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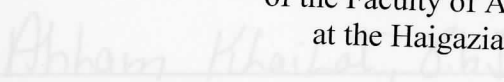
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EXPLORATORY STUDY OF PRINCIPALSHIP  
IN THE BEIRUT AREA

by  
SAMER H. AL JAMAL


A thesis  
submitted in partial fulfillment of the requirements  
for the degree of Masters of Arts  
to the Department of Education  
of the Faculty of Arts and Sciences  
at the Haigazian University

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## THESIS RELEASE FORM

It all began one day when I visited her in her office around 3 years ago. Her continuous support, assistance, and guidance helped me all through those years. Without her educational insights and assistance, I would not have been able to complete my masters program. My advisor, Dr. Ahlam Khalil, I cannot but say: "You are a wonderful person. Thank you."

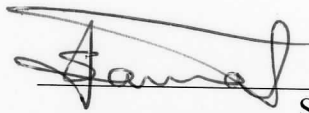
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## AN **ACKNOWLEDGEMENTS** OF

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I owe special thanks to those who suffered with me through out my masters years at Haigazian and especially in the last period when writing this thesis: My wife, Hiba, for her tolerance on many occasions, and my son, Hani, 6 years old, whom I apologize to for not giving him enough time and especially at those nights when he needed me to play with him or to read him a bed-time story.

At the end, I cannot but thank God for the health, energy, and wisdom He provided me and still does.

AN ABSTRACT OF THE THESIS OF

Samer Al Jamal for Master of Education  
Major: Educational Administration and Supervision

Title: EXPLORATORY STUDY OF PRINCIPALSHIP IN THE BEIRUT AREA

The purpose of this exploratory study was to understand and measure principal leadership and effective practices in private Beirut schools. The 16-item questionnaire was mailed to all 113 school principals after whom 24 (14 women principals and 10 men principals) filled their copies and sent it back. Nevertheless, this study was able to investigate the principals' attitude and approach toward various educational leadership issues such as: traits of effective school principals, their effect on student achievement, priorities of a principal, and many other aspects of principalship. We were also eager to survey the principals' enthusiasm toward having a licensure system for school principals in Lebanon as well as their opinion regarding a Leadership Training Program prior to handling this job. The study revealed that 66% of the principals are above 50 years of age. It also showed that 54.2% of the principals hold a bachelor's degree while only 29.2% have a master's degree. In this study, Lebanese school principals ranked "having a clear vision and a plan to achieve that vision" as the first priority for successful school leaders. While 70% of them agreed that the ministry of education should issue a licensure system to qualify principals in the profession, and 80% supported the idea that a Leadership Training Program is necessary for principals to perform a better job, only 66.7% agree that there is a strong relationship between their role and student achievement. However, the study revealed various interesting facts that were highlighted in details.

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Specification of the Problem and its Background

Since the beginnings of the principalship in the field of education, educators have struggled to define a distinctive role for the position. Theoreticians and analysts have repeatedly explored the job and its place in the larger social and educational context, urging principals in one decade to be "bureaucratic executives" followed ten years later to become "humanistic facilitators" and then "instructional leaders" (Beck and Murphy, 1993). The Institute for Educational Leadership (2000), after citing a long list of the principal's traditional managerial responsibilities, went on to add:

Principals today must also serve as leaders for student learning. They must know academic content and pedagogical techniques. They must work with teachers to strengthen skills. They must collect, analyze and use data in ways that fuel excellence. They must rally students, teachers, parents, local health and family service agencies, youth development groups, local businesses and other community residents and partners around the common goal of raising student performance. And they must have the leadership skills and knowledge to exercise the autonomy and authority to pursue these strategies (p.6).

Throughout decades, research focused on the importance of principals, and what makes a good one. Studies showed that good principals, which we will refer to in this study as "effective principals," or "effective school leaders," imply effective schools, and consequently school improvement and student achievement. In this exploratory paper, we will try to explore this reality: An Effective principal, or simply, an educational leader, implies an effective school. We will try to spotlight on the various aspects of this job, namely; the principalship. We will also try to find answers to such questions:

## CHAPTER ONE

### INTRODUCTION

#### Specification of the Problem and its Background

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- What is the attitude of the Lebanese schools principals regarding “effective principals,” and “effective schools”?
- According to them, is there any relation between effective school leadership and student achievement?
- What are the qualifications that Lebanese school leaders have, and consequently, what are the minimum qualifications required from effective school leaders in general?
- Are Lebanese principals with or against issuing a licensure system for school principals as the case in many countries? And, do they back up the idea of a Leadership Training Program to perform a better job?

In 1996, Doll indicated that effective principals are close physically and psychologically to individual classrooms and the school. Those principals are comfortable monitoring teachers, talking with their staffs, informally visiting classrooms, and often helping to improve curriculum. Boyer (1983) used the term “community” to describe the atmosphere of an effective school. Emphasis was given to the warm companionship that exists among the staff and students in such a school. Boyer (1983) defined the essence of an effective school by saying that “an effective school connects people, to create community; connects the curriculum, to achieve coherence; connects classrooms and resources, to enrich the climate; connects learning to life, to build character” (p.42).

Examining all articles on educational leadership published in four major administration journals from 1985 to 1995, Leithwood and Duke (1999) identified six distinct conceptions of educational leadership: instructional (influencing the work of teachers in a way that will improve student achievement), transformational (increasing the commitments and capacities of school staff), moral (influencing others by



appealing to notions of right and wrong), participative (involving other members of the school community), managerial (operating the school efficiently), and contingent (adapting their behaviour to fit the situation). Leithwood and Duke (1999) suggested that each conception reflects a different emphasis that should be viewed in terms of the connections among leaders, followers, organizations, and the outside environment.

However, since the 1980s, instructional leadership has dominated discussions of the principal's role, creating almost unanimous agreement that student learning should be at the center of what principals do. Surprisingly, however, researchers and practitioners have yet to settle on an explicit definition of the term. The earliest discussions were fairly straightforward, stating that instructional leaders set high academic expectations, reviewed lesson plans, supervised classroom instruction, and monitored curriculum. In the past decade, the term has expanded to the point that some simply define it as "anything that leaders do to improve teaching and learning" (King 2002, p.63).

However, the effective principal's influence is not only on the school's curriculum and instruction, but also on the general climate of the school. As conceptualized by Andrews and Soder (1987), the school leader takes as his or her primary responsibility the instructional program of the school, and therefore focuses on creating the organizational climate that facilitates the successful implementation of the program. Deal and Peterson (1993) emphasize the importance of the school climate which is set by the school principal. They use the preferred label school culture which, as they explain, captures the "character of a school and reflects deeper themes and patterns of core values, common beliefs, and regular traditions that develop over time" (p.89).

Researchers have related principal behaviours to school climate (Bulach, Boothe, & Pickett, 1998; Peterson, 1990); indeed, the climate of a school can be shaped by the actions and behaviours of the principal (Sergiovanni & Starratt, 1998). The principal's instructional leadership behaviours affect the climate and instructional organization, both of which are linked to student achievement. Several studies have established links between instructional leadership and the climate of the school such as effective communication, teacher advocacy, participatory decision-making, and equitable evaluation procedures (Lane, 1992; Hallinger & Murphy, 1987).

This learning environment is directly influenced by the leadership style of the principal (Leithwood, Begley & Cousins, 1990). The leadership style of the principal is largely responsible not only for the teaching and learning environment of a school, but also for the performance of the staff beyond that which exceeds a basic level.

Australian research has demonstrated that it is the style of leadership exercised by the principal who determines not only the tone of the entire school, but also the quality of education offered by a school (Spence, 1991).

What distinguishes effective schools from non-effective schools is that principals of the former schools demand high-quality teaching, track student achievement, and recruit good teachers. On the other hand, principals of typical schools function more as managers, and have low instructional expectations for teachers.

Concerning this point, Bolman and Deal (1991) describe the balance between leadership and management.

Organizations which are over managed but under led eventually lose any sense of spirit or purpose. Poorly managed organizations with strong charismatic leaders may soar temporarily only to crash shortly thereafter. The challenges of modern organizations require the objective perspective of the manager as well as the brilliant flashes of vision and commitment that wise leadership provides. (pp. xiii-xiv)

Hallinger The principal defines the vision of the school, which continues to act as “magnetic north” in setting the direction for the community to travel. To achieve this, however, the principal recognises that, in a complex school community, they are a “leader of leaders” rather than a “leader of followers.” The effective school principal is also concerned to provide instructional leadership that emphasises best practice teaching pedagogy (Lezotte, 1991).

mission In a research conducted by Scieszka in 1996 in rural elementary schools in the United States, teachers agreed that the following phrases were indicative of effective schools: a) strong leadership, b) orderly environment, c) clearly defined curriculum and goals, d) parent involvement, e) high expectations, f) monitoring student progress, and g) professional staff development.

30-year On another hand, Ven Der Burg (1987) focused on differentiating leadership characteristics in effective schools by surveying parents. The parents in this study indicated that the following phrases were indicative of effective schools: a) orderly, safe environment, b) frequent monitoring of student progress, c) emphasis on basic skills, d) school climate, e) philosophy and mission statement, f) time on task, g) high expectations, h) socioeconomic variables, i) adequate facility, j) parent involvement, k) strong leadership, l) development of staff, and m) support services. Those parents also ranked strong leadership first out of 13 domains as necessary to establish an effective elementary school. Staff development was ranked sixth, and parent involvement was ranked fourth by the elementary parents.

involve To have a closer look on the relationship between the principal’s role and the school effectiveness, Hallinger and Heck (1996) conducted an in-depth review of the empirical research over 15 years (1980-1995) on this relationship. Clearly recognizing that principals have an impact on teachers, students, and learning,

Hallinger and Heck (1996) declared that because of the complexity of the relationship, the nature and degree of this effect is not easily measured. However, the most theoretically and empirically robust models that have been used to study leadership effects suggest that effective principal leadership is linked directly to student learning via the principal's influences on internal school processes. The internal processes range from school policies and norms regarding academic expectations, school mission, student opportunities to learn, instructional organization, and academic learning time. In a similar manner, Waters, Marzano, and McNulty (2004) reported that school climate, leadership, and quality instruction are frequently associated with effective schools.

Moreover, upon accomplishing a meta-analysis of 70 studies conducted over a 30-year period on education leadership, Waters et al. (2003) established 21 leadership responsibilities that are significantly related to higher levels of student achievement. Waters et al. (2003) clearly stated that effective school leadership substantially boosts student achievement. They found that the average effect size (expressed as a correlation) between leadership and student achievement is 0.25.

However, Kauffman (1995) reminded persons interested in school improvement that problems in education cannot be attributed to any single source. If schools are to be viewed as effective, then school leaders should be ready to change, to restructure the way their schools operate, to rethink their goals and priorities, to create a climate within their schools where students and teachers can take risks, to involve parents and community in a meaningful way, and to plan strategically for the future. School leaders also should be willing to develop policies that address student achievement, to encourage an ethic of caring and sense of community, to make wise

use of technology and resources, and to retain strong, instructional leadership capable of developing a shared vision of educational excellence.

Regarding the principal's qualifications, some analysts have challenged the widespread assumption that principals need to have teaching experience and a deep knowledge of instruction. Instead, they assert that generic leadership qualities such as energy, resourcefulness, focus, and political know-how are more important than specialized knowledge of instruction and that anyone with a bachelor's degree, knowledge of educational regulations, and the ability to pass a background check should be eligible for the principalship (Hess, 2003). Advocates of this view believe the principal can exercise instructional leadership by supervising a team of staff members who do have instructional expertise. Hess (2003) claims that many individuals with leadership skills acquired in other fields would be willing to tackle a school principalship if they were not expelled by traditional certification requirements.

Several recent studies at the University of Washington have advanced the view that persons without school experience or specialized training can be considered qualified for the job. Portin, Shneider, DeArmond, and Gundlach (2003) interviewed principals from a wide spectrum of schools in the United States and concluded that the principal's one essential leadership skill was diagnosing and acting on the needs of the school. Some other necessary leadership functions require special knowledge (such as instructional leadership), but these, say the authors, could be exercised by others in the school. A veteran teacher may be an instructional leader while the principal focuses on other aspects of the organization's effectiveness. The principal's job, as the researchers put it, was to see that the job got done, not to personally accomplish it. Indeed, the study finds that because schools face such a variety of

challenges, perhaps the most important part of a principal's job is diagnosing his or her school's problems in order to implement the most appropriate solutions (Portin et. al., 2003).

Thus, what we have seen so far - and whatever the qualifications of a school principal are - that most sources of educational leadership have indirect effects on student learning. This is most obviously the case for those exercising leadership outside the classroom; namely, principals. Principals exercise direct effects on the school, and classroom practices, which, in turn, have direct effects on student learning. So, the challenge for leaders aiming to improve student learning is to identify in their organization those features with the greatest likelihood of contributing to student success and also which leaders are in a position to influence directly.

Principals are in a position to foster greater collaboration among teachers. Such collaboration often leads to improvements in teachers' instructional practices; these improvements, in turn, enhance student learning (Leithwood, Riedlinger, Bauer, & Jantzi, 2003).

In Waters et al's report (2003), in which they identify 21 leadership "responsibilities," only one, increasing "the extent to which the principal is knowledgeable about current curriculum, instruction, and assessment practices," would be a major professional-development challenge by itself. All the other "responsibilities" described in the study depend on leaders improving their capacities across all of the 21 responsibility practices at the same time. Some of these responsibilities are dispositional in nature (e.g., flexibility) or rooted in deeply held beliefs (e.g., ideals) and unlikely to change much, if at all, within adult populations.

Thus, we can see how important and major the role of a school principal is.

All the studies conducted till now justify a strong belief in the contributions of successful leadership to student learning.

## **Rationale**

The current paper aims at investigating and exploring school principals in the Beirut area. We hope to get a clearer picture about their personal backgrounds, educational backgrounds, as well as an idea about their professional background. We are specifically interested in knowing what credentials they hold and whether these credentials are related to education. Also, we are interested in knowing their feedback and opinions regarding “the qualities of a good leader”-and how they would rank those qualities- and also, whether they recognize their significant role in “their influence on student achievement”. Understanding that Lebanon has no licensure system for principalship, this study aims at exploring the interest in school principals to having such a system in Lebanon as well as investigating whether they believe that a “Leadership Training Program” would enhance their job efficiency and thus prepare them to do a better job.

## **Limitation**

The result of the present study is to be interpreted with the following limitation in mind.

The schools selected for this study are private non-free tuition French and English speaking schools in the Beirut area only. Free-tuition schools in Beirut as well as schools outside the Beirut area are not chosen to participate in this study.

Therefore, the results obtained may not be entirely generalized to the whole of Lebanon.



## Definition of Variables

For the purpose of the study, the following terms are defined:

- **Leadership:** Represents the interpreter for the group or the “voice.”

Leadership denotes the ability to guide, inspire, direct, and manage those in an organization or group.

- **Principal:** The person (or persons) who is the administrative head of the faculty and staff of a school. This position is usually in care of the overall well-being and production of the school.

- **School Climate:** An average perception that a person holds about their work environment. It is a set of traits or factors that gives “personality” to an organization.

- **Instructional Leadership:** It’s that leadership style in which school leaders (principals) influence the work of teachers in a way that will improve student achievement.

- **Qualities of a strong principal:** They are those qualities which principals do consider as essential in order to lead effectively.

- **Demographics:** They are the personal, educational, and professional characteristics of school principals. The demographics include: credentials, number of years being a principal, existence of teaching experience, etc.

- **Licensure system:** Official or legal permission enabling persons to practice a certain profession.



## **Methodology**

The population of the current study is the principals of all private, non-free schools in the Beirut area. The sampling frame of the schools along with their addresses was taken from a pamphlet issued by the National Center for Educational Research and Development (NCERD) for the academic year 2003-2004 providing the names of all schools in Lebanon. The instrument used to collect the data was a 16-item questionnaire, which the subjects- principals in English as well as French speaking schools- were asked to complete and return by mail. The reliability and validity of the instrument used was measured by Cronbach's alpha, chi square tests, and different cross tabulations.

## **Significance of the Study**

Knowing that instructional leadership makes a difference, the next logical question is, how do we develop effective leaders of instruction? In many occupations, preservice preparation immediately precedes entry into the work role. Physicians complete medical school, internship, and residency training before they begin medical practice. Likewise, lawyers, engineers, and many other professions issue permission- the so called "license"- that authorizes individuals to do their jobs. Principals, on the other hand, usually come to their position after spending many years in other jobs either in the field of education or in a non-related field altogether. We strongly believe that the Lebanese ministry of education should issue a licensure system for principalship. Also, individuals interested in that job should have at least a master's degree in Educational Administration and /or attend a Leadership Training Program conducted by many universities all over the world for the purpose of preparing these individuals to handle and deal with various tough situations. As it is believed by many scholars that leadership is an acquired skill and not a talent endowed at birth,

we hope that this study will highlight the importance of professional education in developing the kinds of leadership we know to be important for creating effective schools.

## The Effective Principal

Scratch the surface of an excellent school and you are likely to find an excellent principal, an effective principal. Peer into a failing school and you will find weak leadership, weak principalship. That, at least, is the conventional wisdom. Leaders are thought to be essential for high quality education. But is this indeed true, and if so, exactly how does leadership work?

According to Southern Regional Education Board (SREB) (2004), there is a strong consensus on two points about effective principalship:

- Good principals are essential to good schools.
- Good principals make a positive impact on what and how teachers teach and how much students learn.

Discussing the effects of school leadership in relation to school effectiveness requires a review of the effective schools research, and the effective principals' traits, especially in relation to the school as an organization. Therefore, this review will highlight the qualities of school leadership, effective principalship, as well as the various standards issued through out the past years that have to do with this profession. We will also review the literature regarding the effect of school leadership on student achievement. Finally, we will try to draw attention to principalship licensing in Lebanon as well as in other countries.

As pressure grows for schools to be accountable for ever-high standards, they are simultaneously struggling to meet the needs of an increasingly diverse population

## CHAPTER TWO

### REVIEW OF LITERATURE

#### The Effective Principal

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As pressure grows for schools to be accountable for ever-high standards, they are simultaneously struggling to meet the needs of an increasingly diverse population

and dealing with a number of issues that would have been unthinkable just a decade ago. Under those conditions the traditional roles and rules of school administration seem less and less relevant.

The current debate also has been fed by a shortage of qualified candidates for principalships. Many individuals who possess the necessary credentials see the principal's job as impossible-a stressful, thankless endeavour that doesn't pay nearly enough to compensate for the frustrations.

Effective education leadership makes a difference in improving learning. There's nothing new or especially controversial about that idea. What's far less clear, even after several decades of school renewal efforts, is just how leadership matters, how important those effects are in promoting the learning of all children, and what the essential ingredients of successful leadership are.

### **School Leadership**

Although Leithwood and Duke (1999) make it clear that the search to define school leadership has deep roots, they concentrate on recent views examining a total of 121 articles on educational leadership published in just four major educational administration journals from 1985 to 1995. These articles described 20 distinct forms of leadership that the reviewers further classified into six generic leadership approaches. Distinguished by their basic foci, key assumptions, and nature and locus of leadership power, these approaches included *instructional leadership* which is designed to influence teachers' work in a way that will improve student achievement, *transformational leadership* that seeks to increase the commitments and capacities of school staff, *moral leadership* which is rooted in the values and ethics of the leader, who influences others by appealing to notions of right and wrong, *participative leadership* that is focused on decision-making processes that seek to involve other

members of the school community, *managerial leadership* which focuses on the functions, tasks, and behaviours of leaders, with an emphasis on efficiency and effectiveness, and *contingent leadership* focusing on the ways school leaders respond to specific sets of circumstances, adapting their behaviour to fit the situation.

Leithwood and Duke (1999) suggest that we do not need new definitions of leadership as much as a better understanding of these six themes.

In the same manner, Leithwood, Seashore, Anderson, and Wahlstrom (2004) reveal that different forms of leadership are described using adjectives such as “instructional”, “participative”, “democratic”, “transformational”, “moral”, “strategic”, and the like. But these labels “primarily capture different stylistic or methodological approaches to accomplishing the same two essential objectives critical to any organization’s effectiveness: helping the organization set a defensible set of directions and influencing members to move in those directions” (Leithwood et al., 2004, p.6). Leadership is both this simple and this complex.

On the other hand, Leithwood and Riehl (2003) present research-based conclusions about educational leadership at the school building level. They tried to gather whatever information already found related to educational leadership. According to Leithwood and Riehl (2003), “at the core of most definitions of leadership are two functions: providing direction and exercising influence” (p.7). They believe that in education, the ends are increasingly centered on student learning, including both the development of academic knowledge and skills and the learning of important values and dispositions. Their major findings from research on school leadership can be summarized in five claims: 1) leadership has significant effects on student learning, second only to the effects of the quality of curriculum and teachers’ instruction, 2) administrators and teacher leaders provide most of the leadership in

schools, 3) a core set of leadership practices (setting directions, developing people, and developing the organization) form the “basics” of successful leadership and are valuable in almost all educational contexts, 4) successful school leaders respond productively to challenges and opportunities created by the accountability-oriented policy context in which they work and 5) successful school leaders respond productively to the opportunities and challenges of educating diverse groups of students (Leithwood & Riehl, 2003).

In another research, Goldberg (2001) writes about 43 interviews he has conducted since 1989 with famous individuals (principals, teachers, researchers, and politicians) “who merit the label “educational leaders”” (p.757). He discovered that “there is no algorithm for success in educational leadership-though there are a handful of large minded qualities that leaders tend to share” (p.757). Goldberg (2001) found that all his interviewees share five traits.

First, these leaders have *bedrock beliefs* that inspire and guide their words and actions. “The beliefs differed from leader to leader,” says Goldberg (2001), “but there was always a conviction that their ideas mattered and could make a difference.”

Second, these convictions give leaders courage to *swim upstream*, insisting on paths that might take years to bear fruit. “Change is often difficult for people because they must shift attitudes and beliefs to accommodate a new technique, program, or set of facts. Also, many politicians and high-level administrators require rapid results. But results from complex, often original, education programs don't occur quickly, a reality that requires perseverance in the face of resistance and criticism” (Goldberg, 2001).

Third, the leaders he interviewed displayed a strong *social conscience* that motivated their actions and made them sensitive to inequities and injustice, not only in

schools but in the larger society. Goldberg (2001) says that “no amount of money or curriculum reform or toughening of academic standards will help so long as students are plagued by poverty, drugs, violence, crime, broken homes, and other social problems.”

Fourth, these leaders displayed a *seriousness of purpose* that led them to keep a steady focus on central issues and not be distracted from their mission. “Most had spent decades working toward their goals and had set high standards for themselves, as well as others” (Goldberg, 2001).

Finally, these leaders had *situational mastery* of the environments they worked in. What works in certain conditions and in certain schools might not work in other settings. Goldberg (2001) says that many business leaders succeed brilliantly with one company and fail with another.

### **Principalship**

All the reports and surveys in the past years assure the significance of principals in schools. As the president of the Southern Regional Education Board (SREB) in the United States Mark Musick puts it: “An effective principal is not all that is required for an effective school, but it is very difficult to have a good school without a good principal” (SREB, 2004, p.1).

Most of the current debate over the principalship in the United States has been led by scholars, analysts, and policy makers. A report from Public Agenda written by Farkas, Johnson, Duffett, Foleno, and Foley in summer 2001 provides some clues on how principals themselves feel about their jobs. The report, which is based on in-depth surveys of 853 randomly-selected public school superintendents and 909 randomly-selected public school principals, is supported by the Ford Foundation and



the U.S. Department of Education and covers topics ranging from school funding to academic standards to professional development and training.

Public Agenda's research shows that superintendents and principals in the United States believe in their work and its importance, with overwhelming agreement that finding a talented principal is the first step in turning around a troubled school. Ninety nine percent of the superintendents and 97 percent of the principals interviewed believed that behind every great school is a great principal. Out of the many interesting statistical figures included in the report, are those related to "qualities of a good leader." More than 90 percent of the principals thought it was "absolutely essential" for a good leader to be able to make tough decisions, to put the interests of children above all else, and to communicate a clear educational vision and priorities. They assigned the least importance to making effective use of technology (35 percent), having good speaking skills (36 percent), and nurturing talented prospective administrators (36 percent).

In a 1998 survey of 403 school district superintendents in the United States, half reported a shortage of qualified candidates for principal vacancies. These shortages are expected to hit some regions harder than others. For example, a 1999 University of Minnesota study estimated that, by 2010, about 75 percent of Minnesota principals will be lost through retirement or attrition, even as school enrolments are expected to grow by 10 to 20 percent (Institute for Educational Leadership, 2000) (IEL).

The IEL report, says that many individuals with administrative credentials in the United States choose not to pursue the principalship jobs. This report tells why, and suggests some solutions.



At one time, says the report, principals were “mostly expected to comply with district-level edicts, address personnel issues, order supplies, balance program budgets, keep hallways and playgrounds safe, put out fires that threatened tranquil public relations, and make sure that bussing and meal services were operating smoothly” (p.2).

This still holds true, but now they are also expected to mobilize the entire school community around the goal of improved student performance. Because principals have not been trained in this new role, and because they are not always supported by their districts, as the report puts it, the job is often viewed as impossible by potential candidates. The authors assert that nothing short of reinventing the principalship will avoid a catastrophe.

According to the same report, prior to the Principals’ Leadership Summit held in Washington, D.C., in July 2000, organizers asked conference participants about the major challenges that discourage a person from pursuing the principalship as a career goal. Ninety principals from a diverse collection of school districts identified five reasons why relatively few people are seeking to become principals:

The changing demands of the job, including increased accountability, responsibility for raising students to high standards without adequate support, legal and special education issues, etc.;

- salary;
- time;
- lack of parent and community support and negativity of the media and the public towards schools; and
- lack of respect.

For that reason, IEL recommends exploring forms of “distributed leadership” that would engage the talents of the community, either by using a team approach or by allocating responsibilities to different individuals.

The report provides numerous recommendations aimed at filling the pipeline with qualified candidates, supporting the professional development of current practitioners, and ensuring results. It argues that many people and groups have a responsibility to address these concerns, but that principles themselves can make a contribution by focusing on their own professional development, working with associations to strengthen the profession, and using the new accountability systems to demand more resources, support, and autonomy.

### **Standards for School Leaders**

The urge to redefine the principalship often leads to specific standards that attempt to transform philosophical preferences into concrete behaviours. Throughout the past years several research and documents have been accomplished trying to reach at some common standards for principals to apply. Standards reflect the centrality of student learning, acknowledge the changing role of the school leader, recognize the collaborative nature of school leadership, inform performance-based systems of assessment and evaluation for school leaders, and are integrated and coherent (Interstate School Leaders Licensure Consortium, ISLLC, 1996).

The ISLLC (1996) standards respect the reality that “formal leadership in schools is a complex, multi-faceted task” (p.5). The ISLLC (1996) paper included five standards that would apply to nearly all formal leadership positions in education, not just principals. The ISLLC members were “unanimous in their belief that the central aspects of the role are the same for all school leadership positions” (p.7). The ISLLC members believe that a school administrator is an educational leader who

promotes the success of all students by: facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community; advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth; ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment; collaborating with families and community members; acting with integrity, fairness, and in an ethical manner; understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Another set of standards are those issued by the National Association of Elementary School Principals (NAESP) in 2001 which focus on the principal's role as instructional leader. The NAESP's six standards are designed to provide a professional development agenda for practicing principals. These standards include the ability to balance management and leadership roles as "Leadership is a balance of management and vision" (p.2), set high expectations and standards for students and adults in the school community, create a culture of continuous learning that ensure student achievement, create a culture of adult learning, use multiple sources of data as diagnostic tools to evaluate instructional improvement, and actively engage the community to support student success. The document provides a clear description and rationale for each standard, together with concrete examples, questions for self analysis and reflection, and references for further research. Principals are provided with a user-friendly guide that encourages them to reflect on their individual performances. Its most effective use might be as a discussion agenda for small groups of principals who want to consider the implications of the standards for their own schools.

## The Effect of Leadership on Student Achievement

The belief in the principal's influence on student achievement goes back to research decades ago. Concentrating on effective schools, these studies found principals who were strong instructional leaders to be one of the correlates to school performance and in particular to student achievement. These studies suggested that specific actions by principals, like observing, making suggestions for improvements, and enforcing compliance with certain teaching models, could directly influence student achievement (Gordon, 2003).

Current theory and research evidence points toward principals affecting student achievement indirectly, through teachers and staff members. Principal's actions that structure the school's organization and climate appear to have an impact on student achievement.

"Leadership is second only to classroom instruction among all school-related factors that contribute to what students can learn at school" (Leithwood et al., 2004, p.5), is the first of two important claims inducted in the recently published literature review titled *How Leadership Influences Student Learning*. The second is that "leadership effects are usually largest where and when they are needed most" (p.7). The 180-school study of the links between student achievement and educational leadership practices assures that efficient school leaders can boost the student learning in a great manner. The researchers add that "setting directions", "developing people", and "redesigning the organization" are three major practices of successful leadership.

In the same sense, Waters, Marzano, & McNulty (2003) has noted that there is a substantial relationship between leadership and student achievement. Conducting a quantitative analysis of 30 years of research since the early 1970s from a total of more than 5,000 studies, which involved 2,894 schools in the United States with

approximately 1.1 million students, and 14,000 teachers, the authors stated that leadership correlates positively with student achievement.

The authors report that two primary variables determine whether leadership will have a positive or negative impact on student achievement. The first variable is the focus of change i.e. whether or not the leader properly identifies the correct focus for school or classroom improvement efforts. They identify what the “right things to do” are from other studies and these include practices surrounding a guaranteed and doable curriculum, challenging goals and effective feedback, parent and community involvement, a safe and orderly environment, collegiality and professionalism, effective instructional strategies, classroom management, curriculum design, positive home environment for the student, learned intelligence and background knowledge of students, and motivation.

The second variable is order of change i.e. whether or not the leader understands the magnitude of change they are leading and adjust their leadership practice accordingly. Here, the authors distinguish the types of magnitude of change that they prefer to use as first-order and second-order changes. First-order changes build on past and existing models and in effect just play at the edges without changing core values, beliefs, or structures. Second-order changes “dramatically break the past” (p.8) and challenge existing norms. The latter are more likely to have a stronger impact.

Thus, we have seen that research have proven that school leaders have a great effect on student achievement. As an extra proof, and in addition to all what have preceded, Waters et al. (2003) assured that principal’s leadership accounts for about 20 percent of the school’s impact on student achievement.

In 2000, researchers at Seattle Pacific University surveyed 40 successful elementary principals to learn why some schools succeed while others struggle to achieve. Fouts, Stuen, Anderson, and Parnell (2000) reveal in their report that 93 percent of the principals agreed that “lack of leadership and vision is the most significant barrier to the implementation of school reform in Washington State” (Fouts et al., 2000, p.4). Although the way the study was conducted gave principals every opportunity to point the finger at school budgets, reluctant teachers, or lack of parental support, but they didn’t do that. According to that study, “restructuring” a school goes beyond simply changing curriculum or classroom practices (for example, increase the use of technology or cooperative instruction); changing curriculum or classroom practices can be done without restructuring, and in fact, it has been done repeatedly through history. Rather, “restructuring implies a new vision, a rethinking and changing of the very philosophy about education, student learning, and how schools should operate on a day-to-day basis” (Fouts et al., 2000, p.11).

### **Principalship Licensing**

We already said that the role of the principal has swelled in the recent years to include an overwhelming array of responsibilities. As Davis, Hamond, LaPoint, and Meyerson (2005) put it in their review of literature titled “School Leadership Study: Developing Successful Principals”, “principals are expected to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations/communications experts, budget analysts, facility managers, special programs administrators, as well as guardians of various legal, contractual, and policy mandates and initiatives” (p.4). Thus, we can see that proper preparation of a principal is required before handling this job. We dare to say that proper and mandatory licensing needs are required from a person applying and

wishing to fill in this job. Licensing can play a valuable role in developing school leaders and securing the principals that schools need. Many countries license school principals just as they license barbers, doctors, lawyers, morticians, plumbers, and many other occupations ranging from the familiar school teacher to the offbeat frog farmer (Adam & Copland, 2005). Licenses are important credentials because they represent an authorization-permission- to practice an occupation. Licenses serve as means to protect public from harm, represent knowledge and skills upon which the public rely and the profession depend, and ensures fair access to the job (Adam & Copland, 2005).

With regard to school principals and the field's ambition to foster leadership for learning, licensing is an important policy tool. It regulates who may become a principal, and it signals the fundamental qualifications the public may expect in its school leaders.

In Lebanon, the Lebanese law is very shallow, vague, and “primitive” in this field. It says that a school principal should have an “official degree”. What does the word “official degree” mean? Is it a baccalaureate degree or a PhD degree? Can it be a university degree in veterinarian? The decree # 2896, 15/10/1992 (Nashef, 2002) clearly states the sufficient prerequisites needed for a person to possess in order to be able to be appointed a school principal. Article 1 in the above mentioned decree states the following: The principal of a private school should possess the following:

1. An official degree or its equivalent and a teaching experience in case he/she does not hold a degree in education or educational administration as it is shown below in the following table.



School	Educational level	Degrees & minimum teaching experience
Preschool	Kindergarten phase	BT -Preschool Education or Lebanese Baccalaureate with three-year experience in preschool teaching
Elementary	Elementary phase (with or without preschool phase)	Bachelor degree in education or Lebanese Baccalaureate with two-year experience in elementary teaching
Intermediate	Intermediate phase (with or without the first two phases)	Teaching degree or university degree with two-year experience in intermediate teaching
Secondary	Secondary phase (with or without the three phases)	University degree or teaching diploma or three-year experience in secondary teaching

Credentials required from school principals in Lebanon

## 2. The foreign language adopted by the school.

On the other hand, an analysis of the licensing requirements in the 50 states in

States revealed that licenses run between two extremes: a reliance on individual characteristics, such as background checks (integrity, honesty and ethical behaviour of candidates) or academic degrees; and lists of knowledge and skill requirements.

Professional preparation of school administrators is dominated by university-based programs that are aligned with state licensure requirements or ISLLC standards.

Departments of education administration (or more recently leadership) are embedded in colleges of education. In many instances these departments are combined with other areas of study (counselling, higher education administration, curriculum, and others) to achieve administrative efficiency (Bjork and Murphy, 2005).

According to the findings in States, Forty-four states required an academic degree of principal candidates, either a B.A. or an M.A. Beyond the degree, every state except Hawaii specified some kind of educational experience for principal candidates. The most frequent requirements across the states included academic degree (44 states), state approved program (37 states), credit hours in graduate courses



(29 states), or accredited institution (29 states), alone or in combination. In terms of a principal's educational background, most states seem to have included clearly understandable requirements.

Just about half the states (24) required a test of administrative skills. Another 10 states required skill demonstrations of another type, such as a performance or portfolio assessment, or test of basic skills. Twenty-five states explicitly included administrative knowledge and skills in their principal licensing requirements. Twenty-eight more states included "learning-focused knowledge" (it directly connected knowledge and skills to the improvement of student learning, either by establishing student learning as the chief focus of principals' work or by specifying skills that furthered that end), and skills in their principal licensing requirements, while focusing on other criteria. The most common learning-focused requirements included courses in curriculum (17 states) and instructional supervision (11 states), knowledge of learning technology (14 states), and skills related to engaging parents in a learning agenda (10 states) and in developing or adapting relevant instructional practices (10 states) (Adam & Copland, 2005).

Finland's claim to have the best school system has been reinforced by the latest international comparisons. According to the Programme for International Student Assessment (PISA) results issued in 2003, Finland has leaded 40 countries in maths, reading, and science tests (<http://news.bbc.co.uk/1/hi/education/4073753.stm>). This issue force us to talk about principalship in Finland.

In Finland, the new legislation of 1999 brought together earlier dispersed educational legislation. At the same time it clarified the role of the principal – he/she is a leader fully responsible for the results of the school. The legislation of 1999 also included the statutes concerning principal's qualifications. According to the statute

(Teaching Qualifications Act) an appointed principal shall have (i) a master's degree, (ii) qualifications for teaching at that particular school, (iii) adequate teaching experience, and (iv) certificate in educational administration (12 cr), at least 25 credits long principal preparation program at university, or knowledge in educational administration gained in some other way (Varri & Jukka 2005)

Those criteria are the same to all school principals, whether they are working in basic education (comprehensive school), upper secondary (general upper secondary schools and vocational schools), or liberal adult education (adult education centres, folk high schools, etc.). Although there still is an option to get a principal appointment without any studies in educational leadership or administration (“knowledge in educational administration gained in some other way”), it is mainly applied only in small lower comprehensive schools. Thus, the statute as such legitimises educational leadership training. But it is only one aspect of the training, a training giving formal qualifications to be appointed principal. It pays no attention to other school leadership training, e.g. updating knowledge in later career (Varri & Alava 2005).

In conclusion, we can say that in the field of education, as in many other contexts, leadership has taken on increased importance in recent years. In these times of heightened concern or school learning, educational leaders are being held accountable not only for the structures and processes they establish, but also for the performance of those under their charge. This includes teachers as well as students.

We have examined how principals set the academic tone, hire, evaluate, and help improve the skills of teachers and other staff. It's their job to visit classrooms, observe teaching methods, review instructional objectives, and examine learning

materials. They actively work with teachers to develop and maintain high curriculum standards, develop mission statements, and set performance goals and objectives.

However, although accountability demands appear to be getting the attention of school leaders, principals may not be adjusting their practice in ways that truly benefit students and teachers (Ladd and Zelli, 2002).

In Lebanon, what we need is setting a policy in which school principals are urged to acquire a license before handling this job. It is not accepted anymore, while we are in the 21<sup>st</sup> century, to accept persons in charge of our schools and consequently of our children with no credentials. The ministry of education should start thinking of mandatory licenses -with significant and fundamental requirements-that encompass the knowledge (at least a masters degree in educational administration) and skills (leadership skills) those principals need to promote student learning.

Out of the 113 schools selected for this study, only 55 are K-12 schools, which have preschool, elementary, middle and secondary cycles. The other schools have one or more cycles missing. Regardless of cycle availability and number of students registered, whether more than 1600 or less than 400, all principals are counted within the current project of exploration. The 113 principals were sent identical copies of a 16-item questionnaire which asks them to faithfully answer all questions and send back by the same means.

The sample of this study consisted of twenty four (24) questionnaires. Those were the only principals who completed and sent the questionnaire back by mail.

## CHAPTER THREE

### METHODOLOGY

#### Subjects

The population of this study consists of one hundred and thirteen (113) school principals of all Beirut private non-free English and French speaking schools (see Appendix A). They are derived from a pamphlet issued by the National Center for Educational Research and Development (NCERD) for the academic year 2003-2004. All the Lebanese schools are listed in this catalogue and are divided into three categories: private free schools, private non-free schools, and public schools. Forty one schools of this sample are officially considered French speaking schools, 43 schools are officially considered English speaking schools, and 29 schools are officially considered both French and English speaking schools.

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The sample of this study consisted of twenty four (24) questionnaires. Those were the only principals who completed and sent the questionnaire back by mail.

## Procedure

Since the questionnaire was sent by mail, the researcher worked on increasing the probability of receiving back as many answered questionnaires as possible. Accordingly, he first decided to print the questionnaire, (see Appendix C), on a never to be missed orange-color paper since “the principal’s desk is usually piled with tons of papers,” as the researcher believes. A purpose-of-the-study page, shown in Appendix B, was also mailed along with the four-page questionnaire, but it was not attached to it since it contains the school’s name and address. The purpose-page clearly mentions that the study will by no means reveal any personal information about the principals and their schools, thus the received questionnaires had no information about the principal or about his/her school. Second, to motivate principals and in order to avoid any inconveniency concerning mailing costs, the researcher enclosed, along with the questionnaire and the purpose-of-the-study page, an empty prepaid posted envelop (see Appendix D), and sent the whole package via Libanpost.

Upon receiving only 20 completed questionnaires after fifteen days time, the researcher mailed a one-page reminder (see appendix E) urging principals who hadn’t sent their completed questionnaires back to do so as soon as possible and apologized and thanked those who already did. Of course, the one page reminder again explained the importance of their participation and reassured them that no personal information will be revealed in the study at any cost. This one-page reminder has increased the number of received questionnaires by 4, thus, raising the total sample to 24.

A pilot study was carried out on 5 school principals, who were not counted against the actual study, to examine the feasibility of the questions and to make necessary adjustments.

It is worth mentioning that the purpose of the study, the questionnaire, and the reminder were translated to French in order to enable principals of French speaking schools to understand the contents of the questionnaire. Schools having both systems, English and French, were sent two copies in both languages, and the principals were asked to fill either one of the two versions, according to their preference.

### **Limitations**

As noted before, the questionnaire is sent only to private non free schools in Beirut. Beirut free tuition schools and all public schools are excluded from our study. The first major limitation of this study is the fact that it relies completely on principals of Beirut schools only. Having a sample made up of principals of one major area of Lebanon is not as representative as one including principals of all areas of Lebanon. However, due to time and cost constraints, the researcher is bound to such restrictions.

A second limitation to our study is that it solely relies on the answers received from principals who sent their copies back (21.2%, 24 out of 113). A third limitation is that the questionnaire doesn't reveal any information of the school identity, hence we are not able to identify whether the information collected are from principals of high or low academic standards schools; principals of low, middle, or high socioeconomic status schools; or principals of reputable schools or newly established ones.

The results found in this study cannot be generalized to all school principals across Lebanon.

### **Instrument**

The 16-item questionnaire is based on Education World® survey conducted in 2005, and on Farkas et al's (2001) study. As mentioned earlier, the questionnaire is first written in English. A slight amendment of the original wording was made to fit

the Lebanese principals' language and culture. The English version is then translated into French and edited by two different individuals fluent in both languages, and involved in the field of education.

The questionnaire is made up of five sets of questions printed on four orange-colored papers. The first set consists of 12 short demographic questions about the principal's personal background (gender, age, and nationality), educational background, professional information (years of experience as principal, teaching experience, if any, and the kind of job experienced before becoming a principal), and finally about school information (number of students, grade levels taught, and the language officially considered at the school, be it English, French or both).

Since the present research is as an exploratory study, the above information is quite important to provide us with enough information regarding the educational background of the principals as well as the qualifications they have. We will discuss this information in detail in the next chapter.

The second set (question 13) is based on a survey conducted by Education World® in 2005. Forty three principals in various schools in the United States are asked to rank what they consider essential traits of successful school leaders. They are asked to rank 15 qualities in order of importance starting with 1 as most important to 10 as least important. According to that survey, a principal's vision, his clearly stated goals and expectations of students and staff, his daily visibility, trustworthiness and credibility, and his sense of humor are among the ten traits that topped the list.

The survey tallied the results in three ways:

- The total number of points: If a trait was chosen as the most-important quality, it was given 1 point; a trait selected as the tenth most-important



trait was given 10 points. That way, the trait with the lowest number of total points was the most important trait.

- Frequency of listing: The researchers recorded the number of people who selected each of the 15 traits. It didn't matter where on the list the trait was placed.
- Average points: To determine the average number of points given to each trait, the researchers divided the number of total points by the number of respondents who included that trait on their lists. Such average score actually formed the basis of the list published at the Education World® website. This will also be the basis of our study too.

This question is deemed highly important to us as we will try to compare the American principals' vision of "effective leadership" with that of the Lebanese principals' vision.

The third set of the questionnaire contains the third question (question 14). This question, which was constructed solely by the researcher based on his experience in the educational administration field, consisted of 13 items that were to be rated on a five-point rating scale from 1 (strongly disagree) to 5 (strongly agree). The items in this question tackle administrative personal issues and attempt to explore how Lebanese principals perceive their jobs. We are interested in knowing the Lebanese principal's perception relating to:

- His/Her awareness of the principal's great influence on student achievement
- Relationship between a "manager" principal and a "leader" principal
- The time he/she is dedicating to visiting classes as opposed to "sitting at his/her office"



- The necessity of a Leadership Training Program for principals
- The necessity of issuing a licensure system in Lebanon to qualify principals to do their jobs
- The principal's responsibility for the official exams results
- His/Her "likeness" of the current job
- His/Her opinion regarding the essentiality of teaching experience prior to principalship

The last 2 questions on the last page of the questionnaire are derived from a study conducted by Farkas et al (2001) in the United States. The researchers surveyed 853 randomly-selected public school superintendents and 909 randomly-selected public school principals. Question 15, which consists of 8 items, deals with how principals spend their time. Principals are asked to indicate whether they devoted more attention, less attention, or right amount of time during the last 7 months of the current academic year on issues such as: legal issues, parents' complaints, discipline problems, student achievement, teacher training, parents' committee, and conferences and professional meetings. Analyzing this question will show us if principals have good time management skills: How, where, and on what issues are they spending most of their time during their day.

Question 16 consists of 9 items on the qualities of a good leader. What differentiates this question from question 13 is that the principal is not asked to rank the qualities, but to indicate whether a given quality is absolutely essential, important but not essential, or not too important. The items include the ability to make tough decisions, put the interests of children first, recruit and develop talented teachers, delegate responsibilities, motivate staff, being a good public speaker, effective use of technology, and identifying talented potential administrators. This question will give

us a different perspective of how Lebanese principals view their job as compared to those in the original questionnaire conducted by Farkas et al in 2001 in the States.

In this chapter the results of the research will be presented, analyzed, and discussed. A further step will be taken to examine the broader implications of the findings to school management and administration.

**The Sample**

Of the 113 questionnaires sent to principals in the schools in the Beirut area, 24 participants (21.2%) answered and returned the questionnaires back. Twenty four principals who supervise and manage all academic affairs of approximately 19,000 students, are the subjects used in this research. Thirteen subjects are principals of English speaking schools, 7 subjects are principals of French speaking schools, and 4 subjects are principals of both English and French speaking schools. Thus, all our statistical tables, procedures, and numbers will be based on this number (N=24).

**Descriptive Statistics and Implications**

**Demographics**

Since more than half of the principals (66.7%)(N=16) are above 50 years of age and 37.5% (N=9) of the participants are above 60 years, but less than 64 years, the retirement age (see Table 1), we can assume that schools would have a shortage of qualified principals within the coming ten or fifteen years. This fact necessitates the call for a fresh number of more qualified and up-to-date principals who would efficiently contribute in making better schools. The reason behind this number maybe due to the fact that current principals are waiting to retire, or that new principals have difficulty in getting into this position.

# CHAPTER FOUR

## RESULTS, DISCUSSIONS, AND IMPLICATIONS

In this chapter the results of the research will be presented, analyzed, and discussed. A further step will be taken to examine the broader implications of the findings to school management and administration.

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(N=7). The questionnaires revealed an interesting fact. Fifty-eight percent (58%) of the respondents (N=14) were women principals while only 41.7% were men (N=10), a fact that will be analyzed and discussed later.

**Table 1: Age × Gender Cross tabulation**

			Age				Total
Gender	Male	Count	31 - 40	41 - 50	51 - 60	Above 60	
		% within Age	1	1	5	3	10
	Female	Count	50.0%	16.7%	71.4%	33.3%	41.7%
		% within Age	1	5	2	6	14
Total		Count	50.0%	83.3%	28.6%	66.7%	58.3%
		% within Age	2	6	7	9	24
			100.0%	100.0%	100.0%	100.0%	100.0%

As the table shows, more women principal completed the questionnaire than men principals (14 vs.10, respectively). This factor may be an interesting variable for future investigation to discover whether or not women principals are more professional and serious in their jobs than men principals. Other items about women related exploratory questions may be: Are women in leading posts more organized than men? Can it be that women have more time than men, or is it just a “time management” issue? Is filling a questionnaire about one’s job’s perspective a sign of professionalism? And thus, are women principals more professional in this aspect than men principals? Are women leaders more honest and straightforward in revealing their opinions than men leaders? Is the low number of male respondents a sign of men’s fear of exposing the whole truth about their attitudes and beliefs concerning leadership matters? All the above mentioned questions are worthy of study to disclose the nature of women and men principal professionalism.

Our sample reveals that approximately half (54.2%) of the principals in the Beirut area hold a bachelor’s degree (N=13), while 29.2% have a masters degree

(N=7), and of those holding a masters degree, 71.4% are women principals (N=5) (see Table 2).

**Table 2: Field of qualification × Gender Cross tabulation**

Field of Qualification		Gender		Total
		Male	Female	
BA	Count	5	8	13
	% within Gender	50.0%	57.1%	54.2%
BA+MA	Count	2	5	7
	% within Gender	20.0%	35.7%	29.2%
BA+MA+Ph.D.	Count	3		3
	% within Gender	30.0%		12.5%
No answer	Count		1	1
	% within Gender			
Total	Count	10	14	24
	% within Gender	100.0%	100.0%	100.0%

A further study as to why women principals seek & have higher credentials would contribute valuable information in this field. Some of the reasons may be that women who are interested in senior educational posts need to have higher degrees to do so. Or is it may be that women have the need to sharpen their administrative skills prior to acquiring an administrative post to be accepted by peers and staff in this post.

Although more females hold a BA or an MA, all Ph.D. holders are men. This may be due to the fact that only two higher learning institutions offer Ph.D.'s in Lebanon today. And, given our cultural background, it may be easier for men (both financially and culturally) to travel ahead in this purpose than it is for women.

Another exploration that can be offered which is based on personal experience is that many private schools are family operated. The sons of these families had the opportunity to be sent abroad to attain higher degrees. Some of these individuals returned and found that running these schools is a very lucrative business and opted to take over the business.

When principals are asked about their bachelor's degree, 62.5% (15 out of 24) do not specify their majors. Of those who did specify their major, 25% (N=6) have a

BA/BS degree in subject matters such as English, Arabic, Biology, Math, and Chemistry. It happens that the question related to speciality was avoided by many principals. This may say something about principals' academic qualifications, which alludes to the fact that many administrators do not have degrees in areas of administration, supervision, or the like, which in turn may say something about academic qualifications of administrators.

In Lebanon, individuals are granted the right to be principals if they hold any university degree along with 3 years of teaching experience at the secondary level (Nashef, 2002). Accordingly, the Lebanese law is ignoring the necessity that principals should possess appropriate academic qualifications to manage schools efficiently. Thus, underestimating the academic standards needed for such individuals related to leadership qualifications which in turn are related to students' achievement.

The teaching experience prior to becoming a principal varies among the principals. Thirty-three percent (N=8)) of the principals have less than 7 years of teaching experience, with 12.5% of them having no experience at all (see Table 3). However, another 33.3% (N=8) have more than 15 years of teaching experience. Since researchers are split between those who advocate having teaching experience prior to becoming a school leader and those who advocate no experience, as mentioned earlier in chapter two, it would be useful to know the standards and the academic achievement of students as related to each type of principals, with or without teaching experience. It is to be noted here, that the current study does not ask for any kind of students' academic reports to relate these results with the effective leadership qualities of the same school's principal.

Table 3: Prior to becoming a principal, number of teaching experience years

	Frequency	Percent
None	3	12.5
1 – 3	3	12.5
4 – 6	2	8.3
7 – 9	5	20.8
10 – 12	3	12.5
More than 15 years	8	33.3
Total	24	100.0

As the questionnaire does include a question about the school’s current number of students, it would be interesting to see how the received questionnaires are distributed in terms of the principals’ gender in comparison to school size. Table 4 reveals that 70.8% of the received questionnaires (N=17) are from principals of small schools in terms of the number of students (less than 800 students). We wonder whether this number reveals a matter of time management skills where small-schools principals manage their time efficiently and are able to contribute in educational studies more than big-schools principals. The following table shows that 78.5% of women principals (11 out of 14) are in charge of these small schools; where as 60% of men principals (6 out of 10) are in charge of similar schools. An interesting future study could be a comparison between the leadership capabilities of men vs. the leadership capabilities of women in terms of managing big schools. Who is more qualified for school leadership and thus, who can handle the job better? As the literature reveals, researchers have agreed that principals not only determine the tone of the entire school, but also the quality of education offered by that school. Thus, are women better in establishing that tone and influencing the quality of education? If yes, can they manage “big” schools? Does culture play a role in identifying the gender of the principal? Those are some questions which could be explored in future studies.



**Table 4: Gender × Current School Size (Number of students)**

		Current school size (Number of students)					Total
		Less than 400 students	401-800	801-1200	1201-1600	More than 1600	
Gender	Male	2	4	2	1	1	10
	Female	7	4	3			14
Total		9	8	5	1	1	24

**Effective Principal’s Traits and Attitude**

The majority (79.2%) of the surveyed principals (N=19) have more than 10 years of experience in the principalship domain. The researcher will attempt in this section to shed some light on their answers, their attitude, and their way of thinking as related to effective principalship and its relation with various leadership issues. We will also try to compare those principals with the newly appointed principals who have less than 10 years of principalship experience.

As mentioned earlier in this study, question 13 is derived from a study conducted by Education World® (2005) where principals in the United States were asked to rank what they consider essential traits of successful school leaders. According to that survey, a principal’s vision, his clearly stated goals and expectations of students and staff, his daily visibility, trustworthiness and credibility, and his sense of humor are among the ten traits that got the highest ranking.

In this study, Lebanese school principals also rank “the clear vision” as the first priority for successful school leaders. As explained in chapter three, to determine the average number of points given to each trait, we divided the number of total points given to each trait by the number of respondents who included that trait on their lists.

Table 5 shows the first 10 traits as ranked by the sample.



**Table 5: Essential traits strong school leaders should posses. (Lebanese principals)**

Trait	Rank
Has a clear vision and a plan to achieve that vision	1
Is reliable and trustworthy with students and staff	2
Has clearly stated goals, expectations and standards for students, staff and parents	3
Is visible, gets out of office and is seen all over the school	4
Allows teachers, coordinators and staff to take role in decision making	5
Is a role model for students and staff	6
Creates a suitable academic climate that improves the teaching & learning process	7
Shows that he/she is in charge when that needs to be done	8
Develops the leadership skills of others	9
Has diplomatic leadership skills	10

In light of the results revealed in the above table, and with the various studies examined in the review of literature in mind, it is worth highlighting the following points:

- The Lebanese principals are aware of the importance of having a clear vision and a plan to achieve that vision. It is noted in various studies that a vision is an important trait for school leaders to succeed in their job.
- We are glad to find that the responsibility of principals to “create a suitable academic climate that improves the teaching & learning process” is among the 10 chosen traits of school principals similar to the research conducted by Deal & Peterson (1993), Ven DerBurg (1987), & Boyer (1983).
- The importance of selecting the 4<sup>th</sup> trait, “being visible in the school and gets out of office”, proves that Lebanese principals are alert to the fact that they have indirect influence on the performance of teachers as

well as students. Being physically close to all the staff and students have proven to be an effective quality (Doll, 1996).

- Having a sense of humor is chosen by the American schools principals among the top ten traits (Education World®, 2005) but is not chosen by the Lebanese schools principals. We believe that the absence of this quality among the 10 qualities in the Lebanese list is due to cultural differences. In our eastern societies, it is believed that individuals at the top of the hierarchy should always be serious, unsmiling, sever, humorless, and business like individuals.

According to the original study conducted among the American principals, the traits were ranked as shown in table 6.

**Table 6: Essential traits strong school leaders should posses. (American principals)**

Trait	Rank
Has a clear vision and a plan to achieve that vision	1
Has clearly stated goals, expectations and standards for students, staff and parents	2
Is visible, gets out of office and is seen all over the school	3
Is reliable and trustworthy with students and staff	4
Develops the leadership skills of others	5
Provides appropriate training for teacher professional development	6
Allows teachers, coordinators and staff to take role in decision making	7
Has a sense of humor	8
Is a role model for students and staff	9
Has diplomatic leadership skills	10

As we have mentioned earlier, we hope that principals put into practice what they believe in what all of the literature recommends for efficient and effective school administration.

Question 14 reveals some interesting facts as we will see in the following section. We have previously said that the items in this question deal with

administrative personal issues and attempts to explore how Lebanese principals perceive their jobs.

Two third of the sample (66.7%) have agreed that a principal has a great influence on student achievement, and at the same time only 70.8% (N=17) believe that behind every great school is a great principal. While these two numbers are not very large in comparison to previously examined studies in chapter two, this proves that not all principals are really aware of their major role in influencing student achievement. Interestingly enough, it is noted that approximately 50% of those who approved this role -having an influence on student achievement-have more than 15 years of experience in the field of principalship. This may show that principals have realized this conviction only after having extensive experience in this field. Novice principals are still not aware of this fact. Therefore, it is recommended that those educational leaders, who occupy and "enjoy" a leadership position, should be fully aware of the important role they play in leading their schools and influencing future generations' achievements.

Although "daily visibility" was ranked 4 in the previous question, approximately half of the sample (42%) (N=10) agrees that they are driven with paper and computer work to the extent that they rarely visit classes. While principals are aware of the importance of daily visibility, they are unable to apply this conviction in reality.

A further interesting finding supported by Lebanese principals is found in regards to having a licensure system. Seventy percent (70%) (N=17) agree that the ministry of education should issue a licensure system to qualify principals in the profession and 80% (N=19) support the idea that a Leadership Training Program is necessary for principals to perform a better job (61.1% of them have only a bachelor's

degree and 74% of them have more than (3 years of principalship experience). What we can deduce from the above is that the majority of principals prefer professionalizing, organizing and having accreditation in the profession. Second, considering the new and daily challenges that are continuously facing principals, the majority, especially the experienced ones, are aware of the importance of leadership, and thus, believe that a leadership training program can benefit them in the every day challenges of the new generation of students, teachers, and various administrative tasks. Finally, principalship, as perceived by the majority, is not only about curriculum and academics, but also about the organization's effectiveness as a whole.

The highest percentage (87.5%) received in question (4 was for item number 8 in which principals were asked to agree or disagree with the following question:

“whether they believe that the best administrator is the one who never forgets what it is like to be a teacher.” The majority of the principals (N=20) agree (or strongly agree) that administrators should constantly keep in mind a teacher's resolve. This shows that principals, although are in a leadership position and on top of the pyramid, are aware of teachers' roles and identify with their daily school responsibilities.

Research findings suggest that, one major factor for a principal to succeed in his job is to interact with teachers and to reciprocally exchange required support from staff and teachers.

While 66.7% of the principals agree that there is a strong relationship between their role and student achievement, only 20.8% (N=5) agree that they are responsible for students' scores on official exams. What is more interesting is that 73% of those, who did not agree with this assumption, had more than (5 years of principalship experience. This seems to be somewhat contradictory to other answers. As we have discussed in the review, effective school leadership implies effective schools.

Effective schools mean effective instructional classroom practices, strong leadership, and a climate of high expectations. All these yield to a direct improvement in students' achievement and enhance student learning, and consequently better exam results. Had the study been conducted on a personal basis or by telephone and not via mailing, we would probably have had a clearer and better understanding regarding school leadership and students' achievement. The question "Why do some principals think they have a minor role in students' official exam results" remains a subject of investigation, especially since many of the Lebanese principals did acknowledge that there is a relationship between their role and student achievement.

What is optimistically interesting is that only 4% of the principals agree to the fact that leaders from outside the field of education perform better as principals than those coming from educational backgrounds. The majority of the principals, with different years of experience, different professional backgrounds, and different ages are aware of the importance of an educational background and its role in facilitating their success in facing various problems, tasks, and issues that deal with the complex structure of a school. According to many researchers, individuals with suitable educational background and qualifications excel better.

In view of the fact that we are conducting an exploratory study, we attempted in question 15 to investigate the time management of school principals. Time, as it is believed, is one factor in which an effective leader executes efficiently and wisely (Reeves, 2002). We were interested in studying how and where Lebanese principals spent much of their career during the last seven months of the current academic year. Table 7 summarizes the data we got from the 24 participants.

**Table 7: Percentage of time given to each practice**

	More attention	Less attention	Right amount
1. Legal issues and litigation	8.3	20.8	58.3
2. Parents with complaints or special interests	33.3	4.2	62.5
3. Dealing with funding and budgeting	41.7	20.8	37.5
4. Students with discipline problems	41.7	8.3	50.0
5. Improving student achievement	37.5	16.7	45.8
6. Teacher quality and training	25.0	25.0	50.0
7. Organized parent groups such as the parents' committee	16.7	41.7	41.7
8. Conferences and professional meetings	29.2	16.7	54.2

The above table reveals the following: It is evident that parents' complaints consume much of the time principals allocate for managing the school at all levels. However, an effective principal can wisely manage his/her time and is able to prioritize his/her responsibilities. It is encouraging to find that in this study more than half of the principals (62.5%) are satisfied with the amount of time they spend dealing with parents' complaints or special interests. We hope that this would imply that Lebanese principals do spend their time in the right place, namely on issues related to improving the ongoing learning process in the school.

The above table clearly shows two opposing factors. On the one hand, we find that 41.7% of principals (N=10) provide more attention to funding and budgeting. As discussed in chapter one of this paper, it was found that an effective school leader, as opposed to an effective school manager, should spend more time on leading the school rather than on managing it (Bolman & Deal, 1991). Thus, effective school



leadership requires more time centered on internal school issues (curriculum, students' progress, teachers, staff, etc.) and not on issues like budgeting and funding which an accountant, the school board, or a special committee may handle. On the other hand, many principals (37.5%) (N=9) believe that they spend more time than intended on improving student achievement, which is a very important and major issue. Since the purpose of this paper is to define effective school principalship, and how it relates to student achievement, we are convinced that this number of principals (37.5%) is high, and thus, principals are not, yet, fully aware of the important role they play in improving students' achievement. They *think* they have given "more attention" to an issue which, in fact, should take the "right amount" of their attention. Also, we hope that certain leadership and professional programs or workshops and possibly further training related to effective school administration would shift, and consequently add, the 16.7% of principals who "give less attention" to students' achievement to the 45.8% of principals who give this academic determinant "the right amount of time."

The last item in the questionnaire inquires about certain leadership traits. Here, principals agree on almost all of the items as can be seen in table 8.

In the minds of administrators, and as all of the current research suggests, leadership is the first-perhaps most essential step to improving the most troubled schools and to enhance student achievement. As table 8 shows, all of the Lebanese principals (100%), are convinced of the essentiality of having the ability to make tough decisions. After all, a school principal is believed to be the "captain of the ship", and thus, is forced to take tough and right decisions at the right time, and accordingly bear the consequences.

**Table 8: Percentage of principals choosing “good leader” traits**

	Absolutely essential	Important but not essential	Not too important
1. Have the ability to make tough decisions	100.0	0.0	0.0
2. Put the interests of children above all else	62.5	33.3	4.2
3. Communicate a clear educational vision and priorities	95.8	4.2	0.0
4. Recruit and develop talented teachers	75.0	20.8	4.2
5. Delegate responsibility and authority to staff	70.8	25.0	4.2
6. Motivate and inspire staff	91.7	8.3	0.0
7. Be a very good public speaker and have good media skills	12.5	79.2	8.3
8. Make effective use of technology to manage operations	16.7	83.3	0.0
9. Identify and nurture talented potential administrators	54.2	45.8	0.0

However, as the above table shows, not all principals agree that the interests of children should come first. Nearly a third of the principals (33.3%) believe that it is not essential to put the welfare of children as first priority. According to the American Heritage Dictionary, a “school” is defined as an institution for the instruction of children or people under college age. If this is true, and we all believe it is, then for an effective and good leader, the interests of those citizens, students, who make up the population of the school, should be above all else. Here, and as we have mentioned earlier, arises the necessity of having effective school leadership training programs.

Despite the fact that almost all of the principals agree on the necessity of communicating a clear educational vision and on motivating and inspiring their staff members (95.8% and 91.7%, respectively), they disagree regarding the necessity of



“identifying and nurturing talented potential administrators” (54.2% classify it as “absolutely essential” as to 45.8% classifying it as “important but not essential). It was mentioned earlier that schools, and especially effective schools, might face a shortage of qualified principals within the coming few years. Thus, we believe that current strong leaders are those who are able to identify promising and probable future leaders and prepare them to lead efficiently in schools.

Although many researchers agree that a good leader is a person who has special charisma; yet, most of the surveyed Lebanese principals (79.2%) agree that being good public speakers and having good media skills are important but not essential for them. Effectiveness in leading schools and in improving students’ achievement does not necessarily require a principal to be Mr. charming, Mr. alluring personality, or a “super star” with superior media or public skills. This may explain some of the problems facing administrators communicating with their staff. Most staff members/ teachers complain about the poor communication skills their principals have. Research findings prove that there is a strong correlation between teachers’ effectiveness and open communication with school leaders.

## Conclusions

This exploratory research aims at exploring and studying some factors related to principalship in the Beirut area. Since the researcher targeted a large number of schools distributed among a large area (113 schools over an area of around 67km<sup>2</sup>), mailing is considered the best method for distribution of questionnaires and for conducting the present research.

As we have shown, principalship is a demanding job, but it is the key to the success of schools. A good and effective principal can make the difference, and schools need more people willing to make that difference.

School leadership, or simply, principalship, is that influential behavior that results in the increased effectiveness of the school. School effectiveness is defined in terms of teacher performance as well as student performance on various achievement tests and on other outcome variables such as attendance, identification, and engagement with school (Hallinger & Heck, 1996).

The importance of this study is to highlight as well as to raise awareness of the important role a principal can play in shaping the whole atmosphere of a school. Leithwood and Jantzi (1999), claim that the objective of schooling is more than just academic achievement as measured by test scores. They agree that academic achievement is important, but further argue that consideration must be given to the range of cognitive (awareness, perception, reasoning, judgment, etc.) and affective (attitudes, beliefs, values, etc.) variables that are among the objectives of schooling and that impact on student performance.

In the business sector, the quality of the product is measurable. Standards of quality control can be applied, and the product is tested and inspected to ensure that the standards are met. However, unlike the business sector, the product of schooling is vague, places emphasis on the individual- the student in most cases- and is subjective. The objective of school education is to produce individuals who can think independently, operate at their own optimal levels, and be innovative in a rapidly changing society. Thus, although the school's objectives might be the same for all students, the results – the product- vary by individuals. As was mentioned earlier, we did not try in this paper to measure the effectiveness of a school, and consequently, the effectiveness of its principal, in terms of student achievement or results.

Accordingly, our aim in this exploratory study is to investigate whether principals are

aware of the important role they play towards school effectiveness in general, and students' academic achievement in specific.

The findings in this study supported the literature on the centrality of the principal's role in promoting school effectiveness and most specifically student performance. Based on the results and implications of the current study, we have already suggested a number of further propositions and research to be conducted in the future to further explore and suggest the notions found in this study for the benefit of all interested in schools administrative field. Also, it would be necessary in the future to examine the effects of leadership by school level, by location, and by its relation to the students' socio-economic status to determine the leadership approach most appropriate to a given context. Such studies would be very relevant to the ongoing effort to improve the effectiveness of all schools, and would certainly add to the body of knowledge on school leadership and school effectiveness in the Lebanese educational institutions.

Our purpose, as Lebanese educational leaders, is to improve the academic standards in the Lebanese educational system, and thus to "produce" better products. School leadership is important, not in an abstract sense but in a very practical sense. Research demonstrates that leadership relates in a significant way to student learning outcomes. Thus, the practical consequence of ineffective leadership is not delayed busses, unheated classrooms, or undecorated bulletin boards, but uneducated graduates.

## APPENDIX A

### LIST OF PARTICIPANT SCHOOLS

Language	Address	School
الانكليزية	راس النبع - شارع حسن فوفل	1 ابن رشد
الانكليزية		2 ابي بكر الصديق
الانكليزية	راس النبع - شارع عبد الكريم الخليل	3 الابتدائية الحديثة
الانكليزية	الطرورية - شارع النحاس	4 الاخاء الوطنية
الانكليزية	القطاري - شارع المكسيك	5 الارمنية الانجيلية العالية
الانكليزية	الرميل - شارع جعارة	6 الارمنية الانجيلية المركزية العالية
الانكليزية	مار الياس - منطقة رقم 47 - شارع مار الياس رقم 93	7 الاعدائية اللبنانية
الانكليزية	طريق الجديدة - شارع البستاني	8 الانوار
الانكليزية	وادي ابو جميل	9 الاطرية باب ادريس
الانكليزية	الرميل - شارع يوسف مرسى - تجاه مستشفى الروم	10 البشارة الارثوذكسية
الانكليزية	الطريف - شارع فارس نمر	11 البيلار
الانكليزية	طريق الجديدة - شارع ابو سهل	12 التربية والاصلاح
الانكليزية	دار القوي - شارع حسن كامل الصباح	13 الترجية الثقافي للبنين والبنات
الانكليزية	القطاري - شارع تجاه وزارة الاقتصاد	14 الثانوية الانجيلية الوطنية
الانكليزية	السيوفي - شارع الغزالة	15 الثانوية الانجيلية لبيروت الكبرى
الانكليزية	الجامعة الاميركية - شارع باريس	16 الجالية الاميركية
الانكليزية	المزرعة - اللويري - شارع الاوزاعي	17 الرسالة العربية
الانكليزية	العمالية - شارع صبرين الخطاب	18 الرضا العمالية
الانكليزية	المصيطبة - شارع المعطوف	19 المصداتية الانجيلية
الانكليزية	المزرعة - شارع المزرعة	20 النهضة الوطنية
الانكليزية	الخمراء - شارع السادات	21 الهدى
الانكليزية	خندق الغميق - شارع الشحيق	22 ازهر جبل عامل
الانكليزية	الطريف - كركول دروز - شارع محمد التبايني	23 اميريكان اكاديمي اوف بيروت
الانكليزية	الملعب - شارع عفيف الطيني	24 بيت الاطفال النعولجي
الانكليزية	دار القوي - شارع مار الياس	25 ثانوية الانفتحت الانجيلية
الانكليزية	طريق الجديدة - شارع المقي حسن خالد	26 ثانوية الثقافة الاسلامية
الانكليزية	الطرورية - شارع عبد القادر	27 ثانوية الحوريي الثانية
الانكليزية	راس بيروت - فردان - شارع جادة كفي الدين المنج	28 ثانوية الروحانية

Language	Address	School
الانكليزية	راس النبع - شارع حسن قرنفل	ابن رشد 1
الانكليزية	القنطاري - شارع ميشال شيجا	ابي بكر الصديق 2
الانكليزية	راس النبع - شارع عبد الكريم الخليل	الابتدائية الحديثة 3
الانكليزية	البطركية - شارع النحاس	الاخاء الوطنية 4
الانكليزية	القنطاري - شارع المكسيك	الارمنية الانجيلية العالية 5
الانكليزية	الرميل - شارع جعارة	الارمنية الانجيلية المركزية العالية 6
الانكليزية	مار الياس - منطقة رقم 47 - شارع مار الياس رقم 93	الاعدادية اللبنانية 7
الانكليزية	طريق الجديدة - شارع البستاني	الانوار 8
الانكليزية	وادي أبو جميل	الاهلية باب ادريس 9
الانكليزية	الرميل - شارع يوسف سرسق - تجاه مستشفى الروم	البشارة الارثوذكسية 10
الانكليزية	الظريف - شارع فارس نمر	البيادر 11
الانكليزية	طريق الجديدة - شارع أبو سهل	التربية والاصلاح 12
الانكليزية	دار الفتوى - شارع حسن كامل الصباح	التوجيه الثقافي للبنين والبنات 13
الانكليزية	القنطاري - شارع تجاه وزارة الاقتصاد	الثانوية الانجيلية الوطنية 14
الانكليزية	السيوفي - شارع الغزالية	الثانوية الانجيلية لبيروت الكبرى 15
الانكليزية	الجامعة الاميركية - شارع باريس	الجالية الاميركية 16
الانكليزية	المزرعة - النويري - شارع الاوزاعي	الرسالة العربية 17
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April 10, 2006

## APPENDIX B

### PURPOSE OF THE STUDY

#### (ENGLISH AND FRENCH VERSIONS)

Dear school principal,

Fulfilling the requirements for my master's degree in Educational Administration at Haigazian University, I would highly appreciate your kindness for supporting me, with 15 minutes of your time, in conducting a study about principals in the Beirut area schools. The results of your answers on the provided questionnaire will hopefully assist school administrators and officials at the ministry of education in evaluating, assessing, and analyzing principals in both French and English speaking Schools. The study will by no means reveal personal information about you and your school. Only your answers will be regarded and will highly contribute to the results of the study. Understanding the value of your time and the space given to such extra projects, I suggest one week as a suitable period for answering the questionnaire and mailing it back in the enclosed envelop. (Mailing fee is already paid).

Your cooperation is highly appreciated. I really count on you!

Samer Hani Al Jamal  
Graduate Student at Haigazian University

*P.S.: Considering spring vacation which may extend to a 15 days break and the urgency for having the results of your questionnaire not later than that period, I should like to suggest that you drop the questionnaire at any Libanpost street mailbox as early as possible. Thank you.*

April 10, 2006

..... مدرسة:  
..... العنوان:

Dear school principal,

Fulfilling the requirements for my master's degree in Educational Administration at Haigazian University, I would highly appreciate your kindness for supporting me, with 15 minutes of your time, in conducting a study about principals in the Beirut area schools. The results of your answers on the provided questionnaire will hopefully assist school administrators and officials at the ministry of education in evaluating, assessing, and analyzing principals in both French and English speaking Schools. The study will by no means reveal personal information about you and your school. Only your answers will be regarded and will highly contribute to the results of the study. Understanding the value of your time and the space given to such extra projects, I suggest one week as a suitable period for answering the questionnaire and mailing it back in the enclosed envelop. (Mailing fee is already paid).

Your cooperation is highly appreciated. I really count on you!

Samer Hani Al Jamal  
Graduate Student at Haigazian University

**P.S.:** Considering spring vacation which may extend to a 15 days break and the urgency for having the results of your questionnaire not later than that period, I should like to suggest that you drop the questionnaire at any Libanpost street mailbox as early as possible. Thank you.

Avril 10, 2006

APPENDIX C  
SAMPLE OF THE QUESTIONNAIRE  
(ENGLISH AND FRENCH VERSIONS)

..... مدرسة  
..... العنوان:

Monsieur le directeur,

Etant étudiant en maîtrise de gestion éducative à l'université Haigazian, et afin d'obtenir mon diplôme, je mène une étude sur les réglementations administratives adoptées dans les établissements libanais.

En effet, je vous serais reconnaissant si vous consacriez une quinzaine de minutes pour répondre aux questions ci-jointes, portant sur les directeurs des établissements situés à Beyrouth. Vos réponses aideront vivement les responsables d'établissements et le ministère d'éducation à mieux évaluer les directeurs des établissements francophones et anglophones. Aucune information personnelle ou scolaire ne sera révélée. Seules vos réponses seront évaluées comme elles contribueront aux résultats de cette étude.

Tenant compte de vos occupations, vous aurez une période de sept jours pour répondre au questionnaire et l'envoyer par poste. (Les frais sont déjà réglés).

Veuillez agréer, Monsieur le directeur, mes sincères remerciements pour votre coopération.

Samer Al Jamal

Etudiant en maîtrise à l'Université Haigazian

**N.B.:** Vu les vacances de Pâques qui pourraient s'étendre jusqu' à 15 jours, et ayant besoin d'avoir vos réponses aux questions ci-jointes le plus tôt possible, je vous propose d'envoyer le questionnaire rempli par le biais de n'importe quelle boîte postale Libanpost. Merci pour votre collaboration si appréciée.

## APPENDIX C

### SAMPLE OF THE QUESTIONNAIRE

#### (ENGLISH AND FRENCH VERSIONS)

##### Personal Background

1. Gender: ☐ Male ☐ Female
2. Age: ☐ below 30 ☐ 31-40 ☐ 41-50 ☐ 51-60 ☐ above 60
3. Nationality:

##### Educational Background

- Please tick (✓) your field/s of qualification and specify the major in the blank provided
- ☐ Bachelor's degree (B.A., B.S., B.E., etc.) \_\_\_\_\_
- ☐ Master's degree (M.A., M.S., M.B.A., etc.) \_\_\_\_\_
- ☐ Doctorate \_\_\_\_\_

##### Professional Information

5. Number of years as principal at the current school:
- ☐ 1-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-15 ☐ more than 15 years
6. Total number of years as principal at the current school and any other school/s if any.
- ☐ 1-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-15 ☐ more than 15 years
7. PRIOR to becoming a principal, how many years of teaching experience did you have?
- ☐ None ☐ 1-3 ☐ 4-6 ☐ 7-9 ☐ 10-12
- ☐ 13-15 ☐ more than 15 years
8. Please specify the kind of job you were doing before becoming a principal, if other than teaching.
- \_\_\_\_\_

9. Are you currently teaching and administering as a principal at the same school?
- ☐ Yes ☐ No

##### School Information

10. Current School size:
- ☐ less than 400 students ☐ 401-800 ☐ 801-1200
- ☐ 1201-1600 ☐ More than 1600 students
11. Classes you have at your school:
- ☐ Preschool ☐ Lower elementary (1-3) ☐ Upper elementary (4-6)
- ☐ Middle (7-9) ☐ Secondary (10-12)
12. Your school is "officially" considered as:
- ☐ English speaking School ☐ French speaking School ☐ Both

### **Personal Background**

1. **Gender:** ☐ Male ☐ Female
2. **Age:** ☐ below 30 ☐ 31-40 ☐ 41-50 ☐ 51-60 ☐ above 60
3. **Nationality:** ☐ Lebanese ☐ Other

### **Educational Background**

4. **Please tick (✓) your field/s of qualification and specify the major in the blank provided**

☐ Bachelor's degree (B.A., B.S, B.E, etc.) \_\_\_\_\_

☐ Master's degree (M.A., M.S., M.B.A., etc.) \_\_\_\_\_

☐ Doctorate \_\_\_\_\_

### **Professional information**

5. **Number of years as principal at the current school:**

☐ 1-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-15 ☐ more than 15 years

6. **Total number of years as principal at the current school and any other school/s if any.**

☐ 1-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-15 ☐ more than 15 years

7. **PRIOR to becoming a principal, how many years of teaching experience did you have?**

☐ None ☐ 1-3 ☐ 4-6 ☐ 7-9 ☐ 10-12  
☐ 13-15 ☐ more than 15 years

8. **Please specify the kind of job you were doing before becoming a principal, if other than teaching.**

9. **Are you currently teaching and administering as a principal at the same school?**

☐ Yes ☐ No

### **School information**

10. **Current School size:**

☐ less than 400 students ☐ 401-800 ☐ 801-1200  
☐ 1201-1600 ☐ More than 1600 students

11. **Classes you have at your school:**

☐ Preschool ☐ Lower elementary (1-3) ☐ Upper elementary (4-6)  
☐ Middle (7-9) ☐ Secondary (10-12)

12. **Your school is "officially" considered as:**

☐ English speaking School ☐ French speaking School ☐ Both

**13. Of the following list, what are the most essential traits a strong school leader should possess? Rank the following qualities in order of importance starting with 1 as most important to 10 as least important.**

- |                                                                                                                          | 1 | 2 | 3 | 4 | 5 |
|--------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| <input type="checkbox"/> <b>a.</b> Has a clear vision and a plan to achieve that vision                                  |   |   |   |   |   |
| <input type="checkbox"/> <b>b.</b> Develops the leadership skills of others                                              |   |   |   |   |   |
| <input type="checkbox"/> <b>c.</b> Does not tolerate teachers who have poor performance                                  |   |   |   |   |   |
| <input type="checkbox"/> <b>d.</b> Encourages staff and students                                                         |   |   |   |   |   |
| <input type="checkbox"/> <b>e.</b> Is visible - gets out of the office and is seen all over the school.                  |   |   |   |   |   |
| <input type="checkbox"/> <b>f.</b> Knows students' names and talks with students on a regular basis.                     |   |   |   |   |   |
| <input type="checkbox"/> <b>g.</b> Has a sense of humor                                                                  |   |   |   |   |   |
| <input type="checkbox"/> <b>h.</b> Shows that he or she is in charge when that needs to be done.                         |   |   |   |   |   |
| <input type="checkbox"/> <b>i.</b> Allows teachers, coordinators and staff to take role in decision making               |   |   |   |   |   |
| <input type="checkbox"/> <b>j.</b> Is reliable and trustworthy with students and staff                                   |   |   |   |   |   |
| <input type="checkbox"/> <b>k.</b> Has diplomatic leadership skills                                                      |   |   |   |   |   |
| <input type="checkbox"/> <b>l.</b> Has clearly stated goals, expectations and standards for students, staff, and parents |   |   |   |   |   |
| <input type="checkbox"/> <b>m.</b> Provides appropriate training for teacher professional development                    |   |   |   |   |   |
| <input type="checkbox"/> <b>n.</b> Is a role model for students and staff                                                |   |   |   |   |   |
| <input type="checkbox"/> <b>o.</b> Creates a suitable academic climate which improves the teaching and learning process  |   |   |   |   |   |

**14. Answer the following by placing a tick (✓) under the most appropriate choice.**

**1= Strongly Disagree      2 = Disagree      3 = Neutral**  
**4= Agree      5 = Strongly Agree**

	1	2	3	4	5
1. A principal has a great influence on student achievement.					
2. Behind every great school is a great principal.					
3. I feel I am being a “manager” more than a “leader”.					
4. I feel I am driven with paper and computer work to the extent that I rarely visit classes.					
5. Compared to what I am doing, I feel I am being paid less than what I should really get.					
6. The ministry of Education in Lebanon should issue a “licensure system” to qualify principals to do their jobs like lawyers, doctors, engineers, and other professions.					
7. A “Leadership Training Program” is necessary for principals to perform a better job.					
8. “The best administrator is the one who never forgets what it is like to be a teacher”					
9. A good school principal is also a good manager					
10. Principals are responsible for students’ scores in official exams (Brevet, Bacc. II, French Bacc., etc.)					
11. Leaders from outside the field of education perform better as principals than those coming from educational background.					
12. It’s almost impossible to be a successful principal without previous experience as a teacher.					
13. If I’m just starting out and can choose my life’s work all over again, I would choose the same line of work.					



**15. Looking back over the last 7 months of the current academic year, please indicate how much attention each of the following items got. Did each get more attention than it deserved, less attention than it deserved, or about the right amount of your attention?**

	More attention	Less attention	Right amount
1. Legal issues and litigation			
2. Parents with complaints or special interests			
3. Dealing with funding and budgeting			
4. Students with discipline problems			
5. Improving student achievement			
6. Teacher quality and training			
7. Organized parent groups such as the parents' committee			
8. Conferences and professional meetings			

**6. There are many qualities to being a good leader, and some are more important than others. In your opinion, how important is it for a good leader to do each of the following?**

	Absolutely essential	Important but not essential	Not too important
Have the ability to make tough decisions			
Put the interests of children above all else			
Communicate a clear educational vision and priorities			
Recruit and develop talented teachers			
Delegate responsibility and authority to staff			
Motivate and inspire staff			
Be a very good public speaker and have good media skills			
Make effective use of technology to manage operations			
Identify and nurture talented potential administrators			

## Informations Personnelles

1. Sexe: ☐ Homme ☐ Femme
2. Age: ☐ moins que 30 ☐ 31-40 ☐ 41-50 ☐ 51-60 ☐ plus que 60
3. Nationalité : ☐ libanaise ☐ autre nationalité

## Niveau Académique

4. Veuillez « cocher » (✓) dans le casier qui vous convient et spécifier le domaine d'études :

- ☐ Licence \_\_\_\_\_
- ☐ Master \_\_\_\_\_
- ☐ Doctorat \_\_\_\_\_

## Informations Professionnelles

5. Nombre d'années étant directeur de cet établissement:

- ☐ 1-3 ☐ 4-6 ☐ 7-9 ☐ 10-12
- ☐ 13-15 ☐ plus que 15 ans

6. Nombre total d'années comme directeur (inclus autres établissements, s'il y en a).

- ☐ 1-3 ☐ 4-6 ☐ 7-9 ☐ 10-12
- ☐ 13-15 ☐ plus que 15 ans

7. Avant d'être nommé directeur, quel est le nombre d'années d'expérience dans le domaine d'enseignement ?

- ☐ Aucune ☐ 1-3 ☐ 4-6 ☐ 7-9 ☐ 10-12
- ☐ 13-15 ☐ plus que 15 ans

8. Si c'est le cas, spécifiez la nature du travail que vous avez accompli avant de devenir directeur (si c'était un domaine différent de l'enseignement).

9. Est-ce que vous enseignez dans l'établissement dont vous êtes directeur ?

- ☐ Oui ☐ Non

## Formation sur l'établissement

10. Nombre d'élèves dans cet établissement:

- ☐ Moins que 400 étudiants ☐ 401-800 ☐ 801-1200
- ☐ 1201-1600 ☐ plus que 1600 étudiants

11. Cochez (✓) les classes qui existent dans votre établissement :

- ☐ préscolaires ☐ maternelles (1-3) ☐ primaires (4-6)
- ☐ complémentaires (7-9) ☐ secondaires (10-12)

12. Quel est le système adopté dans votre établissement?

- Système anglais ☐ système français ☐ les deux

**13. De la liste ci-dessous, quels sont les traits essentiels d'un bon chef d'établissement ? Classez les qualités citées ci-dessous par ordre d'importance de 1 (la plus importante) jusqu'à 10 (la moins importante.)**

- ☐ **a.** Avoir une vision claire et un plan pour parvenir à la réaliser.
- ☐ **b.** Aider à évoluer les compétences de direction des autres.
- ☐ **c.** Ne pas tolérer les mauvais enseignants.
- ☐ **d.** Encourager le personnel et les étudiants
- ☐ **e.** Etre visible - sortir du bureau et être vu partout dans l'établissement
- ☐ **f.** Connaître les noms des étudiants et discuter avec eux régulièrement
- ☐ **g.** Avoir l'humour.
- ☐ **h.** Montrer qu'il/elle est capable de prendre en charge les affaires lorsque cela nécessaire.
- ☐ **i.** Permettre aux enseignants, coordinateurs et au personnel de contribuer à la prise des décisions
- ☐ **j.** Etre digne de confiance des étudiants et du personnel.
- ☐ **k.** Etre un bon diplomate.
- ☐ **l.** Préciser clairement les buts, les prévisions et les normes pour les élèves, le personnel et les parents.
- ☐ **m.** Organiser des sessions de formation du qui aident à l'évolution professionnelle des enseignants.
- ☐ **n.** Etre un modèle type pour les élèves et le personnel.
- ☐ **o.** Créer un climat/atmosphère académique convenable qui contribue au développement du processus d'enseignement et d'apprentissage.

**14. Répondez aux questions ci-dessous en cochant (✓) la réponse qui vous semble la plus appropriée :**

- 1- Je ne suis pas d'accord du tout
- 2- Je ne suis pas d'accord
- 3- Je suis neutre
- 4- Je suis d'accord
- 5- Je suis certainement d'accord

	1	2	3	4	5
Le directeur a une grande influence sur le rendement de l'étudiant					
Un bon directeur fait un bon établissement					
Je me trouve plutôt « directeur » que « dirigeant ».					
Je me trouve pris par les travaux administratifs qui raréfient mes visites aux classes.					
En comparaison avec ce que je fais, je ne suis pas suffisamment payé					
Le ministère de l'éducation au Liban doit mettre en place un système qui permet aux directeurs d'avoir une licence avant de pratiquer ce métier, (comme les avocats, médecin, ingénieurs, etc....)					
La mise en place d'un programme d'entraînement de direction au Liban aide les nouveaux directeurs à mieux pratiquer ce métier.					
Le meilleur administratif est celui qui n'oublie jamais comment être un professeur					
Le professeur principal est en même temps un bon directeur.					
Les directeurs sont responsables des notes des élèves à l'examen officiel (Brevet, Bac II, Bac Français, etc.)					
Les dirigeants hors cadre réussissent mieux que ceux qui travaillent dans le domaine de l'éducation					
Il est impossible de réussir comme directeur sans avoir exercé le métier du professeur.					
Si je devais recommencer de nouveau et choisir une carrière, je choisirais la même profession.					

**15. En examinant les 7 mois derniers de cette année académique, veuillez indiquer l'attention que vous avez accordée à chacun des points suivants. Est-ce que chaque point a eu l'attention qu'il a méritée, plus ou moins ?**

	Beaucoup d'attention	Un peu d'attention	Attention suffisante
1. Aux affaires légales et aux litiges.			
2. Aux plaintes et aux intérêts des parents.			
3. Au traitement des subventions et du budget.			
4. Aux élèves ayant des problèmes disciplinaires.			
5. Améliorer les résultats des élèves.			
6. A la qualité et à la formation des enseignants.			
7. Aux groupes de parents organisés tel que le comité des parents.			
8. Aux conférences et réunions professionnelles.			

**6. Il y a plusieurs qualités du bon dirigeant, mais certaines sont plus importantes que les autres. A votre avis, quelle est l'importance de chacun des critères de qualités suivants :**

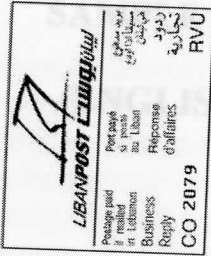
	Absolument essentiel	Important mais pas essentiel	Pas très important
Avoir la capacité de prendre des décisions fermes.			
Donner la priorité aux élèves et à leurs intérêts.			
Adopter une vision d'éducation claire et définir les priorités.			
Recruter et développer des enseignants doués.			
Déléguer la responsabilité et l'autorité au personnel.			
Motiver et inspirer le personnel.			
Etre un très bon orateur et avoir des compétences médiatiques.			
Se servir effectivement de la technologie dans des opérations de gestion.			
Identifier et développer des administrateurs potentiels doués.			



## APPENDIX D

### SAMPLE OF THE PREPAID RETURN ENVELOP





SAMER AL JAMAL  
PO BOX 113 – 5617  
BEIRUT



## APPENDIX E

May 9, 2006

### SAMPLE OF THE REMINDER LETTER (ENGLISH AND FRENCH VERSIONS)

Dear school principal,

I, Samer Al Jamal of Haigazian University of the Graduate School of Education, is sending you this short notice to remind you of the questionnaire I sent 15 days ago. I appreciate your time and the great effort you put daily and regularly doing school business of paper work, staff meetings, discipline issues, academic matters, student and teacher follow-up, late busses, budget planning and probably many other responsibilities.

However, I highly appreciate the 15 minutes of your time to fill the questionnaire I sent earlier (it is that orange-color paper which you can't miss among all the white papers in front of you). Without your answers, I will not be able to neither collect enough data in order to complete my thesis nor to submit it at the right time. Of the 113 questionnaire I sent to ALL school principals in Beirut, I received only 20 filled ones which are of great asset to me so far. Yet, it is highly essential to collect as much data as possible from all school principals in Beirut and your input will make a great positive difference.

I really know that time is very precious and valuable for you. Most probably, you barely have time for your self or even for your family. Still, your feedback, and your completion of the questionnaire means a lot to me as well as to school administrators and officials at the ministry of education. Results will be a lot useful for evaluating, assessing, and analyzing principals in both French and English speaking schools.

If you have already sent the questionnaire back, please, disregard this notice and accept my deep apology for sending it. However, I do appreciate your assistance in filling and sending it back as soon as possible if you haven't. Again, I would like to thank you a lot for the time you have given me to finish my thesis in due time.

Best regards for your effort and cooperation,

Samer Al Jamal

*N.B.: Don't hesitate to call or email me if you have lost or threw the questionnaire by mistake, I will be glad to send it again.*

May 9, 2006

Dear school principal,

I, Samer Al Jamal of Haigazian University of the Graduate School of Educational Administration and Supervision, sending you this short notice to remind you of the questionnaire I sent 15 days ago. I appreciate your time and the great effort you put daily and regularly doing school business of paper work, staff meetings, discipline issues, academic matters, student and teacher follow-up, late busses, budget planning and probably many other responsibilities.

However, I highly appreciate the 15 minutes of your time to fill the questionnaire I sent earlier (it is that orange-color paper which you can't miss among all the white papers in front of you!) Without your answers, I will not be able to neither collect enough data in order to complete my thesis nor to submit it at the right time. Of the 113 questionnaire I sent to ALL school principals in Beirut, I received only 20 filled ones which are of great asset to me so far. Yet, it is highly essential to collect as much data as possible from all school principals in Beirut and your input will make a great positive difference.

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Best regards for your effort and cooperation,

Samer Al Jamal

Samer Al Jamal

**N.B.:** Don't hesitate to call or email me if you have lost or threw the questionnaire by mistake. I will be glad to send it again.

Cher Directeur D'Ecole, List of Tables

Je, Samer Al Jamal, de l'Université Haigazian de la Grande Ecole d'Administration Pédagogique et de Supervision, vous adresse cette courte not pour vous rappeler du questionnaire que j'ai envoyé il y a 15 jours. J'apprécie votre temps et le grand effort que vous présentez chaque jour en faisant régulièrement les affaires scolaires de travail en papier, réunions du personnel, questions de la discipline, matières académiques, suivi des étudiants et professeurs, les bus en retard, organisation du budget et probablement beaucoup d'autres responsabilités.

Cependant, j'apprécie hautement les 15 minutes de votre temps pour remplir le questionnaire que j'ai envoyé plus tôt (c'est ce papier de couleur orange que vous ne pouvez pas manquer parmi tous les papiers blancs devant vous!). Sans vos réponses, je ne serai plus capable de rassembler assez de données pour compléter ma thèse, ni de la présenter à temps. Des 113 questionnaires, j'ai envoyé à TOUS les directeurs d'école à Beyrouth, j'ai reçu seulement 16 remplis qui ont été très utiles à moi. Encore, il est très essentiel de rassembler autant de données que possible de tous les directeurs d'école à Beyrouth et votre assistance fera une grande différence positive.

Je sais vraiment que le temps est très précieux pour vous. Le plus probablement, vous avez à peine le temps pour vous ou mémé pour votre famille. Encore, vos réactions et votre achèvement du questionnaire signifient beaucoup à moi aussi bien que pour les directeurs d'école et les fonctionnaires au ministère d'éducation. Les résultats seront beaucoup utiles pour évaluer, répartir, et analyser des directeurs dans les écoles à programme français ou anglais.

Si vous avec déjà renvoyé le questionnaire, s'il vous plaît, négligez cet avis et acceptez mes excuses profondes pour l'envoyer. Cependant, j'apprécie votre assistance à remplir ce questionnaire et le renvoyer dès que possible si vous ne l'avez pas déjà fait. Encore, j'aimerais vous remercier beaucoup pour le temps que vous m'avais accordé pour finir ma thèse à temps précis.

Meilleures salutations pour votre effort et coopération  
Samer Al Jamal

	Frequency	Percent	Cumulative Percent
Strongly disagree	2	8.3	8.3
Neutral	4	16.7	25.0
Agree	5	20.2	54.2
Strongly agree	5	20.2	100.0

**N.B :** N'hésitez pas à m'appeler à envoyer un « email » si vous avez perdu ou avez jeté le questionnaire par erreur. Je serai heureux de l'envoyer pour la deuxième fois.

## List of Tables

**Table 9: Number of years as principal at the current and any other school**

	Frequency	Percent	Cumulative Percent
4 - 6	3	12.5	12.5
7 - 9	2	8.3	20.8
10 - 12	3	12.5	33.3
13 - 15	4	16.7	50.0
More than 15 years	12	50.0	100.0
Total	24	100.0	

**Table 10: Field of qualification**

	Frequency	Percent	Cumulative Percent
Bachelor's degree	13	54.2	54.2
BA+MA	7	29.2	83.3
BA+MA+Ph.D.	3	12.5	95.8
No answer	1	4.2	100.0
Total	24	100.0	

**Table 11: A principal has a great influence on student achievement**

	Frequency	Percent	Cumulative Percent
Disagree	2	8.3	8.3
Neutral	4	16.7	25.0
Agree	14	58.3	83.3
Strongly agree	2	8.3	91.7
No answer	2	8.3	100.0
Total	24	100.0	

**Table 12: Behind every great school is a great principal**

	Frequency	Percent	Cumulative Percent
Strongly disagree	2	8.3	8.3
Neutral	4	16.7	25.0
Agree	7	29.2	54.2
Strongly agree	10	41.7	95.8
No answer	1	4.2	100.0
Total	24	100.0	

Table 17: A "leadership Training Program" is necessary for principals to perform

Table 13: I feel I am being a "manager" more than a "leader"

	Frequency	Percent	Cumulative Percent
Strongly disagree	3	12.5	12.5
Disagree	10	41.7	54.2
Neutral	3	12.5	66.7
Agree	5	20.8	87.5
Strongly agree	1	4.2	91.7
No answer	2	8.3	100.0
Total	24	100.0	

Table 18: "The best administrator is the one who never forgets what it is like to be a

Table 14: I feel I'm driven with paper and computer work to the extent that I rarely visit classes

	Frequency	Percent	Cumulative Percent
Strongly disagree	2	8.3	8.3
Disagree	10	41.7	50.0
Neutral	2	8.3	58.3
Agree	7	29.2	87.5
Strongly agree	3	12.5	100.0
Total	24	100.0	

Table 15: Compared to what I'm doing, I feel I'm being paid less than what I should really get

	Frequency	Percent	Cumulative Percent
Strongly disagree	2	8.3	8.3
Disagree	8	33.3	41.7
Neutral	6	25.0	66.7
Agree	4	16.7	83.3
Strongly agree	3	12.5	95.8
No answer	1	4.2	100.0
Total	24	100.0	

Table 20: Principals are responsible for student's scores in official exams

Table 16: The ministry of education should issue a "licensure system" to qualify principals to do their jobs like lawyers, doctors, engineers, etc.

	Frequency	Percent	Cumulative Percent
Disagree	4	16.7	16.7
Neutral	2	8.3	25.0
Agree	8	33.3	58.3
Strongly agree	9	37.5	95.8
No answer	1	4.2	100.0
Total	24	100.0	

**Table 17: A "leadership Training Program" is necessary for principals to perform a better job**

	Frequency	Percent	Cumulative Percent
Disagree	3	12.5	12.5
Neutral	1	4.2	16.7
Agree	15	62.5	79.2
Strongly agree	4	16.7	95.8
No answer	1	4.2	100.0
Total	24	100.0	

**Table 18: "The best administrator is the one who never forgets what it is like to be a teacher"**

	Frequency	Percent	Cumulative Percent
Disagree	1	4.2	4.2
Neutral	2	8.3	12.5
Agree	9	37.5	50.0
Strongly agree	12	50.0	100.0
Total	24	100.0	

**Table 19: A good school principal is also a good manager**

	Frequency	Percent	Cumulative Percent
Disagree	5	20.8	20.8
Neutral	5	20.8	41.7
Agree	9	37.5	79.2
Strongly agree	4	16.7	95.8
No answer	1	4.2	100.0
Total	24	100.0	

**Table 20: Principals are responsible for student's scores in official exams**

	Frequency	Percent	Cumulative Percent
Strongly disagree	4	16.7	16.7
Disagree	11	45.8	62.5
Neutral	4	16.7	79.2
Agree	4	16.7	95.8
Strongly agree	1	4.2	100.0
Total	24	100.0	

**Table21: Leaders from outside the field of education perform better as principals than those coming from educational background**

	Frequency	Percent	Cumulative Percent
Strongly disagree	8	33.3	33.3
Disagree	10	41.7	75.0
Neutral	5	20.8	95.8
Strongly agree	1	4.2	100.0
Total	24	100.0	

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**Table 22: It's almost impossible to be successful principal without previous experience as a teacher**

	Frequency	Percent	Cumulative Percent
Disagree	6	25.0	25.0
Neutral	4	16.7	41.7
Agree	9	37.5	79.2
Strongly agree	5	20.8	100.0
Total	24	100.0	

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**Table 23: If I'm just starting out and can choose my life's work all over again, I would choose the same line of work**

	Frequency	Percent	Cumulative Percent
Strongly disagree	1	4.2	4.2
Disagree	2	8.3	12.5
Neutral	3	12.5	25.0
Agree	10	41.7	66.7
Strongly agree	8	33.3	100.0
Total	24	100.0	

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