g	.448	.438	.852

a. Predictors: (Constant), T9

b. Predictors: (Constant), T9, C3

c. Predictors: (Constant), T9, C3, C8

d. Predictors: (Constant), T9, C3, C8, T7

e. Predictors: (Constant), T9, C3, C8, T7, T1

f. Predictors: (Constant), T9, C3, C8, T7, T1, C1

g. Predictors: (Constant), T9, C3, C8, T7, T1, C1, T11

h. Dependent Variable: S3 (Students have a sense of school belonging)

In regression model 1, 23.6% of the total variance in S3 (Students have a sense of school belonging) is explained by T9 (Help students resolve problems or conflicts)

In regression model 2, C3 (Continuous improvement of the school) is added leading to 10.4% increase in the total variance explained from 23.6% to 34.0%.

In regression model 3, C8 (Encourages parents to work cooperatively with teachers) is added leading to 4.9% increase in total variance explained from 34.0% to 38.9%.

In regression model 4, T7 (Do their jobs enthusiastically) is added leading to 2.6% increase in total variance explained from 38.9% to 41.5%.

In regression model 5, T1 (Develop a trusting relationship with the students) is added leading to a 1.5% increase in total variance explained from 41.5% to 43.0%.

In regression model 6, C1 (Supportive environment that motivates students to learn) is added leading to 1.1% increase in total variance explained from 43.0% to 44.1%.

In regression model 7, T11 (Help improve skills and abilities of students) is added leading to a 0.7% increase in total variance explained from 44.1% to 44.8%. 44.8% of the variation in the dependent variable is explained by the last model provided by the stepwise regression model.

ANOVA^h

Model		Sum of Squares	df	Mean Square	F	Sig.
7	Regression	238.421	7	34.060	46.928	.000 ^g
	Residual	293.947	405	.726		
	Total	532.368	412			

a. Predictors: (Constant), T9

b. Predictors: (Constant), T9, C3

c. Predictors: (Constant), T9, C3, C8

d. Predictors: (Constant), T9, C3, C8, T7

e. Predictors: (Constant), T9, C3, C8, T7, T1

f. Predictors: (Constant), T9, C3, C8, T7, T1, C1

g. Predictors: (Constant), T9, C3, C8, T7, T1, C1, T11

h. Dependent Variable: S3 (Students have a sense of school belonging)

The probability of the F statistic (46.928) for the regression Model 7 is 0.000 which is less than 0.05, so we accept the alternative hypothesis that there is a statistically significant relationship between the best subset of independent variables and the dependent variable, that is, the regression model is statistically significant in predicting the dependent variable.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
7	(Constant)	-.413	.224		-1.843	.066
	T9	.170	.052	.155	3.298	.001
	C3	.238	.053	.198	4.505	.000
	C8	.148	.043	.151	3.477	.001
	T7	.156	.049	.140	3.202	.001
	T1	.134	.051	.119	2.647	.008
	C1	.139	.052	.114	2.648	.008
	T11	.114	.051	.101	2.217	.027

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
7 (Constant)	-.413	.224		-1.843	.066
T9	.170	.052	.155	3.298	.001
C3	.238	.053	.198	4.505	.000
C8	.148	.043	.151	3.477	.001
T7	.156	.049	.140	3.202	.001
T1	.134	.051	.119	2.647	.008
C1	.139	.052	.114	2.648	.008
T11	.114	.051	.101	2.217	.027

a. Dependent Variable: Students have a sense of school belonging.

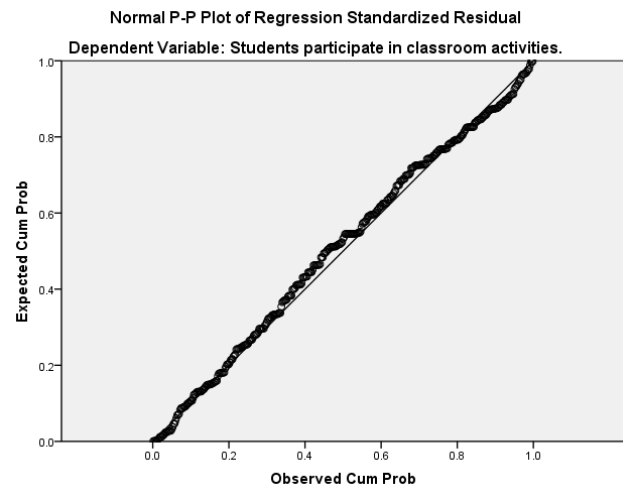
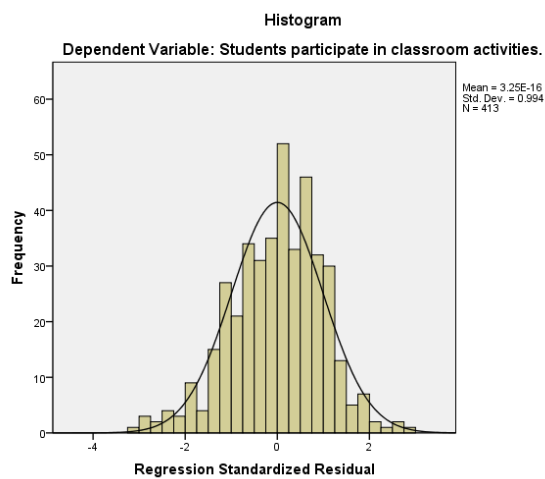
The regression equation is as follows:

$$S3 = -0.413 + 0.170(T9) + 0.238(C3) + 0.148(C8) + 0.156(T7) + 0.134(T1) + 0.139(C1) + 0.114(T11)$$

The dependent variable has positive dependency on all of the obtained factors. Students tend to have an increased sense of school belonging when the following factors improve: teachers help students resolve problems or conflicts (T9), culture is oriented towards continuous improvement of the school (C3), the culture encourages parents to work cooperatively with teachers (C8), teachers do their jobs enthusiastically (T7), teachers develop a trusting relationship with the students (T1), supportive environment that motivates students to learn (C1), teachers help improve skills and abilities of students (T11).

Since the p-value of the t-tests are less than alpha, and since the coefficients are positive; there is enough evidence that there is a statistically significant positive relationship between T9 and S3, C3 and S3, C8 and S3, T7 and S3, T1 and S3, C1 and S3, T11 and S3.

All the independent variables regressed against S4 (Students participate in classroom activities)



The histogram shows a bell-shaped curve, and the normal plot of the residuals shows the points close to the diagonal line.

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed
1	C8 Encourages parents to work cooperatively with teachers	.
2	T10 Aid students to develop care and kindness	.
3	C1 Supportive environment that motivates students to learn	.
4	T7 Do their jobs enthusiastically	.
5	C5 Good communication between students from different cultures	.

a. Dependent Variable: Students participate in classroom activities.

Excluded Variables (f)

Model 5	t	Sig.
T1 Develop a trusting relationship with the students	-1.100	.272
T2 Work in a context of support and teamwork	-1.142	.254
T3 Make their objectives clear	.351	.726
T4 Are knowledgeable	.238	.812
T5 Bring new ideas	1.655	.099
T6 Devote personal time outside classroom	.954	.341
T8 Organize positively functioning classrooms	.644	.520
T9 Help students resolve problems or conflicts.	1.027	.305
T11 Help improve skills and abilities of students	.044	.965
T12 Guide students to become confident individuals	-.805	.421
T13 Help students understand that they play a crucial role in success of school	-1.536	.125
T14 Understand the cultural factors that affect academic achievements	-1.795	.073
C2 High expectations of leaders regarding achievements	.667	.505
C3 Continuous improvement of the school	1.405	.161
C4 Strong values that guide students towards commitment to education	1.773	.077
C6 Teachers maintain professional ethical standards	.562	.575
C7 Encourages involvement of parents in activities	1.410	.159

f Dependent Variable: Students participate in classroom activities.

All excluded factors T1, T2, T3, T4, T5, T6, T8, T9, T11, T12, T13, T14, C2, C3, C4, C6, and C7 have a significance greater than 0.05. Using the stepwise regression model, we conclude that there is not a statistically significant positive linear relationship between T1 and S4, T2 and S4, T3 and S4, T4 and S4, T5 and S4, T6 and S4, T8 and S4, T9 and S4, T11 and S4, T12 and S4, T13 and S4, T14 and S4, C2 and S4, C3 and S4, C4 and S4, C6 and S4, C7 and S4.

Model Summary^f

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.396 ^a	.157	.155	1.024
2	.456 ^b	.208	.204	.994
3	.479 ^c	.229	.223	.982
4	.490 ^d	.240	.232	.976
5	.499 ^e	.249	.240	.971

a. Predictors: (Constant), C8

b. Predictors: (Constant), C8, T10

c. Predictors: (Constant), C8, T10, C1

d. Predictors: (Constant), C8, T10, C1, T7

e. Predictors: (Constant), C8, T10, C1, T7, C5

f. Dependent Variable: S4 (Students participate in classroom activities)

In regression model 1, 15.7% of the total variance in S4 (Students participate in classroom activities) is explained by C8 (Encourages parents to work cooperatively with teachers)

In regression model 2, T10 (Aid students to develop care and kindness) is added leading to 5.1% increase in the total variance explained from 15.7% to 20.8%.

In regression model 3, C1 (Supportive environment that motivates students to learn) is added leading to 2.1% increase in total variance explained from 20.8% to 22.9%.

In regression model 4, T7 (Do their jobs enthusiastically) is added leading to 1.1% increase in total variance explained from 22.9% to 24.0%.

In regression model 5, C5 (Good communication between students from different cultures) is added leading to a 0.9% increase in total variance explained from 24.0% to 24.9%. 24.9% of the variation in the dependent variable is explained by the last model provided by the stepwise regression model.

ANOVA^f

Model		Sum of Squares	df	Mean Square	F	Sig.
5	Regression	127.300	5	25.460	26.987	.000 ^e
	Residual	383.978	407	.943		
	Total	511.278	412			

- a. Predictors: (Constant), C8
- b. Predictors: (Constant), C8, T10
- c. Predictors: (Constant), C8, T10, C1
- d. Predictors: (Constant), C8, T10, C1, T7
- e. Predictors: (Constant), C8, T10, C1, T7, C5
- f. Dependent Variable: S4 (Students participate in classroom activities)

The probability of the F statistic (26.987) for the regression Model 5 is 0.000 which is less than 0.05, so we accept the alternative hypothesis that there is a statistically significant relationship between the best subset of independent variables and the dependent variable, that is, the regression model is statistically significant in predicting the dependent variable.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
5	(Constant)	1.012	.249		4.060	.000
	C8	.200	.049	.208	4.108	.000
	T10	.199	.055	.179	3.611	.000
	C1	.125	.058	.104	2.141	.033
	T7	.127	.054	.116	2.340	.020
	C5	.119	.053	.108	2.233	.026

- a. Dependent Variable: Students participate in classroom activities.

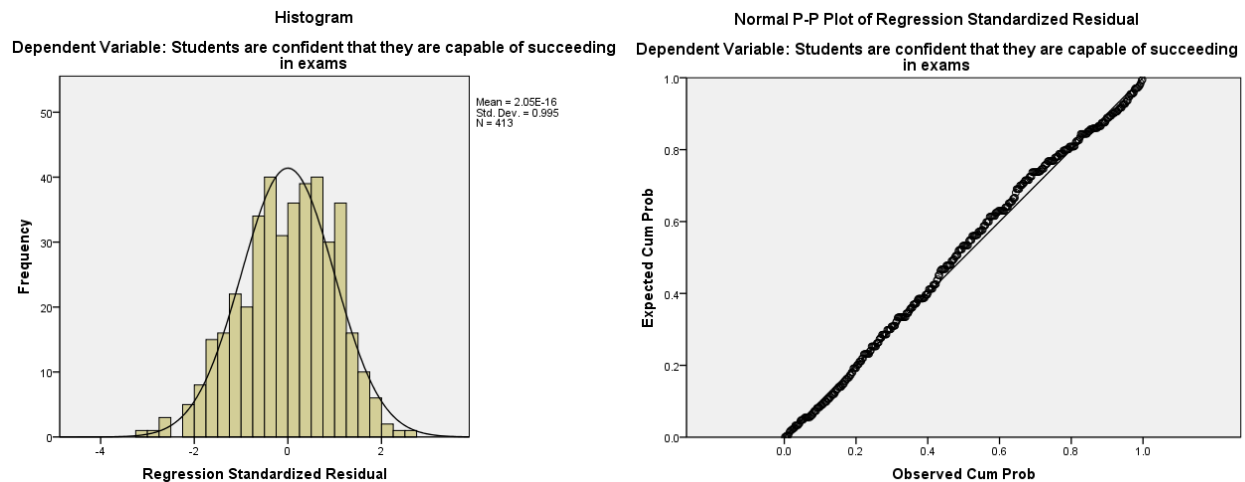
The regression equation is as follows:

$$S4 = 1.012 + 0.200(C8) + 0.199(T10) + 0.125(C1) + 0.127(T7) + 0.119(C5)$$

The dependent variable has positive dependency on all of the obtained factors. Students tend to increase their participation in classroom activities when the following factors improve: the culture encourages parents to work cooperatively with teachers (C8), teachers aid students to develop care and kindness (T10), supportive environment that motivates students to learn (C1), teachers do their jobs enthusiastically (T7), and good communication between students from different cultures (C5).

Since the significance of the t-values for all the variables are lower than 0.05, and since all the coefficients have a positive value, we conclude that there is a statistically significant positive linear relationship between C8 and S4, T10 and S4, C1 and S4, T7 and S4, C5 and S4.

All the independent variables regressed against S5 (Students are confident that they are capable of succeeding in exams)



The histogram shows a bell-shaped curve, and the normal plot of the residuals shows the points close to the diagonal line.

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed
1	T9 Help students resolve problems or conflicts.	.
2	C4 Strong values that guide students towards commitment to education	.
3	C1 Supportive environment that motivates students to learn	.
4	C8 Encourages parents to work cooperatively with teachers	.

a. Dependent Variable: Students are confident that they are capable of succeeding in exams

Excluded Variables(e)

Model4	t	Sig.
T1 Develop a trusting relationship with the students	.126	.900
T2 Work in a context of support and teamwork	.929	.354
T3 Make their objectives clear	1.426	.155
T4 Are knowledgeable	1.181	.238
T5 Bring new ideas	1.504	.133
T6 Devote personal time outside classroom	.432	.666
T7 Do their jobs enthusiastically	.637	.524
T8 Organize positively functioning classrooms	1.257	.209
T10 Aid students to develop care and kindness	-.067	.946
T11 Help improve skills and abilities of students	.246	.806
T12 Guide students to become confident individuals	-.180	.857
T13 Help students understand that they play a crucial role in success of school	.727	.467
T14 Understand the cultural factors that affect academic achievements	-.410	.682
C2 High expectations of leaders regarding achievements	.548	.584
C3 Continuous improvement of the school	1.491	.137
C5 Good communication between students from different cultures	1.907	.057
C6 Teachers maintain professional ethical standards	1.038	.300
C7 Encourages involvement of parents in activities	-.184	.854

e Dependent Variable: Students are confident that they are capable of succeeding in exams

All excluded factors T1, T2, T3, T4, T5, T6, T7, T8, T10, T11, T12, T13, T14, C2, C3, C5, C6, and C7 have a significance greater than 0.05. Using the stepwise regression model, we conclude that there is not a statistically significant positive linear relationship between T1 and S5, T2 and S5, T3 and S5, T4 and S5, T5 and S5, T6 and S5, T7 and S5, T8 and S5, T10 and S5, T11 and S5, T12 and S5, T13 and S5, T14 and S5, C2 and S5, C3 and S5, C5 and S5, C6 and S5, C7 and S5.

Model Summary^e

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.439 ^a	.193	.191	.823
2	.513 ^b	.263	.259	.787
3	.536 ^c	.288	.282	.775
4	.549 ^d	.301	.294	.768

a. Predictors: (Constant), T9

b. Predictors: (Constant), T9, C4

c. Predictors: (Constant), T9, C4, C1

d. Predictors: (Constant), T9, C4, C1, C8

e. Dependent Variable: S5 (Students are confident that they are capable of succeeding in exams)

In regression model 1, 19.3% of the total variance in S5 (Students are confident that they are capable of succeeding in exams) is explained by T9 (Help students resolve problems or conflicts.)

In regression model 2, C4 (Strong values that guide students towards commitment to education) is added leading to 7% increase in the total variance explained from 19.3% to 26.3%.

In regression model 3, C1 (Supportive environment that motivates students to learn) is added leading to 2.5% increase in total variance explained from 26.3% to 28.8%.

In regression model 4, C8 (Encourages parents to work cooperatively with teachers) is added leading to 1.3% increase in total variance explained from 28.8% to 30.1%. 30.1% of the variation in the dependent variable is explained by the last model provided by stepwise regression model.

ANOVA^e

Model		Sum of Squares	df	Mean Square	F	Sig.
4	Regression	103.846	4	25.962	43.977	.000 ^d
	Residual	240.861	408	.590		
	Total	344.707	412			

a. Predictors: (Constant), T9

b. Predictors: (Constant), T9, C4

c. Predictors: (Constant), T9, C4, C1

d. Predictors: (Constant), T9, C4, C1, C8

e. Dependent Variable: S5 (Students are confident that they are capable of succeeding in exams)

The probability of the F statistic (43.977) for the regression Model 4 is 0.000 which is less than 0.05, so we accept the alternative hypothesis that there is a statistically significant relationship between the best subset of independent variables and the dependent variable, that is, the regression model is statistically significant in predicting the dependent variable.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
4	(Constant)	1.599	.189		8.449	.000
	T9	.234	.041	.265	5.665	.000
	C4	.182	.051	.180	3.581	.000
	C1	.161	.047	.164	3.440	.001
	C8	.106	.038	.135	2.830	.005

a. Dependent Variable: Students are confident that they are capable of succeeding in exams

The regression equation is as follows:

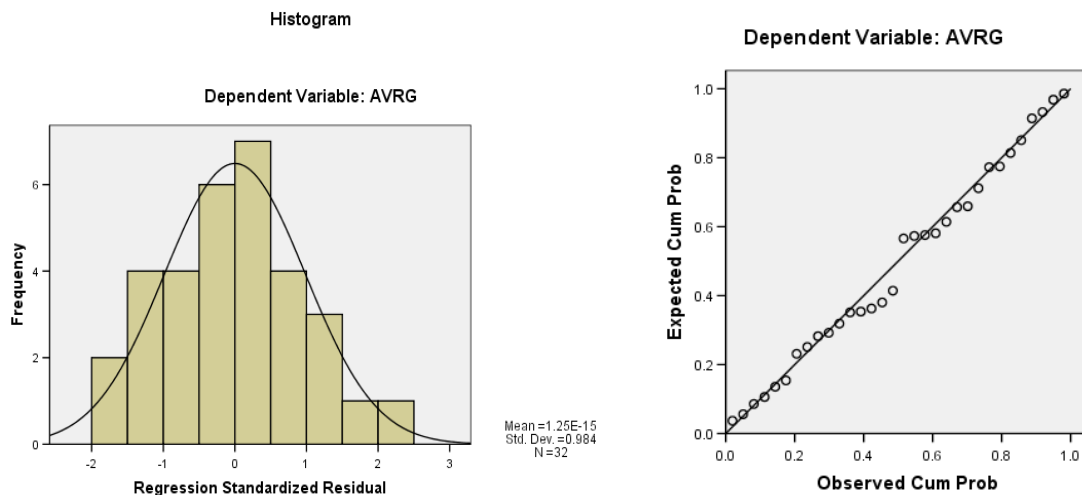
$$S5 = 1.599 + 0.234(T9) + 0.182(C4) + 0.161(C1) + 0.106(C8)$$

The dependent variable has positive dependency on all of the obtained factors. Students tend to increase their confidence that they are capable of succeeding in their exams when each of the following factors improve: teachers help students resolve problems or conflicts (T9), strong values that guide students towards commitment to education (C4), supportive environment that motivates students to learn (C1), the culture encourages parents to work cooperatively with teachers (C8).

Since the significance of the t-values for all the variables are lower than 0.05, and since all the coefficients have a positive value, we conclude that there is a statistically significant positive linear relationship between T9 and S5, C4 and S5, C1 and S5, C8 and S5.

All the independent variables regressed against S6 (Students' averages in each class)

Normal P-P Plot of Regression Standardized Residual



The histogram shows a bell-shaped curve, and the normal plot of the residuals shows the points close to the diagonal line.

Variables Entered/Removed(a)

Model	Variables Entered	Variables Removed
1	T4 Teachers are knowledgeable	.

a Dependent Variable: AVRG

Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.682(a)	.465	.447	.84199

a Predictors: (Constant), T4

b Dependent Variable: AVRG

In regression model 1, 46.5% of the total variance in S6 (Average of students in each class) is explained by T4 (Teachers are knowledgeable). 46.5% of the variation in the dependent variable is explained by the model provided by the stepwise regression model.

Excluded Variables(b)

Model1	t	Sig.
T1 Develop a trusting relationship with the students	-.469	.642
T2 Work in a context of support and teamwork	-1.134	.266
T3 Make their objectives clear	-.797	.432
T5 Bring new ideas	1.201	.240
T6 Devote personal time outside classroom	-.001	.999
T7 Do their jobs enthusiastically	-.254	.802
T8 Organize positively functioning classrooms	-.405	.688
T9 Help students resolve problems or conflicts.	-.632	.532
T10 Aid students to develop care and kindness	-.263	.795
T11 Help improve skills and abilities of students	1.338	.191
T12 Guide students to become confident individuals	.137	.892
T13 Help students understand that they play a crucial role in success of school	.330	.744
T14 Understand the cultural factors that affect academic achievements	-.279	.782
C1 Supportive environment that motivates students to learn	-1.136	.265
C2 High expectations of leaders regarding achievements	.268	.791
C3 Continuous improvement of the school	.141	.889
C4 Strong values that guide students towards commitment to education	-.698	.491
C5 Good communication between students from different cultures	-.670	.508
C6 Teachers maintain professional ethical standards	-1.256	.219
C7 Encourages involvement of parents in activities	-.538	.595
C8 Encourages parents to work cooperatively with teachers	-.590	.560

b Dependent Variable: AVRG

All excluded factors T1, T2, T3, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14, C1, C2, C3, C4, C5, C6, C7, and C8 have a significance greater than 0.05. Using the stepwise regression model, we conclude that there is not a statistically significant positive linear relationship between T1 and S6, T2 and S6, T3 and S6, T5 and S6, T6 and S6, T7 and S6, T8 and S6, T9 and S6, T10 and S6, T11 and S6, T12 and S6, T13 and S6, T14 and S6, C1 and S6, C2 and S6, C3 and S6, C4 and S6, C5 and S6, C6 and S6, C7 and S6, C8 and S6.

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.494	1	18.494	26.087	.000(a)
	Residual	21.268	30	.709		
	Total	39.762	31			

a Predictors: (Constant), T4

b Dependent Variable: AVRG

The probability of the F statistic (26.087) for the regression Model 1 is 0.000 which is less than 0.05, so we accept the alternative hypothesis that there is a statistically significant relationship between the best subset of independent variables and the dependent variable, that is, the regression model is statistically significant in predicting the dependent variable.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	7.706	.850		9.070	.000
Q4	1.188	.233	.682	5.108	.000

a. Dependent Variable: S6 (AVRG)

The regression equation is as follows:

$$S6 = 7.706 + 1.188(T4)$$

The dependent variable has positive dependency on the obtained factor. Students tend to achieve higher averages when Teachers are knowledgeable (T4).

Since the significance of the t-value is lower than 0.05, and since the coefficient has a positive value, we conclude that there is a statistically significant positive linear relationship between T4 and S6.

4.4 Independent Samples T-Test

The independent- samples t-test is an inferential statistical test that determines whether there is a statistically significant difference between the means of two independent groups.

The assumption of equal variances is tested by Levene's Test for equality of variances. If the significance for Levene's test is greater than 0.05, then the two group variances can be treated as equal and is used to test the equality of means.

If the significance for Levene's test is equal or below 0.05, the assumption of homogeneity of the variances is rejected and the "equal variances not assumed" is used to test the equality of means.

Independent Samples Test					
School Location: Beirut/ Mount Lebanon		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	Sig. (2-tailed)
T1 Develop a trusting relationship with the students	Equal variances assumed	.955	.329	1.875	.061
	Equal variances not assumed			1.877	.061
T2 Work in a context of support and teamwork	Equal variances assumed	.382	.537	1.016	.310
	Equal variances not assumed			1.015	.311
T3 Make their objectives clear	Equal variances assumed	3.841	.051	2.670	.008
	Equal variances not assumed			2.674	.008
T4 Are knowledgeable	Equal variances assumed	.161	.689	2.264	.024
	Equal variances not assumed			2.258	.024
T5 Bring new ideas	Equal variances assumed	.200	.655	-1.047	.296
	Equal variances not assumed			-1.046	.296
T6 Devote personal time outside classroom	Equal variances assumed	6.801	.009	-1.627	.104
	Equal variances not assumed			-1.620	.106
T7 Do their jobs enthusiastically	Equal variances assumed	2.056	.152	.731	.466
	Equal variances not assumed			.732	.465
T8 Organize positively functioning classrooms	Equal variances assumed	.260	.610	.017	.987
	Equal variances not assumed			.017	.987
T9 Help students resolve problems or conflicts.	Equal variances assumed	1.040	.308	2.995	.003
	Equal variances not assumed			3.000	.003

T10 Aid students to develop care and kindness	Equal variances assumed	.810	.369	1.868	.063
	Equal variances not assumed			1.872	.062
T11 Help improve skills and abilities of students	Equal variances assumed	8.951	.003	3.135	.002
	Equal variances not assumed			3.148	.002
T12 Guide students to become confident individuals	Equal variances assumed	.122	.727	1.566	.118
	Equal variances not assumed			1.568	.118
T13 Help students understand that they play a crucial role in success of school	Equal variances assumed	.978	.323	1.659	.098
	Equal variances not assumed			1.662	.097
T14 Understand the cultural factors that affect academic achievements	Equal variances assumed	.448	.504	.414	.679
	Equal variances not assumed			.414	.679
C1 Supportive environment that motivates students to learn	Equal variances assumed	.001	.975	3.405	.001
	Equal variances not assumed			3.399	.001
C2 High expectations of leaders regarding achievements	Equal variances assumed	2.407	.122	2.985	.003
	Equal variances not assumed			2.988	.003
C3 Continuous improvement of the school	Equal variances assumed	1.687	.195	2.962	.003
	Equal variances not assumed			2.961	.003
C4 Strong values that guide students towards commitment to education	Equal variances assumed	2.003	.158	.925	.355
	Equal variances not assumed			.927	.355
C5 Good communication between students from different cultures	Equal variances assumed	.063	.802	1.364	.173
	Equal variances not assumed			1.361	.174
C6 Teachers maintain professional ethical standards	Equal variances assumed	2.010	.157	1.986	.048
	Equal variances not assumed			1.988	.047
C7 Encourages involvement of parents in activities	Equal variances assumed	3.065	.081	-1.982	.048
	Equal variances not assumed			-1.985	.048
C8 Encourages parents to work cooperatively with teachers	Equal variances assumed	.233	.629	-.956	.340
	Equal variances not assumed			-.956	.340

The independence test shows the factors that are different between Beirut and Mount Lebanon are:

- Teachers make their objectives clear.
- Teachers are knowledgeable.
- Teachers help students resolve problems or conflicts.
- Teachers help improve skills and abilities of students.
- Supportive environment that motivates students to learn.
- High expectations of leaders regarding achievements.
- Continuous improvement of the school.

School Location: Beirut / Mount Lebanon		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	Sig. (2-tailed)
S1 Students build positive relationships with teachers	Equal variances assumed	.257	.613	2.258	.024
	Equal variances not assumed			2.257	.025
S2 Students are engaged in school life	Equal variances assumed	1.683	.195	.666	.506
	Equal variances not assumed			.667	.505
S3 Students have a sense of school belonging	Equal variances assumed	4.064	.044	.978	.329
	Equal variances not assumed			.980	.327
S4 Students participate in classroom activities	Equal variances assumed	3.763	.053	.070	.944
	Equal variances not assumed			.070	.944
S5 Students are confident that they are capable of succeeding in exams	Equal variances assumed	.898	.344	2.092	.037
	Equal variances not assumed			2.094	.037
S6 Students' averages	Equal variances assumed	11.936	.001	3.187	.002
	Equal variances not assumed			3.173	.002

The independence test shows the factors that are different between Beirut and Mount Lebanon are:

- Students build positive relationships with teachers
- Students are confident that they are capable of succeeding in exams
- Students score different averages

Independent Samples Test

School Type: Public/Private		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	Sig. (2-tailed)
T1 Develop a trusting relationship with the students	Equal variances assumed	57.094	.000	-10.420	.000
	Equal variances not assumed			-10.098	.000
T2 Work in a context of support and teamwork	Equal variances assumed	47.115	.000	-11.401	.000
	Equal variances not assumed			-11.007	.000
T3 Make their objectives clear	Equal variances assumed	24.730	.000	-10.700	.000
	Equal variances not assumed			-10.421	.000
T4 Are knowledgeable	Equal variances assumed	15.514	.000	-11.068	.000
	Equal variances not assumed			-10.811	.000
T5 Bring new ideas	Equal variances assumed	.690	.407	-9.592	.000
	Equal variances not assumed			-9.536	.000
T6 Devote personal time outside classroom	Equal variances assumed	7.974	.005	-9.257	.000
	Equal variances not assumed			-9.125	.000
T7 Do their jobs enthusiastically	Equal variances assumed	11.036	.001	-11.675	.000
	Equal variances not assumed			-11.429	.000
T8 Organize positively functioning classrooms	Equal variances assumed	16.476	.000	-12.336	.000
	Equal variances not assumed			-12.116	.000
T9 Help students resolve problems or conflicts.	Equal variances assumed	12.516	.000	-11.660	.000
	Equal variances not assumed			-11.464	.000
T10 Aid students to develop care and kindness	Equal variances assumed	19.297	.000	-13.511	.000
	Equal variances not assumed			-13.224	.000
T11 Help improve skills and abilities of students	Equal variances assumed	22.873	.000	-11.661	.000
	Equal variances not assumed			-11.375	.000
T12 Guide students to become confident individuals	Equal variances assumed	33.718	.000	-12.151	.000
	Equal variances not assumed			-11.842	.000
T13 Help students understand that they play a crucial role in success of school	Equal variances assumed	16.540	.000	-12.270	.000
	Equal variances not assumed			-12.022	.000
T14 Understand the cultural factors that affect academic achievements	Equal variances assumed	21.770	.000	-9.024	.000
	Equal variances not assumed			-8.818	.000
C1 Supportive environment that motivates students to learn	Equal variances assumed	.537	.464	-8.586	.000
	Equal variances not assumed			-8.592	.000
C2 High expectations of leaders regarding achievements	Equal variances assumed	3.902	.049	-8.518	.000
	Equal variances not assumed			-8.507	.000
C3 Continuous improvement of the school	Equal variances assumed	22.214	.000	-10.045	.000
	Equal variances not assumed			-9.851	.000
C4 Strong values that guide students towards commitment to education	Equal variances assumed	23.720	.000	-10.734	.000
	Equal variances not assumed			-10.474	.000
C5 Good communication between students from different cultures	Equal variances assumed	23.954	.000	-8.465	.000
	Equal variances not assumed			-8.257	.000

C6 Teachers maintain professional ethical standards	Equal variances assumed	17.683	.000	-9.203	.000
	Equal variances not assumed			-9.013	.000
C7 Encourages involvement of parents in activities	Equal variances assumed	.775	.379	-12.400	.000
	Equal variances not assumed			-12.378	.000
C8 Encourages parents to work cooperatively with teachers	Equal variances assumed	2.423	.120	-13.463	.000
	Equal variances not assumed			-13.387	.000

Regardless of the equal or unequal variances assumed, all factors are different with respect to school type: Public or private.

School Type: Public/Private		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	Sig. (2-tailed)
S1 Students build positive relationships with teachers	Equal variances assumed	9.928	.002	-9.221	.000
	Equal variances not assumed			-9.121	.000
S2 Students are engaged in school life	Equal variances assumed	3.257	.072	-8.976	.000
	Equal variances not assumed			-8.887	.000
S3 Students have a sense of school belonging.	Equal variances assumed	26.486	.000	-12.185	.000
	Equal variances not assumed			-11.941	.000
S4 Students participate in classroom activities.	Equal variances assumed	12.841	.000	-7.829	.000
	Equal variances not assumed			-7.726	.000
S5 Students are confident that they are capable of succeeding in exams	Equal variances assumed	29.165	.000	-9.538	.000
	Equal variances not assumed			-9.257	.000
S6 Students' averages	Equal variances assumed	10.264	.001	-14.515	.000
	Equal variances not assumed			-14.237	.000

Regardless of the equal or unequal variances assumed, all factors are different with respect to school type: Public or private.

4.5 Factor Analyses

Factor analysis is a method of data reduction. It does this by seeking underlying unobservable (latent) variables that are reflected in the observed variables (manifest variables). Factor analysis is used to test construct validity; the extent to which a measure or set of measures correctly represents the concept of the study.

To determine the appropriateness of factor analysis, the entire correlation matrix is examined using the Bartlett Test of Sphericity and Kaiser-Myer-Oklin measure of Sampling Adequacy (KMO MSA)

The Bartlett Test of Sphericity tests the overall significance of all correlations within a correlation matrix. If the Bartlett's Test of Sphericity is significant, that is, less than alpha (0.05), the null hypothesis will be rejected and factor analysis can be conducted on the study.

Kaiser-Myer-Oklin Measure of Sampling Adequacy (KMO MSA) is used to quantify the degree of inter-correlations among the variables.

The KMO MSA ranges from 0 to 1 reaching 1 when each variable is perfectly predicted without error by the other variables.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.908
Bartlett's Test of Sphericity	Approx. Chi-Square	4873.734
	df	231
	Sig.	.000

Like the results of the Reliability Test, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy varies between 0 and 1, and values closer to 1 are better. The KMO is 0.908 which is greater than 0.50. This indicates that the data are consistent, and factor analysis will be successful.

Bartlett's Test of Sphericity: This tests the null hypothesis that the correlation matrix is an identity matrix. The Bartlett's Test of Sphericity is 0.000 which is less than 0.05 so it is significant.

Communalities		
	Initial	Extraction
T1	1.000	.615
T2	1.000	.692
T3	1.000	.756
T4	1.000	.591
T5	1.000	.608
T6	1.000	.735
T7	1.000	.601
T8	1.000	.584
T9	1.000	.593
T10	1.000	.760
T11	1.000	.738
T12	1.000	.709
T13	1.000	.561
T14	1.000	.497
C1	1.000	.592
C2	1.000	.692
C3	1.000	.547
C4	1.000	.521
C5	1.000	.566
C6	1.000	.580
C7	1.000	.785
C8	1.000	.814

Extraction Method: Principal Component Analysis.

Principal Component Analysis is performed on the T and C practices to summarize the total variance in a minimum number of factors.

Communalities: This is the proportion of each variable's variance that can be explained by the factors. It is the estimate of the variable's shared (common) variance among the variables as represented by the derived factors. High communality values indicate that a large amount of the variance in a variable has been extracted by the factor analysis. Small communalities show that a substantial portion of the variable's variance is not accounted for by the factors.

The communalities of the variables for the T and C practices are as shown. Only one variable T14 (Understand the cultural factors that affect academic achievements) is removed from the factor analysis since it has communality less than 0.5.

Total Variance Explained

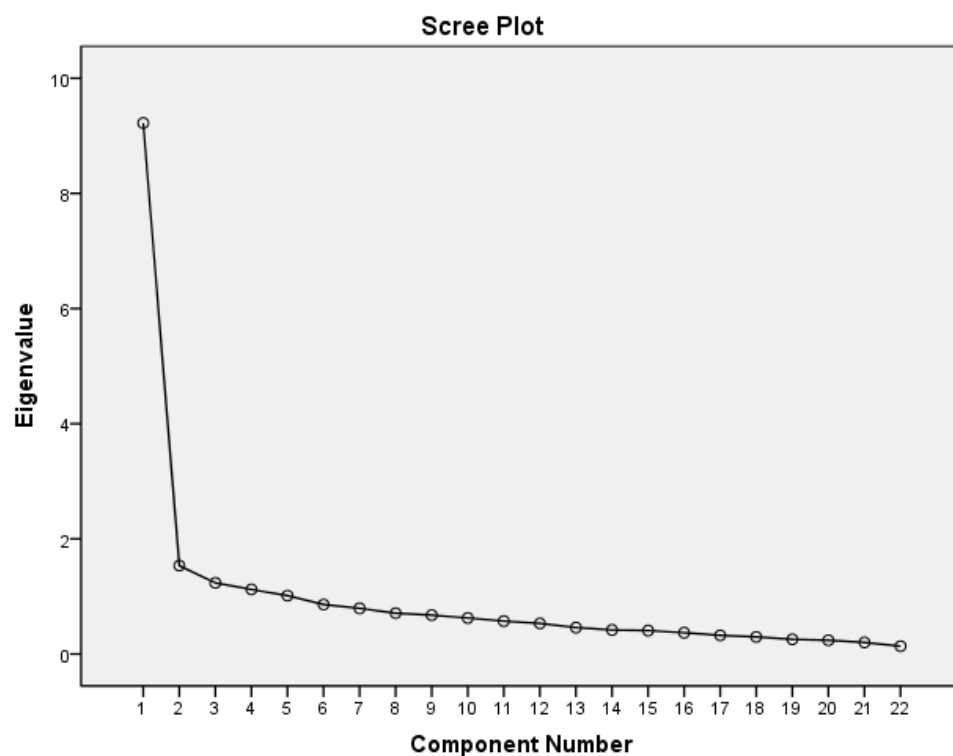
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.222	41.918	41.918	9.222	41.918	41.918	3.160	14.364	14.364
2	1.535	6.977	48.895	1.535	6.977	48.895	2.821	12.825	27.189
3	1.235	5.612	54.507	1.235	5.612	54.507	2.800	12.727	39.916
4	1.122	5.099	59.606	1.122	5.099	59.606	2.678	12.174	52.089
5	1.014	4.608	64.214	1.014	4.608	64.214	2.667	12.124	64.214
6	.860	3.910	68.124						
7	.793	3.604	71.727						
8	.710	3.225	74.953						
9	.675	3.068	78.020						
10	.626	2.847	80.867						
11	.571	2.596	83.463						
12	.531	2.415	85.879						
13	.459	2.086	87.965						
14	.418	1.899	89.864						
15	.408	1.854	91.717						
16	.370	1.680	93.398						
17	.324	1.472	94.870						
18	.297	1.351	96.221						
19	.255	1.160	97.381						
20	.239	1.085	98.466						
21	.201	.913	99.380						
22	.136	.620	100.000						

With reference to the Total Variance Explained table and based on the latent root criterion, five factors are extracted accounting for 64.214% of the total variance.

% of variance: this column contains the percent of total variance accounted for by each factor.

Cumulative %: this column contains the cumulative percentage of variance accounted for by the current and all preceding factors. The fifth row shows a value of 64.214. this means that the first five factors together account for 64.214% of the total variance.

Rotation Sums of Squared Loadings: The values in this panel of the table represent the distribution of the variance after the varimax rotation. Varimax rotation tries to maximize the variance of each of the factors so the total amount of variance accounted for is redistributed over the five extracted factors.



The scree plot graphs the eigenvalue against the component number. The first factor shows a value of 9.222 and the second factor shows a value of 1.535. From the fifth factor on, the line is almost flat meaning that each successive factor is accounting for smaller and smaller amounts of the total variance.

Rotated Component Matrix					
	Component				
	1	2	3	4	5
Develop a trusting relationship	.229	.675	.145	.216	.196
Work in support and teamwork	.184	.733	.140	.237	.212
Make their objectives clear	.269	.789	.210	.063	.115
Are knowledgeable	.190	.634	.299	.041	.251
Bring new ideas	.204	.212	.278	.064	.663
Devote personal time outside classroom	.165	.101	.166	.165	.802
Do their jobs enthusiastically	.216	.310	.070	.173	.651
Organize positively functioning classrooms	.284	.358	.084	.333	.507
How to resolve problems or conflicts.	.617	.291	.230	.157	.224
Develop care and kindness	.796	.230	.155	.145	.169
Improve your skills and abilities	.796	.206	.156	.183	.066
Become confident individuals	.730	.149	.200	.092	.324
Play a crucial role in success of school	.507	.225	.260	.283	.325
Understand the cultural factors	.144	.130	.404	.363	.394
Supportive environment that motivates you	.154	.165	.701	.117	.188
High expectations of leaders	.235	.152	.769	.144	.034
Continuous improvement of the school	.214	.246	.611	.154	.208
Strong values	.223	.106	.546	.280	.289
Good communication between students	-.022	.212	.514	.505	.031
Teachers maintain professional ethical standards	.101	.274	.268	.650	.031
Encourages involvement of parents in activities	.239	.079	.172	.788	.268
Encourages parents to work cooperatively with teachers	.261	.080	.129	.815	.243

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

The rotated component matrix makes the interpretation of the factor analysis easier showing the factor loadings of the variables on the extracted components. Loadings indicate the degree of correspondence between the variable and the factor, with higher loadings making the variable representative of the factor. The rotated component matrix table contains the rotated factor loadings which represent how the variables are weighted for each factor, and how the variables

and the components are correlated. Because these are correlations, possible values range from -1 to +1.

Component: The columns under this heading are the rotated factors that have been extracted. Five components have been extracted.

The first component can be described as “teachers’ impact on students” because items such as “teachers help students improve their skills” and “help students develop care and kindness” load highly on it.

The second component can be called “teachers are well prepared” because items such as “teachers make their objectives clear” and “teachers are knowledgeable” load highly on it.

The third component can be called “positive school culture” because items such as “supportive school environment” and “strong values” load highly on it.

The fourth component can be called “professional parent-teacher relationships” because items such as “parents are encouraged to be involved in school activities” and “parents work cooperatively with teachers” load highly on it.

The fifth component can be called “Teacher competence” because items such as “teachers devote personal time outside classroom” and “organize positively functioning classes” load highly on it.

CHAPTER FIVE

SUMMARY OF FINDINGS AND RECOMMENDATIONS

5.1 Findings

As stated through the research questions, this study mainly aimed to test whether teacher leadership and positive school culture are positively affecting the successful performance of students; and whether public and private secondary school students in Beirut and Mount Lebanon are performing equally successfully.

According to the multiple regression analyses:

Finding 1: Students build positive relationships with teachers when:

Teachers help students resolve problems or conflicts (T9), parents are encouraged to work cooperatively with teachers (C8), teachers develop a trusting relationship with the students (T1), leaders have high expectations regarding achievements of students (C2), and teachers maintain professional ethical standards (C6). These factors are statistically significant in predicting an increase in students building positive relationships with teachers.

Finding 2: Students are engaged in school life when:

Teachers help students resolve problems or conflicts (T9), parents are encouraged to work cooperatively with teachers (C8), there are strong values that guide students towards commitment to education (C4), teachers help students understand that they play a crucial role in

the success of the school (T13), and teachers develop a trusting relationship with the students (T1). These factors are statistically significant in predicting an increase in students being engaged in school life.

Finding 3: Students have a sense of school belonging when:

Teachers help students resolve problems or conflicts (T9), there is a continuous improvement of the school (C3), parents are encouraged to work cooperatively with teachers (C8), teachers do their jobs enthusiastically (T7), teachers develop a trusting relationship with the students (T1), there is a supportive environment that motivates students to learn (C1), and teachers help improve skills and abilities of students (T11). These factors are statistically significant in predicting an increase in students having a sense of school belonging.

Finding 4: Students participate in classroom activities when:

Parents are encouraged to work cooperatively with teachers (C8), teachers aid students to develop care and kindness (T10), there is a supportive environment that motivates students to learn (C1), teachers do their jobs enthusiastically (T7), and there is good communication between students from different cultures (C5). These factors are statistically significant in predicting an increase in students' participation in classroom activities.

Finding 5: Students are confident that they are capable of succeeding in their exams when:

Teachers help students resolve problems or conflicts (T9), there are strong values that guide students towards commitment to education (C4), there is a supportive environment that motivates students to learn (C1), and when parents are encouraged to work cooperatively with teachers (C8). These factors are statistically significant in predicting an increase in students being confident that they are capable of succeeding in their exams.

Finding 6: Students score higher grades when:

Teachers are knowledgeable (T4). This factor is statistically significant in predicting an increase in the average grade of the students.

Fried (1995) states that a teacher has to share his or her knowledge in order to create a reflective classroom. In such an environment where information and knowledge are shared, students and teachers all become learners, thus discovering the world of the subject. The more knowledgeable the teacher is, the more students are able to get higher and better grades.

The following table summarizes the findings of the regression analyses:

The Relationship between Teacher Leadership, Positive School Culture, and Student Performance	R ²	Statistically Significant Relationship
STUDENTS BUILD POSITIVE RELATIONSHIPS WITH TEACHERS		
Help students resolve problems or conflicts		+
Parents encouraged to work cooperatively with teachers		+
Develop trusting relationship with students	34.20%	+
High expectations regarding student achievements		+
Teachers maintain professional ethical standards		+
STUDENTS ARE ENGAGED IN SCHOOL LIFE		
Help students resolve problems or conflicts		+
Parents encouraged to work cooperatively with teachers		+
Strong values that guide students to commitment to education	29.90%	+
Students understand their crucial role in the success of the school		+
Develop trusting relationship with students		+
STUDENTS HAVE A SENSE OF SCHOOL BELONGING		
Help students resolve problems or conflicts		+
Continuous improvement of the school		+
Parents encouraged to work cooperatively with teachers		+
Teachers do their jobs enthusiastically	44.80%	+
Develop trusting relationship with students		+
Supportive environment that motivates students to learn		+
Help improve skills and abilities of students		+
STUDENTS PARTICIPATE IN CLASSROOM ACTIVITIES		
Parents encouraged to work cooperatively with teachers		+
Aid students to develop care and kindness		+
Supportive environment that motivates students to learn	24.90%	+
Teachers do their jobs enthusiastically		+
Good communication between students from different cultures		+
STUDENTS ARE CONFIDENT OF SUCCEEDING IN THEIR EXAMS		
Help students resolve problems or conflicts		+
Strong values that guide students to commitment to education	30.10%	+
Supportive environment that motivates students to learn		+
Parents encouraged to work cooperatively with teachers		+
STUDENT AVERAGES		
Teachers are knowledgeable	47.50%	+

Finding 7: Private schools are different from public schools

The Independent Samples Test reveals that teacher leadership and school culture totally differ between the two types of schools: Private and Public schools. Private schools have better teacher leadership and a more positive school culture compared to public schools.

In private schools, students have a better relationship with teachers; there is trust between them, and work together in a context of support and teamwork. Also, private schools are better in that teachers are more competent because they are able to make their objectives clear, are knowledgeable, always bring new ideas, do their jobs enthusiastically, devote personal time even outside classrooms, and organize positively functioning classrooms. In private schools, teachers not only provide students with information, but also help them improve their skills and abilities, help them resolve conflicts or problems, develop care and kindness, and guide students to become confident individuals. Teachers in private schools also understand the cultural factors that affect the academic achievements of the students, and make students understand that they play a crucial role in the success of the school.

In contrast to public schools, private schools have a more positive culture because there is a supportive environment that motivates students to learn, strong values that guide students towards commitment to education, and parents are encouraged to be involved in school activities and to work cooperatively with teachers. The culture in private schools is better in that it is oriented towards continuous improvement of the school, and allows good communication between students who come from different backgrounds. Teachers also maintain professional ethical standards.

Because of all these differences, students build positive relationships with teachers, are engaged in school life, have a sense of school belonging, participate in classroom activities, are confident of succeeding in their exams. Moreover, students in private schools achieve higher averages than students in public schools. The average grade of students in private schools is 12.56/20, while the average grade of students in public schools is 11.33/20. Performance of students in private schools is better than in public schools.

Finding 8: Differences exist between schools located in Beirut and schools located in Mount Lebanon

The Independent Samples Test shows that several differences exist in teacher leadership and school culture in schools in Beirut and schools in Mount Lebanon.

Both schools in Beirut and Mount Lebanon share similarities regarding teacher leadership. Whether located in Beirut or Mount Lebanon, teachers develop a trusting relationship with the students, and work together in a context of support and teamwork. Teachers also bring new ideas, do their jobs enthusiastically, organize positively functioning classrooms, and devote personal time even outside classrooms. In both schools, teachers guide students to become confident individuals, teachers understand the cultural factors that affect academic achievements of students, and help students recognize that they play a crucial role in the success of the school. However, teacher leadership is better in schools in Beirut in that teachers are able to make their objectives clearer, and are knowledgeable. Teachers also help students understand how to resolve problems or conflicts, and better help them in improving their skills and abilities.

Culture also varies between schools in Beirut and Mount Lebanon. Both schools have strong values that guide students towards commitment to education, there is good communication between students from different cultures, and teachers maintain professional ethical standards. Parents are also encouraged to be involved in school activities, and to work cooperatively with teachers. Nevertheless, schools in Beirut are better in that the culture is oriented towards continuous improvement of the school, there are high expectations regarding achievements of students, and there is a supportive environment that motivates students to learn.

As a result both, students who are in schools located in Beirut or in Mount Lebanon are engaged in school life, have a sense of school belonging, and participate in classroom activities. However, students in Beirut schools build better and more positive relationships with teachers, and are more confident that they are capable of succeeding in their exams. The average grade of students in schools located in Beirut is 12.17/20, while the average grade of students located in Mount Lebanon is 11.84/20.

This study also shows that the average grade of students in Beirut private schools is 12.82/20 which is higher than the average grade of students in Beirut public schools being 11.37/20.

While the average grade of students in Mount Lebanon private schools is 12.31/20 which is higher than the average grade of students in Mount Lebanon public schools being 11.28/20.

5.2 Limitations

I was pleased to focus my dissertation on students and study the impact of teacher leadership and positive culture on the performance of students in both public and private schools in Beirut and Mount Lebanon since I didn't find student focused studies.

However, further research conducted using qualitative studies could add to the explanation of the differences between Beirut and Mount Lebanon educational systems. This could be done through in depth interviews with parents, teachers, students, and community representatives.

5.3 Recommendations

Based on the findings of my study, public schools must pay more attention to all the factors including teacher leadership and positive culture that contributed to the betterment of the private schools. And this study will give evidence based information to the public schools for that purpose.

Also, the schools in Mount Lebanon should learn why the schools in Beirut are doing better. In particular, they will benefit from knowing that the reasons for the differences are that in Beirut teachers are able to make their objectives clear, teachers are knowledgeable, teachers help students resolve problems or conflicts, teachers help improve skills and abilities of students, there is a supportive environment that motivates students to learn, high expectations of leaders regarding achievements, the culture is oriented towards continuous improvement of the school, students build positive relationships with teachers, and students are confident that they are capable of succeeding in exams.

APPENDIX

Dear Sirs,

I am writing to you to ask your permission to distribute my survey questionnaire to the students in Grade 12 in your school. I am a graduate student at Haigazian University and I am currently working on my MBA Thesis. My paper is about “The Impact of Teacher Leadership and Positive School Culture on the Performance of Students in Public and Private Secondary Schools in Beirut and Mount Lebanon.”

All responses will remain confidential and the data from this survey will be reported in the thesis anonymously.

Thank you in advance for your cooperation.

Yours faithfully,

Talar Mandoyan

Questionnaire exploring

**The Impact of Teacher Leadership and Positive School Culture on the
Performance of Students in Public and Private Secondary Schools in Beirut
and Mount Lebanon**

Dear participants,

As part of the fulfillment of the requirements of the MBA degree from Haigazian University, I am conducting a survey about schools in Lebanon to explore the factors that make a school successful.

I would really be grateful and appreciative if you would take time to fill out the attached questionnaire.

Your frank response will remain confidential and the data from this survey will be reported in the thesis anonymously. To ensure anonymity, you are not required to disclose any personal information, nor to identify yourself or your school.

Please read through each of the following statements and fill in the check box that indicates your level of agreement with the implementation of these practices in your school according to the following scale: strongly disagree, disagree, neutral, agree, strongly agree.

Thank you again for your valuable time and support.

Sincerely,

Talar Mandoyan

No.	Please read through each of the following statements and fill in the check box that indicates your level of agreement with the implementation of the below practices in your school:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	IN YOUR SCHOOL, TEACHERS:					
1	Develop a trusting relationship with you that involve open, honest, and respectful communication.					
2	Work in a context of support and team-work with you.					
3	Make their objectives clear.					
4	Are knowledgeable.					
5	Bring new ideas into their practice.					
6	Devote personal time and energy even outside the classroom.					
7	Do their jobs enthusiastically.					
8	Organize positively functioning classrooms thus enhancing your learning engagement, enjoyment and motivation.					
9	Help you understand how to resolve problems or conflicts.					
10	Aid you in developing care and kindness, and displaying positive attitude.					
11	Help you improve your skills and abilities.					
12	Guide you to become confident individuals.					
13	Help you become aware that you play a crucial role in the success of the school.					
14	Understand the cultural and familial factors that influence your academic achievements.					
	IN YOUR SCHOOL, THE CULTURE:					
15	Provides you with a supportive environment that motivates you to study and learn.					
16	Reflects the high expectations of the leaders (principal, teachers) regarding your achievements.					
17	Is oriented towards continuous improvement of the school.					
18	Reflects strong values that guide you towards commitment to education.					
19	Facilitates good communication between the students who come from different backgrounds and cultures.					

No.	Please read through each of the following statements and fill in the check box that indicates your level of agreement with the implementation of the below practices in your school:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
20	Motivates school principal and teachers to maintain professional and ethical standards.					
21	Encourages the involvement of parents in school activities.					
22	Encourages parents to work cooperatively with teachers.					
	IN YOUR SCHOOL:					
23	You build positive relationships with teachers.					
24	You are engaged in school life.					
25	You have a sense of school belonging.					
26	You participate cooperatively in classroom activities.					
27	You are confident that you are capable of succeeding in your exams.					

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