Appendix 1

Arabic Version of Survey Questionnaire

(Adapted and Improved from Salazar (2002) manO orf'C eformR sontext)

اســـــــــــــــــــــتبيان

الاحتياجات المهنية لمديري المدارس في اطار عملية الإصلاح التربوي في سلطنة عمان ،مسقط

التعليمات :
نرجو منكم التكرم بتعبئة جميع الخانات الموجودة في الجدول, يرجى وضع علامة او دائرة على الإجابة حتى يتسنى لي ان أكمل هذه الدراسة بنجاح. أحيطكم علما بأنه سيتم التعامل مع هذه المعلومات بسرية تامة ولا يمكن لشخص اخر ان يطلع عليها ,ولن تستخدم لأي غرض اخر أطلاقا.

المخلص:
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1	مهم جـــــــــــــــدا
2	مهـــــــــــم
3	ذو أهمية محـــــــدودة
4	غير ذي أهميـة

الرقم	الجملة	مهم جدا	مهم	ذو أهمية محدودة	غير ذي أهمية
تصميم وتطبيق وتقويم المناهج					
.1	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال تصميم المناهج				
.2	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال تطبيق المناهج				
.3	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال تقويم المناهج				
.4	يجب ان تهتم البرامج التدريبية للتطوير الوظيفي للمدراء بالمهارات والمعارف التي تساعدهم في استغلال المصادر التعليمية المختلفة لإثراء المناهج المدرسية .				
.5	يجب ان تهتم البرامج التدريبية للتطوير الوظيفي للمدراء بالأدبيات التربوية للتعليم ودور هذه النظريات في تصميم المناهج.				
.6	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال المعايير التقويمية لتصميم المناهج.				
فهم استراتيجيات أدوات القياس والتقويم والتقويم المستمر					
.7	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في كيفية وضع خطة فاعلة لتطوير الأداء المدرسي.				
.8	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال كيفية تطبيق التقويم المستمر للأداء في المدرسة.				

9.	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال الاستراتيجيات التعليمية لتقويم الأداء المدرسي.				
أعداد مؤسسة تعليمية					
10.	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال تقديم الدافعية للمعلمين لتطوير طرق التعليم .				
11.	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال تقديم الدافعية للمعلمين نحو التعلم الذاتي				
12.	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال البحث الإجرائي التطويري				
13.	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في كيفية دورات تطوير وظيفية في مدارسهم.				
فهم طبيعة تعلم وتطور الطلاب					
14.	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال تزويد المعلمين بالمهارات التي تساعد على تحسين أداء الطلاب.				
15.	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال تحليل مستويات الاداء عند الطلاب.				
16.	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال تطبيق الاستراتيجيات التعليمية لرفع الاداء المدرسي.				
بناء منظومة الجهود الجماعية في العمل					
17.	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في كيفية دعم العلاقات ذات الطبيعة الايجابية في بيئة العمل.				
18.	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال تفعيل اقتراحات الطلاب والمعلمين لرفع الاداء المدرسي.				
19.	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال تقديم تغذية استرجاعية للمعلم عن مستوى الاداء.				
مهارات العمل الجماعي					
20.	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال تقدير اهمية العمل الجماعي للفريق في أداء المدرسة.				
21.	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال تهيئة الأوضاع ورفد بيئة حاضنة للعمل الجماعي في البيئة المدرسية.				
22.	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال دفع المعلمين نحو العمل التعاوني الجماعي.				
23.	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال التعاون مع نظرائهم وتبادل المعرفة والمهارات في اعمال الاداء المدرسي.				
24.	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية عن الطرق الحديثة التي تعنى بإدارة فرق العمل الجماعي.				
حل المشكلات					
25.	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال مهارات حل المشكلات				
26.	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال تطبيق الخطط لحل المشكلات في المدرسة.				
27.	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال ايجاد مداخل وحلول متعددة للمشكلة في المدرسة .				
28.	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال عمليات الاستقصاء للمشكلات في المدرسة..				
29.	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال عمليات تصنيف المشكلات في المدرسة.				

بناء منظومة المشاركة في صنع القرار					
.30	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في كيفية أتخاذ القرار لتطوير الموقف الراهن في ضوء ما تم استكماله .				
.31	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال دفع الطالب للمساهمة في صنع القرار المدرسي.				
.32	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال عملية دفع المعلم نحو المساهمة في اتخاذ القرار المدرسي.				
.33	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال أتباع خطوات المنهج العلمي في صنع القرار.				
كفاءات البحث العلمي					
.34	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال كفاءات تنفيذ البحث التربوي.				
.35	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال كفاءات تنفيذ البحث الإجرائي (Action Research)				
.36	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال الالمام بالأنواع المختلفة للبحوث التربوية				
.37	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال تحديد أهمية البحث الإجرائي (Action Research) بالنسبة لرفع الاداء المدرسي.				
.38	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال كفاءات تحليل البيانات في البحوث التربوية.				
توظيف الاتصالات والتقانة الحديثة					
.39	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال طرق ادخال الاتصالات والتقنيات الحديثة في البيئة المدرسية				
.40	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال تقديم الدافعية للمعلمين وتقوية التوجه نحو التقنيات الحديثة في التعليم .				
.41	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية للتعرف على أهمية تقنيات التعليم في البيئة المدرسية .				
.42	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجالات عديدة ترتبط بالتقنية الحديثة التي تعني بالبيئة المدرسية .				
تعريف القناعات والقيم الأساسية للتعليم					
.43	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية حول أهمية تطبيق القناعات التربوية في البيئة المدرسية.				
.44	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال كفاءات تطبيق الرؤية المدرسية بما يوائم الأدبيات التربوية.				
.45	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال الربط بين التطوير التربوي و الادبيات المعرفية للتربية				
.46	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية تساعدهم في دعم المعلمين ذوي الادبيات التربوية.				
.47	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال كيفية ربط البحث التربوي بتنمية الموارد البشرية.				
.48	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال إعداد بيئة تربوية تتبنى القناعات الأدبية للبحث التربوي.				
فعالية الاتصالات					
.49	يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال تفعيل التواصل الايجابي في البيئة المدرسية				

50. يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال تفعيل طرق التواصل المختلفة مع مدراء المدارس الاخرى					
51. يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال تقوية التواصل والاتصالات مع اولياء أمور الطلاب.					
52. يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال الاسس والمبادئ العلمية للاتصالات الفعالة					
وضع الأهداف وتحديد المخرجات					
53. يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال وضع رؤية مدرسية فاعلة .					
54. يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال كيفية الحصول على أداء مدرسي مرتفع ومستمر.					
55. يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال تهيئة بيئة ثقافية ايجابية في مجتمع المدرسة.					
56. يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية عن كيفية تأهيل مخرجات تعليمية تمتلك قدرات أداء عالية.					
57. يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال تقديم الدافعية للمعلمين لتطوير مهارات التدريس الصفية.					
بناء المجتمع القيادي ومشاركة السلطات					
58. يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال تقديم الدافعية للمعلمين نحو تطوير مهارات التعلم الذاتي.					
59. يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال بناء علاقات إيجابية في مكان العمل.					
60. يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال مساعدة المعلمين في معالجة نقاط الضعف في مهارات التعليم.					
61. يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال تطبيق الأهداف التربوية في بيئة المدرسة.					
62. يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال كيفية تطبيق الخطة التربوية في البيئة المدرسية.					
63. يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في طرق تشجيع أولياء الأمور على استخدام قنوات التواصل مع المعلمين.					
أدارة الصراع (الخلافات) وبناء التوافق وتدعيم سلطات القيادة					
64. يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال مهارات إدارة الصراعات في بيئة المدرسة .					
65. يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال تحويل الصراع السلبي الى وضع إيجابي في المدرسة.					
66. يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال مهارات التفاوض مع الاخرين للسيطرة على الصراعات بشكل بناء.					
67. يحتاج مدراء المدارس الى برامج تدريبية للتنمية الوظيفية في مجال كفاءات التغلب على الصراعات في المدرسة بطرق علمية .					

SURVEY QUESTIONNAIRE

Directions:
Respondents are kindly requested to answer all the items in the tables. Please fill out the questionnaires by ticking or cycling in order for me to complete this study successfully. For your information, your responses will be treated confidentially and will not be released to any person under any circumstances.

Sincerely
Saleh Said Al Abri
H/P: 009346880
Email: s129s@moe.om

Response Scale:

1	Important
2	Very important
3	Not Important
4	Not very important

No	Statement	1	2	3	4
Designing, Implementing & Evaluating Curriculum					
1	School principals need professional development programs about curriculum design.				
2	School principals need professional development programs about curriculum implementing.				
3	School principals need professional development programs about curriculum evaluation.				
4	Professional development programs for school principals should include skills and knowledge about how they can use different learning resources to enhance school curriculum.				
5	School principals need professional development programs about learning theories and the roles of these theories in curriculum design.				
6	School principals need professional development programs about evaluation standards for curriculum design.				
Understanding Measurement, Evaluation and Assessment Strategies					
7	School principals need professional development programs on how to build an active plan to enhance school performance.				
8	School principals need professional development programs in how to apply continuous evaluation in the performance of their schools.				
9	The school principals need professional development programs in education strategies about school performance evaluation.				
Creating a Learning Organization					
10	School principals need professional development				

	programs on how to encourage their teachers to develop their teaching methods.				
11	School principals need professional development programs on how to encourage teachers to be knowledge seekers.				
12	School principals need professional development programs on how to encourage teachers to do educational research.				
13	School principals need professional development programs on how to apply professional development programs in their schools.				
Understanding Students' Development and Learning					
14	School principals need professional development programs to be able to provide teachers with the educational skills which lead to increase students' performance.				
15	School principals need professional development programs in how to analyse students' performance.				
16	School principals need professional development programs on how to apply educational strategies to increase school performance.				
Building Team Commitment					
17	School principals need professional development programs on how to support a positive relationship in their work environment.				
18	School principals need professional development programs on how to activate students and teachers' suggestions to increase the school's performance.				
19	School principals need professional development programs on how to provide teachers a feedback about their performance.				
Team Working Skills					
20	School principals need professional development programs on the importance of the team working for school performance.				
21	School principals need professional development programs on how to transfer school environment to be suitable as a team working environment.				
22	School principals need professional development programs on how to make their teachers cooperative workers.				
23	School principals need professional development programs on how to exchange between them information, knowledge and skills related to school performance.				
24	School principals need professional development programs on new methods related to team working.				
Problem Solving					
25	School principals need professional development programs on problem solving skills.				
26	School principals need professional development programs on how to implement a plan for problem				

	solving in their schools.				
27	School principals need professional development programs on how to create multi solutions for the problems which occur in their schools.				
28	School principals need professional development programs on how to investigate the problems they face in their schools.				
29	School principals need professional development programs on how to classify the problems they face in their schools.				
Building Shared Decision Making					
30	School principals need professional development programs about how to make decisions for their hold' improvement.				
31	School principals need professional development programs on how to make students contribute in the school decisions.				
32	School principals need professional development programs on how to make teachers contribute in school decisions.				
33	School principals need professional development programs on how to follow scientific methods in decision making.				
	Research Knowledge Skills				
34	School principals need professional development programs about how to do educational research.				
35	School principals need professional development programs about how to do action research related to school environment				
36	School principals need professional development programs about different types of educational research.				
37	School principals need professional development programs about the importance of educational research in student performance.				
38	School principals need professional development programs about how data analyzing of educational research.				
	ICT Utilization				
39	School principals need professional development programs in how to apply ICT in the school environment.				
40	School principals need professional development programs in how to enhance teachers to apply ICT in the school environment.				
41	School principals need professional development programs about the importance of ICT in school environment.				
42	School principals need professional development programs in different domains of ICT which related to school environment.				
	Defining the Core values and believes of Education				
43	School principals need professional development				

	programs about the importance of applying educational beliefs in school environment.				
44	School principals need professional development programs in how to apply the school vision according to the educational believes.				
45	School principals need professional development programs in how to relate the educational development with the educational believes.				
46	School principals need professional development programs in how to support teachers with the educational believes.				
47	School principals need professional development programs in how to relate the educational research with human resource development.				
48	School principals need professional development programs in how to create school environment which apply the educational believes.				
	Communicating effectively				
49	School principals need professional development programs about how to apply the active communication in the school environment.				
50	School principals need professional development programs about how to apply different methods of communication with other school principals.				
51	School principals need professional development programs in how to strength the communication with parents of the students.				
52	School principals need professional development programs about the scientific methods of active communication.				
	Setting goals and determining outcomes				
53	School principals need professional development programs about how to apply active school vision.				
54	School principals need professional development programs in how to achieve continuous high performance for their schools.				
55	School principals need professional development programs in how to create a positive culture in their schools.				
56	School principals need professional development programs in how to achieve high performance of school outcomes.				
	Building Community and Involvement leadership Capacity				
57	School principals need professional development programs in how to encourage teachers to develop their teaching skills.				
58	School principals need professional development programs in how to encourage teachers to be self				

	learning seekers.				
59	School principals need professional development programs in how to create a positive relationship in their schools.				
60	School principals need professional development programs in how to support teachers to develop their weakness related to teaching skills.				
61	School principals need professional development programs in how to apply the educational aims in the school environment.				
62	School principals need professional development programs in how to apply the educational plan in the school environment.				
63	School principals need professional development programs in how to encourage the parents to communicate with teachers.				
	Resolving Conflicts (Building Consensus and negotiating Leadership Capacity)				
64	School principals need professional development programs in how to manage conflicts in school environment.				
65	School principals need professional development programs about how to change the school conflicts to positive actions in their schools.				
66	School principals need professional development programs in how to negotiate with others to control school conflicts.				
67	School principals need professional development programs in how to overcome the school conflicts with scientific methods.				

APPENDIX 3

The List of Responsibilities and Tasks of the School Principal in the Sultanate of Oman

Ministry of Education in Oman, (2009) has identified the regulation of public schools issued by Ministerial Decision 21 \ 1993. The responsibilities and tasks of headmasters as determined by the working directory of basic education schools in 2003 can be summarized as follows:

1. Commitment to ethics education, manners and deed, as well as guiding staff.
2. Work on loyalty and national loyalty, career, and infuse these qualities among the school staff.
3. Implement the laws and regulations and resolutions in regulating the work, and continues the commitment of its staff.
4. Works on building productive relationships and team spirit, teamwork, culture and collaboration among colleagues.
5. Works on innovation and excellence in the field of specialization in the light of the rules and regulations.
6. Works on self evaluating performance assessment.
7. Work on the development of culture and promotion of professional experience as part of self-access and benefit from the experiences of colleagues.
8. Develop an annual plan with the implementation of staff duties under the supervision of the administrative supervisors.
9. Participate in the management of financial resources for the school in cooperating with the personnel concerned.
10. Supervise the preparation of the school schedule.
11. Participate in the preparation of records and files and update school, organization, and employment using technology.
12. Participation and follow-up needs of the school of technical and administrative personnel, materials and equipment required, and works to be provided with coordination.
13. Supervise the staff work in school and follow their performance.
14. Participate in the nomination of Assistant Director of the school, and administrators of the specialized studies by availability of opportunities for development.
15. There will be periodic meetings with the faculty and administrative and technical development of school performance.

- Provides opportunities for professional growth to the staff of the school to improve performance.

16. The needs of student's education, social, health and mental.
17. Supervise student's examination and evaluation process and analyze the results and implementation plans with teachers to help students in various categories.
18. Overseeing the activation of educational activities within and outside the school with the participation of the school and local community.
19. Instill the relationship of the schools, parent / mothers and school and community.
20. Participate in the evaluation of school curricula.
21. Supervising the safety of the school building, maintenance and cleanliness, and good employment.
22. Participate in developing a plan for self-evaluation of school performance, implementation.

23. Oversees the cooperation in school to ensure compliance with the instructions received, and regulates aspects of expenditure and works to achieve the desired objectives.
24. Participate in the preparation of annual reports for the performance of the school staff in conjunction with supervisors and administrative supervisors and head teachers.
25. Employ computerized programs in business school and develops.
26. Encourage the educational research and field studies relevant to his/her work
27. Participate in the implementation of the programme and exchange visits of schools in the area and nearby regions in coordination with the supervisor.
28. Suggests some development projects that lead to the development of technical and administrative performance at school.
29. To report quarterly on the progress of the school to the competent authority in the educational zone.

According to the book of guide for school administration (2009); the book has stated some skills in selecting school principals. These skills are described in the following table:

Field: Policies and Regulations

Standards	Skills
Regulations and policies	* Ability to apply laws, rules and regulations and resolutions regulating the work. * The ability to instill the ethics of the teaching profession in the hearts of the school staff. * The ability to contribute to the development of school rules and regulations. * The ability to define the school staff duties. * The ability to distribute responsibilities among employees fairly.
Quality control	* The ability to propagate a culture of quality within the school * The ability to recruit quality tools for continuous improvement * Ability to continuous improvement of school performance * The ability to practice of modern management techniques in the management of school * The ability to assess the effectiveness of activities conducted in the light of school quality standards

Field: Personal competencies

Standard	Competency
Self management	* Possess self-confidence * The ability to self-policing * Adapt to the pressures of work
Social management	* Possession of emotional intelligence * Construction of the values of honesty and objectivity * The ability to identify the needs of workers * The ability to manage organizational conflict * Building effective relationships with the school community and local * The ability to diversify the means and channels of communication * The ability to communicate with institutions and training bodies in the community * The ability to raise the motivation and motivating employees to act * The ability to influence team * The ability to create a cooperative atmosphere * The ability to accept the views and persuasive logic and evidence
Communication	
Decision making	* Flexibility * The ability to employ data and information to improve decision- * The ability to employ scientific methodology in solving problems

Field: Implementation and Planning

Standard	Competency
The vision and mission	*The ability to share staff in the preparation of the school's vision and mission * The ability to apply the school's vision and mission * The ability to develop objectives based on the school's vision and mission * The ability to translate the vision and mission of the school to the reality * The ability to embrace the values consistent with the school's vision and mission * The ability to assess the extent to which the school's vision and mission
School's plan	The ability to prepare a comprehensive plan for the school (including teaching, learning and school management) * Ability to set goals for the procedural school plan and implementation mechanism * The ability to involve the school community in a school plan, review and monitor its implementation

	* The ability to follow up the implementation plan and evaluate school * The ability to identify potential school and implementation of its plan.
Time management	Ability to identify priorities for action * The ability to delegate * The ability to optimize the investment of time * The ability to complete the work perfectly

Field: Education and Academic Achievement

Standard	Competency
Curriculum implementation	*The ability to monitor the implementation of curricula and enrichment plans and evaluation * The ability to optimize the use of different learning resources in enriching the curriculum * The ability to recruit classroom and extra-curricular activities in the service of curriculum * The ability to direct teachers towards linking the school curriculum the student environment * Supervising the analysis of curricula and cooperation with stakeholders in the development
Measurement and assessment	* The ability to follow up the implementation plans and final formative Calendar * The ability to implement treatment plans and to raise the level of enrichment for students grades * Ability to develop plans for the care of the different categories of students, talented and savvy
Student's affairs	* The ability to develop programs for the overall growth of students * The ability to instill values in students * The ability to study the phenomena of social and behavioral characteristics of students * The ability to activate the role of parent and mothers in solving social problems and behavioral characteristics of students

Field: Change Management

Standard	Competency
Creativity	* The ability to put ideas and new ideas to serve the educational * Ability to encourage staff on the first and Innovation
School development	* The ability to manage change for the better * The ability to conduct research and studies to solve social problems * The ability to build a school culture support the process of development
Human Resource	* The ability to deploy professional culture in the school community * The ability to assess the commitment of school staff rules and regulations set forth * The ability to motivate employees to self-development * The ability to identify and analyze the training needs of workers * The ability to plan for professional development * The ability to follow up the implementation of training programs * The ability to follow up the impact of training * Ability to manage meetings * The ability to support and encourage scientific research and experiments and scientific innovations in school

Field: Resource planning

Standard	Competency
Information Communication Technology	* The ability to deploy e-culture in the school * The ability to activate the information and communication technology in school * The ability to deal with databases and updated
Financial management	* The ability to optimize the investment of financial resources within the guidelines set forth * The ability to recruit potential school in the light of the priorities of development * The ability to attract the private sector to contribute to the financing of school events and activities conducted within the guidelines * Ability to document financial transactions in accordance with the existing controls
School's building management	*The ability to make optimal use of the school building, according to the

	existing controls * The ability to create a learning environment that is attractive * The ability to maintain the cleanliness of the school building, safety and security

Resource: Ministry of Education of Oman, (2009). (MOE).

Appendix 4: Coding Analysis and Findings from Interviews on School Leadership, Challenges, and Suggestions

Research question 2 and 4
What are the abilities of school principals in Muscat in terms of practicing instructional leadership and transformational leadership?

Interview Questions

In your opinion, how far are instructional leadership and transformational leadership being practiced by the school principals in Muscat? I mean, to what extent are you, as a school principal, applying instructional leadership skill in supervising teachers?

Existential	***Coding***	***Possible themes***	***Sub-themes***	***Sources of data***
School Principal 1 I am a school principal for a basic Education school cycle 1. I believe that every school principal must be knowledgeable in how to apply instructional leadership in his school but in our case it is difficult to practice that because we still lack the skills needed. Our education system still works under centralization and the school principal instructional decision is still not found. Another important point that school goals are supposed to be based by the contribution of school principal but in our case those goals are identified by the ministry. From this I want to explain to you that we are still restricted by centralization. To be honest with you, how can I work as an instructional leader without having the skills, knowledge and attitudes which support me to work as an instructional leader. I want be honest with you, we as are school principals wish to be provided a lot of skills such as decision making skills, problem solving skills,	1. School principal lacking of instructional leadership skills in Oman. 2. School principals are asking for skills and knowledge to apply instructional leadership in their schools. 3. Decisions are made from the top (ministry), no freedom and things are centralized.	a) Lack of instructional leadership skills b) Involvement on decision-making process c) Freedom and decentralization of the system d) Problem solving skills e) Leadership training	Professional development: 1. Instructional leadership 2. Decision-making 3. Decentralization 4. Freedom 5. Autonomy 6. Problem solving 7. Leadership	interview

and I am very obsessed to be really contributing in improving teaching and learning and being an instructional leader rather than working as a manager or like an administrator. Finally, I want to add that I hope for our educational system to be liberated from those traditional methods of dealing with school principals and I hope that school principals will engage in professional programs about instructional leadership.	4. Schools need problem solving skills, decision skills and eagerness to participate in the decisions related to teaching and learning not to just leave them as just a managers or administrators with skills. 5. School principal seeking libration from old system and train them with professional development on applying instructional leadership.			
<u>Person 2</u> You start with me with a very tough question. Of course you know that school principal as an instructional leader must take actions in improving student achievement and he must have skills which make him/her able to upgrade the quality of all instructional programs in his school. But for me, and I am sure for all other	• School principals are not trained and given professional development training on instructional leadership in	• Lack of professional development for instructional leadership • No proper training on improving	Professional development: • Instructional leadership • Training • Learning • Research • Development	

school principals, the role of school principal as an instructional leader is not found in our system. I want to mention to you that our duty according to our educational system is a school administrator not as an instructional leader, so my skills as an instructional leader do not qualify me to be engaged in this task. I wish to work as an instructional leader but no way to do that until these days. I want to say that, me as a school principal, I feel that my knowledge and skills about instructional leadership is very, very weak, I am so passionate to see our schools really concentrate in teaching and learning process and school principals to be given priority to deal with instructional issues in the school but this cannot happen without real interest from the ministry of education. What I want also to add that we as school principals lack skills of doing research, so how can we be instructional leaders without having skills in doing educational research , and I want to mention to you that no development programs provided to us in this area. Another thing I want to mention to you that our reading as school principals is nonexistent and that is because our educational system does not encourage us to be knowledge seekers and that why our professional development is very weak.	Oman. • No such training in our system on school principals to improve student achievement. • School principals are just in the school as administrators not as instructional leaders. • School principals want to be trained for instructional leadership. • School principals demanding for training from Ministry of Education for them to know how to lead their schools. • School principals requesting for professional development programme on	learning. • Leadership training • Research training • Proving learning environment	programme • Lifelong learning	

	doing research in Oman. • School principals are asking the government to provide a lifelong learning environment.			
Person 3 I am so glad to talk to you, In my opinion we are still very far from being a school leader rather than instructional leader and that is because nothing is in our hands, all things are under the control of the ministry of education, so how can we be instructional leaders in this case. We as school principals need a lot of professional development programs about instructional leadership issues like student achievement, aligning curriculum, monitoring, and educational supervision. I want to say that effective instructional strategies are still very rare in our schools and school principals are very weak in practicing instructional tasks. I think it is very important to add that we are as school principals are blocked from participation in educational journals, you can imagine that most of school principals know nothing about educational journals which are published all around the world, and our educational system does not encourage us to be a knowledge	1– School principal lack of leadership skills. 2– School principal lack of instructional leadership in Oman. 3– Ministry of education controls things and makes decisions. 4– School principals cannot be decides things when all decisions are made by the ministry.	• No leadership skills. • No instructional leadership skills. • Decisions made by the ministry • Lack of autonomy • Professional development training • Professional development on students'	Professional development: 1. leadership skills 2. instructional leadership skills 3. participation 4. involvement 5. autonomy 6. training 7. learning 8. curriculum 9. supervision 10. research	

seekers, so how we can be an instructional leaders?	5– School principals need professional development training on instructional leadership. 6– School principals need professional development on assisting students' learning. 7– School principals need professional development on curriculum and supervision. 8– Effective instructional leadership strategies are needed for school principals in Muscat.	learning • Professional development on curriculum • Professional development on supervision • Professional development on research		

	9– School principal in Muscat are not aware of writing articles in journals.			
Person 4 If we want to talk about school principal as an instructional leader we should put in our mind that this kind of school principal should be able to develop his school to be a learning organization and in our case to do this we still lack to the knowledge and skills which make able to do that for example if we take educational supervision side we need a professional programs which support us to be able to practice our task during the supervision of our teachers. Let us also say that I 'm as a school principal I feel that my duty oriented to administration tasks not to instructional tasks and for that I can say our duty as an instructional leader is still not under practice. I want to say that when we talk about instructional task of school principals we must connect that with the skills , abilities, knowledge and attitudes which support the school principal to practice his task as an instructional leader and I think that we need a very concentrated professional development programs in this area, these programs like how to create a culture of reading community in our schools , how to encourage the parents of the students to help	• School principals need more knowledge and skills to manage their schools. • School principals need professional development on school supervision in Oman. • School principals need professional development on teacher supervision. • School principals are only trained for administrative purpose not for instructional.	• Training on management • Professional development on school supervision • Professional development on teacher supervision • Lack of instructional leadership skills • Professional development to get a new skills • Professional	Professional development: • management • supervision • teacher supervision • instructional leadership • cultural learning • relationship with parents • learning environment • teacher motivation	

their children in their study, how to improve our school environment to be a learning organization, how to help our teaches to b a knowledge seekers.	• Professional development training on getting new skills and knowledge. • Professional development training on culture learning. • Professional development training for school principals on creating a rapport with parents to help students' learning. • Professional development training on creating learning environment. • Professional development	development on cultural learning • Relationship between principals and parents • Training to create learning environment • Professional development on teacher motivation		

	training on motivating teachers to read more.			
Person 5 Firstly, I am so glad to talk with you and I wish to be able to answer your questions very honesty. In my opinion the main task of school principals as an instructional leader is to create a culture of learning among teachers and students and to do so the school principals should have certain skills and also he must be supported from the ministry of education, In our schools this culture is absent because most of school principals are disabled of create this culture. I want to mention for you a very important issue, every school principal must be put in his mind that he is a school principal in 21 century, so he must be able to achieve the school goals through a brilliant educational vision but in our case we do not have the abilities to do that. We need course and programs in how to lead our schools in 21 century. Another issue, we are as school principals still do not have skills in using the electronic recourse like Internet, I believe that the Internet is a very huge source of information and through it we can develop our knowledge but we do not know how to use it to increase our professionalism as school principals.	• School principals are lack of skills and skills of creating culture learning. • School principals need a great support from the Ministry of Education. • School principals need skills to face the challenges of 21st century. • School principal in Muscat need to be trained on how to use technology, internet and digital devices. • School principals need to be trained on using internet to search for information and	• Need leadership skills • Skills of creating learning environment • Skills to face challenges • Training on using ICT	1. Leadership 2. Training and skills 3. Learning environment 4. Cultural learning 5. Problem-solving 6. ICT usage	

	resources.			
Personal 6 I am a school principal and believe that my duty is to develop the performance of my school and to do so I need instructional skills to implement a systematic method for continuous growth, and I should shift from bureaucratic tasks and concentrate my efforts on teaching and learning. I want to tell you that now I spend my time on paperwork because I am working as a manager not as an instructional leader, to work as an instructional leader I need a lot training programs . These days, most of school principals are preoccupied managerial and administrative tasks, I hope to be an instructional leader and engage myself in setting clear goals to improve my school performance, and I hope also to be accompanied in implementing curriculum. Can you imagine that school principals never accompany curriculum design, In my opinion it is an important issue for school principals to be involved in curriculum designing. I want to mention that school principals to work as an instructional leader they must know very well what is going on the class room but I'm sorry to say that most of us as school principals haven't got the essential skills which make us able to supervise and evaluate the teachers in the class.	• School principals need school leadership skills. • Government should reduce bureaucracy and allow democracy and participation to take place. • School principals need training on how to manage their skills. • School principal in Muscat need training on how to instruct their teachers and help students in their learning • School principals need to be involved in designing school curriculum in Oman. • School	• Training on school leadership • High bureaucracy • Participation • Need management skills • Supervision skills • Involvement in decision-making	1. School leadership 2. Centralization 3. Bureaucracy 4. Participation 5. Supervision 6. Management	

	principals need trainings on how to supervise their teachers and evaluate their performance.			

Research question 2 and 4

What are the abilities of school principals in Muscat in the terms of practicing instructional leadership and transformational leadership?

Interview Results

To what level have you supervised your teachers using transformational leadership skills?

Existential	***Coding***	***Possible themes***	***Sub-themes***	***Sources of data***
Person 1 I am really not so knowledgeable about the transformational leadership but if I am not misunderstanding I think to practice this kind of leadership the school principal must be able to attract the teachers and the students and change their mind toward a positive values and beliefs, for me I am trying to use this attitude but I am not so skilled in this kind of leadership. Also I want to add that we always find a very huge gap between theoretical and applied sides, for our case it is difficult to apply transformational leadership in its reality because	• School principals lack professional development on transformation leadership in Oman. • School principals need skills and knowledge on how to transform students and	• Needs professional development on transformation leadership • Needs training on putting theories into practice.	Professional development: 8. Transformational leadership 9. Training 10. Application 11. Implementation 12. Practice	interview

it is still not so clear for us and we need a lot of programs to enable to apply it in our schools.	teachers • School principals are unable to put theories into practices. • School principals need more training on how to apply transformation leadership in reality.			
Person 2 I do my best to change my teachers to apply the new methods during their works and also I always encourage them to use many information resources during their reading, but I still feel I do not understand this kind of leadership very well and I wish to participate in courses and professional programs on this kind of leadership.	• School principals looking forward to professional development training on transformational leadership. • No proper training for school principals on how to transform and upgrade the school standards, teachers' and students' performance.	• Lack of training on transformational leadership. • Training on how to motivate teachers and students	• Transformational leadership skills • Training • Supervision	
Person 3 The problem which we face we have not enough	• School principals are not	• Lack of educational	• Educational leadership	

information about different kinds of educational leadership, and the concept of ‘’ school principals as a leader ‘is not allowed to use in our school, so the real meaning of this concept is ambiguous for us. During my reading I read about transformational leadership and I hope that we can apply it in our schools. I want to add that we wish for programs about transformational leadership and I hope that the Ministry allows us to use this concept in our education system.	• trained on educational leadership. • School principals are not even allowed to be called as school leaders. • School principals need professional development training on transformational leadership in Omani schools.	• leadership skills and training • The word of "leader" is not allowed to be used in Oman.	• Transformational leadership • Academic freedom • Decentralization	
Person 4 Of course I as a school principal am trying to broaden and elevate the interests of my teachers and student and I hope to be able to transform my school to be a real educational environment but I want to be honest with you I I think most of other school principal lack the skills, knowledge, and abilities which make us able to work as a transformational leaders. The transformational leader in my opinion should be able to articulate the vision of the future also this kind of leader must have a strong sense about what he should to do in order to make his / her school keep pace with educational development in 21 century, so in our case we still need a professional programs which enhance our skills in this kind of leadership.	• Most school principals are not equipped with skills on transformation leadership • School principals are given skills on supervision • School principals need professional development training on achieving school mission and vision	• Lack of skills on transformational leadership • Needs skills on supervision • Needs skills in order to realize school mission and vision • Needs training on school development • Needs skills on meeting up	▪ Professional development skills ▪ Transformational leadership skills ▪ Supervision ▪ Articulation ▪ Awareness ▪ School development skills ▪ Training ▪ Coping strategies ▪ Problem solving ▪ Adaptation	

	• School principals need professional development training on school development • School principals need professional development training on meeting up with future expectation • School principals need to be trained to face the 21st century's challenges	with the expectations • Needs skills on facing the challenges • Needs training on how to be futuristic		
Person 5 I am always emphasizing my teachers to consider the morals and ethics of teaching as a sacred job and from this I am trying to instill in their mind the importance of education and the real roles which the teachers must practice. Also I am very considerate in instilling the values and beliefs of education in my teachers' minds and always I encourage them to transform these values and beliefs to their students. As a school principal I want to be a transformational leader I must be able to challenges the difficulties which I faced during my duty and I must be able to solve these	• School principals need professional development training on problem solving. • School principals need more skills to manage their schools and supervise their teachers.	• Lack of problem solving skills • Lack of management skills • Needsupervision skills	• Problem solving • Management • Supervision • Administration	

problems using a scientific method so I feel that I need to do an intensive course and programs in this area.				
Person 6 First of all, let me thank you for interviewing and asking me some questions related to school principals in Muscat. You asked me if I have supervised my teachers using transformational leadership. Well, I don't have the skills to supervise them. I'm not trained or equipped with this skill. This skill is very new and we don't know anything about it. We need to attend many conferences, trainings and workshops to know about this leadership skill.	• Schools principals need professional development training on transformational leadership skill • School principals need new skills • School principals need to attend conferences, seminars and workshop on school leadership	• Needs transformational leadership skills. • Skills upgrading • More trainings and workshops.	• Transformational leadership • Skills • Training • Workshops • Conferences • Seminars	

Research question 5

What are the important challenges faced by school principals in their professional development in the context of educational reforms in Oman?

Existential	***Coding***	***Possible themes***	***Sub-themes***	***Sources of data***
Person 1 Indeed we are grappling with serious problems	• School principals face many	• Many challenges and	• Challenges • Skills	Interview

and we are challenged by several issues in our professional development. Let me start by mentioning to you that most of programs given to school principals are not serious programs and do not meet the real needs of school principal. As a school principal, I am suffering from heavy work load and I do not have sufficient time to search and read to develop my abilities as a school principals. A lot of responsibilities are given to school principals and these responsibilities make school principals not able to manage their time in professional development side.	challenges and they were not well trained to face them. • Trainings given and programs provided by the government are not that relevant. • School principals lacked professional development because they are overloaded with work.	lack of skills. • Irrelevant training • Lack of time for professional development • Having to do research for professional development needs by themselves	• Training • Professional development • Work overload • Research	
Person 2 School principals are struggling with a lot of challenges in professional development. In my opinion one of those challenges is the real roles of school principals are still ambiguous and not so clear, as you know we are in 21st century and the world around us are changing rapidly so if we want to keep up pace with the world around us we must change our view about school principals professional programs. Now the programs which are given to school principals I cannot classify them as a professional development programs because professionalism is not an easy concept. The programs which are given to school principals are not planned well, and not built according to the real needs of school principals.	• Many roles for school principals to follow. • The roles are not clear and their responsibilities are not deeply explained. • School principals need training to expose them to the new development • School principals needs professional	• Roles and regulation to follow • Job description and specification are not described. • Training on exposure • Training on mentality changes and adapting • Relevant trainings needed	• Roles • Regulation • Policy • Job description • Job specification • Exposure • Modernization • Professional development	

We wish to see programs which support us as school principals not as administrators or managers.	development on changing mentality. • Irrelevant programs currently provided for school principals			
Person 3 Let me be honest with you, the school principals arefacing a lot of difficulties about their professionalism, for example there are no programs given to school principals about how to develop themselves as school principals most of programs which are given to them are repeated and do not concentrate in the professional development issues. We wish to be provided by professional development programs which help and support us with work as a real school principals not as administrators. Really we need professional development programs according to our real needs not but most of programs which we are receiving are just repeated and the contents of those programs are very superficial.	• School principals need professional development training on professionalism • School principals are facing developing their own selves academically • Problems of the duplicated training given.	• Professional development needed. • Training on self development needed • Same trainings are repeated.	• Professional development • Training • Self-development • Relevant trainings	
Person 4 School principals in the 21st century must be well-prepared and must be provided professional development programs which enhance their skills, abilities and knowledge as school leaders. I am going to be honest with you our programs lack the professional side, those programs concentrate on the management and	• No proper training on professional development to prepare themselves for 21st century	• Training on 21st century challenges • Needs professionalism programme and training	1- Professionalism 2- Workload 3- Self-development	

administrative sides. I think we are still so far from professionalism, to be professionals we must be able to manage our time very well and also we must be able to manage the changes but we are still moving at a crawling pace in this.	challenges • Training provided only focusing on preparing administrative works. •			
Person 5 If you want me to talk honestly about challenges, I want to say that the biggest challenge in our professional development is that there is no professional development. The programs which are given to school principals are very far from their real needs. These days the programs which are given to school principals must be well-studied before application. I want to mention to you that we are lack experience in skills such as time management, conflict management, change management and we wish to be provided with programs which support us to overcome our professional development issues.	• School principals need professional development skills • Irrelevant of the programs and training given to the principals • Programme and training evaluation before application. • School principal in Muscat need training on time management.	• Professional development programme • Needs relevant training and programme • Evaluation before implementing. • Time management training needed	4- Training 5- Evaluation 6- Time management	
Person 6 Indeed our roles as school principals are not clear, those roles are still ambiguous and I think because of that we are	• Omani government needs job specification for school principals.	• Lack of job specification • Job description • Clarity of	7- Job specification 8- Job description 9- Flexible roles 10- Planning 11- Implementation	

grappling with a lot of challenges and difficulties. We cannot adapt to rapid changes in school principalship. In my opinion the planning process is the greatest challenge we are facing as most of the programs which are given to school principals are not well-planned. As a school principal I need professional programs as a school principal not as administrator, I wish to be receive professional development programs according to a my real needs.	• Roles and principal duties need to be very clear. • The system and the roles are very rigid • Planning and implementation are the biggest challenge for principals. • School principals demanding professional development training.	roles • Reduce rigidity of the roles • Problem of planning and implementation • Professional development skills needed.		

Question 6

Based on principals' suggestions, what are the necessary issues to be addressed and actions to be taken by school principals in school management and leadership in carrying out the reforms in Oman?

Interview question

To help educational reform to be fully successful, what is the suggestion for the school principals to improve the school management and leadership in Oman?

Existential	***Coding***	***Possible themes***	***Sub-themes***	***Sources of data***
Person 1 In my opinion, It is very important to investigate all the difficulties and the challenges which are faced by school principals. We are facing problem of training. No proper training on professional development in Oman given by the	• Government need to examine all the problems facing the implementation of education reform.	• Evaluation of the programs • Intensive professional development	13. Evaluation 14. Professional development 15. Training 16. Conferences 17. Seminars	interview

government. For educational reform to take place well, government needs to follow up the result of formation and constant evaluation. Also I want to say to you that we must arrange an educational function like workshop, seminars, conferences but these functions must be concentrated in the real issues of school principals professional development needs.	• Principal professional development need to be provided for school principals in Muscat. • School principals need to be exposed to conferences, attending workshops and seminars.	training • Development through academic activities	18. Workshops	
Person 2 I want to start with you by saying that it is very important to review the school principals roles and it is very important to give school principals courses in instructional and transformational leadership and I want to say that it is very important to know to which level the other countries reach so we can learn from them an applied it in our schools. I want to add something else; the professional development programs must be designed by experts and must be according to the real needs of school principals.	• Government need to adjust the roles in school for principals. • School principal in Muscat need instructional and transformation leadership training. • Oman need to benchmark with other countries programs • Oman needs to learn from other countries how they manage their skills. • Oman needs to allow the expert to involve in	• Too much of roles and regulation • Instructional and transformational leadership needed • Programme benchmarking • Learning from others • Using professionals for designing the programmeProgramme must serve principal needs	Roles and regulation Centralization Leadership training Benchmarking Programme comparison Involving expertise Needs	

	designing professional development programs. • It must reflect the school needs in Oman			
Person 3 The most important suggestion from my side is to redesign the roles of school principals according to our educational vision and we must know that the roles of school principals now are so different than the past, and that mean our professional development programs should be implemented according to that roles. I want to mention to you that the most of the educational functions given to school principals like seminars and conferences are not meet the real needs of school principals, so I suggest that it is very important to investigate the needs of school principal before the arrangement of the function.	Government need to restructure school roles in relation to Omani education mission. • School roles in present and past are different. • No consistence in government roles • Programs and trainings provided are not in line with principals need. • Evaluate any programme and training before application.	• Roles need to be reduced • Inconsistence of the roles • Irrelevance of the training and programme given. • Programme and training assessment	a) Roles b) Instability of roles c) Instability of duties d) Relevant trainings e) Assessment	
Person 4 If you asked me about my suggestion, I want to say that the school principals must be knowledge seekers and they must search for information from different resources and also the ministry of education must provide school principals with	• School principals need skills on how to seek for more knowledge by themselves.	• Need skills for self-learning. • Ministry responsibility for professional development.	f) Self-learning g) Training h) Responsibility i) Expertise	

recently professional development programs which applied in other countries. I want to confirm that the programs which are given to the school principals must be professional programs and also must be given by professionals.	• Latest professional development programs need to be provided by the Ministry. • Professional development need to be conducted by professionals.	• Need professional experiences		
Person 5 Firstly the needs ,problems, challenges, and difficulties of school principals must be studied then classified then professional development programs must be given according to that classification. In my opinion the classification will help the ministry of education to overcome the problems facing school principals and also the classification will give a very clear view about the real challenges and needs of the school principals. I want to add that we are as school principals we are still not so skilled in researching of information and I want to suggest that ministry of education should provide school principals by a professional programs in how to search for information from different resources like Internet, journals, educational magazines and so on and those programs must be given by educational experts.	• Government to investigate the area of needs for professional development for principals in Oman • Government need to explore first the problems and challenges facing school principal. • Government need to classify the most important programme. • Prioritize professional development trainings for principals. • School principal should be	• Focus on the area of needs for training. • Problem identification • Prioritize programs and training • Research skills • ICT usage	1. Important areas 2. Problem exploring 3. Problem solving 4. Research 5. Technology	

	training on how to do research • They need to be trained how to search for information using internet and others			
Person 6 I want to tell you, and of course you know that there is no improvement without knowledge so if the school principals want to improve their schools they must be knowledgeable and to achieve that they must attend and cooperate in different educational functions like conferences, seminars workshops, university courses ….etc. The school principals to be professional in their work first they must be professional in their reading and also they must know how to do different kinds of educational research school principals so the ministry of education should provide school principals by professional development programs in how to practice professional reading and how to implement educational research.	• School principals need to be equipped with new knowledge • School principals need new skills and development • Trainings and programs need to be provided to get these skills • School principals need to attend conference, seminars and workshop for knowledge development. • School principals need knowledge about research. • They need	• Knowledge upgrading • Need of new skills • Training on skills application • Need academic activities • Need research skills	1- School leadership 2- Training 3- More knowledge 4- Academic activities 5- New skills 6- Research	

	training how to apply what they learned in trainings in their schools.			