# CHAPTER TWO

# LITERATURE REVIEW

## 2.1: Introduction

It has been well documented that the principal's leadership style is a vital factor to improving teachers' professionalism and students' academic achievement. Thus, it is contended here that the ultimate effectiveness of teachers in helping students achieve at higher levels is partially the result of principals' leadership practices. This means that the principal is able to broaden the horizon and elevate the interests of their teachers and staff by promoting awareness and acceptance of the purpose and mission of the school and ultimately motivate followers to look beyond their own self-interest for the good of the students (David, 2009). Logically, the path-goal theory operates in this situation in which the underlying intrinsic motivation that moves the hearts and emotions of principals, teachers, and parents is the development of human resources of youth in schools, especially in Oman.

Also, it is contended here that one of the significant roles of principals in Oman is to ensure that teachers deliver effectively the instructional process and ensure the holistic development of all children in schools through a systematic curriculum. The main missions of schools are enculturation and socialization of children with the relevant knowledge, literacy skills, values, and moral conduct in order to function well as human resources and contribute to society's development and progress. School principals are

largely accountable to the public in achieving the school mission and in performing those roles. However, establishing the relationship between the principal and the success or effectiveness of the school is by no means direct and straightforward. Various researchers, utilizing different approaches and with different areas of concern, have exposed differing outcomes on the aspect of principals' influence on teacher effectiveness and student academic performance. Regardless of this, the main focus of principals in their school is to make sure their students' overall development and academic performance. However, to enable the principals to play their roles effectively in reforming education in schools they must undergo training and development programs in order to upgrade their knowledge, competencies, and dispositions in school leadership and management.

Professional needs of school principals are largely accentuated on their roles and performance as an effective school leader and manager, and therefore, their needs and competencies are school-based and also the effects of the principal on the school are mostly through school procedures which includes, among others, curriculum plan, school policies, student achievement standards, and performance indicators of teachers. Many studies have shown the statistical significance of the indirect influences of principals' leadership on student achievement via these variables (Hallinger, & Heck, 1996:38). Bolam (1997) states that effective schools are likely to show certain shared management features and a head teacher with strong, purposive leadership is one of them. Barker (2001) also concludes that:

> …a head's prime role is to lead and motivate others and demonstrate that leadership styles adopted during the processes of decision making and change are pervasive and have a marked influence on organizational climate. This is tangible, specific evidence that an effective leader can renew the optimism and harness the relatively untapped potential of staff and students alike. (Barker, 2001:75).

The role of the principle is vital in affecting the school culture, in motivating teachers, and in determining the right direction of the school towards its goals and objectives. Indeed, the connection between high quality school leadership and educational results is well recognized (Tony & David, 2010). In terms of school leadership in relation to professional development and student development, Sergiovanni (1991), who studied the principal's job, states that "successful leadership and management within the principalship are directed toward the improvement of teaching and learning for students" (p. 16). Additionally, he highlights the salient features of principal leadership in effective and successful schools:

> In effective schools principals are instructional leaders who hold strong views about instruction and exhibit strong and highly visible managerial skills to ensure that all features of the model (objectives, curriculum, teaching, testing), expectations, and classroom climate are properly aligned. In successful schools, principals are educational leaders with strong views about schooling, teaching, and learning. .. (p. 96).

In pursuance to the introduction in Chapter One and the above discussion, this chapter reviews and discusses the salient aspects, concepts, and theories relevant to the study. In particular, this chapter elaborates further the process of educational reforms that has happened in Oman, and this provides the context and justification for the emergence of professional development needs of school principals. Inclusively this chapter reviews previous studies on principal's professional development needs, teacher professional development, and the aspects and roles of principals in instructional leadership and transformational leadership. Several leadership theories such as leadership contingency theory, path-goal theory, leader-member exchange theory, transformational theory, and change theory are also discussed, in anticipation of their

direct or indirect applicability in explaining actions of school principals in an educational reform context.

## 2.2    Educational Reforms in Oman

In an atmosphere of education reforms, educators are looking for ways to improve school performance and students. Tirozzi (2000 says student holistic development and academic achievement would require an enlightened leadership.  However, Elmore (2002) argued that many school leaders do not have the necessary knowledge and skills to manage standards-based school reform. Hausman, Crow and Sperry (2000) concurred with the view of Elmore, by arguing that for education reform efforts to be successfully implemented, educational leadership must be strengthened and professional development for principals must be organized on ongoing basis.

In Oman, the Ministry of Education (MOE), has emphasized changes in the country system and considered it as an important element by launching educational development programs since 1994 focused on adaptation within the national educational systems and the development requirements (MOE, 2002b, p146).  This development that goes with the changes in the educational system should be well managed to ensure its effectiveness. Additionally, there should be ways of managing changes to balance differing demands since there will be a competition and demands from different groups. However, as organizations are constantly changing, the process must be managed within an organization, otherwise the direction of the change will be unproductive and destructive (Maryam, 2007).  Linda Darling-Hammond (1996), executive director of the National Commission on Teaching and America's Future, in an article entitled, "The

Quiet Revolution Rethinking Teacher Development," gives us the imperative for such a reform. She says:

> These initiatives are partly a response to major changes affecting our society and our schools. Because rapid social and economic transformations require greater learning from all students, society is reshaping the mission of education. Schools are now expected not only to offer education, but ensure learning. Teachers are expected not only to "cover the curriculum" but to create a bridge between the needs of each learner and the attainment of challenging learning goals. These objectives—a radical departure from education's mission during the past century—demand that teachers understand learners and their learning as deeply as they comprehend their subjects, and that schools structure themselves to support deeper forms of student and teacher learning than they currently permit. The invention of 21st century schools that can educate all children well, rests foremost upon the development of a highly qualified and committed teaching force. (p. 5).

As we move into the new century, education is facing a lot of challenges. Sava and Koerner (1998) contend that if these challenges are to be met, schools in every nation must be led by an effective instructional and administrative leader. This is consistent with a report by the National Staff Development Council, *Learning to Lead, Learning to Learn* (NSDC, 2000), which states:

> Improving the quality of America's school leaders is the most feasible way to make a significant difference in American education. . . . Without a sustained focus on improving the quality of school leadership, this nation's reform efforts will falter (p. 15).

For schools to be reformed, there are some recommendations from the Oman Ministry of Education/UNESCO outlined at the International Conference on the Reform of Secondary Education (2002). The recommendations are as follows:

1. Redefining secondary education for the 21st century: why change is essential

- Secondary Education should be given higher priority and that commitment to universal access to Secondary Education as an aspiration should be retained;

- Change is essential and that the objectives and functions of Secondary Education need to be redefined, renewed and improved to fit with the new realities of the twenty-first century;

- Despite the challenges and dilemmas that face secondary education now and in the future, reform must continue and build on current strengths and weaknesses;

- Continued collaboration is required, both nationally and internationally, including in the provision of evidence-based information and examples of innovative best practice; and,

- UNESCO undertakes a major review of Secondary Education.

2. Effective new models for secondary Education in the 21st century: the focus for change would be:

- Countries continue to be committed to the goal of mass, universally accessed Secondary Education;

- The beliefs and values of the society and cultural identity need to form the base for any reform;

- There is a recognition that traditionally academically based education and the notion of screening, especially on a very narrow set of cognitive criteria, do not adequately address students' or the society's needs in a context of rapid economic, cultural and social change schools need to focus and be assessed not just on their contributions to knowing but also to doing, living together and being;

- Life skills are of particular importance - with the active involvement of youth in the promotion of living together, peace, human rights, sustainable development, and international understanding needing to be increased markedly;

- There is a need to balance vocational/technical and academic education as well as meet the needs of post-Secondary Education;

- Education systems and schools need to increase flexibility, responsiveness and diversity in both content and processes - offering students a variety of choices according to their needs, interests and potentials - but at the same time not overcrowd the curriculum (and decrease emphasis on textbooks);

- There is a need in all that we do to maintain student dignity; and,

- There is a need to better integrate and make more creative use of ICT.

3. General Descriptions of the New Education Reforms in Oman

New educational reforms planned and implemented in 1998 when the basic education system was introduced consist of twelve important aspects as follows:

- Improved Ministry of Education structure and procedures;

- Adoption of new objectives for the education system;

- Changes in the structure of the school system;

- Changes in curriculum content and textbook development;

- Changes in student assessment;

- Improved teacher training;

- Improved educational infrastructure;

- Improved organization of schools;

- Promoting special education;

- Encouraging the private sector to enter the education field; and

- Continuous evaluation and improvement of programs.

- Financial effort in favour of education — since Oman also aims to increase the education budget. (ICET, 1998).

### 2.2.1   The Reform Process

Historically, education was known in Oman as "Kuttab" during the 1970s and it consisted of groups of boys and girls learning the Holy Quran, some Arabic language skills and some mathematical skills and knowledge, taught by a single teacher. The lessons took place in mosques, houses and even under the shade of trees.  Birks and Sinclair, as cited in Al Hamami (1999, p.95), stated that the curricula were produced by the teacher. What was taught in these schools was mainly religious in content, consisting mostly of the Quran, Sunna, the Prophet's words and teachings (Maryam, 2007).

However, a modern education system only began in 1970 under the wise guidance of H.M. Sultan Qaboos bin Said (Al-Belushi, Al-Adawi & Al-Ketani, 1999). In Oman there were three stages in the development of education:

1   The first stage emphasized the rapid quantitative development of education;

2   The second stage started in the early 1980s, when the Ministry of Education initiated serious efforts to improve the quality of education.

3   The third stage began in 1995, after the Conference on Oman's Economic Future, Vision 2020, when a number of reforms were introduced in order to cope with the educational requirements of the future (Ministry of Social Development, 1997).

In Oman, there have been two education systems under the MOE: the General Education system and the Basic Education system. The General Education system was implemented during 1970-1997 and had two cycles followed by a two-year post-basic education/ secondary education. A replacement was made in 1998 by the Ministry with a three-level Basic Education system (primary, intermediate, and secondary). This replacement hopes to create a unified education system covering the first ten years of schooling.  In the new system, 12 years of public schooling must be provided free of charge to all students who so desired. The school year was 160 days and was divided into two semesters with a duration of 16 weeks. Most of the teaching techniques and activities used traditional approaches that focus on the teacher (MOE, 2007).

The reform involved an update of the curriculum, a shift in emphasis to student-centered teaching and learning methodologies, the development of resources including the use of information technology in schools, a wider range of assessment tools and evidence of higher order thinking skills in the assessment system, upgrading the skills of teachers and encouraging students to stay longer in school by introducing a revised educational scale.

The basic education system has the following objectives:
- To develop all aspects of the personality of students within the context of preserving Islamic values and traditions.

- Strengthen national unity and of belonging to the Arab and Islamic world and of humanity in general and the development of student skills to interact with the world.

- Allows students to participate effectively in the development of the Omani society.

- Provide equal educational opportunities for all,

- Provide a learner-centered education that provides students with appropriate life skills by developing self-learning, and critical scientific thinking and the ability to understand and apply modern scientific and technological innovations and ensure that students are adequately prepared for the requirements of further and higher education, labor market and modern life in general

- Reduce dropout rates of students contributing to the eradication of illiteracy.

Apart from that, the implementation of basic education also involves a new philosophy, goals, and structural aspects including the duration of the year and the school day, the design of school buildings, number of students per class, administrative and organizational structure of school subjects and activities that should be included in the curriculum, textbooks, materials and resources, teaching methodologies, evaluation and assessment instruments and the school plan. The Ministry decided to slowly introduce the system over a period of nine years, covering three three-year plans of the government. The first cohort of students graduated from 10th grade at the end of the school year 2006/2007. The Ministry also decided to phase-in an increasing number of schools in the program on an annual basis. When basic education was first introduced in 1998, only 17 schools were involved but by 2006/2007, the number of schools increased to 589 with 250,266 students. Table 2.1 illustrates the number of schools and students in Oman from 1980 to 2003.  The most important development based on the figures is

equal access and opportunity in education, irrespective of gender and socio-economic background.

Table 2. 1

Number of schools and enrolment by gender, 1980–1981, 1995–1996, 2001, 2003

| Year | No. of schools | No. of students | No. of girls | Proportion of girls (%) |
|---|---|---|---|---|
| 1980/1981 | 373 | 106,032 | 35,190 | 33 |
| 1995/1996 | 953 | 488,797 | 236,331 | 48 |
| 2001 | 993 | 554,845 | 270,344 | 49 |
| 2003 | 1,022 | 576,472 | 279,180 | 48 |

*Source: Ministry of Education 2002a.*

<u>School Organization in Basic Education</u>

The school year and hours have been extended to accommodate new issues and strengthen the existing subjects and curriculum, and to allow more time for teaching new learning approaches:

- The school year has increased from 160 to 180 school days.

- The school day, the duration of the lesson, and the school plan have been expanded. The school day consists of eight classes and two breaks. The first break is after the third lesson and the second after the sixth lesson. The school day begins at 7:15am ends at 2:00pm, and each lesson lasts 40 minutes.

- The physical lay-out of the school buildings has also been changed. The number of students in each class is limited to 30 in the first cycle and 35 in the second cycle. The Ministry of Education believes that small class sizes are essential for the promotion of student-focused teaching and learning and motivate students.

- The system of shifts (morning and afternoon school) does not apply in Basic Education, which allows teaching and administrative staff to fully utilize the school buildings.

- Each class is fully equipped with appropriate teaching materials (MOE, 2007).

In terms of facilities, Basic Education schools according to the MOE (2007), contain the following facilities:

1. A learning resource center, which is defined as a room of adequate size containing:

   i. Paper resources including books, magazines and newspapers.

   (ii. Non-paper resources, such as compact discs and audio and video tapes

   (iii) Educational equipment to promote learning of the students, such as computers, tape recorders, video players, TV sets. The learning resource center is used to teach the subject of information technology in the cycle as a replacement to the school library, both stages

2. A Science Lab

   In Cycle 1 schools have special rooms for science, while in Cycle 2 science rooms are available in schools and laboratories equipped with necessary equipment and materials for teaching science.

3. Life Skills Room

   The local environment is the main focus on the theme of life skills. It encourages students to apply their knowledge to the heritage and culture of Oman. Environmental Life-skills rooms are used to help train student how to apply what

they have learned through the use of a variety of devices and materials designed for individual and group use.

4. Computer Labs

They are provided in Cycle 2 of basic education. It is intended to provide 35 computers for students to use in the field of IT in grades 5-10 in each school.

5. Multiple rooms

These rooms are allocated to co-curricular activities such as cultural performances, clubs of various kinds, and in-door games.

6. Individual Development Center

All schools have an art and a music room.

For the curriculum, the principle governing the design of the curriculum was to include relevant knowledge and skills-based content to help prepare young Omanis to live and work under the new conditions created by the global economy and encourage them to participate in lifelong learning (MOE 2007). With this in mind, it was decided that pupils should develop the following skills, knowledge and attitudes:

a) The basis of the Islamic sciences, Arabic language, mathematics, science, computing and English language skills

b) An appreciation of Oman's, Arab, and Islamic heritage.

c) The ability to develop self-learning skills and to ask and investigate.

d) The ability to acquire life, social and environmental skills.

e) Competence in scientific and critical thinking, creativity and aesthetic appreciation.

f) The domain of work, the rational use of natural resources and management time.

g) Appropriate art, sports and musical skills.

h) Respect and positive attitudes toward work ad handcrafts.

In this regard, the curriculum of basic education is defined as "any outdoor or indoor experiences which may be related or unrelated to the curriculum and are carried out under the supervision of the school." This allows students to link the process of student learning with real life experiences and the integration of theoretical and practical aspects. In order to satisfy the requirement of this definition, the ministry was devoted to developing the school plan, teaching content, teaching methodologies, activities, teaching techniques and technology assessment.

The School Plan for Basic Education

In order to achieve the desired objectives of Basic Education, a number of important curriculum reforms took place. For example, several new topics such as life skills and information technology were included in the curriculum. The ability to incorporate life skills subjects in specific areas of work that the ministry has been promoting in other subjects. It aims to equip students with skills related to performance, health and safety issues, homeschooling, world of work, citizenship and globalization and personal and social skills (MOE, 2007).

The Ministry of Education believes that the teaching of the main subjects taught previously should be strengthened. In particular, it was agreed that Omani students require a stronger background in mathematics and sciences and an increased aptitude

both in Arabic and English, the language of the world economy. One of the new measures introduced in the basic education system, for example, is to begin teaching English from Grade 1, as was not the case in General Education.

In relation to educational development, in 1997, Oman's Ministry of Development set out some policies related to educational development and these were mentioned in the Vision 2020 document, which includes:

1. The policy to implement and improve the standards of basic education;

2. The policy to make secondary education more consistent with the requirements of the future society;

3. The policy to pay more attention to the science subjects;

4. The policy to introduce the teaching of computers in schools as a basic subject;

5. The policy to improve the teaching/learning of the English language in basic education;

6. The policy to provide schools with adequate human resources and educational equipment;

7. The policy to improve the status of teachers;

8. The policy to improve in-service training courses and workshops for all staff in the educational field; and

9. The policy to improve teaching methods and education practices according to new trends and to encourage the concept of learning by doing.

Oman supports the global movement of basic Education for All (EFA), proposed by the United Nations Educational, Social and Cultural Organization (UNESCO, 2002) and the United Nations Children's Fund (UNICEF) throughout the world, recommending a longer period of compulsory education for all children and youth, has received a favorable response from Oman" (IPC, 2003).

Sultan Qaboos bin Said stated that the human resource development of all Omanis has received his full support. He mentioned that "the development of human resources is the foundation stone of our policy" and explained that "the human being is the power, the instrument and the ultimate arm of national development. Thus, we exert every effort to provide students with these essential qualities so that we can all, together, build our nation" (IPC, 2003).

With the challenge of globalization, there was a movement to improve the quality of education in Oman and to extend the school year from 160 to 180 days. This is considered one of the most important decisions made by the Ministry (Al-Belushi, Al-Adawi and Al-Ketani, 1999, ICET 1998). The Ministry of Education also decided to extend the lessons from thirty-five to forty minutes and extend the school day from four to five hours. Another decision was to equip schools in Oman with modern equipment and science labs and learning resource centers (ICET, 1998).

## 2.3   The Relationship between Educational Reforms and School Leadership

In educational reforms, educational leaders such directors and principals will have to play a major role for such a reform is to be successful. This places the principal at the center of these school improvement efforts.  The principal is central to a school's success and to students' learning (Deal & Peterson, 2000).

Though all public schools have much in common their many challenges, there are differences in the issues that rural principals face due to their geographic segregation (Howley, Chadwick, & Howley, 2002). Looking at the significant nexus between teacher quality and student achievement, there is therefore need for specific and unique professional development for rural school principals to become more pronounced. Today's rural school principals need opportunities to intensify their knowledge and understanding of the critical instructional leadership behaviors that support school improvement (IEL, 2004).

Black (1998:34) identified three broad areas of leadership for the modern school principal, ie, education, manufacturing and leadership facilitator. Instructional leadership states that educational leaders should set clear expectations, and maintain discipline and enforce high standards, aiming to improve teaching and learning in school. This unique feature portrays the director as a visionary, so that the school community develops more effective teaching and curriculum strategies, and supports the efforts of educators to implement new programs and processes. Instructional leaders perform, according to Parker and Day (1997:87), the following functions:

- Defining and communicating a clear mission, goals, and objectives, formulating, with the collaboration of staff members, a mission, goals, and objectives to realize effective teaching and learning. A clear sense of mission is particularly important when schools are undergoing a number of changes.

- Management of curriculum and instruction. Manage and coordinate the curriculum so that school hours can be used optimally.

- Monitor education, ensuring that teachers receive guidance and support to enable them to teach as effectively as possible.

- Monitoring learning programs. Monitoring and evaluating progress of students through tests and exams. The results are used to support students and teachers to improve and help parents understand where and why improvement is needed.

- Promoting a climate of instruction. Creating a positive school climate in which teaching and learning can take place. In a situation where learning is exciting, where educators and students are supported and where there is a shared sense of purpose, learning will not be difficult.

More recently, as the result of changes and reforms highlighted in the previous section, Education Directors in Oman have been encouraged to act as transformational leaders. Johnson (1997) contends that transformational leaders are principals that not only focuses on a culture of learning and teaching, but also the future of oriented response to the changing educational environment, and able to use the symbolic and cultural aspects of schools to promote, above all, a culture of excellence. These leaders motivate, inspire and unite educators on common goals. They have the ability to influence their followers to join his vision and share their ideals. They also have the ability to achieve productivity through people.

Caldwell (1997: 3) writes that the image of the leader of the school is that of a 'future of education strategist' in which he or she remains an expert in the areas traditionally associated with instructional leadership and transformation. This is a deliberate change in the terminology of the more common "strategic planning" type of leadership: "... the strategic intent to better reflect the leadership in a turbulent environment in which the future is uncertain" (Dimmock and Hattie, 1994: 41).

## 2.4 Professional Development Models for School Principals

Professional development of principals is important to the field of education because the principals are expected to be an instructional leader of schools. The principal influences the curriculum and instruction, which affects school improvement efforts and student attainment (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

Over the years, three different philosophical orientations have emerged and influenced the professional development of school principals: traditional/scientific management, craft, and reflective inquiry. The traditional model is that used by preparation programs at universities. Principals choose this model based on their wish to understand in greater detail an area of professional interest, to obtain an advanced degree, to renew or upgrade their administrative licensure, or a combination of these objectives (Daresh, 2003; Fenwick and Pierce, 2002).

### 1. Traditional Model

The traditional model exposes the principal to research on management and behavioral sciences. He or she learns the general principles of administrative behavior and rules that

can be followed to ensure organizational effectiveness and efficiency. The participant is often the passive recipient of knowledge and the source of professional knowledge is research generated at universities. Learning activities are then institutionally defined and generally tailored according to research findings, with limited considerations to contingent situations and diversity of issues.

In more recent years, many school districts, professional associations and other education agencies have created in-service academies and workshops/seminars. These academies and workshops/seminars often have course delivery systems similar to universities, and thus can be characterized as modern versions of the traditional model. Content is changed periodically, usually on the basis of needs assessments administered to potential academy participants. This approach differentiates itself from other in-service models due to its short-term nature as well as tending to deal with a narrow range or specifically focused topics (Daresh, 2003). Unlike university-based programs, academies and seminars/workshops are more client-driven. Involvement in this type of learning is usually derived from the principal's personal motivation and desire to learn and grow professionally, and not to fulfill certification or degree requirements (Daresh, 2003).

As for this study, Salazar's model (2002) of needs analysis falls within the traditional model and it represents the initial phase of a professional development program for school principals. This is because research findings become the basis for designing professional development programs and retraining workshops that are highly relevant and meaningful for school principals. Without a needs analysis research as the starting point, there will be a great mismatch between what is needed and what is rationalized, and thus training and development programs will most likely end in failure.

## 2. Craft Model

In the craft model, the principal is trained by other experienced professionals. Here, the principal is the recipient of knowledge from seasoned administrators who shadows him or her in internships and field experiences. The purpose of shadowing is for the principal-observer to see how another principal interacts with school personnel and the public, and as well as deals with problems and responds to crises. The observer learns another way of handling school concerns. In the craft approach, the origin of professional knowledge is the practical experience of practitioners and the learning context is a real school setting (Daresh, 2003; Fenwick and Pierce, 2002).

## 3. Reflective Inquiry Approach

In the reflective inquiry approach to professional development, the principal is encouraged to generate knowledge through a process of systematic inquiry. The focus is to develop principals who are capable of making informed, reflective and self- critical judgments about their professional practice. Here, principals are active participants in their learning and the source of knowledge is in self-reflection and engagement. The goal is to encourage principals to reflect on their values and beliefs about their roles as school leaders, take risks and explore new skills and concepts, and apply their new knowledge and skills in real school contexts. Networking, mentoring, and reflective reading and writing are key areas of this approach (Daresh and Playko, 1995; Fenwick and Pierce, 2002).

In addition, the use of networking for professional development of principals is based on the belief that collegial support is needed in order to be an effective school leader. Literature (Owens, 2000) on organizational effectiveness shows that mutual support from peers results in greater leadership longevity and productivity. Networking involves linking principals for the purpose of sharing concerns and effective practices on an ongoing basis. Networks tend to be informal arrangements that emerge when principals seek out colleagues who share similar concerns and potential solutions to problems. However, true networking, rather than occasional social gatherings, is regular participation in activities that have been planned by the principals themselves, as a way to encourage collective movement towards better professionalism (Daresh, 2003; Neufeld, 1997; Clift, 1993).

Furthermore, one of the most powerful approaches to professional development is mentoring. A mentor is a professional colleague and critical friend who helps the principal understands professional norms and job expectations, and provides helpful advice about professional challenges and career progression. More than half of the USA's states require that all principals receive at least a year of mentor support when they take on their first administrative post (Daresh, 2003).

According to Fenwick and Pierce (2002), reading and keeping a diary are fundamental practices in the reflective inquiry approach to professional development. Principals read critical professional literature as well as other relevant writings (novels, plays, poetry). Reading selections grow out of the principal's mentoring and networking experiences and professional and personal interests. The assumption underlying this practice is that reading enlightens the principal about the human condition, leadership, teaching and learning. In this approach, principals are also encouraged to engage in reflective writing via journaling. Here, journals are records of personal reflections about

professional challenges, successes and failures. Principals can then share reflections from their journals and about their readings in order to obtain feedback from peers and mentors that will encourage further reflection and shape future action plans.

In review, professional development programs for principals typically reflect one of the three previously discussed philosophical approaches. In most cases, they are an amalgam of all the three approaches. One professional development model that reflects the best of each approach is the principals' center (Fenwick & Pierce, 2002).

**2.4.1   Forms of Professional Development**

A literature review on professional development reveals many forms of professional development for school principal. ''Training" is the traditional, and still dominant, form of professional development. Training includes direct instruction, skills demonstration and involves workshops and presentations (Isaac, 2007). Stuart (1988) lists the following points about training aimed at professional development:

- People become ready to learn when they recognize a deficiency in their own performance level;

- People want learning to be problem-based leading to the solution of a particular problem facing them as individuals;

- People want to be involved as equal participants in planning, carrying out  and evaluating learning;

- People want to be treated as people, enjoying mutual respect with the trainer ;

- People bring with them to the learning situation their unique:

  i.    Motivation for wanting to learn

      ii.     Previous learning experiences (good and bad).

     iii.     Learning styles and pace of learning ; and

     iv.     Self-confidence and self-image.

From the above mentioned points, it is clear that, training has contributed to the acquisition of professional development skills and knowledge of the school principals. This invariably enhances their ability to perform their responsibilities in an effective and efficient manner. Jones et al (1989) lists the following forms of training:

1. One-day conferences ;

2. Single-session activities

3. Short courses over a period of time

4. Formal meetings with subject specialist

5. Membership of working groups

Another contribution to professional development includes processes such as inquiry, discussion, evaluation, consultation, and problem solving. Networks are another form of professional development for school principals. According to J. Pennell & W. A. Firestone (1996) networks are a relatively recent form of professional development. Networks are collections of educators from across different schools that interact regularly to discuss and share practices around a particular focus or philosophy of schooling.

In terms of principal's learning, Terry (1999:28-32) espoused that nowadays principals should be leaders *in* learning and not merely leaders *of* learning. Principals

should understand contemporary theories of learning, they should have an explicit personal theory of learning and should be able to use this knowledge. This does not mean that principals will become "all knowing" demigods, but that they will have to understand the key educational ideas and will be able to initiate or promote those ideas that are appropriate to their school community (and reject those that are inappropriate). There has been an improvement in teaching and learning for decades. Today, principals should spend more time establishing the appropriate preconditions and following through with interventions aimed at improving teaching and learning. In order for principals to be able to do this, they should be experts (or at least knowledgeable) or versatile in a variety of areas.

Principals should also be less administrative and more orientated toward being educational leaders in the sense of being experts in teaching and learning, and in establishing an environment that will accelerate this. These areas of knowledge, according to Hill (1996:7), include the following:

• Detailed knowledge about the individual and collective progress made by learners;

• Detailed understanding of the local context and background characteristics of learners;

• Detailed understanding of the preferred learning styles of learners; and

• Knowledge about different kinds of interventions and their effects on learner learning.

Nuefeld (1997) studied the perceptions of 23 urban middle school principals regarding their needs for professional development after participating in a variety of opportunities offered by the Edna McConnel Clark Foundation's Programme for

Disadvantaged Youth. These opportunities included formal training, as well as visiting and receiving visits from other participating principals. These experiences helped provide participants with the knowledge and understanding needed to articulate and identify their needs. "Having been exposed to new knowledge and skills, they are in a good position to assess their own learning and provide insight into what assisted them to accomplish their goal" (p492). Getting additional knowledge and skills around the meaning and practice of leadership leads to the creation of a positive school culture.

Ricciardi (1997) studied the perceptions of 140 principals in South Carolina who had at least two years' experience in principalship. Participants were surveyed regarding their professional development and training needs. Principals identified important needs for additional training in areas such as motivating others, addressing sensitivity. However, few of the principals were reported to have received any training in these areas over the past two years. Ricciadi suggests that low participation rates could indicate inconvenient times or locations of training.

Professional development for principals is a continuous process of learning. Hallinger, Greenblatt, and Edwards (1990) state that principals need "the opportunity to explore and update skills in leadership, curriculum, supervision, instruction and management" (p.9). They present this opportunity through the use of their Visiting Practitioner Model. Also, Carter and Klotz (1990) view universities as institutions that could be of great service to the learning needs of principals by offering "degrees in educational administration that combine academic study and clinical work; and revamp curricula to include a common core of knowledge and skills that all educational administrators must have, this must including a sound understanding of teaching and learning theory" (p. 37).

### 2.4.2  Identifying Needs in Principal Professional Development

Needs identification of school principal is the foundation stone of an effective school, and to be effective school leaders, there is a need for professional development to improve their skills. It is believed that effective leadership creates effective schools. For professional development, all staff share responsibilities in identifying needs in the school. Oldroyd and Hall (1991) suggest that the responsibilities of individuals are twofold: to participate in any need identification activities and to recognize the extent and the nature of the needs that are identified. In other words, the principal has the responsibility to identify and acknowledge his or her own needs at each career stage. The process of identifying needs can be divided into three stages; needs identification (data gathering) needs analysis (data interpretation) and priority setting (choices for action).

Gronn (1994) identified four phases through which leaders commonly progress during the course of their career; these stages include: Formation, Accession, Incumbency, and Divestiture. Each individual leader will have his or her own journey through these phases. Day and Bakiogly (1996) identified an alternative framework which also consists of four phases: Initiation, Development, Autonomy, and Advancement

### 2.4.3  Methods of Professional Development

Professional development for school principals consists of two significant functions: improvement of performance in the leader's present job, and preparing him or her for future responsibilities, tasks and opportunities.

Professional development activities should cater for the needs of principals at various degree levels and not only be confined to the use of graduate-level university courses. Different types of professional development may result in various beneficial effects on the professional growth of principals. In addition, school leaders may have their own preferred method of professional development. As for the preferred methods to be used in the planning and carrying out of effective professional development for principals, Daresh and Playko (1992) found that:

i. Administrators like to be involved in the planning of in-service professional development such as the selection of learning activities, delivery techniques and evaluation procedures.

ii. Administrators prefer professional development activities that make use of active participant involvement rather than the one-way communication technique such as lectures.

iii. In-service professional development activities are viewed as much more effective when they are part of coherent staff development programs that are continuous over an extended period of time.

Harrison et al. (1998) studied the value of professional development to practicing school leaders in Western Australia. They were particularly interested in finding out the types of professional development practice which school leaders have found most beneficial to their professional growth, and their preferred methods of professional development delivery. It can be used as a guide when planning the most appropriate type of professional development to meet both the needs and preferences of school leaders.

## 2.5   Principal's Professional Development and Instructional Leadership

The core business of schools is teaching and learning, thus instructional leadership is expected to be the most critical role of school principals.  This role requires school principals to ensure teachers' effectiveness in instructional process and students' progressive development and achievement in learning.  Hence, supervision, mentoring, best practices, and performance evaluation are the major tasks of principals.  The failure to perform these tasks would lead to schools' failure in performing their core business.

Bolman and Deal (2002) suggest that a principal must go beyond simply being a school administrator. Additionally, a principal must go further to possess five qualities: focus, passion, wisdom, courage and integrity (Bolman & Deal, 2002). With each of these qualities, a principal goes beyond to making a school function and to making it flourish. Effective instructional leaders, in addition to promoting collaboration, and going beyond the traditional roles of a principal, also highlight teacher learning (Darling-Hammond, 2003a, 2003b, Elmore, 2004, Fullan, 2002).

Additionally, principals must model best practices and be prepared to continue their learning as well as encourage their teachers to learn continuously as professionals (Elmore, 2002, 2004). Going beyond the customary role of instructional leaders, principals must influence teachers by embarking upon new practices and developing new beliefs (Fullan, 2004).  Instructional leaders are made, not born, and that an understanding of the issues that contribute to strong leadership can guide districts in training and supervising principals to be more effective heads of schools. Hence, the principal's role in the new educational dispensation signifies equilibrium between

instructional leadership and management (Portin *et al*., 1998:5). From some authors, leadership deals with areas such as managing and supervising the curriculum, improving the instructional program of the school. Thus, it is about working with staff to recognize a vision and mission for the school, and building a close relationship with the community. Management, on the other hand, comprises issues such as supervising the budget, upholding the school buildings and grounds, and obeying educational policies and acts.

For the principal to change the school system, the challenge is to redefine the purposes of leadership, since this is important for change to occur and to build democratic schools (Gultig & Butler, 1999:119). This means making schools where more people are involved in decision-making. In order to ensure success, it is important to develop the essential democratic knowledge and skills to manage and lead democratically and supervise freely.

Greater public demand for more effective schools has drawn increased attention to the critical role of school leaders in promoting powerful teaching and learning. Research suggests that effective instructional leadership strongly affects the quality of teaching and student learning (Leithwood, Seashore-Louis, Anderson, and Wahlstrom, 2004). As a matter of fact, most scholars and practitioners today agree that traditional methods of making instructional leaders fall short of providing the knowledge, skills, and natures needed to lead schools and advance student learning in an increasingly complex and diverse society (Elmore, 2000, NCATE, 2002; Dilworth and Thomas, 2001; Peterson, 2002).

### 2.5.1 Principal's Professional Development and Instructional Leadership: Impact On Teacher Development

In Janet, Theresa, Shelley & Cynthia's (2007) research, relationships were observed between the professional development received by teachers and instructional quality. They found that:

- In schools where teachers reported that they received more instruction-related professional development, researchers were more likely to observe higher implementation of the principles of learning in reading lessons.

- Schools where teachers placed greater value on the professional development that they had received related to the principles of earning were observed to have higher implementation of these principles in math lessons.

- A direct relationship was observed between the role that principals played in professional development for teachers related to academic rigor and clear expectations and higher implementation of these principles in reading lessons.

Undoubtedly, instructional leaders play a vital role as suggested by Jana, (2003). They can either stifle or enhance professional development of staff members. Hence, leaders enhance professional growth of staff members or workers by building a culture and climate of collaboration and learning, providing resources and in-service training that cultivates teacher innovation and promotes attendance at workshops or conferences. Additionally, providing praise and feedback to staff members about professional development goals and efforts enhances the likelihood that life-long learning will continue.

Instructional leadership behaviors have significant impact on the technical core of schools. Additionally, research in education shows that principals who demonstrate instructional behavior generates satisfaction from teachers and more commitment as well as create a climate that encourages trust, risk, and collaboration (Larson-Knight, 2000; Blasé & Blasé, 1999a, 1999b, 1998; Sheppard, 1996; and Chrispeels, 1992). These influential factors culminate into a classroom where students experience lessons intended around diverse learning strategies and theory.

### 2.5.2 Principal's Professional Development and Instructional Leadership: Impact on Student Achievement

Regardless of the definition of instructional leadership, research has shown that leadership focusing on improving instruction will have the greatest impact on student achievement (David, 2009). In addition, it has been stated by Leslie (2009) that principals who are instructional leaders become such leaders by providing instructional quality and incorporate this principle in their visions for the organization. In this situation, the school leader should spend time redefining the role of school leadership as the instructional leader becoming the main learner. Additionally, it becomes the responsibility of the school leader to define goals, work with teachers, provide true professional development and other resources for teachers and staff, and eventually create new learning opportunities for staff members.

In relation to this, McEwan (2002) suggested that successful and effective instructional leaders attribute their success to having visions, having a knowledge base, willing to take risks, willing to work long hours, willing to change and grow constantly, thrive on change and ambiguity, and can empower others. According to Hoy and Miskel

(2008), instructional leaders make improvements in schools using their personalities, motivation for success, and administrative skills. In both the 1948 and 1970 perspectives of Stogdill (1948), there are skills and traits that appear to be obviously necessary for effective instructional leadership.

The findings by Janet, Theresa, Shelley &Cynthia (2007) suggest that providing more professional development to teachers can help them improve their instructional practices, especially in reading. Furthermore, these findings provide some evidence for a direct link between principals' involvement in professional development for teachers on good instructional practices and teachers' implementation of these practices, at least in reading lessons. Finally in their study, relationships were observed between instructional quality and student achievement on standardized exams in mathematics and reading:

- Higher school-level scores on the Reading and Math IQAs are associated with greater percentages of students meeting the standard on the reading and the mathematics state assessments, respectively.

- In particular, higher implementation of the principles of accountable talk and academic rigor in reading lessons are associated with higher student achievement in reading, and higher implementation of the principle of accountable talk in mathematics lessons is associated with higher student achievement in mathematics.

Thus, higher instructional quality is significantly related to higher student achievement in both reading and mathematics. Instruction that requires students to tackle challenging tasks and to back up their assertions with evidence and reasoned arguments

is especially associated with higher achievement. (Janet, Theresa, Shelley & Cynthia, 2007).

### 2.5.3 Principals' Capacity in Instructional Leadership

In today's world, Hanny (1987) observes that "effective principals are expected to be effective instructional leaders . . . the principal must be knowledgeable about curriculum development, teacher and instructional effectiveness, clinical supervision, staff development and teacher evaluation" (p. 209). Bryce (1983) and Fullan (1991) accepted the concept of a holistic view of the principal's role. However, Fullan expands this holistic definition of leadership and management to be: an active, collaborative form of leadership where the principal works "with teachers to shape the school as a workplace in relation to shared goals, teachers collaboration, teacher learning opportunities, teacher certainty, teacher commitment, and student learning" (p. 161).

Recently, there have been some changes in principal leadership. The direction has shifted to where a principal has to be an instructional leader. Numerous attempts have been made to re-conceptualize precisely what instructional leadership is, according to Weber (1989), the functions of an instructional leader are:

- Defining school mission;

- Promoting a positive learning climate;

- Observing and giving feedback to teachers; and

- Managing and assessing the curriculum and the instructional program.

Instructional leadership has many different definitions and models that conceptualize it starting from the early 1900's. The instructional leadership construct

can be explained in terms of principal behaviors/ manners that lead a school to educate all students to attain their achievement. In my current research, instructional leadership integrates behaviors which explain and communicate shared goals, monitor and provide feedback on the teaching and learning process, and promote school-wide professional development (Jana, 2003). In addition, the instructional leader makes instructional quality the top priority of the school and tries to bring that vision to realization. Instructional leadership is leading learning communities, in which staff members meet on a regular basis to discuss their work, collaborate to solve problems, reflect on their jobs, and take responsibility for what students learn as defined by The National Association of Elementary School Principals (2001).

Thus, the decision a principal makes regarding the issue of instructional leadership and the amount to which that principal develops the skills needed to exercise appropriate instructional leadership will definitely influence what does or does not happen in classrooms throughout the country (Anderson & Pigford, 1987, p. 71). Notwithstanding, the instructional leadership responsibilities of the principal cannot be ignored or taking for granted, neither can the reality that good leadership skills are seldom practiced. Thus, school principals need information and skills in order to support practices of instructional leadership in their schools. The principals are required to know what effective instructional leadership is with the sense of knowing how to become an effective instructional leader.

### 2.5.4 Principals' Role in Instructional Leadership

Generally, instructional leadership encompasses "the actions that a principal takes, or delegates to others, to promote growth in student learning" (DeBevoise, 1984, pp. 14-20) and comprises of the following tasks: defining the purpose of schooling; setting school-

wide goals; providing the resources needed for learning to occur; supervising and evaluating teachers; coordinating staff development programs; and creating relationships with and between teachers (Wildy & Dimmock, 1993, p. 44).

According to T. D. Bird and J. W. Little, there is a difference between educational leadership and instructional leadership. They state that educational leadership defines those initiatives that try to preserve or produce a favorable educational ethos within the school, while instructional leadership is about specific educational leadership that addresses curriculum and instruction. Hence, Blasé and Blasé (2000) mention precise behaviors of instructional leadership, such as making suggestions, giving feedback, modeling effective instruction, soliciting opinions, supporting collaboration, providing professional development opportunities, and giving praise for effective teaching.

In terms of leadership behavior, according to Edmonds, (1979); Bossert, Dwyer, Rowan & Lee, (1982); Hallinger & Murphy, (1985); Murphy, (1990); Weber, (1947); Blasé & Blasé, (1999), instructional leadership comprises of principal behaviors, setting high expectations and clearing goals for students in relation to teacher performance, monitoring and providing feedback regarding the technical core (teaching and learning) of schools, providing and promoting professional growth for all staff members, and helping create and uphold a school climate of high academic press.

In terms of effectiveness, "instructional leadership conveys a meaning which encompasses only a portion of those activities now associated with effective school leadership" (Leithwood, Begley & Cousins, in press), it is still the most important aspect. The primary goals are to improve student learning. According to Glickman (1990),

effective instructional leadership comprises of the following four major categories and subcategories:

1.  Knowledge Base: It is about effective schools literature, research on effective speaking and awareness of your own educational philosophy

2.  Beliefs: Schools have their own beliefs about theories and practices that work and they affect the minds of teachers and pupils. Beliefs include change theory and knowledge of curriculum theory/core curriculum.

3.  Tasks: Main leadership tasks in schools relate to the supervision/evaluation of instruction, staff development, curriculum development, group development; action research; positive school climate and school and community.

4.  Skills: Leadership and management skills comprises communication with people, decision-making, application; problem solving/conflict management; technical; goal setting; assessing and planning; observing and research as well as evaluation.

Additionally, in 2002, McEwan provided a different perspective of leadership suggesting that there are seven steps to effective instructional leadership. Thus, McEwan's perspectives relate to the work of Bennis (1989), Nanus, and Sergiovanni. The following are the seven steps proposed by McEwan (2002):

- Establish clear instructional goals;
- Be there for your staff;
- Create a school culture and climate conducive to learning;
- Communicate the vision and mission of your school;

- Set high expectations;

- Develop teacher leaders; and

- Maintain positive attitudes toward students, staff and participation

For the sake of school development, instructional leadership asks principals to free themselves of bureaucratic tasks, and focus on improving teaching and learning (Billy, 2009). In addition, the role of instructional leader is a fairly new concept that arose in the early 1980s, influenced mainly by research that found that effective schools usually had principals who emphasized the importance of leadership in such an area (Brookover & Lezotte, 1982). With this concept, in the first half of the 1990s, the attention given to instructional leadership was displaced by debates of school-based management and facilitative leadership (Lashway, 2002). Recently, however, instructional leadership has made a strong comeback, with increasing importance placed on academic standards and requiring for schools to be accountable.

However, the term instructional leader clearly describes the primary role of the principal in the quest for excellence in education. To achieve this quest and achieve the mission, it will take more than a strong principal with concrete ideas. Thus, the principal striving towards educational achievement must be a person who makes instructional quality the top priority of the school, and must be able to make that vision a reality (Richardson et al. (1989). As it was expressed by Cuban (1984) as a: "Road signs exist, but no maps are yet for sale" (p. 132).

## 2.6 Principals Exercising Transformational Leadership

In the context of change and reforms in Oman, transformational leadership is deemed vital to be exercised by school principals in order to shift schools, teachers, and students to a new framework of management, instruction, and learning which is very relevant to the contemporary trend and aspiration. Transformational leaders in schools should be able to analyze, comprehend, and internalize the new transformative visions of the state so as to enable them to educate and strategize with teachers and communities for achieving the visions. Principals therefore should be able to inspire, influence, and motivate teachers, students, and parents to join the transformative movement.

Historically, the conception and theory of transformational leadership was initially introduced by leadership expert James MacGregor Burns (1978). According to Burns, transformational leadership can be observed when "leaders and followers make each other advance to a higher level of moral and motivation." Through the strength of the leaders and their vision and personality, transformational leaders inspire followers and are in charge of changing expectations, opinions and motivations in working towards common goals.

Later, researcher Bernard M. Bass expanded upon Burns original ideas and contributed to the development of what is today referred or perceived as Bass' Transformational Leadership Theory (1985). Bass defined transformational leadership based on the impact that it has on followers. Thus, transformational leaders, Bass suggested, gain trust, respect and admiration from their followers (Kendra, 2010). In this regard, six practices that are linked with the multidimensional nature of transformational

leadership have been recognized and described (Leithwood & Jantzi, 1990). In terms of vision, transformational leaders identify a clear vision, provide an appropriate model, set high performance expectations, foster the acceptance of collaboration and group goals, provide individualized support, and stimulate the intellect of employees (Leithwood & Jantzi, 1990). These mentioned characteristics related with transformational leadership illustrate that the transformational leader is concerned with beliefs, values, norms, goals and feelings (Brown, 1993).

Furthermore, the clear vision related with transformational leadership should be something that relates to the organization as a whole. Moreover, transformational leadership is about teamwork, working with others, respecting others, and inspiring the growth of others (Brown, 1993). Leithwood (1992) summarizes these characteristics by defining three fundamental goals of transformational leaders: helping staff members develop and maintain a collaborative, fostering teacher development, professional school culture and helping teachers solve problems more effectively in schools.

From Bass' (1985) definition, transformational leadership is about implementing new ideas. These individuals frequently change themselves; they stay flexible and adaptable; and repeatedly improve those around them. The transformational leader inspires followers by acting as a role model, motivating through inspiration, encouraging intellectually, and giving individualized consideration for needs and goals.

As an example, Gronn (1996) comments on the close relationship between charismatic and transformational leadership. And most authors in the field suggest that four factors make up transformational leadership whereas Leithwood (Leithwood & Jantzi, 2000) suggests six. These are set out in Table 2. 1 below.

Table 2.1.Components of Transformational Leadership by Authorship

| The Four Common I's | Leithwood's Six |
|---|---|
| 1. Idealized influence. *Charismatic vision and behaviour that inspires others to follow*. | 1. Building vision and goals. |
| | 2. Providing intellectual stimulation. |
| | 3. Offering individualized support. |
| 2. Inspirational motivation. *Capacity to motivate others to commit to the vision*. | 4. Symbolizing professional practices and values. |
| 3. Intellectual stimulation. *Encouraging innovation and creativity*. | 5. Demonstrating high performance expectations. |
| 4. Individualized consideration. *Coaching to the specific needs of followers*. | 6. Developing structures to foster participation in decisions. |
| *Sources*: Barbuto (2005); Hall, Johnson, Wysocki & Kepner (2002); Judge & Piccolo, 2004; Kelly (2003); Simic (1998). | *Source*: Leithwood & Jantzi (2000). |

For school improvement and development, transformational leadership is a desirable attribute for school leaders involved in improvement and development efforts because it increases the level of awareness of employees so that they come to understand organizational goals and strategies to achieve those objectives. Burns (1978) characterized transformational leaders and separated them from managers because of their exceptional aptitude to bring about organizational innovation and change. Transformational leaders change organizational culture by introducing new principles and aims and by changing how group members describe their roles.

Transformational leaders are people who can create significant change in both followers and the organization with which they are connected (Griffin, 2003, cited by Iain, 2009). They lead changes in mission, strategy, structure and culture, in part through a focus on intangible qualities like vision, shared values and ideas, and relationship building. They are able to give importance to assorted activities, illustrating, for example, the ways in which different people and groups might be working towards larger organizational objectives. Transformational leaders also find common ground that allows them to solicit followers in processes of change.

Additionally, a transformational leader helps to bring about change by making a persuasive case for it. This characteristically involves amplifying followers' sensitivity to environmental changes and challenges and questioning the status quo (Iain, 2009).In summary: "the transformational leader communicates the vision in a clear and attractive manner, explains how to attain the visions, acts confidently and optimistically, expresses confidence in the followers, emphasizes values with symbolic actions, leads by example and empowers followers to achieve the vision" (Stone, Russell & Patterson, 2003, p. 4).

Better still, transformational leaders promote people from low levels of need, focused on survival (following Maslow's hierarchy), to higher levels (Kelly, 2003; Yukl, 1989). They may also motivate followers to put aside their own interests for some other collective purpose (Feinberg, Ostroff & Burke, 2005, p. 471). They typically help followers satisfy as many of their individual human needs as possible, alluring notably to higher order needs (e.g. to love, to learn, and to leave a legacy).

In the light of this, transformational leaders are said to stimulate trust, admiration, loyalty and respect amongst their followers (Barbuto, 2005, p. 28). This form of leadership requires that leaders engage with followers as 'whole' people, rather than simply as an 'employee'. In effect, transformational leaders emphasize the actualization of followers (Rice, 1993). Overall, transformational leaders balance their attention between action that creates progress and the mental state of their followers. Perhaps more than other leadership approaches, they are people-oriented and believe that success comes first and last through deep and sustained commitment (Vadim 2001).

Literally, transformational leadership is perceived as a sort of leadership style that leads to positive changes in those who follow. Generally, transformational leaders are active, enthusiastic and passionate. Transformational leaders focus on helping every member of the group involved in the process (Kendra, 2010). The influence of transformational leadership on the school is also emphasized by Geijsel, Sleegers, Leithwood, & Jantzi, (2002). Their research proves the direct effects of transformational leadership on teachers' obligation to school improvement and the indirect effect on teacher effort through teacher motivation. In final summary, they mention that the additional commitment and energy of teachers result in changes in their relations with students and this, in turn, has an effect on student outcomes.

In addition to leadership, Bogler (2001) also defines the principal as a motivator to improve the overall feeling of all teachers. He perceives that it is through transformational leadership and participative behavior that principals trigger progress and foster positive feelings and attitudes among teachers, and teachers' job satisfaction is highly essential for the connection between teachers and students. With this satisfaction,

teachers will be more passionate about investing time and energy in teaching their students (Bogler, 20 01:679).

Leithwood & Jantzi, (2002) and Sun (2004) also demonstrate that the individual association between a principal and a teacher is considered as one of the factors influencing teacher commitment. A good connection would increase the interest of the teacher to "make extra effort and to remain a part of the school team" (Sun, 2004:28). Huber (2004) argues that the principal has a key role to play in instructional leadership. He states that principals can exercise their influence through "suitable application of resource for teaching, agreeing upon goals, promoting cooperative relationships between staff and the evaluation and counseling of teachers during lessons through classroom observation, structured feedback, and coaching" (Huber, 2004:673).

Leithwood and Cashin (2001), both proclaimed that transformational leadership is that which:

> … facilitates a redefinition of a people's mission and vision, a renewal of their commitment and the restructuring of their systems for goal accomplishment. It is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. Hence, transformational leadership must be grounded in moral foundations (Leithwood, as cited in Cashin et al., 2000, p.1).

In organizations, transformational leadership nurtures ability development and promotes higher levels of personal obligation between 'followers' to organizational objectives. According to Bass (1990b, p. 21) transformational leadership "occurs when leaders broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and mission of the group, and when they stir employees to look beyond their own self-interest for the good of the group." Together, heightened

capacity and obligation are held to lead to extra effort and better productivity and efficiency (Barbuto, 2005; Leithwood & Jantzi, 2000; Spreitzer, Perttula & Xin, 2005).

## 2.6.1    The Importance of Transformational Leadership

According to Barnett, (2003); Chekwa, (2001); Crawford, Gould & Scott, (2003); Southwest Educational Development Laboratory, (2004), transformational leadership is also based on self-reflective changing of values and beliefs by the leader and their followers. From this emerges a key characteristic of transformational leadership. It is said to involve leaders and followers raising one another's achievements, morality and motivations to levels that might otherwise have been impossible.

In his study, John (2003) found that transformational leadership among middle school principals was found to increase student learning indirectly. However, transformational leadership was found to have a positive relationship with teacher satisfaction, a greater perception of principal effectiveness and it also increases willingness on the part of teachers to make extra effort. Middle schools that have principals who exhibit a transformational leadership style are more likely to have an adaptive school culture. These transformational leaders invariably promote an adaptive school culture via staff reward or compensation practices. No relationship was found between being transformational leaders and promotion of an adaptive school culture through hiring practices or staff discipline, nor between transformational leadership and indications of teacher burnout due to stress. Transformational leadership of middle school principals correlates with increased teacher satisfaction, increased teacher willingness to give extra effort and a heightened perception of school principal effectiveness.

## 2.7 Relevant Theories for Professional Development Needs in

### the Context of Educational Reforms in Oman

A major problem in organizing professional development program is the total commitment and involvement of principals, who must first of all see and believe that the program is purposeful and meaningful for their career development and good performance in their roles and functions. The failure of many professional development programs is indeed due to negative attitude and low commitment of principals, apart from the mismatch between what are actually needed and what are rationally thought to be necessary. The first effort is thus to motivate participants to be actively involved in a development program, and second is to assess their needs in juxtaposition of their roles as school leaders. Hence, three relevant theories for the study are path-goal theory, systems theory, and theory of change and action.

### 2.7.1 Path-Goal Theory

Path-goal theory of leadership was originally developed by Robert House to explain workplace leadership. The theory states that the leader helps subordinates to achieve their goals by providing a clear path for them to follow, give necessary and required information as well as support to achieve their work goals. The theory provides a framework that explains the success of leaders who are flexible and able to generate high levels of work group effectiveness by increasing members' motivation via elucidation, trend, configuration, and rewards (Hsu et al., 2003; Silverthorne, 2001; House and Mitchell, 1974; House, 1971). Leaders with path-goal leadership styles clarify and provide direction for followers, help remove hurdles and provide support and rewards for goal achievement. These leaders accomplish results based on their influential attitude,

ability to work effectively with others, and success in generating worker satisfaction (Youngjin, 2006, House and Mitchell, 1974).

Moreover, the path-goal leadership theory dispenses responsibility for a work group's effectiveness to its leaders based on the idea that leaders' behaviors impact their work groups. Individuals adopting Path-goal leadership styles tend to be successful in enhancing work group effectiveness because these styles enable leaders to assess needs and clarify goals in many work group situations (Ogbonna and Harris, 2000). The flexibility of path-goal leadership styles may also enhance various work group members' satisfaction with their working conditions, thereby increasing retention rates (Duemer et al., 2004).

According to House and Mitchell (1974), there are four leadership categories of path-goal theory:
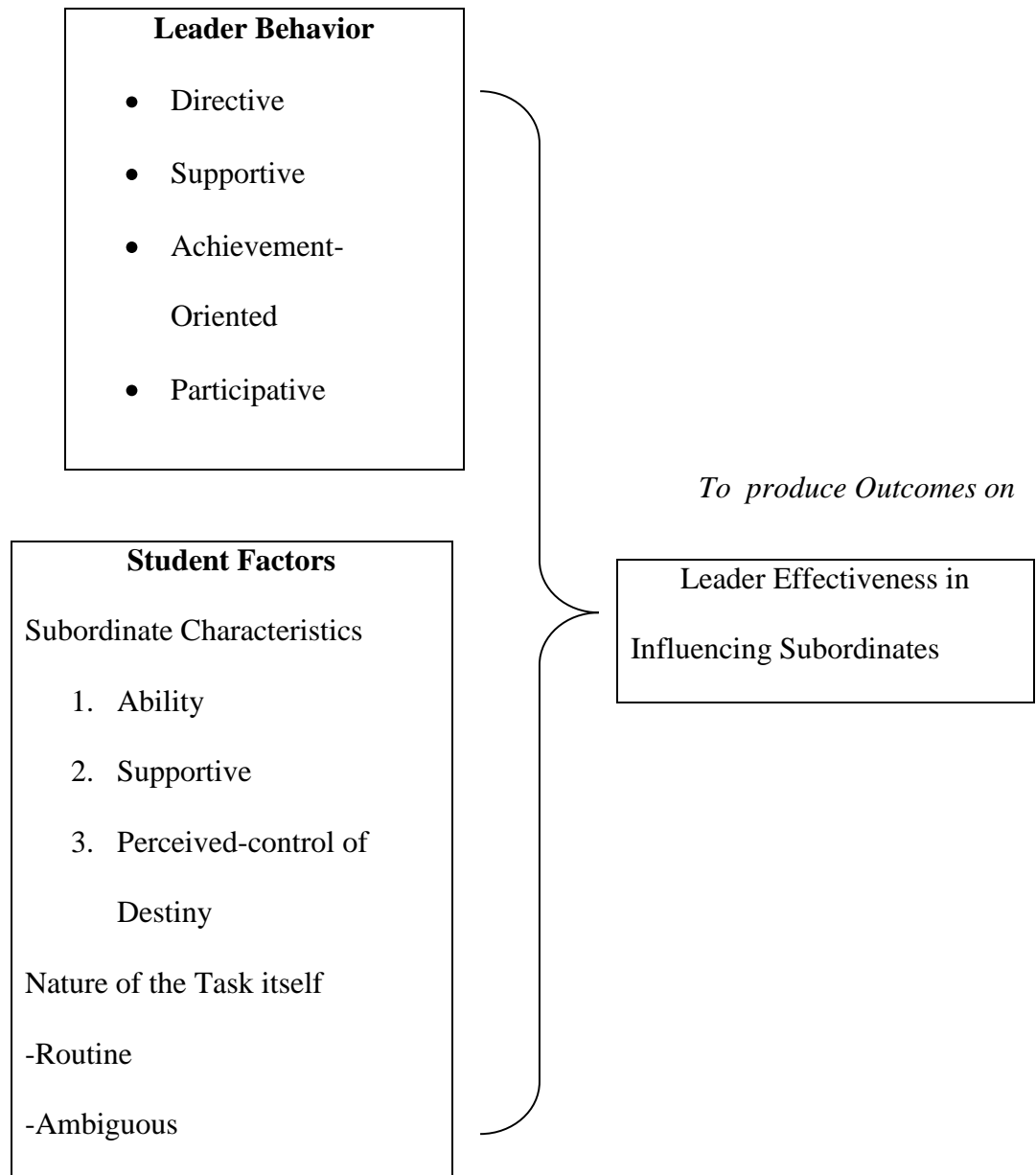
- Supportive leadership – the leader displays concern for subordinates' well-being and needs and creates a friendly and psychological supportive working environment for the subordinated to achieve their work goals;

- Directive leadership – the leader gives specific guidance and clarifies paths, including roles, procedures and rules etc., to expected performance and rewards;

- Participative leadership – it involves the leader encouraging subordinates to present ideas and so contributing in decision-making. Through participation, subordinates clarify the path to performance and rewards by themselves,

- Increase congruence of personal and organizational goals

- Are rewarded with greater autonomy and ability to achieve the intended goals,

- Are faced with increased pressure for satisfactory perormance through self-commitment and peers' comments.

Achievement-oriented leadership – in this case, the leader setting challenging but achievable work goals for the subordinates with emphasis on excellence in performance and assuring them the work goals are attainable. The leader allows subordinates higher autonomy by showing confidence in the subordinates and encouraging them to seek and achieve challenging goals and/or performance excellence.

House's 1971 article on path-goal theory argued that subordinates' motivation, satisfaction and work performance are precipitated by the leadership style chosen by their superior. Put differently, employee motivation and performance are direct functions of leadership style. However, multiple dimensions of leadership behavior were observed in the theory. These include: leader initiating structure, consideration, authoritarianism, hierarchical influence, and degree of closeness of the supervision. Each of the dimensions was "analyzed in terms of path-goal variables such as valence and instrumentality" (House, 1971, pp.321).

| Leader Behavior |
|---|
| • Directive |
| • Supportive |
| • Achievement-Oriented |
| • Participative |

*To produce Outcomes on*

| Leader Effectiveness in Influencing Subordinates |
|---|

| Student Factors |
|---|
| Subordinate Characteristics |
| 1. Ability |
| 2. Supportive |
| 3. Perceived-control of Destiny |
| Nature of the Task itself |
| -Routine |
| -Ambiguous |

*Figure 2.2: Path-goal theory Model*

Several scholars have tested and investigated the relationship between the path-goal and

transformational leadership theory to determine whether and where the relationship actually

exists– at the individual level, at the within-unit level, or at the between-unit level (Schriesheim et al., 2006). The study revealed that there exists a relationship which support for the level of analysis prediction that transformational leadership–subordinate performance and satisfaction relationships occur at the individual level. The path-goal theory emphasizes on the behaviours of school leaders principals) which lead to performance and job satisfaction in the part of subordinates. These behaviours of the school principals are what the instructional leadership stands for and they are in three dimensions, i.e. defining and communicating shared goals with the staff, monitoring and providing feedbacks on teaching and learning and ensuring nothing interrupts with the instructional time, and promoting school-wide professional development by providing professional literatures and resources to teachers and encouraging them to learn more about their students' achievement through data analysis (Alig-Mielcarek, 2003). All these show that to build a model school of success, there exist a strong connection between the path-goal theory and the two leadership (transformational and instructional) models. This then means that an instructional leader possesses transformational qualities.

### 2.7.2  Systems Theory

General systems theory posits that living systems (such as animals and plants) constantly receive stimuli from their environment, and whatever happens to the environment, the living systems react to changes by making certain modifications to their features in order to adapt to changing conditions in the external environment. The main concept to this adaptation is homeostasis or balance within the systems. Organizations can be considered as living systems which constantly face changes and challenges in their bid for survival and

sustainability in the globalized world and market. Berrien (1968) and Katz and Kahn (1966) used systems theory in their studies on business organizations. Later, they are joined by other researchers who verify systems view of an organization and the processes within (Dixon 1992; Jacobs 1989; Knowles 1985; Passmore 1997; Rummler and Brache 1995; Senge 1990; Sleezer 1993; Swanson 1994; Vaill 1996). Rapid information-processing, constant learning, and innovative capacity are the key aspects of systems theory (Knowles, 1985).

In the school context, systems theory is relevant for transformational leadership and making innovations in teaching and learning. Principals should apply system thinking and innovative thinking which are vital for making new initiatives and policies that are relevant for enhancing school sustainability and performance in a changing environmental context (Senge, 1995; Fullan, 2004).

### 2.7.3 Theory of Change and Action

Leaders and managers in organizations are critical change agents, and leadership is an essential aspect for a successful change. Kotter (1999) posited that effective internal change processes which are capable of coping with external change forces may be created within the organizations with high performance capabilities and strong leadership and believed that both strong management and strong leadership would lead to adaptation to change in such a way that will make the enterprise even stronger to meet tomorrow's needs.

Fullan (2001) has indicated the area of changes based on findings of studies. The areas are: innovation and diffusion, school effectiveness and school improvement, restructuring and re-culturing, large-scale reform and post-standardization. The issue of changes unfolding highlighted the importance of stakeholders (students, teachers, principals, parents and community, district administrators, consultants) and concepts (process, objective and subjective assumptions, moral purpose, relationships, knowledge, sustainability, complexity/chaos, and evolutionary theories, systems, paradoxes, and coherence) (David, 2009).

In addition, from the models of large scale perspectives, education reform includes the whole-school reform designs, school district, state/provincial reform and national reform initiatives. Basically, large-scale reform is a system-wide strategy that attempts to bring change by articulating a clear theory of action (Fullan, 2001, David, 2009). To avoid failure in reforms and change in education, Fullan (2002) delineates the following points:

- Innovating the individuals selectively with coherence is better than innovating the most of the individuals.

- Leaders are required to help the individuals evaluate and find shared meanings and commitments to new ways.

- Leaders need to appreciate and accept the difficulties of implementation of new change plans especially in the early stages of the implementation.

- Resistance to change must be redefined by the leaders.

- Recruitment and retraining are necessary for reforms to take place.

- Change needs constant thinking, learning, and supervision.

With respect to goals, values and visions as important issues discussed in leadership, Du Plessis (2008) argues that strong evidence has been observed through studies indicating that in effective organizations, goals and values are compatible and shared by the leadership and staff of the organization. In their study, Ekvall and Arvonen (1991) made a factor analysis on leadership styles, and they found three kinds of leadership in organizations, namely production-centered, employee-centered and change-centered leadership styles. Change-oriented leadership can be characterized as follows:

- Change-oriented leader considerably is a promoter of change and grow.

With respect to this sub-domain, a leader is considered as a person who pushes the growth and initiates new projects.

- Change-oriented leader considerably has a creative attitude. In terms of creativity, the leader offers and also experiments a variety of ideas about new and different methods of performing tasks, pays attention to the possibilities rather than problems, inspires thinking along new lines and likes to discuss and share new ideas.

- Change-oriented leader considerably is a risk taker. A change-oriented leader as soon as it is necessary makes quick decisions and also is prepared to take risks in decision making processes.

- Change-oriented leader considerably has visionary qualities. A leader with high capabilities of building and creating visions gives thoughts and plans about the future.

In his study, Yukl (1999) administered leader behavior questionnaires among managers in private and public sector organizations, and by exploratory factor analysis he

found three leadership behaviors including task-oriented behavior, relationship-oriented behavior, and change-oriented behavior and on the other hand confirmed the findings of Ekvall and Arvonen (1991). Yukl summarizes the characteristics of change-oriented leaders as:

- A change-oriented leader suggests creative and new ideas in order to improve products, processes and services

- A change-oriented leader has confidence and is optimistic when he suggests new significant turnarounds

- A change-oriented leader takes a long-term perspective on challenges as well as opportunities that are going to face the organization

- A change-oriented leader envisions exciting and appealing new possibilities for the organization

- A change-oriented leader develops relationships with people outside the work unit in order to get agreements which may be vital for implementation of significant changes

- A change-oriented leader analyzes the activities, services  and products of the competitors to get new ideas on improvement of things within his/her unit.

In addition, after categorizing leadership behaviors in a hierarchical, Yukl, Gordon and Taber (2002) concluded that change-oriented behavior factor comprises four elements as follows:

- Monitoring and identification external threats and opportunities.  Environmental scanning or monitoring the external environment refers to sensitivity to wide range

of information in terms of the concerns of customers and clients, the availability of suppliers and vendors, the competitors activities, trends toward market and conditions with respect to economy, governmental policies and technological developments.

- Proposing new strategies and building new visions. Building a motivating and exciting vision is for increasing commitment of the subordinates to a planned strategy or change has particular characteristics including relevance to values and ideals of the followers, being communicated with eagerness and confidence among the followers and being perceived by them as a probable and possible vision.

- Encouragement of innovative thinking by followers. A change-oriented leader can adopt a variety of combinations of behaviors in terms of encouraging innovative thinking by others and proposing innovations himself to foster innovative thinking among the subordinates to initiate, implement and maintain changes.

- Risk taking in order to promote and advance significant changes. Significant changes are risky and when the need for the change is not clarified enough to the most of the subordinates, they may resist to the change and maintain the status quo. In this respect, job loss, diminished reputation, derailed career and rejection by coworkers can be considered as possible risks when there is a strong resistance to change.

In another study, Andersen (2010), suggested that openness to change, competence and skills, personal change adaptability, dynamic managerial capabilities, cognition and attitude are antecedents of change-oriented leadership. In this leadership type, leaders make

decisions based on their intuition, which is derived from experience, knowledge, and open discussions.

Reform and change cannot occur without excitement, motivation, interest, and most importantly active participation of every individuals in a system. Reform and change do not rest solely on a leader alone, or on a group of executives only. Apart from that, reform and change cannot happen without financial resources, technology, and expertise. For reform and change to take place, the theory of action must operate by which all individuals and resources in a system must be coordinated effectively toward a common vision and goal. In corollary, every human resource and unit must be interconnected and synchronized well. Inaction by one unit of an organization or system might lead to failure of a reform or change. According to Claudia Weisburd and Tamara Sniad (2005), theory of action maps a specific pathway for change to occur. Action theory provides the framework that captures the action, excitement, vision and commitment that all the actors have collected to address needs of students and directors of professional development (FWISD, 2006).

## 2.8 Summary

In many countries, educational reforms are made because there are many new developments and challenges occurring in the world that influence societies and have an impact on the education system. So to make these changes possible in schools, there must be suitable leadership practices, especially instructional and transformation leadership types. Such practices include activities that focus on a) facilitating student learning, b) building a professional learning community among teachers and other staff, c) promoting professional

development, d) providing information to teachers instruction, e) working with teachers to improve teaching practices and to address the challenges facing the school, and f) using data to monitor school progress, identify problems and propose solutions.

Professional development activities are stage races and often part of a continuum of learning activities designed to achieve the goals and specific objectives of the participating school districts. Keeping the focus of professional development on teaching and learning seems to produce stronger instructional leaders.  However, transformational school leaders are also needed to change the educational landscape.  In the context of Oman, professional development needs are crucial for school development and educational reform. It relates to instructional leadership where the principals have to instruct teachers and students as well as guiding them. Additionally, principals' professional development seem to have a relationship with transformational leadership where the principals need to transform the system to allow changes to take place and path-goal leadership where the principals have a vision and are goal-oriented.