THE EFFECTIVENESS OF PROFESSIONAL TRAINING PROGRAMS FOR SCHOOL ADMINISTRATORS IN MUSCAT, OMAN

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FACULTY OF EDUCATION

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise to the sustainer of the world, and grace, honour and salutations on the Chief of Apostles and Seal of Prophets, Muhammad, his family, companions and those who followed him an excellent manner and invited mankind towards Allah, till the Day of Resurrection.

DEDICATION

This research is dedicated to my loving family for their support and encouragement during the past couple of years. I am deeply grateful and appreciate their tolerance, understanding and not making me feel guilty when I had to attend evening classes till late and when I had do read, write and revise my work.

To

My ever loving parents who prayed to Allah for me to achieve my goal

To

My loving wife, Maya, you are my best friend, confidant, and major source of my inspiration. My love, you have always supported my career aspirations with encouragement, love, understanding tolerance and patience. Also, to my three children Mzan, Aseel and Omer, for their understanding and tolerance when I was busy with my work.

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Abstract

The Effectiveness of Professional Training Programs for School Administrators in Muscat, Oman

The purpose of this study was to analyze the efficiency of professional training programs (PTP) organized by the Muscat Governorate of Education in Oman for school administrators from the perspective of program improvement. The study identifies the opportunities for participation in professional training programs for school administrators for the following reasons: to improve their performance at schools, to determine the level of effectiveness of professional training programs, to develop skills, to enhance ability and attitude, to analyze the constraints that hinders the effectiveness of PTP, to improve qualifications and occupations, and finally, to suggest the improvements of PTP for school administrators. This research utilized mixed method research approaches qualitative and quantitative methods of data collection and analysis to provide valid and more reliable research findings. Qualitative data were gathered from interviews, while quantitative data were collected using a questionnaire. The respondents of the questionnaire were all principals and assistant principals in the Muscat Governorate of Education. A total of 215 questionnaires were completed and returned by respondents (77 male and 138 female), and 13 participants were selected for interviews. The conceptual framework was based on the Goal – attainment approach, system approach of the organization effectiveness theory, and Macro training and training model by Al- Khayyat and El-Gamal (1997). The literature review indicated that there were a number of training programs implemented for school administrators (Ministry of Education, 2010). The findings of this research indicated that the majority of participants felt that professional training program is resourceful and significant. At the same time, they requested organizers to be more concerned when implementing PTP. Another significant finding indicated that the opportunities

for participating in national and international conferences and exchanging visits outside the region were considered crucial among administrators. On the availability of the program, the finding indicated that there were significant differences in favor of female participants. Furthermore, the findings show that the participants felt that the planning of PTP could be improved in many aspects; such as, training needs analysis procedure, trainers' efficiency, and long term plans for PTP. On the other hand, the PTP faces many challenges; such as: how to relate theoretical to the practical aspect in development programs, the restrictive nature of exchange visits, assessing student learning or the specification of the programs and the targeted staff in the PTP, and meetings do not provide solutions to educational issues. As the lack of cooperation between departments in conveying knowledge, skills to school principals; trainers are inefficient and the method of preparing the work papers is not realistic. Finally, the findings had a number of implications for the development of PTP for school administrators. For this reason, some areas need improvement in order to enhance the effectiveness level of knowledge, skills and abilities of school administrators in the future.

Keberkesanan Program Pembangunan Profesional untuk Pentadbir Sekolah di Pentadbiran Pendidikan Muscat, Oman

Abstrak

Tujuan kajian ini adalah untuk mengenal pasti tahap kecekapan program pembangunan profesional (*Professional Training Programs*, PTP) bagi pengelola sekolah untuk meningkatkan pencapaian sekolah yang dikelolakan oleh Pentadbiran Pendidikan Muscat di Oman dari segi penambahbaikan program. Ini dilakukan dengan mengenal pasti keterbukaan peluang untuk menghadiri PTP bagi pentadbir sekolah di Muscat untuk menambahbaik prestasi mereka di sekolah; menentukan tahap kecekapan PTP, khususnya dengan membangunkan kemahiran, kebolehan dan sikap; analisis kekangan yang menghindari keberkesanan PTP; mengkaji perbezaan respon terhadap PTP mengikut jantina, pengalaman dan pekerjaan; dan akhir sekali untuk mengumpul cadangan bagi penambahbaikan PTP untuk pentadbir sekolah. Dua jenis data yang dikumpul dan digunakan dalam kajian ini, iaitu data kualitatif dan kuantitatif digunakan untuk memantapkan justifikasi dan kebolehpercayaan dalam penemuan penyelidikan kajian. Data kualitatif dikumpulkan dari temu bual dan data kuantitatif dikumpul melalui satu set soal selidik. Populasi kajian merupakan semua pentadbir sekolah untuk soal selidik termasuk ketua sekolah dan pembantu mereka di Pentadbiran Pendidikan Muscat. Sejumlah 215 borang soal selidik telah dikembalikan oleh peserta kajian (77 lelaki dan 138 perempuan).Dan 13 peserta telah dipilih aufuk meusambil balagian dafam tewuduga. Kerangka konseptual berasaskan *goal – attainment approach, system approach of the organization effectiveness theory*, dan *Macro training and training model* oleh Al- Khayat dan Elgamal (1997). Penemuan kajian ini menunjukkan bahawa sebahagian besar peserta merasakan bahawa PTP penting dan tidak membuang waktu. Pada masa yang sama mereka meminta penganjur untuk lebih teliti ketika melaksanakan PTP. Walaupun analisis dokumen menunjukkan terdapat dua jenis PTP

(latihan & kelayakan) program yang diberi cenderung ke arah yang sama. Penemuan lain yang signifikan menunjukkan peluang terhad untuk PTP; program tidak di jalur yang benar, kurangnya biasiswa, sistem meninggalkan pekerjaan untuk meneruskan pendidikan tinggi, kesempatan untuk menghadiri persidangan di dalam dan luar negeri, untuk lawatan pertukaran di luar daerah dan peluang untuk menyertai kursus latihan di luar Kesultanan Oman dianggap penting oleh pentadbir. Penemuan lain pada tahap ketersediaan menunjukkan terdapat perbezaan yang signifikan menyokong peserta perempuan. Penemuan menunjukkan bahawa peserta menganggap perancangan PTP boleh dipertingkatkan dalam pelbagai aspek seperti analisis keperluan latihan, kelemahan pentadbir dalam perancangan PTP; dan tiada rancangan jangka panjang untuk PTP walaupun perancangan PTP dianggap sebagai langkah pertama untuk mencapai kejayaan. Cabaran lain dalam PTP adalah: bagaimana menghubungkan antara teori dan praktis dalam program pembangunan, keterbatasan lawatan pertukaran; spesifikasi program dan kaki tangan yang disasarkan dalam PTP; penilaian pembelajaran pelajar atau spesifikasi program dan sasaran staf untuk PTP; pertemuan tidak memberikan solusi untuk isu pendidikan kerana kurang kerjasama antara jabatan dalam menyampaikan pengetahuan kepada ketua sekolah untuk meningkatkan tahap pengetahuan, kemahiran dan kemampuan pentadbir sekolah; jurulatih kurang cekap kerana kurangnya kerjasama dengan institusi pendidikan dan kaedah penyusunan kertas kerja tidak realistik. Akhir sekali, dapatan kajian mempunyai beberapa implikasi bagi pembangunan PTP untuk pentadbir sekolah disebabkan beberapa aspek perlu penambahbaikan bagi mempertingkatkan tahap pengetahuan, kemahiran dan kebolehan pentadbir sekolah pada masa hadapan.

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LIST OF ABBREVIATIONS USED

BEC 1   Basic Education Cycle 1 System (Grade 1-4)

BEC 2   Basic Education Cycle 2 System (Grade 5-10)

PBS3   Post- Basic System (Grade 11-12)

PTP   Professional Training Programs

GCC   Arab Gulf Cooperation Council

MOE   Ministry of Education, Oman

CHAPTER 1

INTRODUCTION

1.1 Introduction

Without additional professional training, school administrators could not possibly lead or reform efforts and become professional effective leaders successfully. Like teachers, administrators, they need professional training in order to reflect best practices, provide coaching support, and encourage risk taking to support student learning (Fenwick & Pierce, 2002). Professional training for administrators is an effective method to set off changes and navigate serious educational reforms.

Professional training is a good practice to improve educational systems and to develop skills, abilities and cultivate constructive attitudes of school administrators. Professional training specifically designed for school administrators is required due to specific demands of educational institutions particularly schools as they consist of a set of circumstances and environments unique to its being an institution for the education of youths. Ng (2001:72) points out that "principals around the world are now provided with increasing training opportunities to empower them to do the job. There is a common belief that with adequate, appropriate training or professional training, the principal will become capable of helping the school improve and develop".

Effectiveness is considered a fundamental part in formulating and achieving organizational goals. As a standpoint of an organization and its management, organizational effectiveness means the accomplishment of the organization's major goals. If the goals are achieved or expected to be in the long run, the organization can consider itself effective (Richman & Farmer, 1975). Effectiveness remains an important general objective in both public and private sectors organizations nationally and

internationally, in relation to developing countries and transitional economies (Analoui, 1999).

Numerous training initiatives across a broad number of countries have essentially been responses to social, economic, and political changes and influences often arising from fast- changing regional and global environments (Sammons et al,1996; Kim, 2000; Chan, 2003).

Leithwood (1997) proposed that nowadays educational leaders need to focus on education rather than on administration. Leaders need time to think and plan in order to ensure school effectiveness. In order to meet the needs of new principals, the theme of new principal training programs in the United Kingdom for example and, Australia, Hong Kong and even China head towards leadership training instead of principalship training.

The programs run by the United Kingdom and Australia mainly focus on professional training of the participants, while the program initiated by China remains in its infancy and has only recently changed its focus from management to training. The training program administered by Hong Kong has undergone a significant change over the past five years namely from management training to leadership training, while the training program administered by the Ministry of Education, Oman focuses on both management training and leadership training (Ministry of Education,1997; Caldwell,2000; Hill,2001; Reynold, 2010a).

The design and content of training programs in different countries are fundamentally based on the leadership framework with minor variations to suit the various contexts. The Headlamp program in the United Kingdom is drawn up upon the National Standards for Headteachers (1998). It involves five key areas of headship for headteachers to carry out their school`s leadership and management tasks. The areas are: strategic direction and training of the school; teaching and learning; leading and

managing staff; efficient and effective deployment of staff and resources; and accountability.

The Australian training program is designed according to the Australian Principal's Center Leadership Framework (APC 2003). It comprises of three components which are significant to leadership. They are described in terms of the desired knowledge, skills, attitudes and values needed in managing a school.

In Hong Kong, the training program for school leadership is based on the School Leadership Competency Profile. The profile was prepared with reference to the standards and core competencies for principals in England, Scotland, Australia and the United States (Task Group on Training and Training of School Heads, 1999). It is organized under four broad domains, namely strategic leadership, instructional leadership, organizational leadership, and ethical leadership (Chan, 2003).

The Hong Kong Education Department expressed a plan "to equip and develop school principals with the necessary knowledge, skills and attitudes in order to make them competent to lead schools into the new millennium" (Cheng, 2000: 68). Similarly, in Japan, "The leadership and management skills of school principals are indispensable; however, the current requirements for those positions are very strict. This is observed as a matter that makes it very difficult to find qualified persons". While discussing whether principals will be able to cope with new responsibilities associated with decentralization, Muta (2000:404) continues "raising questions related to whether the principals can carry out such non-traditional tasks or not".

The skill of handling change is learned through the knowledge, skill and attitude a leader acquires in managing the school. Comparisons of the training programs in the United Kingdom, Australia, Hong Kong and Oman lead to the following conclusions:

1. Training programs are similar in certain areas such as their focus on management, learning of management skills, and mentor system;

2. They differ on their respective focus on leadership training, choice of different providers, the duration of the program, the flexibility of choosing modules, and the requirements for participants to attend seminars or training camps.

In conclusion, it can be claimed that in light of the similar trends in global educational training pertaining to school management, professional training of principals constitutes one of the global trends directed towards reforming education. The Korean Education Training Institute (KEDI); for example, was recently commissioned to carry out a comprehensive review with the aim of "establishing a quality control system for school education." However, such reforms are often necessary in placing additional demands on schools and on the existing skills, knowledge, and abilities of principals (Mok et al., 2003).

Singapore has paid continual attention to train its education leaders. Almost all leadership preparations are conducted by or through the National Institute of Education (NIE) and are generously resourced by the Government. In Taiwan, as Lin (2001:7) forcefully states, "Reinventing schools require exceptional school leaders. Such leaders require a commensurate level of support and professional training to make the required role shift. Though, in many cases, this has not been forthcoming. The above mentioned may casts some doubt on whether they can adopt the new roles or not".

In the sultanate of Oman, there aren't any school leadership centers that offer knowledge, skill, or attitude exist training programs for school leadership. Thus, The Ministry of Education organizes training opportunities to all its various staff. Their induction programs aim at equipping the newly appointed staff with the necessary practical skills, as well as improving their knowledge, skills and attitude of existing. The Ministry of Education in the Sultanate of Oman has expressed its serious intention

to train the school leaders in order to improve the effectiveness of the educational management in the Omani schools. First, almost all administrative training programs for school administrators are conducted through the Central Training of Education (CTE), which is generously resourced by the Ministry of Education. The training involves various types of programs; such as, professional exchange between schools on both national and international basis. Besides, to conferences, workshops, seminars, courses, meetings, educational forums and/or assemblies and lectures. All training initiatives adopt a top – down approach.

Second, the Ministry of Education in collaboration with Sultan Qaboos University initiated systematic school training for administrators. As far as professional training prior to this initiative, Sultan Qaboos University offered and continues to offer a Diploma of Education in Administration (DEA). Almost all principals and assistants in Oman graduated from this program. The DEA is widely acknowledged as an effective vehicle for preparing school leaders. The program aims toward developing the administrative and professional competencies of school principals, their assistants, and potential candidates. It specifically aims to:

a) Strengthen the knowledge base in professional administration;

b) Deepen the understanding of administrative and professional duties;

c) Equip professionals with the skills and methods necessary to handle their responsibilities effectively;

d) Foster positive attitudes towards this profession;

e) Use technological tools efficiently in achieving administrative goals.

The beneficiaries of this program are school principals, assistant principals, and potential candidates for these two posts. The DEA program consists of the following knowledge and skills:

a) The Philosophical and Social Foundations of Education;

b) Computers and its Educational Application;

c) School Administration Psychology;

d) Educational Research Methodology;

e) School Administration and New Trends;

f) Educational Supervision;

g) Educational Planning;

h) Educational Evaluation and Measurement;

i) Curriculum Design and Training;

j) School Guidance and Counselling**.**

Therefore, the effectiveness in training is needed because the training effectiveness evaluation system enables any person or organization to achieve comprehensive quality in the training they obtain, conduct or manage. Goldstein (1992) and others argue that effective training involves three main steps: analysis of training needs, the design and delivery of training, and evaluation of training effectiveness. Training effectiveness will ultimately be evaluated in terms of the organization's success in achieving its goals and objectives (Landale, 1999).

The overall training is generally used to improve the performance, or at least to contribute to the improvement of the performance of the organization. This is called effectiveness. It is the relationship between the correct identification of organizational needs, the selection of those needs that can be satisfied through training, the translation of these into training objectives, the engagement in the training activities that are in line with the organization's culture, and achieving outcomes that contribute to the organizational goals (Bennett, 1988). Hence, it is always important to remain aware of the effectiveness of professional training programs; mainly those who are engaged in positions of authority and involved in the implementation of strategies of principals.

1.2 The Reformative Context of Educational Development

The Sultanate of Oman had no well-structured education system until the 1970s. The modern educational system was initiated in 1970, when His Majesty Sultan Qaboos bin Said came to power. As stated by the Sultan in his address to the United Nations (Ministry of Education, 2004):

> "We devote great care and attention to the training and reform of education in Oman. Our aims include the raising of standards and updating of the curriculum, to make it richer and more relevant to the needs of an ever-changing world. These efforts recognize the importance the Sultanate assigns to the training of its human resources, to the fostering of scientific and technological understanding and the creation of an educated population, who can make a positive contribution to the training process by dealing confidently with change and new trainings" (Ministry of Education, 2004).

The education reform in Oman can be further traced to the Vision Conference: Oman 2020, which was held in Muscat in June 1995. The aims were to move the Omani economy into a new phase of training, leading to higher growth and prosperity. Education was seen as a key role player in the economic transformation plan.

Two items on the conference agenda were: Globalization of the Omani Economy and Human Resource Training, and upgrading the skills of the Omani workforce (Ministry of Information, 2009). The significant change was in the policy towards social and economic training. As part of the process of ensuring social process and economic prosperity, education became one of the top priorities for the government of Oman. Since 1970, there has been an ongoing task of ensuring the provision of education across all geographical regions of Oman (Al- Belushi, 1997).

As a result of these efforts, the number of training system of Education in Oman has been dramatically increasing. Table 1.1 shows the number of training program for school administrators

Table 1.1 *Number of Training Program for School Administrators*

Academic year	2006/2007	2007/2008	2008/2009
No. of Training programs	6	8	12

Source. Ministry of Education (2008).

As part of its educational reforms, the Ministry of Education in the Sultanate of Oman realized that its educational system needs to be revamped in order to cope with the technological and social change that had taken place since 1970 (Al Ghassani, 2003). This change was a result of the Government's "Vision 2020" Principles, set out at a conference in 1995 and the Government's Five-Year-Plan for the period 1996- 2000 (MOE, 1997).

In 2000, and in continuation of this training process, the Ministry of Education initiated the training plan for the Post-Basic Education level of Grades 11 and 12. The plan aimed at achieving several objectives such as to provide opportunities for its learning and mastery, acquire sufficient skills in international language within the framework of Islamic values, develop different types of problem-solving abilities, employ scientific thought in practical real-life situations, and acquire the ability to interact peacefully with others. Besides, contributing positively to social life based on a second knowledge of social rights and a full awareness of duties and responsibilities (Ministry of Education, 2008).

According to the Ministry of Education, the reasons for implementing the system of Basic Education, was to develop an educational system and improve its efficiency to fit the needs and tackle the challenges of a new era. In addition, ironing out the deficiencies of the current educational system; particularly, at the elementary level. This could be seen by providing basic educational needs for learners who have focused predominantly in theory of the cost of practical application, and fulfilling the objectives of the Vision Conference.

The Oman 2020 vision is to prepare the nation's human resources to face the challenges of the globalized era effectively in order to develop the country and maintain the Omani culture (Al-Harthi, 2002). The new factors of satisfying economic and educational needs were added to the government's strategy so as to meet the technological and scientific advancement of the country. The intended outcome was to prepare Omanis to participate positively in national training, and to face the challenges of the Twenty-First Century based on the country's needs. There are four bases for the aims of Omani General Education.

As stated in the sixth plan which was set by the Ministry of Education (1997), the first aim is to train the Omani citizens, enabling them to interact positively with the past and future. The second aim is to spread the culture of training in the Omani society. The third aim is to articulate the need in order to accept and implement changes. Finally, it is important for the Omani citizen to adopt scientific thinking in life, in the fields of science and modern technology (Ministry of Education, 2008).

It is further believed that basic education is intended to be a unifying force for all Omani citizens, providing basic education, or training, as preparation for the workforce, based on each individual's interests. Moreover, the qualitative reform which has introduced modern curricula, instructional materials and self-learning technologies in the primary classroom has been so enthusiastically received by all communities, that demand for enrolment in the reformed schools exceeds the availability of student places.

As part of the reform of basic education in Oman, there are two cycles. Cycle One consists of four years and Cycle Two consists of six years. When students complete their basic education, they then continue their education in Post-basic education for two years, or enrol in vocational training institutions. This program aims to impart many skills such as communication, numeracy, information and technology skills, and problem- solving skills, personal and interpersonal skill.

The structural reform involves reorganizing some directorates and departments and creating a number of high level and middle level policy committees. Many professional training programs and central task forces were formed with a clearly defined organizational structure. Not only that but a composition of membership, terms of references, and roles / responsibilities including specific tasks and time schedules.

Al-Rabiey, (2002: 10) argues that there is a clear evidence in this field where the Ministry of Education is engaged in adopting the following strategies to conduct a systematic analysis on central and regional levels; such as, the administrative, managerial, organizational structure, and channels of communication, information flow, lines of responsibility and the monitoring system.

The strategies are intended to develop a culture of communication, coordination, cooperation and information flow. It is also to establish a culture of institutional - organizational education and self-analysis; besides, introducing effective mechanisms of accountability and incentive. The strategy is also to set up standards of performance to restructure and renew the administrative system. This could be implemented by decentralizing the authority to make decisions at subsidiary levels, introducing a system of continuous monitoring, and evaluating the feedback. Plus, introducing a system of corporate decisions and effective implementation followed up with constructive feedback, so the new system is capable to develop the management.

Thus, the Educational Reform and the Training Plan includes revising the Ministry's organizational structure, and implementing measures aimed at enhancing the effectiveness and efficiency of its central administration. The Ministry of Education (1997) notes that the focus of these measures is on enhancing the capacity of the Ministry of Education by identify needs, formulating appropriate policies and programs and executing them effectively in the field.

Changes in the central administration and management of school education will, of course, have significant issues for the role of the school leader. The Ministry of Education has invested resources and initiated programs in establishing an Education Management Information System (EMIS), and has conducted a series of Monitoring Learning Achievement (MLA) studies in cooperation with UNESCO and UNICEF. (Al-Harthi, 2002; Ministry of Education, 2004,2007).

Building an effective EMIS, however, is a long term process, which entails successive stages, spread over many years, of critical skills training and capacity building processes, accompanied by concomitant activities that raise awareness, enlist support, promote interest and enhance the skills of the policy-makers, education managers and decision- makers at various levels of the educational system including head teachers (Ministry of Education, 1997). On the other hand, the state's decentralization process needs to be supported and resources need to be allocated to develop these programs further to the level of sustainable maturation. There is however, a continuous need to enhance the nation's capacity for information policy planning, project design and improved educational planning and management decisions since the overall efficiency, effectiveness and quality of the education system rests on the efficiency and adroitness of the central administration.

In this context, the number of school administrators has increased from the first five year plan to the seventh five year plan. In 2010, principals and assistants numbered 5809. The Ministry of Education's first six year plan permitted a flexible system of appointment to the post of school administrators. There was no hard and fast rule concerning their appointments. Generally, the school administrators are usually appointed from the rank of school teachers who often lack formal training in school management and administration. Apart from the basic or general requirements for the appointment to the post of school administrator, there were no specific procedures for

the selection of school principals from amongst the many teachers who met those basic and general requirements. This had changed beginning with the seventh six year plan. Clear guidelines were issued detailing several procedures for the appointment school administrators such as a national exam accompanied with an interview and ensuring that the candidate is properly qualified and has sufficient experience.

The school administrators are responsible for all aspects of management and administration at the school level. In most schools, there is one principal accompanied by an assistant whereas in others there is only the principal. Generally their roles and responsibilities centers on the following:

1. To implement all educational plans determined by the Ministry of Education;

2. To supervise teachers in order to ensure that the quality of teaching/learning in school is maintained;

3. To observe and supervise students' activities in learning, and matters related to discipline, sports, societies, and etc;

4. To maintain a good and effective relationship with parents and the public through the Parents Association (PA).

In light of this, it can be surmised that the fundamental roles of the school administrators in Oman pertains to instructional leadership, overseeing teacher and student personnel, school office management, facilities management, and community relationships.

As can be seen, the duties of the Omani school administrators vary. However, in spite of their multiple obligations, the objectives to which an administrator's actions are aimed toward fundamentally concern teaching and learning, and the general administration and management of the school as an organization in order to facilitate teaching and learning. Apart from that, the school administrators in Oman have to report

to the Governorate Education Office and Ministry of Education on various aspects of school organization.

Today, the demands of modern education have seen a change in the demands of school administrators. Today's school administrators can no longer fulfil the role of an instructional leader in view of the increasing specialization of the curriculum; as well as the increasing professionalism of the teaching professionals. (Ibid: 14).

In view of the increasing complexity of the role of school administrator, the performance of school principals in the management and administration of the school falls short of modern expectations. For this reason, in 1995 the Ministry of Education recommended the setting up of a training centre in the Ministry of Education and Governorate of Education to provide in-service training in educational management and administration in order to help candidates perform effectively and efficiently as school administrators.

1.3 Theoretical Approach and Conceptual Framework

This section discusses the relevant theories for this study. Cuttance (1985) argues that there are four frameworks which can be used to describe the orientations of research on the effects of organization over the last two decades. To recapitulate, these frameworks are: (a) the input-output framework (b) the organizational framework, (c) the institutional framework and, (d) the exemplary schools framework.

It is argued that two relevant approaches have been offered as guides for an organization's effectiveness. The first approach uses end goals while the second uses means goals. Within the goal approach, an organization is effective if the outcomes of their activities meet or exceed their organization goals. Within a system's theory, organizations are effective when they secure an advantageous bargaining position and acquire a disproportionate share of scarce and valued resources. An integrated goal and

system model of an organization's effectiveness emphasizes both the effectiveness and the quality of all aspects of the system, as shown in Table 1.2

Table 1.2
Theoretical Approach of the Study

Approach	Definition	When Useful
	An organization is effective to the extent that…	
Goal attainment	it accomplishes its stated goals.	The approach is preferred when… goals are clear, time bound, and measurable.
Systems	it acquires needed resources	A clear connection exists between inputs and outputs

Source. Adapted from Kim S. Cameron, "The Effectiveness of Ineffectiveness," in Robbins S. P, 2009. "Organization theory: Structure designs and applications" Upper Saddle River, New Jersey: Prentice Hall.

The goal-attainment approach states that an organization's effectiveness must be appraised in terms of the accomplishment of ends. It is focused on outputs. Successful goal accomplishment becomes an appropriate measure of effectiveness. The validity of those goals can probably be increased significantly by (1) ensuring that goals are received from all those having a major influence on formulating the official goals; (2) including actual goals obtained by observing the behaviour of organization members; and (3) viewing goals as dynamic entities that change over time rather than as rigid or fixed statement of purpose.

The effectiveness of training will ultimately be evaluated in terms of the organization's success in achieving its goals and objectives (Landale, 1999). "Effectiveness" has been the ultimate goal of successive systems theory, and organizational learning/ the learning organization, to name the more well-known approaches (West & Burnes, 2000).

The second approach is the organization systems theory in which the organization acquires inputs, engages in the transformation processes, and generates outputs. The systems approach does not just focus on specific ends but also the means needed for achieving those ends. A systems approach to organization effectiveness implies that organizations are made up of interrelated subparts. If any one of these subparts performs poorly, it will negatively affect the performance of the whole system (Robbins, 1990).

The systems approach looks at factors such as relations with the environment to assure continued receipt of inputs and favourable acceptance of outputs, flexibility of response to environmental changes, the efficiency with which the organization transforms input to outputs, the clarity of internal communication, the level of conflict among groups, and the degree of employee job satisfaction (Robbins, 1990). It should be noted that the systems approach advocates do not negate the importance of specific end goals as a determinant of organizational effectiveness.

One of the suitable models of system approach is a macro model of training and development validation by (Al-Khayyat and Elgamal,1997). They argued three main areas of training. These areas are input, process, and output. Al- Khayyat and Elgamal inferred that individual organization change depends on the quality of process and input to achieve the organizational effectiveness.

The macro model makes it possible to trace the determinants of outcome indicators along both the input and process variables. Each of output indicators are related to a unique set of inputs and process indicators. Infers that organizations need to focus on the set of input and process indicators that relate to the output indicators most desired. The macro model given in Figure 1.1 has the potential to be adopted in any training organization.

The context of macro training and development was about:-	Training and development climate	Training and development process	Individual organization change
Healthcare organization	Comprehensiveness of HRD perspective Resource allocation Long term HRD policies HRD strategic objective Management attitude towards implementation of new ideas	Needs assessment Participation Evaluation Design Implementation	Employee satisfaction Performance improvement Productivity and profitability Quality Customer satisfaction Motivation Applying learning knowledge, skills, and attitudes.
	INPUT	PROCESS	OUTPUT

Figure 1.1.A Macro training and development model (MTDM)
Source. Al- Khayyat and Elgamal (1997). Journal of European Industrial Training, Vol.21(3), p. 88.

In Figure 1.1, the macro training and development model shows three main variables and indicators in training which is climate, training process and organization change. This model can be adopted in any organizational training effectiveness, because it is related to systems theory.

This study focuses on professional training programs. The question here is, to what extent do these programs achieve their objectives and realize the effectiveness of school administrators, as well as, school effectiveness? Basically, the essential components in the professional training of principals are: improving skills in strategic planning, implementing processes, comprehending global training and its implications for education and the school leader, and shaping a personal vision for leadership and continuous training.

The central concern of this research is determining whether or not professional training systems have the ability, or capacity, to meet increased demands. O'Day,

Goertz, and Floden (1995) define capacity as "the ability of the education system to help all students meet more challenging standards," and suggest that system capacity can be enhanced by improving worker performance (e.g., teachers and administrators), increasing resources (e.g., personnel, materials, or technology), restructuring how work is organized, and/or by restructuring how services are delivered.

The conceptual framework for this study (Figure 1.1) is built upon the two aforementioned approaches and the macro model of training and training based on the systems approach by Al-Hayyat and Elgamal (1997).

In short, professional training programs aim towards achieving certain goals such as improving skill sets, knowledge, and attitudes for trainees. To explore if the programs are effective or ineffective, former studies identify 30 different criteria – all purporting to measure "organizational effectiveness" (OE) such as productivity, efficiency, profit, values of human resource, and managerial interpersonal skills.

Today OE requires multiple criteria and different characteristics, and it must consider both means (process) and ends (outcomes). The point is that evaluating the effectiveness of an organization is a widespread and ongoing activity. From a managerial perspective alone, judgment of OE is going to be made with or without agreement on a formal definition. When managers seek answers to whether things are going well, what needs change, or attempt to compare their organization with others, they are making OE judgments.

The following points describe each element as shown in the conceptual framework in Figure 1.1:

The input elements:

There are four main input elements for professional training programs that influence the quality of the training programs. The first is human resource policies, such

as improve training programs, standardized training plan, supporting decentralization programs, participation of targeted groups in determining the training needs and lastly, measuring the impact of training programs.

The second element is the objectives of professional training programs, such as to raise the performance efficiency on the educational, administrative, and technical dimensions of education, continuing to develop employees to achieve the goals of the Ministry, preparing Omani human resource with the ability of problem solving and decision making, and cooperating with the institutions, experts, and country to develop school administrators.

The third and fourth elements focus on the effectiveness of trainers, facilities, time, and environment in order to better understand how an organization achieves the aims of professional training programs by using effectiveness requirements.

The process element:

Training is usually planned using a process like that in Figure 1.1. This is often said to be a systems approach to training implying that the subsystems within the cycle interact. Hong (2006) argued that the systematic process is aimed at producing a progressive learning environment, encouraging the participant to acquire the desired standard of performance, and evaluating the learning experience. The four elements in the dynamic cycle of the system process are as follows:

Training needs:

In regards to training needs, there are three levels of training needs namely organization, job and person. The first focuses on an organization's objectives, the second determines the standards and what knowledge, skills and attitudes are required in order to achieve these standards, and the third focuses on person analysis or how well a particular employee is carrying out the various tasks which are necessary for successful performance. The training needs are determined by analyzing the knowledge,

skills and attitudes/behaviours that each job requires and assessing the degree of competence of job-holders to meet those requirements.

Training design:

Training design is deciding on a strategy to meet training needs (e.g., by designing courses/modules, suggesting various methodologies), deciding key learning points trainees must grasp and sending relevant learning materials (preview) to trainees. According to the Macro training and training model, the design phase also involves the assessment and selection of instructional methods, financial, human resources and techniques. Any program designed for "training of trainers" should have a component to enhance the instructional skills of the participants and to impart knowledge and enhance skills in the subject matter.

Implementation of training:

Implementing training is putting training into practice. Al–Khayyat and Algamal (1997) argued that several factors should be considered when conducting a training program such as detailing the participants' background and characteristics which relate to the pre-program phase, while other factors are related to activities required during the program implementation such as close observation of the instructor's behaviour and the learning experience created by the instructor.

Training Evaluation:

This element considers the formative evaluation to obtain immediate feedback from participants as short term evaluation. Al-Khayyat and Algamal viewed feedback as an ongoing systematic process aimed at the transmission of data and information throughout the entire training and training system. Feedback serves as a means of communication which requires great attention to be given to the "what, when, why and how" transmuting information among parties involved in training and training activities.

The outcome element:

Seven major elements form the focus of the conceptual framework to achieve the objectives of professional training programs. Firstly, productivity, which is often defined as the quantity or volume of the major product or service the organization provides. It can be measured by the individual or by the group or by both. Second is the quality of the facility or primary service provided by the organization that may take many operational forms. Third is the overall effectiveness or the general evaluation that takes into account as many criteria facets as possible. It is commonly measured by judgments from persons thought to be knowledgeable about the organization. Fourth is job satisfaction or the individual's satisfaction with the amount of various job outcomes that he or she is receiving. Measuring employee satisfaction involves evaluating how participants felts about the program (Kirkpatrick, 1983), and the extent to which employees were able to apply learned knowledge and skills. The fifth is motivation which indicates the strength of the predisposition of an individual to engage in goal-directed action or activity on the job. It is more akin to a readiness or willingness to work at accomplishing the job's goals.

The sixth is skills improvement. This involves two kinds of skills, managerial interpersonal skills, the level of skill with which managers deal with administrators in terms of giving support, facilitating constructive interaction, and generating enthusiasm for meeting and achieving excellent performance. The second is managerial task skills or the overall level of skills with which the organization's managers perform work-centred tasks and tasks centred on work to be done and not the skills employed when interacting with other organizational members. Finally there is training emphasis or the amount of effort that the organization devotes to developing its human resources. Al-Khayyat and Al gamal (1997) argued that the training and training system outcome covered what the organization gained from the entire system. They also added that the

training had become a strategic tool that made the achievement of strategic objectives possible.

1.5 Background of the Study

The training of educational staff is considered one of the important educational requirements for the success of any fresh education system. Therefore, the Ministry of Education in the Sultanate of Oman worked on establishing a newly comprehensive training plan for both basic and post-basic education systems. This plan will include all categories of the education sector starting from administrators, supervisors and ending with teachers. This type of training is prominent for the following:

- It enforces the principles for the decentralization of the training process.

- It makes training teams available at the regional level;

- It results in cost effective program (Ministry of Education, 2008).

When the Ministry of Education decided to develop educational leaders, supervisors sought to improve the learning-educating process and improve the educational findings. The planning of professional training had already begun in an integrated manner with multiple means of its educational elements including the school principals and their assistants (Al Harthi, 2006). Therefore, it is necessary to improve and conduct courses, workshops, meetings, conferences, lectures, brochures and academic qualifying programs continuously. This study sheds lights and focuses on the effectiveness in professional training programs for school administrators. Thus, professional training is known as the vital artery in the heart of any foundation. Through professional training it is possible to improve the abilities and skills of the employees, enhance their competencies to develop their work, increase their productivity, and add to their findings (Al Harthi, 2006).

Furthermore, educational foundations have achieved great results in increasing the abilities of school leaders, through continuous training in the education system, which

covers international training, appropriate professional training programs and evaluation schemes,and continuous improvements, and a comprehensive and objective vision on how we can best execute the training programs. If we can determine the points of strength to build upon and the weaknesses to improve upon, the design of the training program will be capable of achieving the effectiveness required (Assaf & Hamdan, 2000).

It is the major complex issues involved in developing a school leadership program for effective school leadership (Reilly and Brown, 1996). Many education systems indicated that the management task force looked into the improvement of educational leadership. The issue had become increasingly clear that strategies must be devised to provide feedback on the effectiveness of programs to school management (Daresh and Marsha, 1992).

To explore the existing employment training of school administrators, their strategies and the training obstacles, as specified by the administrators themselves (Al Mahroqi, 2003) was to investigate the grounds of employment training, for the secondary school administrators in the Sultanate of Oman. The main outcomes were that most of the used strategies on developing performance were individual training and directed brochures. This explains why the researcher suggested the need for "nurturing" professional training of secondary school administrators.

There is no doubt that the professional training of directors has a great impact on the students' outcomes. However, some changes were noted when reviewing the evaluation of the school administrators' training programs. This evaluation is based on the trainees' point of view. It is recommended that the necessity of intensifying the training programs and connecting them to the employment promotion can increase the dedicated dependency on educational training.

Pitner (1987) characterizes the effectiveness in-service as; presentation of theory, modelling, practice, feedback, and coaching. She makes several recommendations for administrative staff training which is based on research of the work of the principal and adult training. These recommendations are:

a) allow administrators to personalize their training,

b) include opportunities for administrators to reflect their actions,

c) incorporate modelling and skill demonstrations in workshops, providing opportunities for administrators to practice skills in the training session / workplace, and receive productive performance-based on feedback,

d) include a component for the training of trainers such as skills, knowledge, ability to motivate learning, capacity to communicate ..etc.

e) offering a balance between training for the purpose of solving immediate problems and training for cognitive training, and

f) evaluating the outcomes of all staff training.

Furthermore, the results of these studies indicate that the main strategies affecting the training were meetings and foreign society memberships, individual evaluation, school training evaluations, exchanging of experiences, and feedback from others. The most important requirements are conflict management and supervision, information technology and curriculum, time management, social relationships, pressure, crisis management, and finally team leadership. In addition, it is believed that professional training exercises will assist educational leaders in exploring the relationship between developing the skills of professional directors. Thus, enhancing the leaders' skills and abilities will in turn directly have a great impact on student academic achievement (Assaf & Hamdan, 2000; Daresh and Marsha, 1992).

Osigweh (1986) indicates that the performance of the training programs in institutions of higher education emphasizes the outcomes by assessing the quality of change that occurs in both individual and program performance. A research was conducted by Harding in 1990 to determine to what level did centre managers in educational and industrial fields have received training for these posts, and what are the most common principles underlying effective training. The findings show that it is by no means possible to satisfy centre managers' demands since 92% of the respondents in this study were in favour of training, while 40% were interested to get such training but in vain. The department of educational service was quite weak, as the training was only reserved for senior management, leaving centre managers out of the program.

Preston (2010) investigated the literature on high level *training evaluation* has accurately reflected the expectations of organizational leaders regarding *training evaluation* reports. This qualitative study used a multi-site case study method to examine the *training evaluation* practices. The case study began with a survey sent to the head human resource development professional in each of the target organizations to understand *training evaluation* practices. Follow-up interviews with human resource development professionals were held with six of the eight organizations. The results responded to the survey that also measured level four (result) or level five (return on investment) *training evaluations*. The findings of the study indicated that while leaders did not always request high level *training evaluation* data, they found that the data had great value when given to them.

Ilecki (2010), in his research showed that organizations that had a written policy related to training and evaluation programs had more success at evaluation through levels. If organizations do not require training programs to be evaluated even at its simplest level, Level 1, then trainers will forego this step as indicated in the data. He recommended developing and implementing a formal evaluation policy and

recommended that staff continually participate in learning forums to enhance their skills in order to plan, implement, and evaluate training programs more effectively.

All the reviewed studies recommend the need for professional and educational training programs for school administrators due to weaknesses that were noticed in the functional educational training of training programs for school administrators. In regards to previous studies, indicate that the reason for weakness was the content of the program, the weakness of their execution methods, and the unqualified trainers who do not meet the organizational, functional and individual requirements expected from them.

1.6 Statement of the Problem

Education is undergoing a constant continuous change on various levels; from the school, the principals, the teachers, the input and output variables, the goals of the school, the social and economic environment. Our education system faces the challenge of re-educating the current principals while preparing a new generation of school leaders to obtain their positions (Levine, 2005). The job of a school leader has been transformed by many factors; such as, extraordinary economic, demographic, technological, and global change. Our school administrators require extra advanced skills and knowledge, as these administrators have to lead their schools in: priorities, finances, recruitment, curriculum designs, pedagogies, learning resources, assessment methods, technology, and the use of time and space. According to Huang (2002), school reform inevitably will influence the power structure of schools. Those principals who are unable to share power will face conflicts with the Teachers Review Committee.

There are basically two main options available for the preparation of school principals. These options are to identify and prepare *potential* principals before they are appointed. In other words, they are to provide training for *practicing* principals after their appointment. International researches show that new principals experience great

difficulty in adapting the demands of the role. The process of professional and organizational socialization is often uncomfortable. This is mainly because leaders adapt the requirements of their new posts. The development of the knowledge generally attributes and skills which is considered necessary to lead effectively, requires systematic preparation. A growing body that is prepared effectively makes a difference to the quality of leadership and to school and pupils outcomes (Bush, 2008; Lumby, Crow, & Pashiardis, 2008).

In Japan, Muta (2000:464) explains that "The leadership and management skills of school principals are indispensable. However, the current requirements for those positions are very strict, a case that makes it very difficult to find qualified persons". In addition, he wonders whether if it is possible for principals to carry out such non-traditional tasks.

Policy makers in Hong Kong have recently moved to promote further professional training of principals. Although the rhetoric of principal training and training has been present for 10 years now, few substances have actually been provided, except to small specific groups. That is why in 2002 Hong Kong adopted the policy of Continuing Professional Training for School Excellence (Education Department, 2002a) and presented a more coherent framework for principal training. This training aimed at meeting the needs of Hong Kong's practicing, plus aspiring principals at various stages of training.

A report by Levine (2005) concerning education leaders in the USA indicated that there is neither a systematic research documenting the impact of school leadership programs on the achievement of children in the schools, nor a system that the graduate of these programs can lead. The collective educational administration programs are the weakest of all the programs at the national educational schools.

In Baku, Azerbaijan, "principals do not receive training in subjects; such as, finance, leadership, school law, facilities planning, or school-public relations. However, they mainly focus on curriculum requirements, student learning, and maintaining order at schools", (Reilly & Brown, 1996). In Soviet Union in the past, there were school-community relations, though, since the collapse of the system, those ties have disappeared.

In Minsk, Belarus, although programs cover general ideas of managing the organizations, they do not go into specific details of school management. Therefore, we need to prepare school administrators in areas; such as, policy, leadership, financial administration, organizational structure, personnel appraisal, communication and community/public relations, etc. There is a need for school administrators to specify and raise their needs and concerns.

Furthermore, many previous researches suggest that school leaders may come from non-traditional backgrounds (Slenning, 1999). Such leaders may require special training programs to manage schools effectively. According to Sackney and Walker (2006), school principals require skills with respect to group process, communication, conflict negotiation, and data management. Cunn and Holdaway (1986), also point out the existence of a positive relationship between the skills and the knowledge of school principals. It is agreed that there is one organizational factor which affects school performance; this factor is the leadership of school principals (Leithwood & Montgomery, 1982).

In this respect, the Ministry of Education points out that the management and administrators of some schools in Oman are classified less than satisfactory. It attributes this situation to the lack of skills and knowledge, besides, the lack of training in school administration. For example, the number of employees with proper qualifications in

educational administration is very low. Moreover, the availability of courses in educational administration is also limited.

Many previous studies have indicated that principals still find themselves having problems with training programs. They found that most training programs have more theory than practice (Al Yaqubi, 2003). Perhaps this is because many school principals have less administrative skills and technical competencies (Al Harthi, 2006). Document analysis (2007-2009), emphasized that the majority of training programs meet the basic needs of training; such as, philosophy of basic education, educational system, and basic techniques. The essential weakness in the evaluation of training programs is basically depending on direction evaluation (document 2007/2009). There is an absence of real and effective planning, a case that affects the candidates need for training.

In light of such concerns, training programs must be rectified to better suit the practical demands of school administrators. In such way, they can empower principals to handle the complex tasks assigned to them. Traditional roles of the school principal have been modified and new roles have been added to keep up with changing times. It is pertinent to continuously ascertain whether school administrators are given sufficient support and training to perform these new and relatively complex tasks. Besides, if training is provided, to what extent is it effective?

Effectiveness can be evaluated through an assessment of participants. As a result of undergoing a professional training, the evaluation could be made according to how participants perceive the program by means of determining the developments in the skills sets, knowledge, and attitude.

1.7 Purpose and Objectives of the Study

The main purpose of this research is to investigate the effectiveness of professional training programs which was presented to the school administrators in the

Directorate of Education of the Muscat Governorate in the Sultanate of Oman as perceived by the participants themselves. These programs were designed to achieve the educational aims of developing the educational, technical and the academic skills of administrators. The objectives of this study reflect the gap between the expected performance and actual performance.

Specifically the research objectives are:

1. To identify the types of professional training program available for school administrators in Muscat;

2. To determine the level of the effectiveness of professional training program, specifically by developing the skills, ability and attitude of school administrators in Muscat;

3. To analyse the constraints that hinder the effectiveness of professional training program in Muscat;

4. To examine the suggestions that can improve the educational training program for school administrators in Muscat.

Professional training programs are assumed to be necessary for the training of skills, knowledge and attitude, as well as for the continuous improvement in the efficiency and effectiveness of school administrators.

1.8 Research Questions

This study is designed to explore the effectiveness of training programs in terms of the changes in attitudes, knowledge and skills as perceived by the participants. This exploration could be noticed as a result of the participant's attendance to the professional training in Muscat in the light of developing the basic and post-basic educational system in the Sultanate of Oman.

The study is designed to answer the following questions:

1- Are there opportunities of professional training programs available for school administrators in Muscat's Governorate of Education?

2. What are the levels of effectiveness of professional training programs in developing the skills, abilities and attitude of school administrators in Muscat?

3. What are the constraints that obstruct the effectiveness of professional training programs for school administrators in Muscat?

4. Are there any significant differences in responses regarding the effectiveness of professional training programs for school administrators in Muscat according to gender, experience, qualifications, and occupation in terms of changes in attitude, skills and knowledge of school administrators?

5. What are the essential suggestions by school administrators for improving professional training programs for school administrators in Muscat?

1.9 Rationale of the Study

This study is considered the first and leading study concerning the professional training programs offered to school administrators in Muscat's Governorate of Education. So far, no researches has been undertaken to evaluate the effectiveness of these training programs for school administrators. Therefore, the outcome of this study will provide an in-depth understanding in how to improve the quality of school administrators, which will successfully, addresses the effectiveness of the education system.

The official reports of professional training programs that were presented to school administrators show lower than expected results of school performance and indicated the lack of availability of scientific studies that address this issue. Criteria for judging the effectiveness of training programs for school administrators has yet to be

conducted in order to develop and improve professional training. The majority of previous studies on professional training programs have somewhat shallowly used questionnaires to draw their conclusions rather than interviews, observations or document analysis (Ministry of Education, 2008).

Furthermore, professional training program for school administrators are a continuous process to develop these programs. Training programs play a major role in improving skills, knowledge, and attitudes of school administrators. Provision of feedback as part of a continual monitoring, revision and improvement process will illuminate future funding initiatives.

In other words, there is no study concerned with the effectiveness of professional training for school administrators, despite the existing study that is concerned in evaluating specific training programs. This study helps to fill in the gap in existing literature.

The study is aimed at investigating professional training programs designed to meet the requirements for school administrators in the Muscat Governorate of Education(MGE). This is accompanied with an evaluation on the efficiency of professional training programs for school administrators.

1.10 Significance of the Study

The significance of this study manifests in re-organizing professional training programs for school administrators in Muscat's Governorate of Education to improve the basic and post-basic skill required for school administrators. Identifying the strengths and weaknesses of the programs offered can enhance the effectiveness of professional training programs. The study potentially contributes to the development of a theoretical framework for professional training programs where school administrators in Oman can make use of.

Practically speaking, the findings of this study could be used in planning more effective training programs for school administrators. These results will enhance the performance of staff in terms of relevance, reliability, and valid data. They will also assist in making justifiable decisions on how to improve programs and other solutions. Moreover, they will determine the best course to achieve organizational goals, and whether current goals are effective or not. The framework of this research provides the basis of designing, developing, and implementing project management plans.

Furthermore, formulating suggestions and recommendations should be of value to Muscat Governorate of Education (MGE) and the Ministry of Education in the Sultanate of Oman. Such suggestions and recommendations can be seen in terms of designing and conducting training programs for school administrators. They also can satisfy the process of meeting the demands of participants.

In this context the findings involved some analysis based on a number of responses in meetings, conferences, and educational researches. It aimed at ensuring the provision of professional training to administrators that incorporate the necessary skill sets required by the Ministry of Education in the Sultanate of Oman.

1.11 Limitation of the Study

The area of effectiveness in professional training programs has been covered by many sectors or organization. For instance, the educational sector has been examined through the views of supervisors, teachers, and students, Al-Harthi (2006). However, this study focuses solely at the professional training programs for school administrators in public schools managed by the Muscat Governorate of Education in the Sultanate of Oman. This means that this research focuses on principals and their assistants and their ability to perform the tasks expected from them.

Since the samples that are taken from this study are mainly limited to schools in the Muscat Governorate of Education; thus, the results of this study cannot extend to other educational regions. However, the findings provide a clear picture of programs that have been administered in Muscat. Furthermore, the measurement of this study in evaluating professional training programs will be obtained through the feedback of participants. Therefore, there is a possibility that some responses are bias.

1.12 Definition of Terms:

Several terms are used throughout this research which should be properly understood. Brief definitions are provided in this glossary to aid the reader in their understanding and interpretation of the study.

Effectiveness:

This refers to the experience and how participants change their feelings when gaining skills, knowledge, and attitude, as a resulted effect on the participating school principals brought by the professional training programs. Effectiveness refers to the ability to achieve the objectives of the organization program.

Professional training programs:

Professional training programs should be viewed as a group of activities intended to develop individual school administrators so as to allow them to understand the nature of their jobs. It is an in-service training with the intent of updating the administrators' skills and knowledge base, allowing everyone to get charged up for the school thus allowing them to enhance their abilities of becoming better leaders in the school, and assisting the school in adapting to the changing environment.

Basic Education*:*

This term refers to the new system that covers a ten-year span, which is divided into two cycles. The first cycle consists of grades 1-4 (age 6 -10) and the second grades

5-10 (age 10-15). This is followed by two years in secondary education called post basic 11-12(age 16-17). This system considers the framework of developing education in the Sultanate of Oman. It is designed to continue the training of basic skills suitable for employment and career planning. The training of employment skills and career planning enables students to take advantage of learning, training and work opportunities that are available to them after completing their schooling.

Administrators:

In this study, the term refers to the principals and the assistants of school administrators who are either technical or administrative.

Needs:

Need is the discrepancy between an actual state and desired state or the gap between the expected professional performance and actual performance in a work setting.

Governorate:

Governorate refers to the general directorate of education in the Muscat Governorate.

1.13 Summary

This chapter describes how professional training programs (PTP) are perceived as a possible solution in improving individuals' performance. The study aims at providing an insight into the effectiveness of the PTP in general through an evaluation of these programs. The study also provides a clear picture of what may improve the efficiency of the PTP. This chapter has endeavoured to describe the primary intention of this study in determining the effective professional training for school administrators through an evaluating of these programs offered in the Muscat Governorate of Education. It has detailed the conceptual framework of the study which adopted effective approaches; such as, the systems and goal approaches. It is hoped that this study will provide a clearer picture of professional training in Muscat. It is also

expected that the results of this study will be used for future planning of more effective

and efficient programs for school administrators.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

In studying the effectiveness of professional training programs (PTP) for school administrators according to; participants, information, and analysis of the role of school principal is considered a fundamental trait to achieve the effectiveness of schools in the Sultanate of Oman. This chapter presents a review of a number of aspects related to the effectiveness of professional training programs for administrators. It is organised into several sections starting with an analysis of the main term "effectiveness", and followed by how the efficiency of PTPs reflects on the effectiveness of schools and leadership.

A review of the concept of professional training programs is undertaken wherein several approaches and models for determining the level of effectiveness required of PTPs according to the theory of organization effectiveness. This is followed by a review of studies that address the effectiveness of PTPs for school administrators.

2.2 Effectiveness

Effectiveness is considered a central concept in administering any organization. Schools and training programs along with all who shoulder the core responsibilities of an organization depend heavily on effectiveness. Effectiveness can be defined as the degree to which an organization realizes its goals. The most important element in the organization of an educational system such as schools is the effectiveness level of the organization. The following details several of the fundamental constituents of effectiveness.

To determine the level of effectiveness, several procedures are required. Amongst such procedures, a clear and a comprehensive understanding of the problem should be identified and addressed. Besides, participants' opportunities should be measured along

with the difficulties surrounding the effectiveness of professional training programs. In addition to all that, there should be an examination of the program's outcomes. The main three purposes behind all these activities are first, to provide a basis for continual program improvement; second, to provide a common database for analysis; and third, the program effectiveness.

2.2.1 School Effectiveness

The organization for school effectiveness and improvement in many countries have largely been a response to the influences and needs of social, economic, and political developments in a fast-changing regional and global environment. School effectiveness refers to the performance of the organizational unit called "school". The performance of the school can be expressed as the output of the school, which in turn is measured in terms of the average achievement of the pupils at the end of a period of formal schooling (Sammons & Mortimore, 1996:258). It is one in which students programs further than might be expected with respect to its intake". This definition suggests that an effective school should add additional value to student capabilities in society or comparison with other schools with similar intakes (Sammons, 1999:76).

Previous studies have defined the concept of school effectiveness defined in a uni-dimensional fashion. Schools that scored under or above a national standard or those who produced worse or better outcomes than could be expected on the basis of student intake characteristics were defined as less or more effective school (Creemers, 1994). Researches on school effectiveness has played a significant role in the last two decades, validating the belief that schools make a difference and have helped discover many conditions and strategies that can lead to improved school effectiveness. Numerous studies argued that the difference between an effective and ineffective school can be attributed to causes such as strong leadership, a high degree of control or discipline,

high staff expectations for student performance, standardized achievement in reading and mathematics, different student subgroups, as well as positive social and economic family backgrounds.

Research in school effectiveness has seen a recent rapid development. Recent research has focused on effectiveness as a dynamic, not static, set of relationships and has moved away from seeing education as an inherently stable set of arrangements towards one that sees the various "levels" of the educational system interacting and achieving variable outcomes (Creemers & Kyriakides, 2008).

In the late 1990s, the "New Labour" government in the UK used school effectiveness and teacher effectiveness research as the foundations of its National Strategies (see Reynolds, 2010a; Sammons, 2008). There have been links between school effectiveness and the Dutch National Inspection Framework, and some evidence of governmental interest in Germany, Finland and some Latin American societies.

Hong Kong, India, South Korea, Singapore, Taiwan, Malaysia, and China, argue numerous initiatives to improve the internal school process such as improvements in school management, teacher quality, curriculum design, teaching methods, evaluation approaches, facilities, and environments for teaching and learning in order to achieve school effectiveness (Abdullah, 2001; Kim, 2000).

In Australia, balancing centralization and decentralization in decision-making constitutes a major area of focus in regards to school effectiveness and school improvement (Caldwell, 2006). Australian researchers agree that effective schools shared some features, one of them being outstanding leadership (Hill, 2001). Bosker and Scheerens (1997) listed in their review of seminal studies (those meeting specific methodological criteria) 719 factors that had been found to be associated with effectiveness but in a meta-analysis (Sammons et al., 1996), these were reduced to

factors such as professional leadership and school management. Levine and Lezotte (1990) focus on a five-factor model of school effectiveness involving:

1- Principal's leadership ability to set goals;

2- A pervasive and broadly understood instructional focus;

3- Conducive environment for teaching and learning;

4- Teachers with high expectations and a belief that all students can learn;

5- Pupil achievement routinely measured for program evaluation.

Much of the literature on school effectiveness has identified several factors of school effectiveness, among them are curriculum and teaching-learning, staff development, student welfare, school premises and facilities, finances and assets, parental involvement and community relationship and knowledge, and the skills and abilities of school leaders (Bell, 2002; Brent & Ellison, 2001; MacBeath, 2001; Levine and Lezotte, 1990).

A review of the literature also shows that researches argue over several areas which serve where effectiveness and improvement in schools will head towards next. These areas focus on developing a wider range of skills and qualities for a fast changing environment, emphasize learning and consider implications for teaching, listen to the pupil's voice, facilitate deep learning of teachers, promote self- evaluation, emphasize leadership and management, ensure high-quality critical friendship, build communities, networks and partnerships, take a 'connected' approach to improvement, and strive for sustainability of improvement.

Caldwell and Spinks (1988) focus on areas of highly effective schools. They defined these areas into domains such as curriculum, decision-making, leadership, resources, outcomes, climate, and processes. Mathar (2010) indicated that the differences between high and low performing schools were in teacher motivation as

well as the extent to which principals adopted the instructional leadership style. He added that these factors affected school performance.

MacBeath (2001) noted that several areas serve as the next dimensions for effectiveness and improvement of school. These areas focus on developing a wider range of skills and qualities for a fast changing world, and emphasize leadership and management. In Hong Kong, India, South Korea, Singapore, Taiwan, Malaysia, and Mainland China, numerous initiatives very evidently target improving factors of internal school processes such as school administrators in order to achieve improved school effectiveness (Abdullah, 2001; Kim, 2000).

In the sultanate of Oman, the Ministry of Education has invested resources and cooperated with UNESCO and UNICEF for school effectiveness. However, it is a long term process which entails successive stages, spread over many years of critical skills training and capacity building processes, accompanied by concomitant activities that raise awareness, enlist support, promote interest and enhance the skills of the policy-makers, education managers and decision-makers at various levels of the educational system including head teachers (Ministry of Education, 1997).

On other hand for example, the process of decentralization to raise school effectiveness, needs to continually supported and allocated resources to develop to the level of sustainable maturation. There is however, a continuous need to enhance the nation's capacity (Islamic or Arab countries) for information policy planning, project design and improved educational planning and management decisions, since the overall efficiency, effectiveness and quality of the education system rests on the efficiency and adroitness of the central administration. There is a need to build a framework which supports the effectiveness of schools.

Cuttance (1985) argued that as for the framework for research on the effectiveness of schooling, four frameworks can be used to describe the orientations of research on

the effects of schools over the last two decades. To recapitulate, these frameworks are: (i) the input- output framework (ii) the organizational framework (iii) the institutional framework and, (iv) the exemplary schools framework.

In short, the implication of the school for future research are that studies comparing schools in their effectiveness or improvement will need to take much greater account of the multiplicity of learning experiences which children and young people have outside school. We will have to take greater account of contexts, opportunities and constraints on learners. Fundamentally, understanding what combinations of experiences best promote the learning of different people cannot be achieved without understanding the effectiveness of school administrators.

2.2.2 The Effectiveness of School Administrators on School Improvement

Nowadays, effective principals are the basis of school effectiveness and have a great impact on school development, improvement, and the community over all. That means someone who can manage, change, or lead change must have at least the basic capabilities of a leader. The skill of handling change is learned through knowledge, skills, and attitudes which basically principals acquire from managing schools.

The job of school administrators has been transformed by extraordinary economic, demographic, technological, and global changes. The country now requires an extra educated population. Having a job in an information society, one should keep in mind that our children need more advanced skills and knowledge than what was required in the past. Education has been turned into one of the most powerful engines that drive our economy. In a rapidly changing environment, principals and superintendents do not serve anymore. They are being called on to manage in the redesigning of their schools and school systems.

In an outcome-based and accountability driven era, administrators have to lead their schools and think positively of goals, priorities, finances, recruitment, curriculum, pedagogies, learning resources, assessment methods, technology, and the use of time and space. They have to recruit and retain top staff members and educate new employees to understand and become comfortable with an education system that may experience dramatic changes. Moreover, they should improve their professional development to be effective. Besides, they need to prepare parents and students for the new realities and provide them with the necessary support for success. Finally, they are to be engaged in continuous evaluation and school improvement, create a sense of community, and build morale in a time of transformation (Levine, 2005).

Pont et al. (2008) argue that effective school principals can make concerted efforts towards developing and maintaining a focus on academic improvement and student learning while safeguarding teachers from all sorts of interferences from within and without. They added that successful principals consistently strive for availing the best human resources, innovative ideas, creative programs, and comprehensive curricula that could be catalytic towards objective-oriented teaching learning while focusing on an ongoing strategic plan conducive to contemporary and future challenges. Principals in the role of an effective organizer ensure promoting a participatory approach by actively engaging parents, teachers, students while mobilizing the entire community for eventually turning the school into an effective centre of learning and development (Pont et al., 2008).

Effective principals make sure that they collect as well as process, fine-tune and update essential data pertaining to their respective communities for creating an enabling environment towards student learning and academic improvement (Alam et al., 2010). They focus on building teachers' professional skills through customized training, both on job and through other professional training outfits. Effective principals also excel in

time management and enhancement of their schools' financial resources for providing incentives to their teachers' ensuring their sense of ownership, longevity, increased knowledge as well as optimal contribution towards students learning.

Moos (2003) indicated that effective school principals require enormous energy, sensitivity, a love of people and the capacity to tolerate ambiguity and work with paradoxes. Articulated personal values and sophisticated interpersonal skills are as necessary for the job as the technical knowledge and skills needed to manage the school's operations. It has been acknowledged that school is one of the most demanding places for exercising leadership. In short, one of the main purposes of school leadership is to empower and enable staff and students to assume the responsibility for learning, acting and collaborating in school and outside school.

Effective school leaders recognize that sharing their aims and vision with staff and pupils is an important part of their role. Principals must ensure that staff and pupils can meet their individual objectives and recognize and emphasize the ethos of achievement, as well as avoid a culture of blame, and promote their own development and strengths on a school basis. They identify and develop everybody, stimulate staff and pupils, inspire them for achievement, delegate some of their power, and provide encouragement for staff and pupils to take responsibility for their own work (Al-Hammami, 1999). Heather (2012) found that principals' attitudes create an atmosphere for learning, often referred to as school climate, which influences school effectiveness. She added that the relationships of principals, as the school leader, strongly and directly affect teachers' attitudes, which define the schooling climate.

In short, concerns regarding the influence of school administrators on school effectiveness are by no means newly introduced. In the 1980s a five-factor model of school effectiveness became widely accepted (Levine & Lezotte, 1990, cited in Reynolds, 1995:3). One of these factors was the administrators' ability to set the goals

of school effectiveness. Creemer, (1994) argued that in the 5-factor' model of student achievement, there are five school characteristics of educational achievement; namely, strong educational leadership, high expectations of student achievement, an emphasis on basic skills, a safe and orderly climate, and frequent evaluation of pupils' progress. As well as, school administrators activities like decision making processes, dealing with conflicts, problem solving, supervising, personal awareness, communicating, managing stress, personal organization, developing others, team building, clear system thinking, strategic thinking, planning, organizational culture, managing resources, managing projects, global perspective, leadership vision, environment and industry issues, public relations, interpretations of regulations and instructions, as well as the everyday routines at school have to be brought in line with these school improvement (Moos, 2003:44).

To realize the above tasks, effective school administrators need numerous features because the quality of a principal is critical to school effectiveness. Educational transformation relies very much on the passion, energy and skill of the school principal. Bush and Foreman (1998:323) express that "The quality of the head is the single most important variable in school effectiveness". The good principal requires deep human qualities, beyond conventional notions of authority. Thus they require attitudes and behaviours which characterize and relate to humanity. In this context the extensive empirical efforts of quantitatively oriented school effectiveness research – mostly in North America, Great Britain, Australia and New Zealand, and in Scandinavian countries – have shown that school administrators are a central factor in school quality as well (Moos & Huber, 2007). The central importance of school management is therefore one of the clearest messages of school effectiveness (Gray, 1990).

High quality of school principals becomes evident in many ways. To be a more effective school leader, a requirement that is to be demonstrated at a number of levels, school leaders are most effective when they ensure that teamwork is the most important

aspect of management, create a strong sense of mutual trust, respect and support staff, become proactive in implementing change, use persuasion and influence, consistently raise the expectations of pupils and staff, develop a clear and rational vision, understand and treat staff as valued individuals, and inspire and empower staff and pupils. In light of this it is safe to say that the essential role of school principals in effective schools and successful school improvement processes has been firmly established (Hallinger, 2003a; Hallinger & Heck, 1999). Over a decade ago, Sammons, Mortimore, and Hillman (1995:8) concluded that, "almost every single study of school effectiveness has shown both primary and secondary leadership to be a key factor".

Leithwood and Riehl (2003) echo the findings of the effective schools research when they contend that if you "scratch the surface of an excellent school . . . you are likely to find an excellent principal." Likewise, Barth (1986:156) reports that a growing body of literature suggests, "behind every successful school is a successful principal".

Drake and Roe (2002) and Pierce (2000) call the principal as "the passport to school success," they emphasize that contemporary models of school reform acknowledge many roles of the principal (e.g., organizational manager, staff team leader, promoter of teacher development, instructional leader, and community leader). On the same direction, Hallinger and Heck (1998) state that meta-analysis and studies need to have a clear concept to measure principals' leadership as an independent variable, and an explicit measure of school performance as a dependent variable. Studies published in the United States suggest including studies conducted in other countries in order to provide an international framework.

In conclusion, the central importance of school administrators is, therefore, one of the clearest messages of school effectiveness research (Gray, 1990). Developing school principals is deeper than occasional or need-based interventions. It takes shape through both formal and informal processes at all stages of principals' practices in a sequential

as well as contextual manner. The Ministry of Education in Oman hopes to achieve improved school effectiveness by developing the roles and responsibilities of school administrators and improve educational findings to cover the present and future requirements. The following is a review of literature regarding the role of school administrators in achieving school effectiveness with particular emphasis on their changing role.

2. 3 The Changing Role Of The School Administrators

In order to understand the process of school principals, it is necessary to analyze the role, and the responsibility of leaders in schools. These roles require different emphasis in different situations according to the nature of the group. The same school principal's position may also change over a period of time. The overall quality of principals within a school should be closely related to the quality of their performance. The evidence from school inspection and other research suggests that the best school leaders demonstrate a similar strong performance through similar characteristics namely focusing on learning, developing and sharing the same vision, developing personal credibility, prioritizing, building alliances within and beyond the school, demonstrating interpersonal skills; delegating and sharing leadership, being responsive, developing teamwork, and being committed and purposeful (Al-Belushi, & Al-Kitani, 1997).

In fact there is no simple definition of the role of school administrators. But the general conclusion about the role of school administrators is one of increasing complexity and difficulty in definition. The roles of principals have evolved and changed over the past 150 years. During the twentieth century, professional literature and practice identified both instructional leadership and bureaucratic management as core role elements. In the last twenty years, school reform initiatives have dramatically expanded and transformed the role. Empirical studies in the early seventies found that

the role of school principals in England has changed primarily due to the increased size of the English comprehensive school.

An increase in school size and enrolment, as can be seen in the comprehensive school system in England due to the merger of smaller schools, parallels the situation in Oman wherein the basic education system was applied due to the rapid expansion of the education system in the last three decades, making the management of these larger school units more sophisticated and therefore more difficult. These changes within the school will inevitably lead to change in the role of school administrators. Most countries are seeking to adapt their education systems to the needs of contemporary society. As such, the expectations for schools and school leaders are changing. Many countries have moved towards decentralization, making schools more autonomous in their decision making and holding them more accountable for results.

As a result of these trends, the function of school leadership is now increasingly defined by a demanding set of roles which include financial and human resource management and leadership for learning. Thus the greatest influences on the role of the principal in many countries are decentralization and the move toward school based management. Such reforms generally encapsulate school restructuring, school-based curriculum development, school development planning, increased teacher and parent involvement in decision-making and the formation of school councils. Other aspects may include delegated budgeting and human resource management, centralized curriculum planning using a learning outcomes framework, increased accountability to the central bureaucracy, increased parental choice of school, and greater competition between schools for students (Dowson et al., 2003).

Numerous studies have researched the extent of change in the roles of school administrators. Hill (2001) reported that almost all the school principals who responded to the questionnaire cited paperwork as a source of change in their job. The mean

estimate of paper workload is 25% or ten hours of the principals' work week. As a result, they spent slightly less time on supervising the teaching process and teaching issues, have less time to interact with teachers and students, and are more rushed in those interactions that do take place. The school principal now has less time to be an educational leader. More and more responsibilities have been added to the role without any being taken away. In view of this work pressure and changes in role of the school principal, Hill (2001) suggests training programs as a way to help school principals in the United States.

Furthermore, the evidence put forward by American and Europe research indicates that the role of the school principal is becoming more complex and overloaded. Fullan (1982) argued that there is less time to devote to curriculum development and supervision of the teaching process. There exists some conflict between the role of the school principal as administrator and the school principal as change-agent. As a "professional administrator" there is a need today for the school principal to be viewed as both the leading professional in the development of the school and chief executive in the running of the school. As pointed out by Buckley (1982), the major problem of school management is that of managing the present while preparing for the future at the same time. These findings highlight the changing role of the school principals and provide a useful framework and conceptual basis for designing a training program for the school administrators.

Today, all knowledge driven institutions need a strong leader at school. It is generally acknowledged that school administration must use evidence and information to support important decision making for development planning of schools. Knowledge models in schools therefore need to be supported by clear policies from the school principals which mandate the acquisition, analysis, sharing and use of information in all meetings (Abdul Hamid, 2007). Many modern education reforms require administrators

to transform their roles and take on new responsibilities and adopted the structural changes in the way of school governance policies and efforts to encourage greater parent and community involvement; all these require educators to change the way they go about their jobs and redesign the culture in which they work (Guskey, 2000).

Therefore the important role of school administrators responsible for setting the vision for knowledge management requires establishing strategic priorities, and making changes in management as well as administrative processes. School administrators need to encourage a suitable culture of sharing and using information, and to gain commitment from senior executives to move the organization in the direction of that vision (Davenport, 1996, 1997; Davenport & Prusak, 1998). At the same time, knowledge managers need to be "technologically minded" in that they must learn how to make use of technology to improve the information systems in the school, and to aid the use of information effectively for decision making. Caroll et al. (2003) detailed some skills a knowledge manager needs to learn:

- ➢ Facilitating learning within communities of practice where learning that occurs on the job is frequently informal, and lax in agenda;
- ➢ Managing knowledge repositories so that knowledge assets are systematically acquired and organized;
- ➢ Managing expertise directories of employee knowledge and skills, and also links to other individuals who have specialized skills;
- ➢ Developing the best practices which encapsulate the culture of learning, knowledge sharing, and knowledge utilization.

Based on these skill sets, leaders need to guide their staff members to explore the kinds of information needed to support decision making and to add value to that information.

Dean (1991) refers to several roles of management in professional development such as organizing the school effectively for teaching and learning, establishing a philosophy and structure for care and discipline in consultation within everyone concerned, overseeing the administrative work of the school and controlling school finances, maintaining appropriate external relationship, evaluating the work of the school in all its aspects, and establishing, and maintaining a school policy for professional development including an appraisal program.

Hussein (1993) puts forth the roles of headmasters in Malaysian schools which includes:

    a) To achieve the success of the education policy,

    b) to manage and administer the school, the curriculum, the extra-curriculum activities, student affairs, teachers and supporting staff,

    c) to cater for the need for the effectiveness in teaching and learning, and

    d) to enhance and create a better school culture. According to Abdul Rahman (2004) the main task of the headmaster is to improve the performance of poor performing pupils or maintain the performance of excellent pupils.

Fullan (2001:138-9) provides a summary of the conditions of the roles played by today's school administrators:

> "With the move towards self-management of schools, the principal appears to have the worst of both worlds. The old world is still around with the standard expectations to running a smooth school, and to be responsive to all, while simultaneously, the new world rains down on schools with disconnected demands, expecting that at the end of the day the school should be consistently showing better test results, and ideally becoming a learning organization".

Zafar Bangash (2000) indicated that the role of the leader is not only to demonstrate their own qualities but also to bring out the best in those who are led. Their job is to transform society by leading the Islamic movement to fulfil its divinely

ordained mission. According to Bangash, this is best demonstrated by how the noble Messenger of Allah (pbuh) transformed society in Arabia. In Islam, the leader should assume the overall responsibility of the group as an organization having its own goals and objectives. The task of leaders will not only strengthen the activity of its members, but will also provide, and secure, the needs of the individuals, and group within the organization.

In light of the dire need for educational reforms to keep up with fast changing environments, the Ministry of Education in the Sultanate of Oman implemented the New Education System (basic education system) with the main objective of improving human resources in Oman through improved school education. School administrators in this system have several responsibilities. These responsibilities focus on two areas:

2.3.1 Technical Responsibilities for School Administrators in Oman

The technical responsibilities of school administrators in Oman is preparing school plans for the new academic year, allocating teachers to classes according to their specialization, preparing the school timetable, implementing the general annual delivery plan for subjects to ensure that teachers are performing their duties as required, supervising the teaching process and helping the teachers to improve their performance through constructive advice, planning and organizing programs that promote and motivate activity clubs and societies, coordinating with Ministry advisors and supervisors to prepare programs for Teacher Professional Development (TPD), monitoring student and staff performance, and developing plans for improving their performance, discussing with staff potential problems, and arranging activities inside and outside the school (within the local community, etc.)

2.3.2 Administrative Responsibilities for School Administrators in Oman

The administrative responsibilities of school administrators in Oman is preparing the school for the new academic year, ensuring the school and all its facilities are kept clean and safe, ensuring that materials such as books and equipment are received and allocated properly, monitoring staff attendance, distributing and managing the administrative responsibilities amongst the staff members, maintaining and updating all necessary records, keeping active communication with the Ministry through continuous reporting and ensuring immediate response to letters and inquiries, keeping an up-to-date and accurate record of the number of students, teachers, tools, machinery, equipment and so forth, and occasionally attending classes to monitor teacher performance (Ministry of Education, 2004).

The next table reviewed the role and responsibility which are relevant to school administrators, in terms of acquisition of skills, knowledge and attitudes, to improve the performance of school administrators in Oman which are listed in table 2.1 below:

Table 2.1 Technical and Administrative Responsibilities for School Leader

Technical responsibilities	Administrative responsibilities
*Preparing school plans.	*To keep all facilities clean and safe,
*Planning and organizing programs that promote societies and coincide with basic education reform.	*To allocate the materials such as books, equipment properly, budget and human resource.
*Allocating teachers, student and resource.	*Monitoring staff attendance.
*Supervising the teaching process and improve their performance.	*Distributing and managing the administrative responsibilities amongst the staff members.
*Monitoring the performance of student and staff.	*Keeping active communication with the Ministry and department and society.
*Solving the problems.	*To monitor teacher performance.
*Dealing with crises.	*Preparing and updating an electronic database for the school.
*Building the professional creative.	
*Coordinating with Ministry and	*To activate parents' involvement in the

department to develop their school. *Preparing work sheets and replying formal letters. *Arranging activities inside and outside the school (within the local community, etc.). *Saving and using time.	school, future vision, self- management, financial management, *Directing meeting or group work and rectifying the school staff.

Source. Ministry of Education (2004).

In addition, responsibilities introduced in the basic education system include (a) giving school leaders the responsibility to manage the school budget for the year, (b) encourage administrators to investigate and identify the human resource required for the academic and administrative tasks, (c) preparing and updating an electronic database for the school, and (d) activating parents' involvement in the school (Al-Ghasssani, 2003).

As a result, there is a need to redefine and broaden the role and responsibilities of school principals. This means changing the way school principals are developed and supported. It implies improving incentives to make headship in particular more attractive for existing heads and for those who will be taking up school leader positions in the future. It implies strengthening training and development approaches to help administrators face these new roles. One of the school principals' new roles is to work with other schools and other school principals to collaborate and develop relationships of interdependence and trust.

In summary there are common critical areas between the effectiveness of administrators and school effectiveness. The function of school administration processes such as planning, organizing, leading and monitoring need to be performed regularly if we need administrators at school to be more active in improving the quality of their schools. Today, all knowledge driven institutions need strong principals. On other hand, the roles of administrators should also be improved. Administrators should have a vision and mission to reach their targets in the 21st Century. Accordingly, the

main objective of the educational reform in the Sultanate of Oman is to promote quality, efficiency and effectiveness of the education administration in order to improve school performance.

2.4 Professional Training Program for School Leaders

Training programs are widely used to improve employees in any organizations. Most organizations have management training programs of one kind or another and many organizations send their employees to inside or outside seminars and workshops (Saari, Johnson, McLaughlin, & Zimmerle, 1988). Training programs are designed to increase generic skills and behaviours relevant for managerial effectiveness and advancement. School principal training can take many forms, from short workshops that last only a few hours and focus on a narrow set of skills, to programs that last for a year or more and cover a wide range of skills. Training programs for school principals can help them become capable of helping the school improve and develop (Ng, 2001).

Overall, the people working in educational institutions at various functional levels need to continue training and learning in view of development and constant renewal, which creates ideas, theories of education and can only occur through effective professional training programs. Effective school leaders cannot be realised without developing the effective training programs which can encourage school administrators to be effective at school. Effectiveness has become the central issue, and for this reason a systematic and integrated approach has become essential. Effectiveness is simply a function of what the training manager or instructor does and the extent to which he realized the training objectives of his position. If he fails to realize the training objectives that have been set, he is ineffective no matter how efficient he may be.

As Byars and Rue (2000) suggested, training is the organizational activity which is aimed at improving employee performance with the main objective being to prepare the participant to act in a specific manner. Maimunah (1992) asserts that training

organizational activities are designed to change employees through the learning process in order to increase job performance. There are three needs that professional training programs should fulfil (Joyce, 1980):

➢ The environment needs an efficient and human educational system capable of adaptation to evolving environmental needs;

➢ The need to find ways of helping staff to improve the organization;

➢ The need to develop and encourage the staff desire to live thus satisfying and stimulating personal lives.

In line with these skills, training programs emphasize efficiency in achieving a certain level of knowledge and skills as quickly and inexpensively as possible. The principles underlying the design, development, implementation, and evaluation of training reflect this emphasis (Bosco & Morrison, 2000). A highly skilled and professional activity and a great deal of what training-managers and instructors do involves decision-making of one kind or another. According to Junaidah (2001) training is referred to as a plan and systematic effect to modify or develop knowledge, skills, and attitude through an individual learning experience, to achieve effective performance in an activity or range of activities. Robbins (1997) identified three general skills that staff developers can apply to help their clients improve their performance:

➢ The ability to analyze methods of improving an employee's performance and capability;

➢ The ability to create a supportive climate, and;

➢ The ability to influence employees to change their behaviour.

Joyce and Murphy (1990) show that 90% of participants would transfer a new skill into use ongoing coaching were provided as an element of the professional training program. The coordinator of a professional training program has responsibilities in a

particular range of skills and knowledge in the areas of making relationships, leading thinking, counselling and guiding, active listening, negotiating, planning, organizing, chairing group, and evaluating (Dean, 1991).

Training is used to improve performance, or at least contribute to improving the performance of the organization. This we would call "overall effectiveness". Recently in the Sultanate of Oman, a training program was designed to qualify administrators through a number of means such as workshops, conferences, seminars, lectures, exchange visits between senior principals and new principals, meetings and studying in University for one year to obtain a Higher Diploma. The objectives of these programs focused on theoretical and practical issues related to teaching and learning as well administration and management such as making decisions and communication skills to interact better with teachers and students. However, the theoretical aspects overcame the practical issues.

On the other hand, training is considered as motivation for two reasons. Firstly, training in itself can be considered as a motivator. Goals are set and achieved in the training process which leads to self-fulfilment and pride. In many cases people feel pride in the fact that time and money has been spent on their training. It is a reflection of their worth to the organization. Secondly, training enables people to perform better in their jobs (which are usually the reason for providing training). When staff members perform better they feel both a sense of pride and fulfilment.

The aim of training is to ensure that a majority of trainees (90% or more) will realize a majority of the learning objectives (90% or more) (Davies, Hudson, Dodd, & Hartley, 1973). It is a planned and continuous effort to improve employee competency levels. It helps employees do their present jobs whereas development is designed to help the individual grow. The major purpose of training is to improve employee productivity and to prevent obsolescence of skills (How, 2011). To achieve this aim, Joyce (1980)

suggests that a comprehensive program of professional training should fulfil three functions. It should:

➢ Provide adequate systems of in-service training;

➢ Provide support for schools that will enable them to fulfil their programs;

➢ Create contexts in which principals are able to develop their potential.

Moreover, training programs are designed to maintain or improve current task performance (Bosco and Morrison, 2000). This means that training programs are one of the recognized factors in human resource management. Development also plays a critical role, especially in the changing of a technological environment by learning new skills, behaviours, and attitudes. The process of training enables participants to acquire specific skills to perform a job better (Jucious, 1963). It helps people to become qualified and proficient in doing their jobs (Dahama, 1979). Usually, an organization facilitates employee learning through training so that their modified behaviour contributes to the attainment of organizational goals and objectives. Van Dersal (1962) defined training as the process of teaching, informing, or educating people so that (1) they may become as well qualified as possible to do their job, and (2) they become qualified to perform in positions of greater difficulty and responsibility.

According to John (1990), employee training and development is essentially a four-step process: (a) assessing needs, (b) setting objectives, (c) selecting methods, and (d) evaluating the program these steps are shown in Figure 2.1
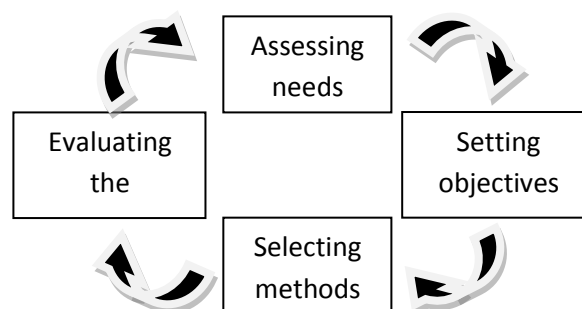
Figure 2.1 Training and development steps. Source: John, 1990

Training is a relationship between the correct identification of organizational needs, the selection of those needs that can be satisfied through training, the translation of these into training objectives, engaging in training activities in line with the organization's culture and achieving outcomes that contribute to the organization's goals. Therefore, training needs to be an ongoing process to maintain motivation (John, 1996). It increases job satisfaction, motivation, productivity, and organizational performance and effectiveness. Motivation can also influence the amount of effort exerted during the training session. This motivation can affect an individual to apply the trained skill and knowledge on the job or task (Baldwin & Ford, 1998; Rae, 2000).

Thus, training should only be conducted after a thorough analysis of training needs which covers requirements at three different levels: organizational, operational, and individual (How, 2011). On-the-job training (OJT) is the systematic training of employees by direct superiors through actual work. Every new employee and other employees not performing to the expected standard should be trained through OJT (Broadwell, 1994).

In this context of training effectiveness, clearly stated objectives are identified and explained at the beginning of each session. This helps participants understand the lesson structure and sequence and facilitates efficient learning because it is understood where the training is going and what is to be learnt (Diamond, 1998). It is successful only when participants are able to produce better results on the job through their training experience (Rae, 2000). Yukl (2010) argued that the conditions for successful training are: clear learning objectives, clear, meaningful content, appropriate sequencing of content, appropriate mix of training methods, opportunity for active practice, relevant, timely feedback, trainee self-confidence, and appropriate follow-up activities.

The effectiveness of training will ultimately be evaluated in terms of the organization's success in achieving its goals and objectives. Landale (1999) investigated

the process and outcome of a school administrators' training program using the organization theory and system model of training. It was predicted that the trained manager would be able to apply this theory to increase the effectiveness level of their training procedures.

The situation of school leader training development in China's Yu-zhong District for example indicated that training program subjects should focus on modern educational development, which includes two fields: the contemporary development of educational theories and practices on the all-rounded development education. Regarding the professional role of principals, participants may develop their research on how to promote the school image, or what changes have occurred on the qualifications and duties of a principal, or how to develop a school strategic plan. Reforming the fundamental coursework entails identifying the new demands for coursework reform, establishing the standards for course adjustment and assessment, and estimating the potential problems that may occur.

In Mexican schools a global collective approach to solving problems is important in contrast to the more individualistic approach found in the United States. Mexican students identified teamwork, trust, change that emerges in the organization, humility and honesty as important characteristics of leadership, while the American participants emphasized involvement, technical communication, innovation and learning. On the other side of the world, the European countries differ widely on the kind of autonomy principals have, they debate the balance between political power and professional power and the balance between learning from practice or learning from theories. Moreover, they wrestle with new autonomy or recentralization.

Furthermore, Part III of the International Handbook on the Preparation and Development of School Administrators (Lumby, and Pashiardis, 2008) is dedicated to school leader development in different regions of the world. It includes good examples

of how underlying values of what constitutes good principalship can be different or that societal problems experienced by principals look the same but that practical solutions should be different. It is remarkable that 'Canadian researchers have been sceptical that the research on social problems and issues of diversity in United States schools can inform practice in Canada'.

The challenge of this study is to improve the skills and knowledge of school leaders as required by the Ministry of Education in the Sultanate of Oman. These courses and skills are to be delivered the ministries New Educational System (NES) which is called: the Basic Education (adopted in 1997-1998). The Ministry had plans to replace the old education system by the NES gradually. The new system had high expectations and was developed with the consultation of several international educational institutions. Several changes were brought with the new educational system; such as, the approach, the techniques followed by teachers, the job tasks and responsibilities of school leaders. However, most school leaders faced difficulties when implementing the new system (Al-Ghassani, 2003). The main concern of professional development is to improve three areas of administration i.e., knowledge, skills, and attitudes so that it is more likely to improve schools.

Knowledge

Knowledge is the foundation on which both abilities and skills are built (Goldstein & Ford, 2002). According to King and Rothwell (2001), knowledge is what usually people know or understand. Ha Yin (2003), on the other hand states that, knowledge refers to facts, truth, information, principles, specifications, terms, conditions, rules, and regulations which the human mind has access to. Knowledge is used as a resource for inquiry and deliberation, because it is based on a number of factors; for example, experience, observations, belief, culture influence, etc. Knowledge can be analyzed and made to meet certain conditions; such conditions like, truth, beliefs, and justifications.

Thus, knowledge is understood as the acquisitions of facts or information and the strategies that people learn in order to use those facts and information effectively (Blanchard & Thacker, 1999).

Skills

Skills are the capacity needed to perform a set of tasks that are developed as a result of training and learning experiences. According to Ha Yin (2003), skills refer to "how to do" or to a specific task or assignment concerned related to a specific job and procedure. King and Rothwell (2001), define skills as; what people can do. Similarly, the acquired skills have a direct relationship with knowledge on the task to be performed (Goldstein & Ford, 2002).

Blanchard and Thacker (1999:6) strongly argue that:

> A person's skills are reflected by how well he or she is able to carry out specific actions; such as, operating a piece of equipment, communicating effectively, or implementing business strategy. Skills usually depend on knowledge; thus, one must know what, when and how to use his/ her skills.

The Collins English Dictionary defines skills as the "ability acquired by training" (Hanks, 1979).

According to a study done by Amalina (2001), she states that: in order to succeed in their principal ship, principals need to be equipped with the three basic categories of critical skills. Such categories are: (Technical skills, Socialization skills, and Self-awareness skills). This means that the educational system in Malaysia and perhaps in other countries have a great need for training. Besides, in both, progressive and dynamic schemes, they should select school principals using the three above mentioned categories. Following this method will effectively improve the principals' professional skills. The different types of skills required by school leaders according to different authors are presented in Table 2.2.

Table:2.2

Skills Required By School Leaders According To Different Authors

Authors	Mayhew (1974)	Jones (1987)	Leithwood et al. (1992)	Evans & Gold (1997)	West- Burnham (1997)
		Motivating	Decision Making	Leadership	Vision
	Leadership	Conflict resolution	Vision	Decision – Making	Creativity
	Conflict resolution	Negotiating	Technical Knowledge	Communication	Sensitivity (communication)
	Information processing	Team building	Communication	Self-Management	Subsidiary (Self –
	Unstructured decision making	Delegation			Management)
	Resource allocation	Verbal communicate			
	Entrepreneurial Introspection	Interviewing			
		Counselling			
		Group work			

This study focuses on several skills which can improve schools in the Sultanate of Oman. These skills can be classified as: self-management, technical abilities, creativity, conflict management, problem solving, financial management, communication, decision-making, directing meetings, group work, and the skill of determining training needs.

Attitudes

Attitudes are a reflection of a person's values and opinions that support or inhibit behaviour. In the context of training, attitudes are related to the task performance of employees. Attitudes are very significant for training because they affect motivation. That is why motivation is reflected in a person's selection of goals and the amount of effort expended in achieving those goals (Blanchard & Thacker, 1999). The government in the Sultanate of Oman has a strong desire to see the Omani national playing a leading role in all areas of employment in both sectors. In order to achieve this

aim, education and training are designated as areas of priority and had been the cornerstone of each of the Sultanate's Five year Development Plan.

In the academic year 2007-2008 the Ministry of Education began introducing programs scheduled for implementation during the current year plan (2006-2010). Under these directives, the Basic Education System will be expanded. While Post-Basic Education for the 11th and 12th grades will be upgraded. Mainly, this step is to encourage the continuous development of skills and knowledge, enabling society to benefit from Education Schemes (Ministry of Information, 2008, 2009). The main objective of this reform was to promote quality, efficiency and effectiveness of the educational system, in order to produce outcomes of an international standard. This is achieved by implementing numerous procedures; such as:

➢ The necessities of having all employees participate in training programs.

➢ Upgrading qualifications, knowledge and skills for school staff.

➢ Utilizing information management systems and revising administrative practices.

➢ Providing professional development programs for staff involved in the educational process (Al - Harthi, 2002).

Thus, professional training programs should be related to the overall aims of the basics of education. The following points summarize the objectives of PTP for school administrators in the Ministry of Education. First, giving them the opportunity to develop their work; second, increase the knowledge; third, assist the principals in the planning process of their school; fourth, develop managerial skills; fifth, recognize and record the achievement and progress of school staff; sixth, keep staff up-to-date with educational development; seventh, encourage participation to enrol in external and in-service training courses; and finally extend and amplify this in school-based training programs.

According to the previous objectives, the Directorate of Education of Muscat Governorate is responsible for ensuring the availability of educational services to employees by updating them with the available professional training programs. It considers the principal as an architect of the educational system. Moreover, human resource development in the Directorate of Education of Muscat Governorate has seen recent improvements. They have established the border tasks and functions in the areas of professional training programs for employees in the educational field. The border concept of professional development has been changed during the last three years to include everything that would achieve development in the fields of professional qualification, training, networking, experience, the practice of self-study, etc. (Ministry of Education, 2003).

The new education systems are concerned with developing human resources, the major focal point is to narrow the gap amongst the actual competence, competencies required for achieving the objectives, and implementation of various tasks. Al-Alowi (2009), argues that these tasks of human resource development concentrate on the following points: preparing and supervising the development plans for training programs, preparing and supervising the implemented training plans, preparing annual budgets for training, implementing administrative functions related to human resource development programs, identifying the channels of communication with relevant institutions and training, supervising the preparations of necessary databases in the human resource department, providing technical and professional consultancy in the field of training, identifying the training needs of the department's employees, designing appropriate programs, and monitoring their implementation.

To sum up, the Muscat Governorate of Education (MGE) has recognized the importance of professional training programs. It also stressed about having necessary qualifications to improve human resources. This in turn will result in increasing the

efficiency and enhancing the quality of performance. Thus, they have established a system to apply training to most employees and administrators. As these two groups are in continuous need of such training. Professional development in the MGE includes two parts: training and qualifying. There are essential rules to provide and develop the human resources in the field of education with knowledge, skills and attitudes. that is mainly the comprehensive development that the Sultanate of Oman needs today in various fields generally, and especially, in the education sector.

A. Training Programs

This term refers to the knowledge, skills and attitudes that are required in order to improve trainees performance output. Training is provided through the Training Centre in the Directorate of Education of the Governorate of Muscat according to annual plans. The aims and functions of the Training Centre are to participate in preparing the training plan, studying the status of the training needs, and working with funders in coordination with the Ministry of Education, and supervising the maintenance and cleanliness of training halls. Besides, preparing monthly statements and annual reports on the trainees and expenses related to training.

The topics of the training programs were mostly decided by the concerned department in the Directorate of Education of the Governorate of Muscat. Moreover, some of them conducted a follow-up process, evaluation of staff, and assessment of the level of learning achievement in education. No special forms were found at the department for training needs. However, some forms were in the Ministry and some other ones were in the Directorates of Education and in some other educational regions (Training Program Documents 2007-2010).

On the other hand, there were two basic models for the delivery of skills and knowledge to school administrators. First is a central development program that is designed and implemented by staff from departments within the Ministry of Education.

The second model includes local development programs at the Muscat Educational Directorate, which are organized, carried out, evaluated, and followed up by concerned departments in the MoE. This research focuses on the second model.

In summary, training programs in the MGE are essential for continuous professional development. They are to reinforce basic knowledge, so that it remains consistent in line with developing the knowledge and successive changes in discoveries, knowledge, science and technology, meeting the needs of core labour at present and in the future. The PTPs aim at developing capacity, self-reflection, insight and analysis to enable staff to participate in the movement of knowledge, and reinforce more knowledge through their abilities and skills. They promote trends of values and positive ideas which are associated with the values that the foundation aim to have. In addition, modifying the values and trends that are held by employees, as they are incompatible with institutional trends, developing the capabilities of the staff who are willing to implement their knowledge, values and trends, and improving trends that match with the changes and developments in the world of scientific and technological knowledge.

According to systematic training, the general process of training coincides with the cycle on the framework that many training programs start with needs assignment/assessment. Later, the design is to be followed by its implementation and ends with design evaluation of individuals. The design of training programs include workshops and training concerned with therapeutic enrichment and development, annual educational meetings for different categories in the field of education, annual professional development forums, meetings and educational meetings, research seminars, and application of quality educational projects in the education field specifically within the school.

Statistics of training programs

This comprises an analysis of the data related to the developments in the field of training. It should be noted that there is a constant development in the number of training programs. Most programs meet the basic needs of the developments in education such as, focusing on the philosophy of basic education, the educational system, and methods and techniques employed. The numbers of trainees in the administration training programs have also increased in the last three years in order to administer the basic education system. This training suits those who manage these schools.

Table 2.3: *Number of Trainees*

Academic year	2006/2007	2007/2008	2008/2009
No. of Trainees	180	240	360

B. Programs for Qualification

The second type of program is based on the steps of educational development, which the Sultanate of Oman has taken in order to improve the educational process of learning and teaching. There is also a close relationship between training and qualification in terms of promoting the level of professional development for personnel working at the Ministry of Education. The Ministry of Education has created a program for university studies, specially designed for professionals in the field of education. For this reason, they introduced different programs for different staff in the field of education to join various undergraduate and postgraduate programs. They started to gain qualifications from Bachelor degrees to PhD degree, both courses can be obtained nationally and internationally.

The term "qualification" refers to all scientific programs that are provided for the targeted group. The programs are set to help the groups to obtain a degree (Bachelor - Higher Diploma - Master - PhD). Thus, the Directorate of Education of the Governorate

of Muscat cooperates with the Ministry of Education to raise the academic and professional standards of the administrative and technical staff by supporting them to upgrade their qualifications.

The purpose of conducting qualification program is to encourage different staff to obtain opportunities for qualification at the expense of the Ministry as much as possible. The qualifications could also be obtained at the expense of the students themselves in order to achieve the following objectives:

1. Promoting the level of staff in the Ministry of Education and in both academic and educational fields.

2. To develop and improve their competency and productivity.

3. To increase the number of the staff required for administrative and technical functions.

4. To satisfy the needs of the Ministry in the scientific and educational disciplines.

5. To provide the staff with career skills in scientific research and education.

6. To enrich the staff with career knowledge and abilities.

7. To allow them to benefit from the experiences of others, in which it will reflect positively on their performance in practice.

8. Finally, to train the staff about scientific methods which are used in decision-making and problem-solving. Overall, the Ministry of Education has implemented a number of qualification programs for staff inside and outside the country at various levels i.e., BA, Higher Diploma, Masters and PhD. The following is a description of these programs:

Bachelor of Educational Administration

This program is considered one of the specialized programs that is catered for all school administrators who hold a diploma degree. It is to allow them to obtain a university degree after fulfilling the program requirements. The department started to implement this program in 2003. The duration of the study is two and one-half years.

This program is implemented in collaboration with Sultan Qaboos University. The terms and conditions required to join Sultan Qaboos University for a Bachelor's degree in educational administration are as follows:

➢ The candidate should be a holder of a diploma.

➢ The course is only for school administrators (principals and assistants).

➢ Priority is given to candidates who have had outstanding performance for the last two years.

➢ Priority is given to school principals and their assistants of Post - Basic (11 - 12) then to principals and assistants in cycle 2 (5 - 10) finally, to principals and assistants of schools in the First cycle 1 (1 - 4) (Ministry of Education, 2003).

Postgraduate Diploma for School Administrators

The postgraduate diploma program in school administration is a program designed for (principals and their assistants). In addition, it can also be delivered to supervisors who hold a degree and meet the criteria. The program is implemented by the Department of Educational Administration at Sultan Qaboos University. The duration of this program is one academic year. The Ministry of Education seeks to achieve the following school administration objectives and outcomes:

➢ Develop the experience of the school administrators who hold a bachelor degree in the areas of planning, school management, and administrative oversight.

➢ Give principals new ideas and information about school administration.

➢ Develop the skills of principals and their supervisory leadership.

➢ Train principals to use modern technology in management.

➢ Enhance principals' methods and abilities that are necessary to carry out their work efficiently and effectively.

M.A program and Ph.D degrees

Every academic year, the Ministry of Education sends a number of staff specialized in the areas of curriculum development, teaching method, school administration to be enrolled in the Masters and PhD programs. That's why, in order to understand the process of professional training programs, we need to go through the educational system that is implemented in these programs.

D: Statistics of qualifying programs

An analysis of statistics related to the improvement in the qualifying program indicates that there is an increase in the number of students in the general levels of studies. This study will first focus on the program of school management for those working in central management field. The aim of this program is to raise the qualifications of the managers to Bachelor degree.

Table 2.4: *Illustrates Enrolment in Qualifying Programs (2006/2007)*

Study System	Educational Administration	Diploma in Education Management	Master	PhD
No. of candidate enrolled	15	3	7	1

This program continues for two years.

Second, The Postgraduate Diploma in Management is designed for school principals and their assistants; as well as administrative supervisors who are degree holders. The program is designed to raise the efficiency of the above. The duration of the study is one year.

Table 2.5: *Illustrates Enrolment in Qualifying Programs (2007/2008)*

Study System	Educational Adminstration	Diploma in Education Management	Master	PhD
No. of candidate enrolled	15	4	9	4

Third, the Master's and PhD programs are granted for a very limited number of administrators, according to the statistics of qualifying programs. The statistics are presented in the following tables:

Table 2.6: *Illustrates Enrolment in Qualifying Programs (2008/2009)*

Study System	Educational Adminstration	Diploma in Education Management	Master	PhD
No. of candidate enrolled	15	4	9	4

In short, the expected training programs and qualifying programs in professional development aims at achieving the following outcomes:

➢ To expand the culture of educational development in the Sultanate of Oman, and stress the importance of their perceptions and orientations, i.e., basic education, student centre of learning, individual differences, school educational institution for the development and professional development, utilization of knowledge in life. In addition to the development of critical and creative thinking.

➢ To increase the efficiency of all Ministry's staff, focusing mainly on different technicians in administration.

➢ To develop the school learning environment in both administrative and technical levels.

➢ To activate the classroom learning environments so that they are easy and accessible to student and to build a rapport with students so they like the educational experience.

➢ To promote the level of competencies of teachers, administrators and supervisors to acquire knowledge and trends.

➢ To provide them with the knowledge of building and analysing to enable student to use it in building methods.

- To activate the role of the school within the community and through open channels of communication and to cooperation with the family of students, which in turn will strengthen links and increase the effectiveness of students.

- To develop the multiple roles of educational and administrative leadership in line with educational perspectives.

- To develop methods of measurement and evaluation.

- To develop professional advancement and to expand the spirit of research, science, and innovation among staff in the field of education hoping to bring about improvement and continuous development.

- To prepare training teams to enable them to train target groups to become trainers in the educational system.

- To develop the school's performance as it is an important issue in the education system in order to develop the education (Ministry of Education, 2009).

2.4.1 Steps of managing training programs

There are six major steps that need to be managed in developing a training development program.

1. **Identifying Training Needs**

The training program should begin with the identifying the organization' training needs. The primary aim of the training is to make suitable changes so that he or she can be reliable in the organization. Therefore, training needs have to be related to organizational demands, as well as individual requirements. The organization will have to identify the training needs of its employees. Thompson and Cooley (1986) studied effective staff development programs, and concluded that the first prerequisite for success (being effective) was the comprehensive assessment of needs. For effectiveness, programs must meet the participants' needs. There are several ways to determine these needs, for example: ask the participants, ask the superiors of the participants, ask others who are familiar with the job and how it is being performed, including subordinates,

peers and customers, test the participants, and analyze performance appraisal forms (Kirkpatrick, 2006).

2. Defining Training Objectives

Training usually means that training skills are directed fairly. The objectives of the training differ according to the different levels and needs of an organization. The basic objectives of training are to establish a match between the employee and the job. Thus, training must aim at improving the knowledge and skill and develop the right attitude among employees in order to enable them to perform their present job effectively. In other words, to prepare employees for a future assignment. Harris (1984) observed that information gathered from the assessment needs would be able to achieve the goals of staff development programs.

3. Selecting Trainees

Another important decision concerned in the selection of trainees' in an organization is providing the right training for the right people. This can help to create and maintain a well-trained and stable workforce. While selecting trainees, due attention should be given to employee needs and motivation, skill obsolescence and retaining requirements. Many companies have moved in the direction of training their employees in order to have "multi-skilling". In particular, multi-skilling is relevant to semi-autonomous or self-managed teams. Everyone is encouraged to have a good understanding on all of the jobs of the team. Employees are generally paid according to the number of skills that they have developed.

4. Trainers

Trainers are still an important part of any organization or training activity. They are still in demand, because training is needed and it is important for any success. This means that trainers must look at the methods they use to train people (Bennett, 1988). In an increasingly competitive world, trainers have to be knowledgeable about new

technology (Bennett, 1988). There are four key areas that trainers must think about and be prepared to:

- Knowledge changes and their understanding of conceptual implications.
- Skill changes and incorporating new ways of performing to help the organization to succeed.
- Adapting attitude changes and feelings to be in line with factors for success.
- Value changes and rearranging old beliefs and adopting new ones in line with changes in the culture of the organization and its environment (Bennett, 1988).

In fact, there are numerous competencies that trainers should follow; such as, the ability to motivate learners, capacity to communicate and present information and ideas in a meaningful way, good knowledge of the subject matter or area in which people are being trained, ability to relate the training to the practical world of the trainees, clarity of thought and use of analytical and logical skills, capacity to stand back and work strategically, being able to control the learning group, exercising appropriate social and leadership skills, and being able to manage training.

In light of such skills, the effective trainer should achieve the following objectives: giving evidence of changed behaviour or performance of trainees, giving capacity of trainees to continue to apply learning to their work situations, giving greater motivation for trainees to find better ways of doing things, improving the organizational effectiveness and efficiency, improve productivity, and having a great interest in training.

According to Gower (1996), the priority of good trainers is always seen in their methodology. Organizations must ensure what approach to consider that will be most effective. They must consider the following factors in any review:

a) What would our personal preference be?

c) What will meet the objectives of the training?

d) What is the client's preferred method?

e) What will suit the culture of the organization?

f) What is available?

Therefore, an effective training program cannot be developed, if effective trainers are not available. An organization has the option of making use of staff trainers or seeking external contract trainers, or both. The staff trainers may be full time specialists on the organization payroll or members selected to do part-time training. In short, the key to success is selecting the right individual and providing them with the tools they need to be effective.

5. Determining the Training Contents and Choosing Training Methods

The contents vary according to the type of training and the specific requirement of the trainees. The type of employee training depends upon a number of factors, i.e., skills required for the job, qualification of candidate, kinds of operating problems confronted by the organization, and the support of the higher management for the training program. The vision of successful staff development programs reflects thoughtful and comprehensive planning. Harris (1984) suggested that activities chosen must be sufficient to make programs effective.

6. Training Budget

Training budget involves outflow of funds from the organization for which budget should be available. Formulating a training budget will be an interactive process with the other steps in developing the skills training program. Budget constraints may limit the human resources manager's alternatives. Therefore, they have to be considered during all phases of the development process.

2.4.2 The Impact of School Administrators on Pupils Outcomes

The direct link between the behaviour of school administrators and student learning results can be questioned on empirical and theoretical grounds. Recent

empirical studies on school leaders and pupils which involved a large numbers of schools did not confirm the optimism about the school leader potential of principals. The training was based on the well-known school effectiveness studies during the last 15 years (Van de Grift, 1990).

In many respects, the demands on principals mirror those demands on teachers who are attempting to become facilitators of children's learning and are rethinking their notions of content, pedagogy, and assessment. Principals need continuous professional development opportunities to support their efforts towards school improvement and revitalize their commitment to create and sustain positive learning communities (Foster, Loving, & Shumate, 2000). Principals must create the structure and condition to develop and support the affected schools. They must provide illustrations of the main activities of concern to the management; i.e., managing policy and planning. These consist of developing and maintaining partnerships with teachers, pupils and parents. Besides, develop communicating policies, plans, aims, and school values while managing resources and finance. The ability to manage resources, financial concerns, and monitoring and controlling the use of resources; supports effective school management.

A number of studies by Gage (1984) and Loucks-Horsley (1987) indicate that school principal development programs can have a positive effect on student performance. Gage (1984) mentions that in-service training program is effective enough to change staffs and improve student's attitudes, behaviour, and achievement. For instant, Deal and Peterson (1994) suggest that school administrators' knowledge and practices indirectly influence students in two important ways. First is through interaction with teachers; especially, through activities; such as, clinical supervision, coaching, and formative evaluation. Thus, administrators can help in establishing the climate or culture of a school by practicing in the professional behaviour, by ensuring

that the school is a true learning community, supporting experimentation and valuing efforts at improvement.

Khan and Rehman (2010) investigated the impact of school management training and principals' attitude on students' learning outcomes. They found that school management training plays an important role in school effectiveness. The contemporary education systems place a high value on school management training for attaining improved learning outcomes. The findings of the study reveal that through school management training, principals obtain the desired school management skills which enable them to manage their schools effectively.

The study also statistically found significant effects of such training on the principals' attitude. Trained principals showed conscious commitment towards motivation and satisfaction of their teachers, as well as students. Trained principals mobilize their resources for improving the school environment, providing attractive study settings, ensuring adequate community involvement, and developing their teaching professionally. The conclusion of the study points out the overall improvement in students' learning outcomes.

Furthermore, administrators can indirectly affect students learning through their school leaders roles. This can be observed in helping to form school policies, regarding school organization, the curriculum, assessment, textbooks, discipline, attendance, grading, etc. According to John (1996), the primary aim of school leaders' development is to increase the quality of pupils learning by developing staff potential and subsidiary aims. These aims include the ability to recognize and employ staff strengths in seeking the best management practices, identify staff needs, and provide experience and guidance.

In summary, training programs for school administrators can strongly build insights into school effectiveness. It can also achieve the ultimate goal of these training

programs and improve the quality of teacher and student learning. As shown in previous studies, professional training programs should emulate many functions, provide a suitable system of in-service training, create a context in which principals are able to develop in their schools, and achieve effective performance in an activity or range of activities. In order to be successful, educational organizations must provide professional development programs for school administrators that have an effective impact on their schools. At the same time, these programs must be sufficient enough to make the program successful.

2.5 Approaches Used in Effective Organizations

There is almost unanimous agreement today that organization effectiveness requires multiple criteria and different characteristics and that OE must consider both means (process) and ends (outcome). The point is that evaluation of organizational effectiveness is a widespread and ongoing activity. When managers seek answers to whether things are going well or not, what needs to be changed, or attempt to compare their organization with others; they make OE judgments (Robbins, 1990).

The arguments between the advocates of the goal-approach (Etzioni, 1964; Price 1968), the system resource approach (Yutchman & Seashore, 1967) are important parts of the OE literature. As a result, having no agreement on an appropriate definition or conceptual status of OE has been focused on developing a variety of models or approaches. These models are summarized in Table 2.2. For the purpose of this study, the following are described as they are considered to be the most popular approaches of evaluating OE:

1) the goal attainment approach;

2) the systems resource approach;

3) the strategic constituencies approach; and

4) the competing values approach. It should be acknowledged that each approach is independent and that there are limitations with all approaches described.

Table 2.7 Approaches to Organizational Effectiveness

Source: Cameron (1984:276)

Approach	Definition	When useful
	An organization is effective to the extent that................	The approach is most preferred when....................
Goal attainment	It accomplishes its stated goals.	Goals are clear, consensual, time bounded, measurable
System	It acquires needed resources.	A clear connection exists between inputs and performance
Strategic constituencies	All strategic constituencies are at least minimally satisfied	Constituencies have powerful influence on the organization, and it has to respond to demands
Competing values	The emphasis on criteria in the four different quadrants meets constituent preferences	The organization is unclear about its own criteria, or changes in criteria over time are of interest.

2.5.1 Goal-Attainment Approach

The goal-attainment approach of effectiveness has been one of the widely discussed in the evaluation of OE (Molnar & Rogers, 1976). This approach assumes that organizations are deliberate, rational, goal-seeking entities, and are created to achieve one or more specified goals (Etzioni, 1964; Perrow, 1961, 1970; Price 1968). This approach views effectiveness in terms of its internal organizational objectives and performance. Consequently, an organization's effectiveness is appraised in terms of the accomplishment of *ends* rather than *means* (Perrow, 1961). Typical goal-attainment criteria include profit and productivity maximization. Some researchers insist that goals are indispensable to the understanding of organizations. While others question whether goals perform any function other than to justify past actions?

Scott (1987), tentatively defines goals as conceptions of desired ends - conditions that participants attempt to effect through their performance of task activities (Perrow,

1961). As such, successful goal accomplishment becomes an appropriate measure of effectiveness. Nevertheless, the use of goals implies other assumptions that must be valid if goal accomplishment is to be a viable measure. Particularly, it is assumed that an organization should have ultimate goals, have identifiable and defined goals, manageable goals, having a general consensus or agreement on its goals, and the ability to measure its goals. This approach has several limitations (Cameron, 1980).

When this approach is applied to measure effectiveness, we have to ask whose goals are to be measured: the organization or the individual? (Gaertner & Ramnarayan, 1983; Scott, 1987). What an organization states as its formal goals do not always reflect the organization's actual goals (Bardach, 1977; Kahn, 1977; Warriner 1965). Hence, an organization's formal goals are generally influenced by its standards of social desirability.

Bardach (1977) and Kahn (1977) suggest that goals are dynamic. That is why; they are likely to change over time, primarily because of the policy maker of an organization. Yet, an important question in the study of complex organizations eludes the organizational researcher, that is, how to determine the degree to which an organization is achieving its goals or purposes? The use of goals as a standard for evaluating OE is problematic (Molnar & Rogers, 1976).

Statements about goals, "whether obtained from written documents or decision makers, may be misleading. Especially, when those who develop statements about goals, distort, omit, or otherwise misrepresent the real purpose of the unit" (Katz & Kahn, 1966, p. 150). Furthermore, Warner (1967) suggests that goals may be difficult to determine when the goals are multiple, transitional, intangible, or part of a *means-end* chain. An organization's short term goals are invariably different from their long term goals (Etzioni, 1964).

In fact those organizations have multiple goals that create difficulties. The goal attainment approach assumes consensus on goals. Having multiple goals and diverse interests within an organization; consensus may not be possible unless goals are stated in such ambiguous and vague terms. This is mainly to allow the varying interest groups to interpret themselves in a way they consider favourable.

2.5.2 Systems Resource Approach

The systems resource approach to effectiveness views the organization as an open system. Whereby the organization acquires inputs, engages in transformation processes, and generates outputs. It could be argued that defining the effectiveness of an organization solely in terms of the goals achieved is only a partial measure of effectiveness (Molnar & Rogers, 1976).

A systems approach to OE assumes that the organization is composed of interrelated subsystems (Kast & Rosenzweig, 1985). If any of these sub-systems performs inadequately, it will affect the performance of the whole system. Consequently, effective organizations are those that receive greater resource inputs from their environment. The organizations survival is dependent upon having good relations with its constituencies, as they have the power to disrupt the operation of the organization. For the organization to survive, it is necessary that it acquires a steady flow of resources from its environment as they are consumed (Kast & Rosenzweig 1985).

The systems perspective examines various variables; such as, relations with the environment to assure continued receipt of inputs and favourable acceptance of outputs, flexibility of response to environmental changes, the efficiency with which the organization transforms inputs to outputs, the clarity of internal communications, the

level of conflicts among groups, and the degree of employee job satisfaction (Robbins, 1990).

In contrast to the goal attainment approach, the systems advocates do not negate the importance of specific goals of OE (Yutchman & Seashore, 1967). They question the validity of the goals selected and the measures used for assessing the progress toward these goals. The system resource approach to OE does not ignore end goals. But, it views them as one element of a set of complex criteria that will increase long term organizational survival (Yutchman & Seashore, 1967).

In essence, the systems approach's main focus is not on specific ends, but on the means needed for achieving these ends. Yutchman and Seashore (1967) suggest that there are five advantages of the system resource approach:

1) the organization is the frame of reference,

2) relations between organizations are a component of its definition,

3) the general framework can be used in different types of organizations,

4) variability of measurement techniques in comparative evaluation is allowed, and

5) guidelines for selecting empirical measures of effectiveness are provided. The limitations of this approach relate to its measurement of means.

Robbins (1990) suggests that measuring specific goals may be easily compared to trying to measure process variables; such as, "flexibility of response to environmental changes" or "clarity of internal communications". While each of these terms may be easy to understand, the development of valid and reliable measures may not be possible (Robbins, 1990). Whatever measures are used, they may be constantly open to questions. If the *ends* are met, are the *means* important?

2.5.3 Strategic Constituencies Approach

The strategic constituencies' approach of OE proposes that an effective organization is one that satisfies the demands of those constituencies in its environment from whom it requires support for its continued existence (Pfeffer & Salanick, 1978). Under this approach, the organization is assumed to be an association of political arenas, where vested interests compete for control over resources. Consequently, it is assumed that the organization has a number of constituencies, with different degrees of power, each trying to satisfy its demands.

The approach seeks to satisfy only those in the environment who can threaten the organization's survival (Robbins, 1990). Therefore, effectiveness is defined in terms of the degree to which the needs and expectations of the strategic constituencies are met by the organization (Keeley, 1978). Cameron (1981c) states that this approach can be viewed either as a summary measure of the organization's goals or as a series of different weightings for specific goals for a variety of constituencies. Furthermore, it is assumed that the organization pursues specific goals which are represented for particular interest groups that control the resources; a case that is considered necessary for organizational survival.

Robbins (1990:64) states that "no goal or set of goals, are value free. Each implicitly, if not explicitly, will favour some constituents more than others". Researchers who plan on implement this perspective may ask members of the dominant coalition to identify the constituencies they consider to be critical to the organization's survival. If survival is important for an organization, then the most important constituencies that affect the organization's survival should be identified. It is argued by Quinn and Rohrbaugh (1981,1983) that by implementing this approach, the impact that strategic constituents have on the organization's operations may be minimized. The task of separating the strategic constituencies from their environment which they operate is a

difficult and problematic task. As the environment rapidly changes, what was a critical goal today may not be so tomorrow (Quinn &Cameron, 1981).

Robbins (1990) suggests that even if the strategic constituencies in the environment can be identified and are assumed to be relatively stable, then what separates the strategic constituencies from the almost strategic constituencies? Furthermore, Hitt (1988) argue that different constituents are likely to rate an organization in different ways. Separate constituents may develop vastly different ratings of an organization's effectiveness. These constituents may use different criteria or weigh the same criteria differently. Although, to overcome this difficulty, Hitt (1988) suggests that constituents ratings must be weighted according to their importance to the organization. Quinn and Rohrbaugh (1983) recommend a methodology for undertaking this task in which managers' judgements of each constituent's importance are captured and combined into an overall model.

2.5.4 Competing Values Approach

The competing values approach assumes that there is "no best" criteria that is valued and used in assessing OE (Quinn & Rohrbaugh, 1981). In essence, a contingency perspective is undertaken for evaluating OE. Accordingly, organizations can be evaluated in different ways. This approach assumes that people within the organization have diverging goals. Therefore, they cannot arrive at a consensus on which goals take precedence over others (Robbins, 1990).

Typically, this is because goals may be based on personal values, preferences, and interests (Robbins, 1990; Scott, 1987). The competing values approach assumes that these diverse preferences can be consolidated and organized into a holistic OE approach. This approach began with a search for common themes among thirty criteria of OE (Campbell, 1977).

Thirty criteria mentioned by Robbins (1990) are derived from early studies that measure organizational effectiveness. Some studies used multiple criteria; such as, quality or morality. These criteria reflect the different interests of the evaluators; it is more about the person doing the evaluation than about the organization being evaluated. The point here is that not all thirty criteria can be relevant to every organization. Certainly, some must be more important than others. Table 2.8 displays these criteria.

Table 2.8 Organizational Effectiveness Criteria

Criteria	Criteria(cont.)
Overall effectiveness	Planning and goal setting
Productivity	Goal consensus
Efficiency	Internalization of organizational goal
Profit	Role and norm congruence
Quality	Managerial interpersonal skills
Accidents	Managerial task skills
Growth	Information management and communication
Absenteeism	Readiness
Turnover	Utilization of environment
Job satisfaction	Evaluation by external entities
Motivation	Stability
Moral	Value of human resource
Control	Participation and shared influence
Conflict	Training and development emphasis
Flexibility	Achievement emphasis

Source. Robbins (1990, pp. 22-23).

From these criteria, Quinn and Rohrbaugh (1981) identified certain variables that could be coupled together to create three basic sets of competing values. These are as follows:

1-2 ***Flexibility*** versus ***Control***: these two variables are incompatible dimensions of an organization's structure (Robbins, 1990). Flexibility values innovation, adaptation and change, whereas control favours stability, order and predictability.

3-4 ***People*** versus the ***Organization***: these two variables place an emphasis on the well-being and development of *people* in the organization; whereas, the organization is concerned with its own well-being and development. The people-organization is also an incompatible dimension of an organization's structure: the concern for the feelings and

needs of the people within the organization *versus* the concern for productivity and task accomplishment (Robbins, 1990).

5-6 *Means* versus *Ends*: These two variables relate internal processes and final outcomes. The former can be considered to be a long term variable, while the latter is a short term variable. This set of competing values can be compared to the goal-attainment approach which focuses on the *ends* and the systems resource approach that have emphasis over the *means*. Each one of these competing value sets can be defined and consolidated into an OE model (see Figure 2.2):
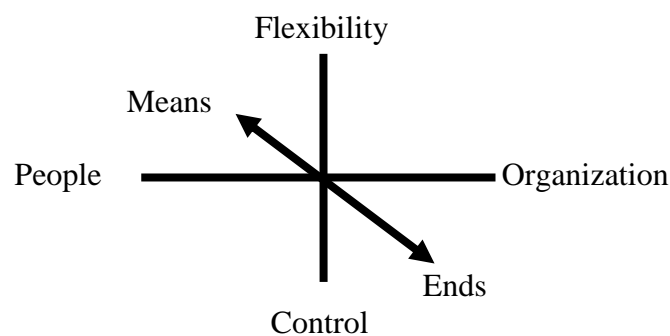
Figure 2.2 A three- Dimensional Model of Organizational Effectiveness.

The competing values approach has been used to identify changes in criteria of effectiveness over the organizational life cycle stages (Quinn & Cameron, 1982). It was discovered that effective organizations do not emphasize activities in only one model. But they maintain a balance or capacity among all four identified in Figure 2.2. As with the previous approaches to OE, this one too, is not without its limitations. This approach uses both *means* and *ends;* therefore, it overcomes the limitations associated with both the goal-attainment and system resource approaches. Moreover, this approach includes the strategic constituencies approach. Yet, it does not overcome the limitations associated with it.

2.5.5 Summary

Organizational researchers have yet to agree on an appropriate definition of effectiveness and attain a general consensus on its evaluation. Several approaches to OE

have evolved, and all have their limitations. This study has briefly described four approaches to OE which are: goal attainment, systems resource, strategic constituencies, and competing values. The six critical questions presented may be used to clarify the meaning of organizational effectiveness. Moreover, these questions may be used as a guide for selecting appropriate criteria. Nevertheless, we should acknowledge that an effective organization is ultimately dependent on its social system.

2.6 Studies Related to the Effectiveness of Training Programs

There is a lack of research in the field of school administrators training in the Sultanate of Oman. Little is known about research concerned in school administrators training and its effectiveness in Oman. Therefore the following studies describe this issue as it pertains to other nations.

According to Miklose's (1983) own observation, the training programs for school principals have received considerable attention. However, as reported by Dillon-Peterson (1981), staff development efforts are generally ineffective and poorly conceived because of having obstacles in conceptual framework. Often those who are responsible for staff development programs ignore the available theory and research when designing and implementing training programs for administrators. Educators need a clear concept of in- service that enables them to design and conduct more effective staff development programs.

Loucks-Horsley et al. (1987) organized a review of staff development literature into many models of professional training activities. These models describe the range and varieties of experiences commonly found in the schools:

a) Individual, guided staff training programs allows principals to plan and pursue activities to promote their own learning. For example, reading professional journals, revising or developing curricula, trying new management methods, and researching the

effectiveness of individually guided activities which is largely anecdotal and subjective. These activities may be short term in nature.

b) Principals generally consider observation/assessment as an evaluation model; however, in the context of peer coaching or similar types of activities, it can be a powerful form of improving instruction.

c) Involvement in a development/improvement process is a third model of staff development. These types of school reform, problem-solving efforts are not initiated as staff development programs, but, contain substantial opportunities for professional development. Very little research has been done on the impact of these types of activities on management.

d) Principal training is the most common form of staff development and most short term experiences are related to principal training programs. Most of the training studies were conducted on long term principal training programs, rather than short-term experience.

Sooi (1990) investigated effectiveness of the in-service training program for secondary school principals at Institut Aminuddin Baki. He found that not all respondents perceived changes in attitudes towards parents, students and staff after attending the program. He also found that not all the in-service contents were perceived to be relevant by the respondents. For example, in educational research and statistics they were interested in the interpretation and implication of the findings of research, due to their time in their school.

The findings shows a relationship between the age, number of years of experience, school-size and school type and the perceived effectiveness of the in-service training programs. Generally, respondents from rural school perceived a higher degree of the in-service training program effectiveness than respondents from urban schools.

He recommended that participants should be involved in designing, planning, and in the conducting of courses. The objectives of the in-service training program, in terms

of individual development or the development of the school organization, should be clear and known to the participants.

Imant and Vanputten (1994), from their implication of findings about effective training programs for principals, argue that the purposes of evaluating the effectiveness of training programs are:

First, the evaluation outcomes can be used to inform policy makers, the client system, and the public about the effects of these training programs, and

Second, the evaluation outcomes can be used in a formative way to improve the training programs.

In this study, two principal-training programs were evaluated. The first training program took place in the city of The Hague, and the second training program was executed in the Rotterdam region. The aim of both training programs was to contribute to the development of school leaders in elementary schools. To develop a systematic evaluation of school management training, at least four types of output indicators at increasing levels of complexity have to be distinguished [8,9]:

1) The subjective appraisal of the training by the principals.
2) The changes in the principals' knowledge, skills, and attitudes.
3) The changes in the principals' behaviour.
4) The impact of the training on the teachers and on school performance, including student learning and achievement.

In this study, indications are found that principals' sense of personal efficacy was affected in a positive direction by the school management training programs. Principals' sense of teaching efficacy did not show any significant changes during the period covered by the research project. Neither teachers' personal sense of efficacy, nor teachers' sense of teaching efficacy showed any significant change during this period. The expectations about the effects of the training programs are confirmed to a limited extent.

Martin (1998) investigated the guidelines for the in-service education and training of school principals. The aim of this study was primarily to develop in-service training programs for school principals according to which they may be trained. An empirical investigation has been undertaken to ascertain specific needs of educational managers or principals and the types of in-service education management training programs that may be implemented.

The study considered the present situation regarding future in-service management development efficiency. Findings indicate that in-service education and training will improve performance of school principals, staff and pupils as regards to effective and efficient output.

In-service training aims at promoting the professional growth of school principals so that they may manage their schools or institutions more effectively in order to expose and respond to educational change and innovation. This will promote effective teaching and better learning. The importance of school principals' continued professional growth has been emphasized throughout this study.

The study was greatly supported by literature on overseas initiatives. The research survey attempted to place in-service education and training of school principals in the Department of Education as an education management development instrument. The suggestions given in this study may further stimulate overall improvement, i.e., understand the in-service training in education management, develop the school principals in terms of managerial competencies, improve knowledge and technical skills for the principals management tasks and duties.

Daresh (2002) described several strategies for a principal's professional development, including, "the traditional model, in- services, workshop or seminar and networking." Additionally, he describes that principals can learn in personal ways; such

as, reading, shadowing, maintaining membership in professional organizations, and through mentoring.

DuFour and DuFour (2007) suggested that professional development should move from the typical workshop format of professional development experiences, towards job embedded practices. This may become unnoticeable as professional development, and even a common practice in the culture of the learning community.

Catherine (2004) conducted an evaluation of the perceived impact of advanced leadership training on principals in an urban school district. She argued that the impact of advanced leadership training on principals was significant. The objective of this study was to systematically examine the impact of the Advanced Leadership Training course on a Midwest urban school district. Interviews with 29 of approximately 70 participating principals were the primary data source for the study. Each of these professionals participated in 11 half-day training sessions that occurred over a five-month period at the Academy.

During this training, principals studied best practices in five domains of leadership. These domains are: establishing a clear and positive direction, ensuring accountability, selecting and developing outstanding people, providing instructional leadership, and establishing positive relationships. Data obtained during these interviews and subsequent analysis may inform those at the Academy about the principal's activities, the impact of their activities, and impediments to greater impact. The research shows that principals believed that they have improved their professional practice in three of the five domains of leadership covered in the course. Specific practices that were altered or initiated are reported, as well as the contextual realities that inhibited and supported principal growth.

Mellody (2008) examined two school districts practices in providing professional development for principals. This study aimed at understanding how district office

administration support principal professional development. Principal leadership matters in improving student achievement, but the responsibility for a principals' achievement also rests with district leadership. Major findings in this study were that the professional development activities that district administration provided aligned to best practices identified in the literature, including the Interstate School Leadership Licensure Consortium standards. The findings indicate that district-level administration emphasized the need to provide professional development that engages principals in job-embedded activities focused on teaching and learning. District administration did not spend the same effort in providing professional development that focused on principal leadership skills.

Robert (2010) investigated the effect of school principal leadership on students' achievement. The findings indicated that principals perceived that they had a high level of engagement in leadership practices associated with order, discipline, resources, and input. On the other hand, they perceived a low level of engagement in culture, focus, and intellectual stimulation. While teachers perceived their principals had a high level of engagement in intellectual stimulation and input, and low level of engagement in culture, order, discipline, resources, and focus.

2.7 Summary

The literature review in this study has shown that there is a correlation between school administrators' effectiveness and school improvement. It also illustrated that the effectiveness of professional training programs for school administration is considered one of the recent issues in developing education systems. Most researchers in global educational institutions agree that professional training programs are designed for principals and their assistants. While at the same time, these programs are reflected on teacher performance and student achievement. The Organization for Economic Co-

operation and Development (OECD) has identified four main policies which can improve school administrators practice:

1) (Re)Define school principal responsibilities.
2) Distribute school principals.
3) Develop skills for effective school principals.
4) Make school principal an attractive profession.

(Pont, Nusche, & Moorman, 2008)

This review has elicited a number of activities to improve school effectiveness and realized that quality should be improved by implementing continuous training programs. The success of these programs depends upon on the training designs, methods, and approaches used in implementing training programs for school administrators in the Muscat Governorate of Education in Oman.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this research was to examine the effectiveness of professional training programs for school administrators in the Muscat Governorate of Education in the Sultanate of Oman. The theoretical and conceptual framework was based on organisational effectiveness approaches. Two relevant approaches have been offered as guides for an organization's effectiveness. The first approach goal attainment which uses end goals; while the second approach systems theory uses means goals. Both approaches have been used as the main trust of this study. The main objective of a research methodology is to develop a set of methods and procedures that will proceed to answer the research questions (Beirger & Gerlach, 1996).

This chapter describes the research design, method of data collection, pilot study, population, sample and rationale for selecting the sample, and research instruments (questionnaire, interview) and their matrices. The instruments were translated from Arabic into English. The issues of reliability and validity of the data gathered is determined by strength of the methods used in gathering and analysing the data needed for the study. Thus, this chapter focuses on research methodology to provide the information whether the professional training programs for school administrators effectiveness is keen to achieve protectively or improvement in terms of skills, knowledge or abilities of school administrative.

3.2 Overall Methodology

The methodological approach that has been guided this study was a combination of quantitative and qualitative methods. Mixed methods studies are "those that combine the quantitative and qualitative approaches into the research methodology of the single study or multiphase study"(Tashakkori & Teddlie, 2003: 17-18). Borland (2001);

Mouton and Marais (1990); and Ncube (2004) they believe that the most useful research findings typically result from appropriately applying both paradigms. A combination of quantitative and qualitative data were provided a more comprehensive and complete picture of the professional training programs that are presented to school principals and their assistants in the Muscat Governorate of Education.

For the quantitative approach a set of survey questionnaires was distributed to respondents. The survey pertained to principals' perceptions on the effectiveness of training program of that were done since three years ago. It was used to retrieve information from respondents.

Next, through an analysis of the questionnaire, the research used the results to develop interview instruments, enriching the validity of information gathered by the questionnaire. Overall qualitative data would give a more comprehensive result by giving the respondents the opportunity to express their opinions freely, and investigate any behaviour or events relevant to answering the research question. Mack et al. (2001:1) point out that the strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue. It provides information about the "human" side of an issue- that is, the often contradictory behaviours, beliefs, opinions, emotions and relationships of individuals. The main aim of qualitative approach was to report perceptions and viewpoints that provide a deeper understanding of what is happening in the field of research.

Therefore, the purpose of using a multi-method approach of data gathering ensures that all the data does not come from one source. The triangulation of data (Cohen et al., 2000:112), allows the researchers to check on inferences drawn from one source of data with data from another source. Triangulation also allows the research to validate data, as one data collecting method would act as a check on the findings of another. Two principal research methods, particularly in social science research,

quantitative research is formalized and structured and, in the analysis of quantitative information, statistical measure methods play a dominant role since quantitative studies are based on data in the form of numbers (Kvale, 1996; Rudestam and Newton, 2007) and qualitative research is less formalized and is based on data in the form of words rather than numbers.

3.3 Research Design

The intention of this study was to investigate the perceived effectiveness of professional training programs for school administrators in Muscat Governorate of Education in the Sultanate of Oman (MGE). It is also to examine and understand the effectiveness output of the whole phenomenon of professional training program to deeply understating the process of professional training programs and in which level it is done. Therefore, to achieve these aims, both descriptive and explorative approaches are used to diagnose the reality of the effectiveness of training programs.

According to McMillan and Schumacher (2001) a research design, whether qualitative or quantitative, is a plan for selecting the participants and determining procedures to be used for data collection and analysis. Ross (1999) states that selecting an appropriate research design for the study involves following a logical thought process and a calculating mind to explore all possible consequences. Basically, a research design can generally be classified as either qualitative, or quantitative, or a combination of the two.

Research design involved two stages. Stage one, reviewed the role and responsibility which are relevant to school administrators, in terms of acquisition of skills, knowledge, and attitudes, in order to improve the performance of school administrators in Oman which is listed in Table 2.1 on page 54.

The responsibilities of school administrators are considered numerous skills, knowledge and attitudes listed in the Ministry of Education. These responsibilities show

the performance of school administrators in Oman. Moreover, through analyses and literature review of this study, there were also numerous skills and ability related to trainers, environments and facilities of the training programs. This study attempted to ascertain the effectiveness of training programs. According to Guskey (2000), today, more productive approaches in investigating the effectiveness of professional training are becoming widely used, including all the aspects related to training.

The second stage was the selection of the research method utilized in the collection of data for this study. It is related to the objectives, research questions, sources of data, and the technique of data gathering or data analysis. Table 3.1 highlights the quantitative and qualitative method of gathering data from samples.

Table 3.1 *Highlight the Overall Research Design*

Objectives	Research Questions	Methods of Data Collection	Source of Data	Technique of Data Analysis
To identify the types of professional training programs available for school administrators in Muscat	To what extent are the participated opportunities of professional training programs for school administrators are made available in Muscat Governorate of education?	-Questionnaire -Interview	Principals and Principal Assistants	For questionnaire instrument using SPSS to find out mean, Std deviation, Gap analysis. *t*-test, One-way A NOVA, Scheffe and Chi-Square. For interview instrument using NVivo
To determine the level of the effectiveness of professional training programs, specifically by developing the skills, abilities and attitudes for schools administrators in Muscat.	What are the levels of effectiveness of professional training programs, specifically by developing the skills, ability and attitude for schools administrators in Muscat?	-Questionnaire -Interview		
	What are the constraints that obstruct the effectiveness of professional training programs for school administrators in Muscat?	-Questionnaire -Interview		
To analyse the constraints that hinder the effectiveness of the professional training programs in Muscat. To examine the suggestions that can improve the educational training programs for school administrators in Muscat.	Is there any significant difference in responses on effectiveness of professional development programs for school administrators, in Muscat according to gender, experience, qualifications, and occupation in terms of changes in attitude, skills and knowledge of the school administrators?	-Questionnaire		
	What are the essential suggestions given by school administrators for improving the professional development programs for school administrators in Muscat?	-Questionnaire -Interview		

To conduct the questionnaire, the responses were coded and rated into the various categories of perceived effectiveness: 1 = very low effective, 2 = low effective, 3 = average effective and 4 = high effective, 5 = extremely high effective. The rate of responses should be scaled with numbers to provide the researcher a direction in reasoning (Sooi,1992). On the other hand, interview forms were constructed to identify the effectiveness of the professional training programs, relevance of course content, method, facility, time and trainer to increase program effectiveness. The questions were devised after analysis of the questionnaire findings and focused on certain areas that the researcher wanted to confirm according to the questionnaire findings. The interview protocols developed to elicit qualitative data.

In short, questionnaire and interviews were done to collect the data for the study. The respondents were required to rate the level of effectiveness of professional training programs related to their responsibility in improving their school from both technical and administrative aspects.

The following figure 3.1 summarizes the research design of this study according to the above main stages.

A Summary of the Research Design
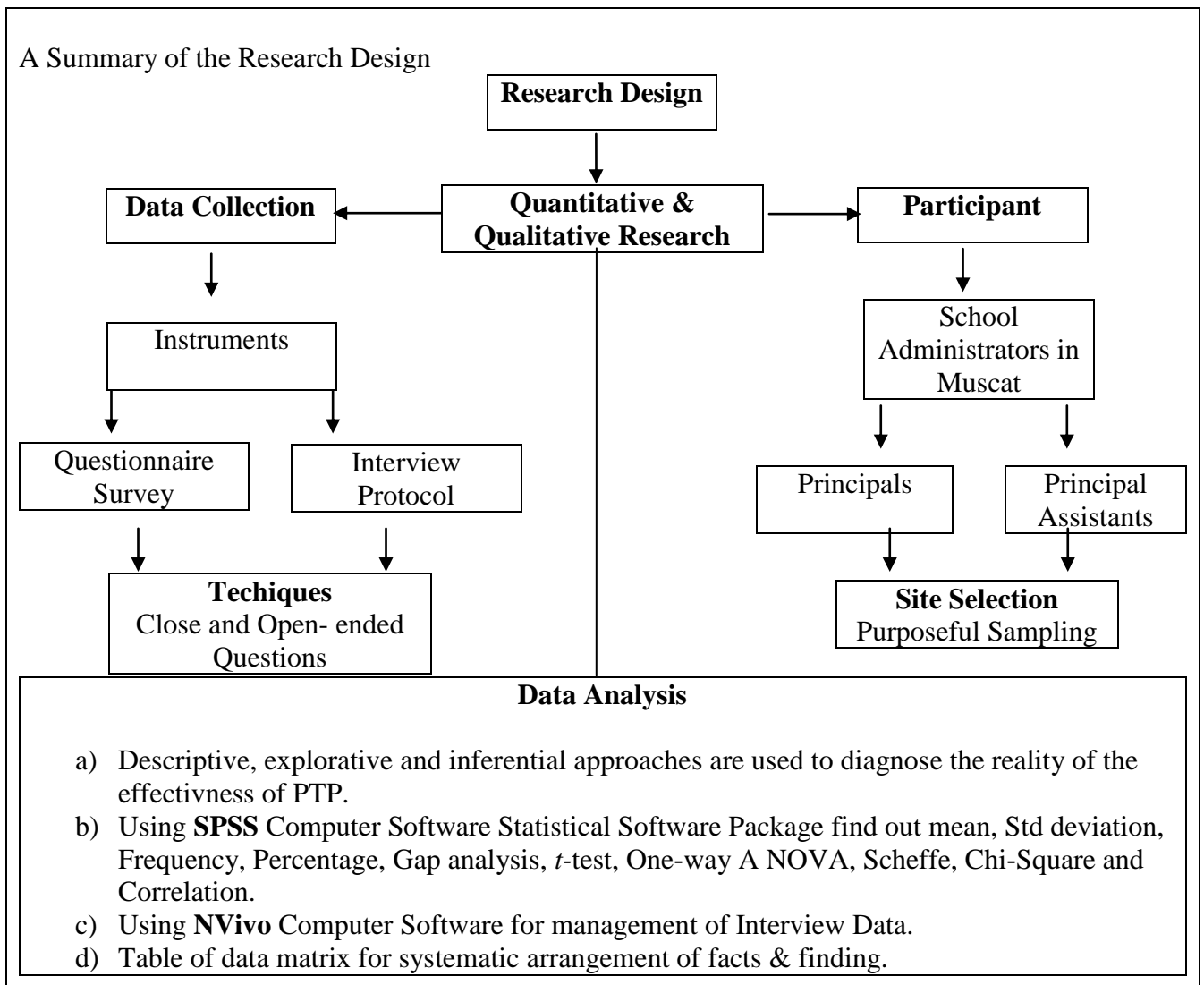
Figure 3.1 A summary of the research design

From the research design figure 3.1 the research process of this study involved the following steps:

* Identified the participants of the study using the statistics from Ministry of Education and Muscat Governorate of Education.

* Modified Al Harthi (2006) Questionnaire and insure its validity and reliability.

* Modified 19 open ended interview questions from many sources such as Al-lwatia (2003), Lalith (2005), Berkley (2010) and insure its validity and reliability.

* Obtained permission to distributed questionnaire and conduct interview.

* Analysed questionnaire data used SPSS software package.

* Analysed interview data used NVivo computer software.

* Answer research questions and present the result of the study.

* Discuss the finding and formulate recommendations and suggestions for further research.

3.4 Research Instruments

This research used multiple instruments with participants to gather data pertinent to this study. There were modified instruments related to this project and to acquire data relating to the effectiveness of training programs, in terms of improving skills, knowledge, and attitudes of school administrators. As well as an extensive review of literature related to the changing role of school administrators, an examination of training programs for school leaders in various countries, and documents related to performance development was carried out so as to gain an in-depth understanding of the issues involved in this study. However, the objectives as stated by the course provider, the course contents, and other related documents related to the conduct of the training program, pilot study were a result of consultation with supervisors and experts in educational management who also form the main references for the construction of the instruments guide.

Thus, for quantitative design, several types of instruments can be used for gathering data. The most common are surveys and closed-ended questionnaires. On the other hand, a qualitative method usually relies on detailed descriptions of people, events, situations, and behaviours. Semi- Structured interview, field notes, and specimen records, are all common qualitative techniques used (Chinapah & Miron, 1990). This research adapted a set of instruments from previous studies and literature reviews.

In short, as mentioned earlier, this study uses both the quantitative and qualitative approach to enhance the reliability and validity of the findings. Also, numerous methods of data-gathering techniques and instrumentation have been implemented. The instrument used in the qualitative approach was the interview, whereas the main quantitative instrument is the questionnaire. The following section describes the instruments in greater detail.

3.4.1 Questionnaire

The questionnaire utilized for gathering data in this research is a modified questionnaire based on the research by Al-Harthi (2006). This questionnaire is aimed at identifying the effectiveness of professional training programs in the Al-Sharqiah Governorate (General Directorate of Education). It consists of 75 items. However, the questionnaire in this study consists of **77** items, due to the researcher carefully making additions and modifying some items after development and competency statements, which were obtained from literature review, pilot study of the 20 cases, experience of the researcher and by a sitting of a 12 judge panel (see Appendix I) made up of professors, management supervisors and school administrators, all of them were chosen to participate in the validation of the competency statement. The add-on items were in part two of the questionnaire (item number; 1 which reads "providing me with an opportunity to participate when planning professional training programs") and (item number 57 in part three reads "timing of programs"). Moreover, the researcher modified some items which read "Training courses that enrich the administrative knowledge – Training courses that enrich the applied administrative side – Providing me with an opportunity of exchange visits inside the region concerning the administrative dimension."

The survey questionnaire was mailed to every panel member for validation. Space

was provided at the end of each category of competencies for panel members to suggest additional items for inclusion in the final instrument. The questionnaire was in both Arabic and English (bilingual), to ensure that the two versions are similar and no significant differences existed between them. For further refinement and clarification of wording, the questionnaire was pilot tested on 20 school administrators who were not participants in the actual study. The questionnaire had an overall Cronbach alpha score of .936 for reliability and .967 for validity of the 77 items in four parts.

As a reminder, the questionnaire after development by previous sources consisted of **77** items divided into four parts for gathering information and data regarding the following aspects:

Part 1: Personal information. The main objective of this part was to gather information with regard to demographic information such as gender, qualification, experience, and type of school.

Part 2: This part of the question aims at collecting the availability of participation opportunities of professional training programs which consists of **16** items from questions number **1-16**.

Part 3: This part of the question aims at collecting the level of effectiveness of the provided professional training programs which consists of **42** items from questions number **17-58**.

Part 4: This part the project tries to uncover the level of constraints that hinder the effectiveness of professional training programs which consists of **19** items from questions number **59-77**.

Most of the question-items required the respondents to place a tick (√) in the boxes provided. In addition, there was one open-ended question at the end of each part to collect information on other programs, skills or difficulties not mentioned in the questionnaire. A sample of the questionnaire is given in Appendix A.

Questionnaire procedure:-

In the process of administering the questionnaire, this research took essential and crucial steps to ensure that valid and reliable data was gathered. Firstly, the questionnaires were hand delivered to the Ministry of Education in the Muscat Governorate of Education. The survey questions were accompanied by acknowledgement letters. This was to inform and relay the actual information regarding the survey, the purpose of the survey, and its essential elements to the participating subjects. In addition, the accompanying letter is to provide clear information and expectations with regards to the relevant matters pertaining to the survey being conducted. The questionnaires were distributed once permission was granted from the Ministry of Education in the Sultanate of Oman. All respondents were given a period of two weeks to complete the survey questionnaire. In order to prevent delay in the return of questionnaires, regular telephone calls were made particularly to the school principals.

The questionnaire was used in this study utilized a 5-point Likert-type scale for close-ended questions. The questions and the attitudinal statements of response range used were determined in five levels as follows: 5 = *extremely high*, 4 = *high*, 3 = *average*, 2 = *low* and 1 = *very low*. The mean score between (1 - 1.79) was categorized as "very low"; (1.8 - 2.59) as "low"; (2.6 - 3.39) as "average"; (3.4 - 4.19) as "high" and (4.2 - 5) as "extremely high".

3.4.2 Interview

This research also conducted interviews as an instrument to support the findings of the study. Interview session is considered as "the most widely employed method in qualitative research" (Bryman & Bell, 2007:472). Corbin (1990: 3-21) argue that when working from a qualitative perspective, the researcher attempts a first-hand, holistic understanding of a phenomenon and data collection gets shaped as the investigation

proceeds. Thus, the interview rests on the assumption that a valid understanding can be gained through accumulated knowledge acquired first-hand from the respondents. Interview sessions are particularly appropriate because data is sensitive as openness and honesty are required on a face-to-face approach in order to produce better data and these are based on privileged information including the accessibility of principals, viability in terms of numbers, cost in time and travel with limited resources. It will be conducted in the light of questionnaire data analysis outcomes in order to clarify certain points, investigate certain issues and develop more detailed insights.

Interviewing is probably the most common form of data collection of qualitative studies in education. In many studies it can be the only source of data. The most common form of interview is the person-to-person encounter, in which one person elicits information from another (Fontana & Frey, 1994). And the interview question comes on different of categories, Strauss, Schatzman, Bucher, and Sabshin (1981), offer a list of four major categories of questions, as in Table 3.2

Table 3.2 Four Types of Questions with Examples from a JTPA Training Program.

Type of Question	Example
Hypothetical Question: Asks what the respondent might do or what it might be like in a particular situation; usually begins with "What if" or "Suppose."	"Suppose it is the first day of this training program. What would it be like?"
Ideal position Question: Asks the respondent to describe an ideal situation.	"What do you think the ideal training program would be like?"
Interpretive Question: Advances a tentative interpretation of what the respondent has been saying, prompting a reaction.	"Would you say that returning to school as an adult is different from what you expected?"

Source. Strauss, Schatzman, Bucher, and Sabshin (1981).

Therefore, the main purpose of an interview is to obtain a special kind of information. To determine what is "in and on someone else's mind" (Patton, 1990). It allows us to delve into another person's perspective. By providing access to what is

inside a person's head, it is possible to explore what the person knows, likes or dislikes, and what the person thinks in terms of attitudes and beliefs (Cohen, Manion, Bateson, 1990 & Morrison, 2000:268).

This research adopted semi-structured interviews with principals and assistants at schools to gather data for the study. Semi-structured interviews are a major tool in qualitative research. They allow the interviewer to set the initial topic area but the participant is able to move into areas which they perceive to be significant. Semi-structured interviewing provides occasions for close researcher information-interaction. In semi- structured interviews, researchers have to be prepared to follow unexpected leads that arise in the course of the interviewing. The depth of data from semi-structured interviews is enhanced by the use of prompts such as "tell me more" and "explain." This allows pursuing of points of interest and helps capture an informant's way of thinking about something (Glesne & Peshkin, 1992). Semi-structured interviews are built around a core of structured questions, from which the interviewer branches off to explore responses in depth. Although semi-structured interviews consist of questions devised by the researcher in advance, interviewers are free to modify the order of questions, based on their perception of what they deem most appropriate in the context of the conversation and by analyzing the questionnaire.

On this context, this research modified 19 open ended interview questions from many sources such as Al-lwatia (2003), Lalith (2005), Berkley (2010) and other researches after pilot testing these questions and having them vetted by a panel of judges including professors, supervisors, administrators, and policy makers. The interview guide consists of two parts. Part one deals with the background information of the participating school administrators, their position (principal or principal assistant), number of years of experience, professional and academic qualification as well as type of school. And part two of the interview schedule consists of items related to the various

areas of skills, knowledge, and attitudes, as well as training methods for meeting training programs effectiveness (see Appendix B).

Interview Procedure

The permission for the interview sessions was obtained from the Ministry of Education and the Muscat Governorate of Education in order to carry out the study in selected schools. An approval from the Department of Education was also obtained prior to fieldwork. Data collected in Oman was conducted during the school business hours. This was considered the most convenient time for the staff and most participants. With the permission of the respondents, a tape recorder was used to record the interviews. The duration of each interview lasted from forty-five minutes to one hour.

Interview requests were delivered by the researcher to the principals and their assistants in the Muscat Governorate of Education. The total number of participants were 13 and they were selected from 8 public schools (first cycle grades 1-4, second cycle grades 5-10 and post-basic grades 11-12). All participants were notified by prior appointment and the time of each interview was approximately one and one-half hours for each meeting. The venue of the interview was chosen to be comfortable and peaceful during the entire duration of the interview. The interviewer and the participant sit facing each other, so that each can clearly see the other's face and neither of them should be against the light. Participants were not allowed to sit behind a desk, whenever possible, as a desk can act when interviewing people (Dean, 1991).

All participants' responses were recorded and notes were taken simultaneously. Recording and evaluating an interview is something that a researcher must take into consideration. There are three basic ways to record interview data. The first and the most common one is to record the interview on tape. The second method of recording interview data is to take notes during the interview. The third, and least desirable

method of recording interview data, is to write everything said and the interviewer remembers (Merriam, 1998).

The interviews were extracted first from the tape and then written in Arabic. Thereafter, the data was translated from Arabic into English, since the respondents speak in Arabic. Finally, the data was then coded and placed into categories. The Bogden and Biklen (1998) basic method of organizing words and phrases from interviews, under coding themes and categories will be successfully adopted in this data analysis. These methods allow the researcher to sort the interview data, so that words relating to a given topic can be easily recognized from other unrelated text. The value of an interview, of course, depends on the interviewers' knowledge of a given topic and their ability to ask meaningful questions in a language easily understood by the interviewer.

In conclusion, the purpose of using a multi-method approach of data gathering ensures that all the data does not come from one source. The triangulation of data according to (Cohen et al.,2000:112) allows the research to check on references drawn from one source of data with data from another source. It also allows the research to validate data, as one data collecting method would act as a check on the findings of another.

3.5 Translation of the Instruments

A cross-nation study requires collecting data from Oman which uses Arabic language as a formal language. Hence, an instrument, such as a questionnaire or interview needs to be translated into both languages (English and Arabic) in order to be understood by readers and participants. In this study, the original instruments were developed in Arabic for the questionnaire and interview method, and then translated into English (see Appendix A).

To ensure accuracy in the translation of the questionnaire and interview, questionnaire were professionally translated (and back-translated). This is a common technique used in translating instruments in cross-nation research. In this regard, Deutscher (1973:169) says:

> The technique which is widely employed to deal with this problem is called "back translation". There is a general agreement on how the actual translation of the questions should be made. First, the original instrument is translated into the target language, and then another independent translator translates this translated version back into the original. Later, the original and translated versions are compared and the discrepancies are clarified.

Finally, in order to conduct a valid translation of the instruments from English into Arabic or vice versa, the instruments were sent to experts in both Arabic and English languages. This was to ensure that the instruments were similar and without any significant differences when they were translated.

3.6 Pilot Study

The pilot study is a small-scale replication of the actual survey. It will target a small number of people, who have characteristics similar to those of the target group of respondents, namely educators and learners. In this study the results of the pilot study were speculative. It is conducted an exploratory study aimed at identifying the effectiveness of professional training programs provided to school principals and their assistants; the number of sample was about 20 cases from different sample of this project and the data obtained from them were used to test the reliability of the instruments using Cronbach's alpha. The pilot study produced the following results:

➢ Lack of availability of a scientific-studies calendar for judging the effectiveness of training programs and for school administrators and their assistants in order to develop and improve;

➢ The main tool used in evaluating professional development programs is the questionnaire and infrequently used interview, observation or data analysis;

➢ Most evaluations of professional training programs are being implemented through simple forms in order to obtain immediate feedback from participants.

The survey further indicated problems of planning professional training programs for school administrators, and their assistants, as follows: Non-participation of trainees and targeted professional training programs, in both planning and preparation, lack of visibility of the efficiencies necessary for trainees, lack of qualified personnel, specialized design and implementation of training programs. Most of the goals of professional training programs couldn't be achieved in implementation due to the predominance of theoretical studies over practical application, a lack of balance between the technical and administrative tasks, too much emphasis on the administrative dimension, lack of precision in determining training needs, finding qualified instructors for training, and financial difficulties. In addition, there was a lack of adequate skills, insufficient time for successful implementation, and a lack of field visits for the trainees.

The results of the pilot study were discussed with the researcher's supervisor, after that the researcher had to keep this finding from the pilot study constantly in mind during the data collection phase.

3.7 Population and Sample of the study

The annual statistical report from the Ministry of Education in the Sultanate of Oman provided the necessary information regarding the subjects of this study. The statistics for 2009/ 2010 indicated that the Muscat Governorate of Education had 143 schools.

3.7.1 Population

A total of 143 schools formed the research population for this study. The population involved the administrators of basic or post-basic schools, from 1-12, under

the directorate of the Muscat Governorate of Education, in the Sultanate of Oman. Each school had a principal however some of them had principal assistants. The total number of schools and school administrators is shown in Table 3.3.

Table 3.3: Number of Schools and administrators in Muscat 2009/2010

Total Number of School = 143		Administrators	
Boys School	Girls School	Principals	Principals assistant
(Include two cycle 5-10/ 11-12)	(Include three cycle 1-4/5-10/ 11-12)	143	120
53	90		

Source. Ministry of Education, 2010.

3.7.2 Questionnaire Sampling

The samples used for the questionnaire were the school principals of 143 schools followed by the assistants in the population school who totalled 72. They were selected by purposive sampling of the schools. The selection of the principal assistants was intentionally made according to the condition of attending professional training programs over the last three years and their experience in school management as well as by the researcher's knowledge of the population.

Moreover, the reason for the difference between total number of principal and assistants was that not every school has assistants and some of them were newly appointed which means they lack experience to judge the effectiveness of professional training programs. Table 3.3 shows the total number of the sample of this research which was 143 principals and 72 assistants.

Table 3.4 *Number of Samples for Questionnaire*

Category	Male	Female	Total
Principals	53	90	143
Assistant Principals	24	48	72
Total	77	138	215

The sample mentioned in Table 3.5 focused on the administrators who attended professional training programs, which were presented by the Muscat Governorate of Education through documents that indicate their participation such as databases for training programs.

This sample included approximately 64.2% female and 35.8% male. As the female administrators exceeded male administrators, more females were selected from principals and their assistants. Patten (1990:186) recommends specifying a minimum sample size, based on reasonable coverage of a phenomenon, given the purpose of the study.

3.5.3 Interview Samples

For this study, purposive sampling strategies of interviewing are considered critical for achieving the research intention. Purposeful sampling is "a strategy in which particular settings, persons or activities are selected deliberately in order to provide information that can't be gained by other options" (Maxwell, 2005). The purposeful-sampling approach has the potential to provide trustworthiness to a research. Therefore, the samples conducted for interview were taken from school principals and their assistants as shown in Table 3.5:

Table 3.5

Number of Samples for Interviews

Cycle	School	Principal	Assistant	Total Respondents
Cycle 1 school	2	*2*	2	
Cycle 2 school	3	2	3	13
General school	3	3	1	

In short, participant selection was achieved through purposive sampling as recommended by Creswell (2008). By purposive sampling, the selection of the participants was intentionally and made by the researcher according to the researcher's knowledge of the population, the nature of the research objectives, research questions, and the findings of the questionnaire analysis. The participants were those holding legitimate posts of principal or assistant of the school during the research period. Once the training program was completed, the researcher determined who to interview (Merriam, 1998). Thus, this strategy ensured that purposeful sampling was used to select subjects who are knowledgeable about professional training programs. This can improve the effectiveness and quality of those programs which are presented to school administrators.

3.8 Rationale for Selecting the Sample

The rationale for selecting this group of respondents was that all of them have directly attended the professional training programs organized by the Muscat Governorate of Education under the supervision of the Ministry of Education in the Sultanate of Oman. The school administrators had, at one time or another attended these programs before. The subjects sampled had provided feedback on the effectiveness and benefits gained from attending such programs. Their feedback not only reveals the strengths of the programs, but also the flaws and weaknesses, which can be further

improved by the training department. In order to achieve the organizations' goals and objectives, it is essential to enhance the skills and develop the school administration staff.

3.9 Validity and Reliability

Both validity and reliability are extremely essential to ensure the effectiveness of any selected technique, for the gathering and processing of data. **Internal validity,** deals with the question of how research findings match reality. Becker (1993:220) humorously points out that "reality is what we choose not to question at the moment", and "the leading cause of stress amongst those that teach within it". **Reliability** refers to the extent to which research findings can be replicated. In other words, if the study is repeated, will it yield the same result (Merriam, 1998). The connection between reliability and internal validity, from a traditional perspective, rests for some, on the assumption that a study is more valid if repeated observations in the same study, or replications of the entire study, have produced the same results. It can use several techniques to ensure that results are dependable:

➤ The investigator's position. They should explain the assumptions and theory behind the study (LeCompte & Preissle, 1993);

➤ Triangulation. Especially in terms of using multiple methods of data collection and analysis, triangulation strengthens reliability as well as internal validity;

➤ Audit trail. Just as an auditor authenticates the accounts of a business, independent judges can authenticate the findings of a study by following the trail of the researcher (Lincoln & Guba, 1985). "If we cannot expect others to replicate our account, the best we can do is to explain how we arrived at our results" (Dey, 1993:251).

External validity is concerned with the extent to which the findings of one study can be applied to other situations. This is how generalizations are the result of a

research study. On the other hand, it can go 'overboard' in controlling a factor, which may influence outcomes. The results of findings can be generalized only to other highly controlled, largely artificial situations. To enhance the possibility of the results of a qualitative study being generalized, the following strategies can be used:

➢ Rich, thick description, providing enough description so that readers will be able to determine how closely their situations match the research situation, indicating whether findings can be transferred;

➢ Typicality or model category, describing how typical the problem, event, or individual is, compared with others in the same class, enabling others to make comparisons with their own situations (LeComte & Preissle, 1993);

➢ Multi-site designs, using several sites, cases, and situations, especially those that maximize diversity in the phenomenon of interest, allow the results to be applied by readers, to a greater range of other situations. This variation can be achieved through purposeful or random sampling.

In this study, the validity of the questionnaire and interview instrument was obtained from experts in the fields of education and educational research. A pilot version of the instruments was sent to some universities and the Ministry of Education staff in the Sultanate of Oman experienced in the fields of educational research and education development. This was an invaluable exercise prior to the pilot-testing, as some suggestions obtained led to further modifications of the relevant items for both questionnaire and interview instruments.

For the questionnaire, a pilot-testing study was conducted by distributing 20 questionnaires to school educators, in the Sultanate of Oman, from an external sampling of research, to determine the instrument reliability and validity. One method was to evaluate the wording of questions, through a review process by practitioners. This was

also performed to evaluate the overall effectiveness of the instrument, to determine any problems encountered by the participants, and to ensure, as much as possible, an accurate survey measurement.

Overall the results of the questionnaire indicated that the reliability score was "between" .899 to .975 and validity score was "between" .948 to .987 for three parts, the value for each section was as follows: part one (the availability level of participation opportunities programs- 16 items), had a reliability score of .916 and validity score of .956.

Part two, the level of effectiveness of the professional training programs- 42 items were divided into four kinds namely planning had a reliability score of .975 and validity score of .987, ability had a reliability score of .940 and validity score of .970, skills had a reliability score of .962 and validity score of .981, and organization level had a reliability score of .899 and validity score of .948.

Part three (the level of constraints- 19 items), had a reliability score of .948 and validity score of .974. The reliability and validity values in the questionnaire can be seen in Table 3.6:

Table 3.6
Reliability and Validity Values of Items in Questionnaire

Questionnaire Parts		Items Number	Reliability	Validity
Opportunities availability		16	.916	.957
Effectiveness Level	Planning	24	.975	.987
	Ability	5	.940	.970
	Skills	7	.962	.981
	Organization level	6	.899	.948
Constraints		19	.948	.974
Items Total		77	.936	.967

Correlation coefficients of the effectiveness level

It was noted from Table 3.8 that the correlation coefficient in the paragraphs related to planning, abilities and skills among the paragraphs related to the integrity of the professional training programs. This value is high. Thus, it is considered a sign for the reliability of the questionnaire and its suitability for the purposes of this research since the 2-tailed significance .000 is less than (.05), the related correlation is statistically significant.

Table 3.7 *Correlation Coefficients*

		Abilities	Skills	Organizing training
Planning	Pearson Correlation	$.904^{**}$	$.921^{**}$	$.652^{**}$
	Sig. (2-tailed)	.000	.000	.000
	N	215	215	215
Abilities	Pearson Correlation		$.878^{**}$	$.576^{**}$
	Sig. (2-tailed)		.000	.000
	N		215	215
Skills	Pearson Correlation			$.549^{**}$
	Sig. (2-tailed)			.000
	N			215

**. Correlation is significant at the .01 level (2-tailed).

In short, the reliability coefficient is deemed a statistical index through which it would be possible to measure the accuracy of measurement. The reliability coefficient takes the value (1.0) to test the strength of the correlation coefficient between the paragraphs available in the coefficient (the internal correlation of the coefficient) and the specification of the tool of the coefficient and through using the testing method and retesting, a questionnaire was distributed among a number of samples. After a while, the same questionnaire was distributed among the same sample. After calculating the coefficient of the correlation, the value of the correlation coefficient had increased. The value of the internal correlation coefficient (alpha) was .936 which is considered a sign of high reliability and 0.967 was the validity value of this questionnaire for this study.

3.10 Method of Data Analysis

Qualitative and quantitative method is a "process of bringing order, structure and meaning to the mass of collected data" (Marshall and Rossman, 1989). In quantitative and qualitative researches, data analysis in this study is an on-going process during data collection. Qualitative data analysis in fact, is pursuing the relationship between categories and themes of data seeking to increase the understanding of the phenomenon. For example after collecting interview responses, they were processed and written up in a systematic form by using the effects-matrix. Since this study relayed to more extent on the questionnaire and interviews the following sections deals with the analysis of these two sources of data collection:

3.10.1 Quantitative Data Analysis

All returned questionnaires were carefully examined to determine their level of completeness and accuracy of the responses. The data was recorded and analyzed by using the SPSS statistical software package. This process is an extremely important technique in the research plan, as it helps to set procedures of describing, synthesizing, analyzing and interpreting data (Leech, Barrett, & Morgan, 2005). Data scoring have been completed by computing items in each area, to obtain the mean, with the minimum (1), indicating very low or never and (5) indicating always or extremely high, with the respective statements according to 5 point Likert-type scale format. Generally, the purpose of data analysis is to make sense of the collected data.

In short, the function of the data analysis method of the questionnaire is to produce descriptive statistics, such as frequency and percentage distributions, and means, standard deviations and gap analysis, to answer research questions one, two, three, and five. Second, descriptive statistics (t- test One-way ANOVA, Scheffe, and Chi- Square) were used to answer research question four, to determine differences

between school administrators due to differences in gender, experience and qualification, relating to their responses for professional training programs. All statistical analyses were made at the .05 significance level. Thereafter, a reliability test using the Cronbach alpha coefficient was once more run to test the instrument when used with the larger sample.

3.10.2 Qualitative Data Analysis

The qualitative data analyses done after each interview were conducted. Data analysis, including coding, was performed shortly after each transcript was prepared and after translating the Arabic to English. Miles and Huberman (1994) noted, codes are "tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study".

Usually, coding is done by hand, utilizing coloured pens to sort data and then cutting and categorizing these data. Moreover, given the innovations in software technology, electronic techniques of data coding are generally being more employed by qualitative researches. Bazeley (2007:6) asserts that: "There is a widely held perception that use of a computer helps to ensure rigor in the analysis process". Furthermore, using a computer basically "ensures that the user is working more methodically, more thoroughly, more attentively".

The use of computers in qualitative data analysis has increased dramatically in recent years (Merriam, 1998). This is due to the ability of computer to facilitate data management to the point that a research has a choice of program designed for this purpose. The computerized qualitative data analysis program called "NVivo version 8" has good advantages and may significantly improve the quality of research. Analysis of qualitative data has become easier and yields more professional results. The software indeed reduces a great number of manual tasks and gives the researcher more time to discover tendencies, recognize themes and derive conclusions (Wong, 2008). In

addition, NVivo is considered as an ideal technique for researchers working in a team since it facilitate combining the work of individuals to come up together with one project.

Therefore, this research obtained a good opportunity in using NVivo9, a Qualitative Data Analysis (QDA) computer software package produced. Bazeley (2007) argue certain procedures to employing NVivo software such as: the first step is to create a project on this study named Effectiveness of Professional Training Program for School Administrators, then working with qualitative data files that was with the digitally recorded interviews. The interviews have been transcribed and translated into English. Next is to work with nodes to store a place in NVivo for references to code texts.

To code a particular node, the researcher highlighted the text via the mouse and pulls the highlighted text to the identified node and going further to utilize the techniques facilitating the development of the concepts, categories and themes, as well as going further with narrative and discourse pertaining to the study. In developing coding categories, the researcher identified relevant themes after reading the transcripts and field notes several times line by line, key terms and repeated phrases are highlighted and categories in order to be formulated.

The main codes of this study include several key variables and their corresponding sub-units of analysis based on the conceptual framework and the research question and used table of data matrix for systematic arrangement of facts and finding as approach of this study. Eventually, this research transcribed the recording conversation into three columns and the first column," Existential, second "Code" and third "Them" as shown in Table 3. 8

Table 3.8 *Research Interview Protocol*

Domains	Possible themes	Sub- themes	Concepts
The opportunities giving to school administrators to participate in the professional training programs	Program available	-Workshop - Meeting -Conference - Exchange visits - Training inside and outside the country - Forums - Lectures - Assemblies	Opportunity for participation
The level of effectiveness of the professional training programs provided by the Directorate General of Education in Muscat.	Effectiveness Programs	-Skills -Knowledge - Abilities -Financial aspect -Theoretical and practical - teamwork - problem solving -Effective meeting, work shop, training, exchange visit.. etc. Human relationship	Effectiveness Level
The scope of organizing the program	Organization	-Title and objective of the training -Time -Training needs -Environment -Facility -Follow up the training -Presentation	Organization Level
The challenges which obstruct the effectiveness of professional training program in Muscat.	Challenges	-Qualify of the trainers -Appropriate the place -Cooperation between the department -Attracting trainers experts -High quality of outcomes -competence of trainers -Centralization Absence the real planning	Identify the challenges

3.11 Ethical Considerations

Concerns about validity and reliability are common to all forms of research as there is much concern about the ethical manner in which the investigation is conducted. In former studies, ethical dilemmas are likely to emerge with regard to data collection and in the dissemination of findings. The standard data collection techniques of interviewing for example in qualitative research present their own ethical dilemmas. On the other hand, it is highly structured with predetermined questions, semi-structured and

open-ended, which both carry risks and benefits to the informants. Patton (1990) points out that an interviewer's task, "is first and foremost to gather data, not to change people." Webb et al. (1981), in their book on nonreactive measures, suggest that there is a continuum of ethical issues based on how the "public" view of observed behaviour. Kelman (1982:81) believes that it can be taken for granted that "serious ethical problems arise, only when respondents agree to provide information for one purpose and the data is then used for a clearly different purpose". Also, analyzing data may present other ethical problems since the researcher is the primary instrument for data collection.

Deyhle, Hess, and LeCompte (1992:639), underscore the point that, "one is not suddenly faced with ethical decisions when one goes into the field. He or she is faced with behaving in an ethical manner at every moment; doing qualitative research in the field simply creates unique situations with more extensive ramifications that must be examined"

Therefore, the researcher executed the following steps to ensure that the study met appropriate ethical standards:

➢ The research objectives were clearly stated in writing, including a description of how the data would be used. Each participant received a copy.

➢ A written permission to proceed with the study was obtained from all participants.

➢ The participants were informed about the necessary data collection devices and activities.

➢ Participants' responses were anonymous.

➢ Participants remain anonymous for any data collected.

All participants were informed that all the interviews and focus group meetings would be recorded. The tape recorder of the interview training programs was stored safely and not used in any way which could identify the individuals.

3.12 Summary

The research methodology which was used in this investigation has been described in this chapter. The data collection strategies, the design and the content of the research were described and explained. The research design included a quantitative and qualitative method involving a narrative description of the effectiveness of professional training programs. The samples of interviewers used in the study were principals and their assistants in school administration. Instruments used for the study were questionnaires and interviews. In addition, the validity and reliability of the instruments are also discussed in this chapter. All ethical considerations, anonymity and confidentiality were described. Results of the data analysis, which is the basis of subsequent conclusions and recommendation, are presented in the next two chapters.

CHAPTER 4

ANALYSIS OF DATA AND FINDINGS

4.1 Introduction

Achieving quality of performance of school administrators in Muscat Governorate of Education in framework of developing human resources in the Sultanate of Oman requires several training programs. Therefore, the purpose of this research was intended to fix the gap between the current performance of school administrators and performance expectation related to the school leader's responsibilities.

As stated in chapter three, this research adopts a quantitative and qualitative method, by conducted questionnaires and interview analysis. The data were collected from school administrators (principals and principal's assistants) their perception of effectiveness of professional training programs attended to improve their knowledge, skills and attitude towards developing their school. This research used descriptive statistical procedures to analyze the information collected from the respondents to achieve the aims of the study.

In order to facilitate this presentation, the findings of this chapter were organized into several parts. This organization was to correspond with the information on school administrators' perceptions of the professional training programs (PTP) with regards to the research questions of this study. Therefore, in the present study, a number of items in the Questionnaire and Interview were taken. In addition, respondents were then asked to express their opinion or attitude towards these statements or propositions. In this way, this project was able to ascertain whether the responses to these items or propositions indicated a significant trend of opinion.

The results of the instruments analysis were based on frequency distribution. Then, they were presented in the form of charts, graphs, and tables for easy visualization. All quantitative data for example were analyzed using the Statistical

Package for the Social Sciences (SPSS) software (version 13.0). The mean and standard deviation, as well as the *t*- test, One-way ANOVA, Scheffe's test and Chi-Square, Gap Analysis was used to analyze the research questions for the questionnaire and the code utilized in the NVivo computerized software version 2 for the interview.

4.2 Technique of Data Presentation

In order to answer the research questions this research has referred to the conceptual framework of the study. The framework of analysis for this study was based on the organization effectiveness approach such as Goal attainment approach and system approach. The first approach states that an organization's effectiveness must be appraised in terms of the accomplishment of ends or outcome of the training program. While the system approach focuses on how the organization acquires inputs, engages in the transformation processes, and generates outputs, as well as the effectiveness of the training program model.

Any systematic training program has three elements: the input, process and output. To explore if the training programs are effective or ineffective, there are different criteria – all purporting to measure "organizational effectiveness"; such as, productivity, efficiency, profit, values of human resource, and managerial interpersonal skills and quality of trainers, process, environment and facility which must cross with the school administrator's responsibility to improve the effectiveness level of professional training program. The idea in the conceptual framework was used to explain, understand and improve the effectiveness of professional training programs in the Directorate of Education of the Governorate of Muscat.

The presentation and summary of data was organized according to the phases of data collection and with reference to the research questions. The results of the quantitative data were analyzed in response to the first, second, third and fourth research

questions. The qualitative data were analyzed to further explain the first, second, third, and fifth research questions.

4.3 Data Analysis

The data information was related to the design of the study. The design of the research process employed both the quantitative and qualitative method. This mixed method in the collection of data enabled the researcher to confirm findings from different data sources. In this section, the data that concerned the effectiveness of professional training programs as perceived by school administrators were analyzed qualitatively and quantitatively to answer the following research questions:

1- To what extent are the participated opportunities of professional training programs for school administrators made available in Muscat Governorate of education?

2. What are the levels of effectiveness of professional training programs; specifically by developing the skills, ability and attitude of for schools administrators in Muscat?

3. What are the constraints that obstruct the effectiveness of professional training programs for school administrators in Muscat?

4. Are there any significant differences in responses on effectiveness of professional training programs for school administrators in Muscat according to gender, experience, qualifications, and occupation in terms of changes in attitude, skills and knowledge of the school administrators?

5. What are the essential suggestions given by school administrators for improving the professional training programs for school administrators in Muscat?

4.4 Questionnaire Data Analysis of Effectiveness Professional Training Programs of School Administrators in Muscat Directorate of Education

This phase employed a survey to collect data from the school administrators as the sample of this study. The data obtained from first part of this phase were tabulated according to the respective parts of the questionnaire. This part of the questionnaire provided the data on the following points:

➤ Positions of the respondents at the time of study.

➤ Gender of respondents.

➤ The type of school.

➤ Previous experience of respondents as school administrators.

➤ Respondents' academic and professional qualifications.

Data from Parts 2, 3, and 4 of the questionnaire provided information on: Participated opportunities for professional training programs available in Muscat. The level of effectiveness of the professional training programs' specifically, on developing the skills, abilities and attitude, and part four for constraints that hinder the effectiveness of professional training programs which were organized by the Muscat Governorate of Education.

To obtain information on the above parts, the research analyzed the questionnaire survey which was conducted with school administrators in Muscat Governorate of Education. The total number of schools was 143 involving principals and principal assistants. Therefore, the number of questionnaires distributed was 250 questionnaires addressed to principals and their assistants. Two ways were followed in distributing the questionnaires; one was by sending them through the formal system of the Directorate of Education of the Governorate of Muscat, and the other way was by e-mailing them directly to all schools. Thirty-five questionnaires were not returned by respondents for reasons which were explained in the analysis of respondents'

demographic information below. Therefore, the questionnaire findings of this study are based only on data and information given by 215 respondents or 87% of the total survey population.

The presentation and summary of the data were organized according to the phases of data collection and with reference to the research questions. The responses to the study were deemed adequate and appropriate. The response rate was determined to be sufficient and to be utilized to provide an adequate description of the professional training programs for school administrators in Muscat.

4.4.1 Scoring Method

The data were analyzed using descriptive statistics and the type of score to analyze is Summed Scores for all items on the questionnaire instrument. Summed Scores are the scores of an individual added over several questions that measure the same variable (Creswell, 2008).

One procedure that can aid in assigning scores to responses is to create a codebook. A codebook is a list of variables or questions that indicates how the researcher will code or score responses from an instrument. The codebook for this study is shown in Figure 4.1.

Variable1. Gender: Male = 1, Female = 2.

Variable2. Number of years' experience: $1 - 3 = 1$, $2 - 6 = 2$, $+6 = 3$.

Variable3. Occupation: Principal = 1, Assistant = 2.

Variable4. Type of School: 1-4 =1, 5-10 = 2, 11-12 =3.

Variable5. Academic Qualification: Diploma = 1, Bachelor = 2, Master = 3, PhD = 4.

Variable6. Very low=1, Low=2, Average=3, High=4, Extremely High=5.

Figure 4.1. Codebook for the Research.

4.4.2 Survey Procedure

This research developed a questionnaire according to previous sources which, after adaptation, eventually consisted of **77** items, each item used in this study utilized a 5-point Likert-type scale for close-ended questions. The questions and the attitudinal statements of response range used were determined in five levels as follows: 5 = *extremely high*, 4 = *high*, 3 = *average*, 2 = *low* and 1 = *very low*. Then, the data were input into the SPSS database.

In addition, for more meaningful analysis, the numerical indicators were reclassified and interpreted to judge the scale for the responses. They were thus divided into five alternatives levels (extremely high, high, average, low, very low). If the mean score is between (1 - 1.79) it was categorized as "very low"; (1.8 - 2.59), was "low"; (2.6 - 3.39), was "average"; (3.4 - 4.19) is "high" and (4.2 - 5) was "extremely high".

4.5 Background of the Questionnaire Respondents

This research collected data from two methods, as mentioned earlier, through an e-mailed survey that allowed the respondents to express their responses freely and the qualitative data was obtained from interviews. The following are details of the instruments subjects.

The total survey used to obtain quantitative data was 250 questionnaires which were distributed to school administrators in 143 schools in the Directorate of Education of the Governorate of Muscat in the Sultanate of Oman. According to the statistics, 87.5 percent (215) of the questionnaires were completed and returned by respondents and thirty-five (12.5%) were not. To highlight the respondents' demographic characteristics of questionnaire respondents, we will discuss each variable as follows:

1. Gender

Of the total number of respondents, 77 (35. 8 percent) were male and 138 (64.2 percent) were female. That is because in the first cycle of schools (1 − 4) all staffs are

females. Also, most of the staff in the female schools especially (principals and assistants) completed their questionnaires. In contrast, many of the male schools do not have assistants, just principals to manage their schools. These statistics can be seen in Table 4.1.

Table 4.1
Gender Distribution of the Sample

Valid	Frequency	Per-cent
Male	77	35.8
Female	138	64.2
Total	215	100.0

2. Qualifications

The distribution of respondents according to their qualifications indicated that the majority of them, 146 (67.9%), were Bachelor's degree holders, followed by 49 (22.8 percent) who were diploma holders and 16 (20.3%) who were Master's holders. None of the respondent was a PhD holder, although some of them had enrolled in this program and were still studying, according to the statistics for 2008/2009 (Ministry of Education, 2008). The distribution of participants by qualification can be seen in Table 4.2. below:

Table 4.2 *Qualification Table*

Academic Qualification	Frequency	Percent
Diploma	49	22.8
Bachelor	146	67.9
Master	20	9.3
PhD	0	0
Total	215	100.0

3. Experience

The distribution of respondents according to their experience indicated that a large number of them, 162 (75.3%) had more than 6 years' experience, and 32 (14.9 percent) of them had from 3-6 years' experience while 21(9.8%) of them had from 1-3 years' experience. This indicates that most of the respondents have adequate knowledge for their level of professional training programs because of their long-term experience as school administrators. So, they can assess the effectiveness of these programs. This distribution of experience can be seen in Table 4.3.

Table 4.3   *Experience Table*

Experience (Years)	Frequency	Percent
1-3	21	9.8
3-6	32	14.9
More than 6	162	75.3
Total	215	100.0

4. Occupation

Out of the total number of respondents, 144 (67.0%) were principals and 71 (33.0%) were assistants as mentioned in the gender distribution table. A number of male schools had no assistants in the school administration. In addition, some of the assistants were sent for higher education and some did not have experience in administration. For these reasons, the total number of principals is more than the total number of assistants, as seen in Table 4.4 below:

Table 4.4 *Occupation Table*

Occupation	Frequency	Percent
Principals	143	67.0
Assistant	72	33.0
Total	215	100.0

5. Type of school

      The distribution of participants according to their type of school indicated that 65 (30.2%) were from 1 − 4 type of school, and 104(48.4%) were from 5 − 10 type of school then, 46 (21.4%) were from 11 − 12 type of school. This distribution of the type of school is shown in Table 4.5 below:

Table 4.5

Table of Type of School

Type of School	Frequency	Percent
1-4	65	3.2
5-10	104	48.4
11-12	46	21.4
Total	215	100.0

    Table 4.5 shows that the percentage of female respondents was higher than that of males, that is, an estimated 64.2%. Among the categories of experience in management, the highest category was individuals who have more than six years' experience in management, representing 75.3% of the whole sample. Regarding the variable of occupation, the study sample included 143 principals representing 67%, while there were 72 assistants representing 33% of the sample.

      In terms of the level of schools where the participants work, including different classes, most of the participants (104) work at schools in the classes (5-10), representing 48.4% of the sample. Furthermore, most of the participants (146) hold a Bachelor's degree, representing 67.9% of the sample. It is worth mentioning that none of the participants holds a PhD degree.

4.6 Means and Standard Deviation of Study Domains

There were six domains – each one including a number of items on the questionnaire used to check the effectiveness of professional training programs which were presented to school administrators in the Directorate of Education of the Governorate of Muscat. All the domains were analyzed using means and standard deviation and other statistics.

The highest mean for all of the domains is as shown in Table 4.6 from the perspective of the school administrators for professional training programs is the "constraints that hinder the effectiveness of professional training" which was the first ranked with (mean = 3.42) and standard deviation (0.99). While the domain of "effectiveness level of the organization of the professional training programs" came second (mean = 3.19) and standard deviation (0.82). Next, is the "effectiveness level of the professional training programs that develop the skills, abilities and attitude" in third place (mean = 3.12) and standard deviation (0.96). The domain of "participated opportunities for professional training programs available in Muscat" was ranked last (mean = 2.3) and standard deviation (1.00). Table 4.6 shows the details:

Table 4.6 *Means and Standard Deviation of Study Domains*

No	Domains	M	Std.	R	A.D.
1	Participated opportunities for professional training programs available for school administrators in Muscat	2.3	1.00	4	Low
2	Effectiveness level of the professional training programs specifically by developing the skills, abilities and attitude.	3.12	0.96	3	Average
3	Effectiveness level of the organizers of the professional training programs	3.19	0.82	2	Average
4	Constraints that hinder the effectiveness of professional training programs	3.42	0.99	1	High

Note. M = mean, *Std* = standard deviation, R= rank, AD = agreement degree.

The findings in Table 4.6 related to the research questions are to be used in analyzing the data to answer these questions. The research used descriptive statistics that indicate general tendencies in the data (mean), the spread of scores (variance, standard deviation, and range), comparison of how one score relates to others (percentile rank), and by describing any of the research variables (gender, positions, type of school, experience and qualification).

The mean is a popular statistic method used to describe responses of all participants. It is the total of scores divided by the number of scores. To calculate the mean, all of the scores are added and then divided by the number of scores. Measures of variability that indicate the spread of the scores in a distribution range, variance, and standard deviation all indicated the amount of variability in the distribution of scores (Creswell, 2008).

4.7 Identifying the participated opportunities of professional training programs available for school administrators in Muscat.

Question number 1 was to find out the level of participation opportunities of school administrators in professional training programs organized by the Muscat Governorate of Education to improve performance of the basic and post basic education system. To answer this question, refer to the first part of the questionnaire. It consists of 10 items, and one open- ended question which require the subjects to fill in the blank that the research would present in the study. All of the items required either "very low, low, average, high and extremely high" responses.

They can be calculated by means and standard deviation for each item of the availability of opportunities level. Table 4.7 shows that the mean value of this level is 2.304 with a standard deviation of 1.00.

Table 4.7
Means and Std. Deviation of the Availability Level

No	Items	V.L N-%	L N-%	A N-%	H N-%	E.H N-%	M	Std.	A.D.
10	Giving me the educational sites to enrich the administrative side on the www internet	21 2.9	47 21.9	80 37.2	46 21.4	21 9.8	2.99	1.104	A
6	Providing me with an opportunity to attend educational meetings	49	57	71	29	9	2.49	1.11	L
1	Providing me with an opportunity to participate when/in planning professional development programs	66 30.7	46 21.4	61 28.4	30 14.0	12 5.6	2.42	1.21	L
4	Providing me with an opportunity to exchange visits inside the region about administrative issues	78 36.3	89 41.4	14 6.5	31 14.4	3 1.4	2.03	1.06	L
8	Giving me with an opportunity of continuing higher education regarding the scholarship system.	123 57.2	38 17.7	28 13.0	19 8.8	7 3.3	1.83	1.15	L
2	Providing me with an opportunity of attending conferences inside the Sultanate.	128 59.5	42 19.5	35 16.3	8 3.7	2 .9	1.66	0.94	VL
9	Giving me an opportunity of continuing higher education according to the work leave system	137 63.7	34 15.8	27 12.6	15 7.0	2 .9	1.65	1.00	VL
5	Providing me with an opportunity of exchange visits outside the region about administrative issues	138 64.2	34 15.8	38 17.7	5 2.3	0	1.58	0.86	VL
3	Providing me with an opportunity of attending conferences outside the Sultanate.	159 74.0	21 9.8	12 5.6	22 10.2	1 .5	1.53	1.01	VL
7	Providing me with an opportunity of participating on training courses outside the country.	156 72.6	26 12.1	25 11.6	8 3.7	0	1.46	0.84	VL

Note. M = mean, *Std* = standard deviation, N= number, %= percent, V. L= very low, L= Low, A= average, H= high, EH= extremely high, AD = agreement degree.

In the participation opportunities of professional training programs that are available in Muscat, all levels of opportunities were between average, low, and very low for all items. The item number 13 which reads "Giving educational sites to enrich the administrative side on the www internet" was the first ranked with a mean of 2.99, and standard deviation of 1.104. Item number 7 which reads "Providing me with an opportunity of participating on training courses outside the country" was ranked last

with a mean of 1.46 and standard deviation of 0.84. The finding shows that most of the training programs outside the country or zone are difficult for candidates to participate in; particularly, conferences, courses, workshops and exchange visits. These kinds of programs are useful because they provide the international exposure to develop schools in the Sultanate of Oman. The means and standard deviation of the availability level of participation opportunities are shown in Table 4.7.

Data obtained from the first part of the questionnaire that answers the first question are shown in Table 4.7. The data indicate that one statement of respondents indicated an average level, 4 statements of the respondents indicated low level, and 5 statements indicated very low levels. This means that all responses in the study sample are ranked between average, low and very low with means between 2.99 to 1.46 and standard deviation between 1.10 and 0.84.

To summarize, the information given from the data obtained from the first part of the questionnaire to identify the level of participated opportunities of professional training programs available for school administrators can be given as follows:

Through the statement number 10, "Giving me educational sites to enrich the administrative side on the Internet" participants were asked about the facilities related to Internet access. The statement came in the first place for this level with a mean estimate of (2.99) and Standard deviation of (1.104). In the results shown in Table 4.7 most responses, approximately 80 (37.2%), indicated an average level of agreement, while 47 (21.9%) indicated a low level. On the other hand, 46 (21.4%) indicated high levels, 21 (9.8%) said both very low and extremely high which means there were many administrators who could not benefit from Internet facilities which can be seen in Table 4.7. The findings on this item reflect the extent of effort by the Ministry of Education to develop this sector of education facility, improve the educators and encourage them to do research for solving education problems. Walker et al. (2005) argue that networks

can be developed at a number of levels, from neighborhood to international, from educative to industrial, from principal colleagues to other leaders and educators (Walker et al., 2005).

Another significant finding in this part that needs to be highlighted here, is that the data revealed to items number 6, 1, 4 estimated mean value as low level in terms of the availability level of professional training programs. The estimated mean ranged between 2.49 and 1.83 and standard deviation between 1.11 and 1.15. The following gives the ranks to all items which recorded low levels of available level:

Statement number 6, "Providing me with an opportunity to attend educational meetings", the principals and assistants were asked if they had an opportunity to attend educational meetings. It was found that 49 (22.8%) said that they had very limited opportunities. 57 (26.5%) said that there were limited opportunities. Those who indicated an average level were 71 (33.0%). While only 38 (17.7 percent) said there were high and extremely high opportunities of attending educational meetings. Meetings are considered important sources for school administrators. They are to improve the school, since all of the issues they discuss were from the field of work or the Ministry of Education. However, the agenda of procedures is not effective; which is why, many administrators do not like to attend meetings. This finding matches with findings from the interview analysis stating that; many of participants indicated that the organizers focus on negative aspects of the administration.

The administrators were then asked about the item "providing me with an opportunity of participating when planning professional development programs" when planning PTP. Most respondents said it was very low as shown by the number of 66 (30.7%). In addition, 46 (21.4%) said the opportunities were low, while 30 (14.0%) indicated high levels and 12 (5.6%) indicated extremely high levels of opportunity of participating. The basic objective of training is to establish a match between the

employee and the job. Thus, training must have objectives which aim at improving knowledge and skill levels and developing the right attitude among employees in order to enable them to perform their present job effectively; besides, preparing them for future assignment. Harris (1984) observed that information gathered from the assessment needs would be able to achieve the goals of staff development programs. Hong (2006) argued that one of the most important systematic processes is aimed at encouraging the participants to participate when planning programs.

Besides, the majority of respondents indicated low levels of opportunity of participating in planning professional development programs. Approximately 90% of the participants agreed with the result of the questionnaire and mentioned that most of the training needs of professional training programs were identified centrally. They also had no rights to participate in developing and identifying training programs. On the other hand, 1% only pointed out that professional development programs were selected for them through visits of supervisors who sometimes took into account their views.

In terms of the opportunity for exchange visits inside the region mentioned in item 4, "Providing me with an opportunity of exchange visits inside the region about administrative matters", 89 (41.4%) expressed that there were low levels of opportunity given. 78 (36.3%) expressed also that there were very low levels of opportunity. On the other hand, 34 (15.8%) expressed the view that there were opportunities for exchange visits, but only 3 (1.4%) felt there were extremely high levels of opportunity. This finding affects the training program effectiveness. For further illustration, please refer to Table 4.7

Item number 8, "Giving me an opportunity to continue my higher education regarding the scholarship system" aimed at finding out the opportunities given by the scholarship system. About 123 (57.2%) of the respondents said that these opportunities were very low. Another 38 (17.7%) said there were low opportunities. Meanwhile,

those who felt there were high and extremely high opportunities totaled 26 (12.1%) of the 215 respondents. Table 4.7 illustrates this further. The finding online with the 2008/2009 statistics of scholarship it is indicated that only once year estimate (0.4%) that gets the opportunity to complete his or her research by scholarship (Ministry of Education, 2008).

The study attributed the outcomes of the above item as a result of limited opportunities. It is difficult to complete higher education for several reasons which include the lack of availability of work and the lack of opportunities available in institutions of higher education in the Sultanate. Therefore, only 24 administrators out of 215 total numbers of respondents hold a Master's degree and no one held PhD qualifications.

The third significant finding in this question that needs to be highlighted here is the data revealed in items 2, 9, 5, 3, and 7. The estimated mean value was one of a very low agreement in terms of the availability level of professional training programs. The mean ranged between 1.66 and 1.46 and the standard deviation was between 0.94 and 0.84 .The following discusses all items with low agreement levels:

Item number 2, "Providing me with an opportunity of attending conferences inside the Sultanate" asked the respondents about the opportunities for attending conferences. This item focuses on internal conferences. The majority of the respondents said the opportunities were very low with 128 (59.5%) in this category. 42 (19.5%) said there were low levels of opportunities. Only 10 (4.6%) felt that the opportunities could be considered high and extremely high for attending conferences inside the Sultanate. Table 4.7 illustrates the figures. I attribute the outcome of this item to the lack of conferences inside the Sultanate, except those organized by national institutes; such as, the Ministry of Education or Sultan Qaboos University.

Item number 9, "Giving me an opportunity of continuing my higher education according to the work leave system" was similar to item number 8. However, number 9 was to find out the opportunity of continuing higher education according to the work leave system. The majority of respondents, in about 137 (63.7%) said that these opportunities were very low. Another 34 (15.8%) said there were low opportunities. On the other hand, those who felt there were high and extremely high levels of opportunity numbered 17 (7.9%) from the total of 215 respondents. The finding matches with the 2008/2009 statistic which showed that there are 78(28.2%) had the opportunities of getting higher education by work leave. This means that only a small number of school administrators will get this kind of opportunity (Ministry of Education, 2008).Table 4.7 illustrates these findings.

Item number 5, "Providing me with an opportunity of exchange visits outside the region of administrative factors" . A total of 138 respondents (64.2%) expressed their views that there were very low levels of opportunity given and 34 (15.8%) expressed that there were low levels of opportunity. On the other hand, 38 (17.7%) felt there were average opportunities of exchange visits. While only 5 (2.3%) felt there was a high level of opportunity. Further illustration can be seen in Table 4.7. The results reflected that the opportunities for exchange visits outside and inside the region that were mentioned earlier are very weak. Despite these opportunities were considered extremely important for improving the participants' experiences.

Item number 3, "Provide the opportunity to attend conferences outside the Sultanate" is similar to this statement. But, item number 3 asked the respondents about the opportunities for attending conferences outside the Sultanate. The majority of the respondents said that the opportunities were very low with 159 (74.0%) in this category. 21 (9.8%) said that there were low opportunities. Only 23 (10.7%) felt that the

opportunities could be considered high and extremely high to attend conferences outside the Sultanate. Table 4.7 illustrates the figures.

For item number 7, "Providing me with an opportunity of participating in training courses outside the country". Administrators were asked about the level of availability of opportunities for participating in training outside the Sultanate of Oman. A majority of 156 (72.6%) of the respondents said that the opportunities were very low. Moreover, approximately 26 (12.1%) indicated a low level. Only 8 (3.7) mentioned high levels of opportunity. The remaining 25 (11.6%) indicated average levels.

4.8 Identifying the level of effectiveness of professional training programs from three sides:

4.8.1 Effectiveness level of objectives of training programs

With reference to the literature review it can be found that to raise the performance efficiency on the educational, administrative, and technical side, to continue developing the employees to achieve the goals of the Ministry, or preparing of the Omani human resource to the coming century, must have the objectives to cooperate with the institutions, experts, and country as one of the main elements for the effectiveness of professional training programs for school administrators. Al Harthi (2006) mentioned that the intended outcome was to prepare Omanis to participate positively in national training and to face challenges of the Twenty-First Century based on the country's needs.

The following points will describe to what extent professional training programs is achieving objectives of the training. To interpret this context, the means and standard deviations for each item were found to be the following: On the effectiveness level the majority of respondent's levels were estimated between average and low level. The mean value for this level was between 3.35 to 2.38 and standard deviation between 0.80 to 1.07". The item which reads: "Its aims matche with the aims of basic educational

development" ranks first with a mean of 3.35 and standard deviation 0.80, while the item "Meeting and conference that enrich different administrative sides" was ranked last (with a mean of 2.38 and standard deviation of 1.07). The means and Standard deviation of the effectiveness level of professional training programs for school administrators in Muscat can be seen in Appendix E.

To recapitulate, the information given by the data was obtained from respondents. The following points provide a clear picture of the rank given to all items which registered an average and low level.

By looking at Statement number 21, "Its aims match with the aims of post-basic education development" administrators were asked if the aims of PTP match with the aims of post-basic education. The majority of 107(49.8%) of the participants said that there were average levels of matchence. Moreover, approximately 70 said there were (32.6%) high levels. About 16 (7.4%) mentioned extremely high levels. The remaining 22 (10.2 %) indicated low and very low levels. The findings match with the post basic education system. This system considers the framework of developing education in the Sultanate of Oman by continuing the training in basic skills suitable for employment and career planning (Ministry of Education, 2004).

With reference to Statement number 20, " Its aims match with the aims of the educational process" administrators were asked if the aims of PTP match with aims of the educational process. The majority of 104 (48.4%) respondents said that there was an average level of correspondence. Moreover, approximately 56 (26.0%) said there was a high level and 23 (10.7%) mentioned extremely high levels. The remaining 32 (14.9 %) indicated low and very low levels. With reference to the policy makers, they believed that education process is intended to be a unifying force for all Omani citizens, providing basic education, or training, as preparation for the workforce, based on each individual's interests (Ministry of Education, 2008). Appendix E shows the figures.

By looking at Statement number 13, "Its aims matche with the intellectual and recent education directions" respondents were asked about the level of effectiveness aims that matche with intellectual and recent education aims. A total of 109 (50.7 %) of the respondents said there was an average level. Moreover, 71 (12.1 %) said there was a high level and 10 (4.7%) said it was extremely high. Only 5 (2.3%) mentioned that the aims did not matche at all, and the rest or 20(9.3 %) indicated low level matchence.

Statement number 38, "Give me confidence while exercising my administrative tasks" sought to find out the extent of the contribution of PTP in promoting confidence when school administrators were exercising their tasks. The statement had an estimated low mean (mean = 2.26) and Standard deviation of 1.139. As illustrated in Appendix E 81 (37.7%) of the respondents said that there were effects on their administrative tasks, 58 (27.0%) said there was very high confidence, and 32 (14.9%) said that there was an extremely high incidence of PTP giving them confidence. Meanwhile, 44 (20.5%) said that there were low and very low effects on development of confidence while exercising administrative tasks. This side still needs more improvisation for it is not effective evidently although one of main objective for basic education was reinforcing the confidence of school administrators to lead their schools (Ministry of Education, 2007). It matches with National Standards for school leaders in UK tasks.

By looking at Statement number 39, "Help me in activating the relationship between the school and local community" asked administrators if the training activated a relationship between the school and the local community. The estimated mean was 3.241. Of the total, 91 (42.3 %) said there was average activation. 65 (30.2%) said that there was high activation and 22 (10.2%) said that it was extremely high. Meanwhile, 20 (9.3%) said there was very low activation and 17 (7.9%) said it was low. The finding is in line with Reilly and Browen (1996) as well as Sacknely and Walker (2006) who

showed that school administrators need skills in communication with parents and local community.

Item number 18, "The planning of professional training programs features that focus on the educational field" asked the respondents about the planning of PTP features, and the item focus of the features that concern the educational field. The majority of the respondents said the focus on the educational field was at an average level (114 or 53.0%). About 67 (31.2%) said there was a high focus. Only 6 (2.8%) felt that the PTP could be considered extremely high in the planning of PTP features. Against that, 28 (13.1%) said that the planning was low and very low in terms of focus on the educational field. Leithwood (1997) has proposed that nowadays educational leaders need to focus on education rather than on administration to ensure school effectiveness.

Item number 23, "Its aims matche with my responsibilities regarding my professional roles" asked the respondents if the aims of PTP matche with their professional roles. A majority of the administrators said the aims matche at an average level with 108 (50.2%) participants being of this view. About 53 (24.7%) said there were high levels, and 16 (7.4%) felt that the aims may be considered extremely high. Against that, 38 (17.7%) said that the aims matched at low and very low levels. This finding is considered significant because one of the main objectives of this research was to find out to what extent professional training programs match with the school administrators' needs in terms of technical and administrative responsibility; the findings did not support this idea. Today school administrators' responsibilities have been changed since schools have become more complex to manage (Buckley, 1982; Fullan, 1982; Guskey, 2000; Hill et al., 1980).

With reference to Statement number 11 "Training courses' aims match with the present and future educational aims" in Appendix E this item got average level. The

following comments illustrate the issue: Majority of 109 (50.7%) said that the aims of training matches with present and future aims at average level, followed by 48 (22.3%) who said that they felt there was a high level of matchence. On the other hand, 35 of the respondents (16.3%) said that there was no relationship between the two aims. That means most respondents felt that the training courses' aims need to be more developed to matche with present and future educational aims which the Muscat of Directorate of Education desires to achieve.

Moreover, the majority of respondents said that the aim of the training courses matched with the present and future educational aims in the range of average, with approximately 40% of the interviewees indicating that the goals of professional training programs matche with the development programs that the Ministry of Education is working towards achieving in the educational system. Meanwhile, 30% of them mentioned that there needs to be more improvement and concern from educational policy makers, although as stated in the Sixth Plans by the Ministry of Education (1997) the first aim was that the professional training programs must interact positively with the future education aims.

With reference to Statement number 44, "Help me in exchanging experience with others" inquired of the administrators if the training helps them to exchange experience with others and they answered in the following manner: 88 (40.9%) indicated an average level of exchange. Those who said there was a high level were 70 (32.6%). Only 13 (6.0%) said there was an extremely high level. About 44 (20.5%) said that there was not any help for them to exchange experience with others.

In item number 22, "Its aims match with the aims of post-basic educational development" administrators were asked if the aims of PTP matche with the aims of post-basic education. The majority of 116 (54.0%) of respondents said that they matche at an average level. Moreover, 51 (23.7%) indicated a high level and 12 (5.6%)

mentioned an extremely high level. The rest, 33 (15.3%) indicated low levels of matchence. Only 3 (1.4%) said there were very low levels. The main objective of this stage was to promote quality, efficiency and effectiveness of the educational system in order to produce outcomes of an international standard by encouraging administrators to emphasize continuing development of students' skills and knowledge (Ministry of Information, 2008, 2009). Appendix E shows the figures.

Item number 42, "Help me to enhance the academic achievement of the students" asked the respondents if the PTP enhanced student achievement. The majority of the respondents said that they enhance achievement at an average level with a number of 105(48.8 %) in this category. About 60 (27.9%) said there were high level of enhancement and 12 (5.6%) felt that the PTP increased a student's achievement at an extremely high level. Against that, 22 (10.2%) said that there were low effects and 16 (7.4%) said there were very low levels for this aim.

By looking at Statement number 42 this item was considered the major issue in conducting effectives training programs because the literature review shows the strong significant connection between training effectiveness and school effectiveness and the same time to achieve school effectiveness one must have quality outcomes or students (Bell, 2002; Brent & Ellison, 2001; Creemers, 1994; Lezotte, 1990; MacBeath, 2001; Mortimore, 1998:258).

Pont et al. (2008) argue that effective school principals can make concerted efforts towards developing and maintaining a focus on academic improvement and student learning. Effective principals ensure that they collect as well as process, fine-tune and update essential data pertaining to their respective communities for creating an enabling environment towards student learning and academic improvement (Alam et al., 2010).

In short, one of the main purposes of school leadership is to empower and enable staff and students to assume responsibility for learning, acting and collaborating in school and outside school (Moos, 2003). It is one of the main responsibilities of school administrators in the Sultanate of Oman to promote student achievement. The objectives of the training programs must focus on theoretical and practical issues related to teaching and learning. But the findings on this issue did not support this aim. Appendix E illustrates the figures:

Item number 17, "To what extent does the planning of professional development offer features that are clear?" asked the respondents if the features of planning of the PTP are clear or not. The majority of the respondents (103 or 47.9%) said that the planning was clear at an average level. 59 (27.4%) said that there were high levels of clarity. Only 8 (3.7%) felt that the PDP planning could be considered to possess extremely high levels of clarity. Against that, 45 (21.0%) said that the clarity of the planning was low and very low. This finding matches with interview findings for meeting agenda, the majority of administrators indicated that objectives of the meetings were unclear to them.

Statement number 30, "Assists me in making future vision for my school" asked administrators if the training assists them in making a future vision for their school and they answered in the following way: 79 (36.7%) said the assistance was at an average level. Those who said it was at a high level assists totaled 66 (30.7%). Only 18 (21.9%) said it was at an extremely high level. Against that, about 28 (13.0%) said there was low level of assistance and 24 indicated (11.2%) there were very low levels of training assistance for administrators in making the future vision of their school.

As the result of the responses to item number 28, "Assists me in saving and using time" about 92 (42.8 %) indicated that the PTP assists administrators in saving and

using time at the average level, and 64 (29.8 %) expressed also that there were high levels of assistance on this side with 11(5.1%) indicating extremely high levels. On the other hand, 31(14.4 %) said that there was a low level, and 17 (7.9 %) said there was very low of assistance. This finding is in line with Levine (2005) who argued that school administrators have to lead their schools in the rethinking of goals, priorities, finances, staffing, curriculum, pedagogies, learning resources, assessment methods, technology, and use of time. Alam et al. (2010) noted that effective principals also excel in time management. It is one of the inputs of effectiveness in training programs as shown in the conceptual framework.

With reference to Statement Item number 43, "Helps me in handling the modern technologies to achieve the administrative tasks" sought to find out if the training assists administrators in handling modern technologies. About 79 (36.7%) of the respondents said that they derived an average level of help in this respect. Another 69 (32.1%) said there were high levels and 12(5.6%) said there were extremely high levels of help. Meanwhile, those who felt there was no help for them totaled 55(25.6) of the 215 respondents. They mentioned low and very low help from the PTP in handling modern technology. Although, this item matches with the school administrators' technical responsibilities for school administrators in Sultanate of Oman as shown in literature review on pages 54.

By looking at Statement number 41, "Help me in rectifying problems of school staff" asked the respondents about the effectiveness of PTP in helping them to resolve field work problems. The majority of the respondents said that the PTP helped them in this respect at an average level (97 or 45.1%). Moreover, 67 (31.2 %) said that such help was of a high level. Only 6 (4.6%) felt that the PTP could be considered as extremely high level help to administrators in rectifying the problems of school staff. On the other hand, approximately 45 (30.0%) said there were low and very low levels of help. This

finding is considered one of the gaps in effectiveness training programs in Muscat Governorate of Education as shown by analyzing the gap of these programs which means the subjects of training programs did not concern rectifying the problems of school staff.

By looking at Statement number 27, "It helps me in making plans and educational professional programs at my school" asked the respondents if the training helped them when making plans for their school. A majority of the respondents said they helped them at an average level (102 or 47.4%). In addition, 51 (23.7%) said that there were high levels and 14 (6.5%) felt that the effectiveness of programs on this side could be considered extremely high to help them to make school plans. Against that 32 (14.9%) indicated low levels and 16 (7.4%) said that the PTP was of very low level in this respect. The findings are in line with the findings shown on item number 30 about making vision of school, in which all of them estimated average level.

In Statement number 47, "Enhances my employment and social position in society" respondents were asked if the PTP enhances their employment and social position. The mean of this item was estimated at 3.060 and the Standard deviation was 1.009.The results shown in Table 4.78 indicate that most responses (92 or 42.8%) specified an average level, 62 (28.8%) said high level, and 11 (5.1%) said there were extremely high levels of help. On the other hand, 29 (13.5%) said there were low levels, and 21 (9.8%) said there were very low levels of advantage derived in this area.

By looking at Statement number 12, "Training courses that enrich the administrative knowledge." This statement reflects the effectiveness of professional training programs which aim to promote knowledge of school administrators. A total of 84 (39.1%) indicated average agreement with this statement, and 60 (27.9%) showed high agreement, while 55 (25.6%) gave their responses as low and 6 (2.8%) mentioned

very low. In contrast, only 10 (4.7%) indicated extremely high level which means the knowledge of training is insufficient or ineffective.

According to Al - Harthi (2002), training programs need to upgrade knowledge for school administrators; it is one of the main objectives of PTP for school administrators in the Ministry of Education is to give them opportunity to increase knowledge. Deal and Peterson (1994) suggest that school administrator knowledge and practices indirectly influenced students to achieve school effectiveness. Martin (1998) suggested that overall improvement and understanding of in-service training for school principals focus on managerial competencies, knowledge and technical skills for their management tasks and duties.

Statement number 45, "Raises my work spirit" asked administrators if the training is effective in promoting their work spirit. They answered in the following manner: 69 (32.1 %) said there was an average rise in effectiveness. About 67 (31.2%) said it was of a high level. Another 16 (7.4%) indicated extremely high levels. In contrast 32 (14.9 %) mentioned low level and 31 (14.4 %) said there were very low levels.

By looking at Statement number 46, "Increases the level of professional satisfaction regarding work" asked the administrators if the PTPs increase their professional satisfaction and they answered as follows: 91 (42.3%) said there were increases at the average level. About 56 (26.0%) said there were high level increases. Another 11(5.1%) indicated extremely high levels. On the other hand, 37 (20.9%) indicated a low level and 20 (9.3%) said the increase were at a very low level in terms of professional satisfaction. Satisfaction is one of the important criteria for organizational effectiveness; it will affect the motivation to attend the training programs (John, 1996; Robbins, 1990).

Another significant finding in this question that needs to be highlighted here is that the data revealed that for item number 53, "Uses a variety of tools to evaluate the professional training programs such as, questionnaires, observations, analysis …etc.) " administrators were asked if the training uses a variety of tools to evaluate training. The majority of 121 (56.3 %) of the respondents said there were average levels of use of tools of evaluation. Moreover, 40 (18.6 %) of them said there were high levels. Only 7 (3.7%) mentioned extremely high levels. The remaining, 47(21.8 %) indicated low and very low levels of use of these tools. On this finding the research found that the organizer used only one form to evaluate or get participants' feedback rather than using a variety of tools such as interview, follow up the program in field work or observation.

As shown in, Statement number 29, "Assists me in dealing with crises" asked administrators about the level of effectiveness of PTP in helping them when facing crises. The majority of 108 (50.2%) of respondents said there was help at an average level. Moreover, 42 (19.5%) of them said there was a high level assistance. Only 11 (5.1%) mentioned extremely high levels. The remaining 33 (15.3%) indicated low levels and 21 (9.8%) said also there were very low levels of PTP assistance in dealing with crises. The findings show that there is a gap in providing the school administrators with help in dealing with crises.

For item number 26, "It helps me in solving the educational problems in a professional way" the administrators were asked about the level of effectiveness of the PTPs in helping them to solve problems. The majority of 113 (52.6 %) of the respondents said that they help them at an average level. Moreover, approximately 39 (18.1%) said there were high levels of help, and only 8 (3.7%) mentioned extremely high levels. The remaining 37 (17.2%) indicated low level and 18 (8.4%) also indicated very low levels of help in solving educational problems.

Statement number 40, "Help me to be professionally creative" asked the administrators if the training helps them to be professionally creative and they answered in the following way: 97 (45.1 %) said that the PTP helped them on this side at an average level. Furthermore, 55 (25.6pecent) of them indicated a high level and only 5 (2.3%) indicated extremely high levels. Those who said that they did not help them to be professionally creative totaled 35 (16.3%) who mentioned low levels and 23 (10.7%) who said there were very low levels of help.

In item number 19, "The planning of professional development programs reflects my professional roles" the administrators were asked to assess the level of the planning of PTP and if it reflects their professional roles or not. The majority of 108 (50.2%) of respondents said that they reflect their roles at an average level. Moreover, 36 (16.7%) said their roles were reflected at a high level. Only 5 (2.3%) mentioned extremely high levels. On the other hand, the remaining 47 (21.9 %) indicated low levels and 19 (8.8%) mentioned very low levels.

This item reflect the extent professional training programs effectiveness to achieve the professional roles of school administrators and the result shows that insufficient in framework change the role of school administrators response to extraordinary economic, demographic, technological, and global change. Numerous studies have shown the extent of change in the roles of school administrators (Buckley, 1982; Fullan, 1982; Guskey, 2000; Hill et al., 1980). For example, the role of school principals in England has changed primarily due to the increased size of the English comprehensive school.

As shown in Statement number 13, "Training courses that enrich the applied administrative side" sought to find out the extent to which PTPs contribute to enriching the practical side of life in the school. The statement scored a low mean (mean = 2.86)

and standard deviation of 1.103. As illustrated in Table 4.18, 68 (31.6%) of respondents said that they were affected to a low degree by training courses on the applied administrative side and 15 (7.0%) indicated a very low effect, while 81 (37.7%) indicated average and very low effect. The research attributes the outcome of this item to most training courses aiming to enrich the theoretical side of school administration.

With reference of Statement number 14, "Training course that promotes the professional qualification" administrators were asked if the training promotes their qualifications. The mean response was 2.4093. Of the total, only 47 (21.8%) said they were highly and extremely highly affected by training to promote their qualifications, while 88 (40.9%) indicated average and 80 (37.2%) indicated low and very low effects from among the total respondents.

By looking at statement number 15, "Training course aims matche with the practical needs of school principals and assistants" asked administrators if the training matches with their practical needs. They answered in the following manner: 67 (31.1%) said the aims matched to low and very low degrees; 101 (47.0%) said the matchence was at the average level; and only 47 (21.9%) said the programs answered the practical needs of school administrators at high and extremely high levels. Table 4.21 gives the responses for this item. Giving the potential and practice principals learn in different ways, it appears important that they be provided with multiple opportunities and ways to learn (Walker et al., 2005).

The statement number 16, "Meetings and Conferences that enrich different administrative elements" mean of this item is estimated to be Low (mean = 2.40). Appendix E shows that approximately 57 (26.5%) indicated very low and 56 (26.0%) said low in terms of meetings and conferences enriching the administrative side. Those who found the opposite to be true made up of 27 (12.6%) with high and 5 (2.3%) with

extremely high. At the same time, 70 (32.6%) felt that there was an average degree of enrichment.

4.8.2 Effectiveness level of developing the skills, ability of school administrators

Skills and ability of school leaders is one of the main factors to achieve school effectiveness (Bell, 2002; Brent & Ellison, 2001; Lezotte, 1990; MacBeath, 2001). In the sultanate of Oman the Ministry of Education has invested resources and cooperated with UNESCO and UNICEF to improve school effectiveness by improving skills and abilities of school administrators. Table 2.1 shows several skills suggested by many authors like Mayhew, 1974; Jones, 1987; Leithwood et al., 1992; Evans & Gold, 1997; West- Burnham, 1997). The following items will investigate some of these skills:-

By looking at item number 31, "Give me the skill of self-management" administrators were asked about skill of self-management. It was found that 95 (44.2%) said that the professional training program had indicated the average level of this skill. Meanwhile, 58 (27.0%) said that the effectiveness of PTP was considered high in raising self-management skill. Those who thought the programs did not promote their self-management made up 46 (21.4%) who indicated low and very low levels. Only 16 (7.4%) mentioned that the programs achieved the respondents' expectations on this skill as extremely high. Fullan (2001) provides a powerful summary of the conditions of the role today with the move towards self- management of schools administrators. This skill is not just for school administrators but also when selecting trainers must have self-management to get training effectiveness.

In item number 33, "Give me the skill of communication" respondents were asked about the skill of communication. It was found that 86 (40.0%) said that the professional training program had an average level for this skill. Meanwhile, 68 (31.6%) said that the effectiveness of PTP was considered high level to raise communication

skills. Those who thought the programs did not promote their communication made up 48 (22.3%) as low and very low level. Only 13 (6.0%) mentioned that the programs achieved their expectations on this skill as extremely high level.

As a result of statement number 34, "Give me the skill in making decisions" administrators were asked for the skill of decision making. It was found that 73 (34.0%) said that the professional training programs had been of average level in this respect. While 74 (34.4%) said that the effectiveness of PTP was considered high level, those who thought the programs did not promote their self-management skills made up 51 (23.8%) as low and very low level. Only 17 (7.9%) mentioned that the programs achieved their expectations on this skill as extremely high level.

With reference at Item number 35, "Give me the skill in directing meetings" sought to find out the skill of directing meetings. It was found that 94 (43.7%) said that the professional training program was average for this skill. While 69 (32.1%) said that the effectiveness of PTP was considered high in developing directing meeting skills, those who thought the programs were not promoting their meeting skills made up 33 (15.4%) as low and very low level. Only 19 (7.4%) mentioned that the programs achieved their expectations on this skill as extremely high level.

Statement number 36, "Give me the skill of directing group work" this item focus in terms of giving administrators the skill of directing group work, it was found that 84 (39.1%) said that the professional training program had registered an average level for this skill. While 72 (33.5%) said that the effectiveness of PTP could be considered as high to develop the skill of directing group work, those who thought the programs did not promote this skill made up 33 (15.3%) as low and very low level. About 26 (12.1%) mentioned that the programs achieved their expectations for directing group work as extremely high level. Appendix E shows the result.

Item number 37, "Give me the skill of determining the training needs" sought to find out the skill of determining the training needs. It was found the majority of 107 (49.8%) said that the professional training program had been of an average level for this skill. While 51 (23.7%) said that the effectiveness of PTP could be considered as high to develop the directing of meeting skills, those who thought the programs were not promoting their skills on this side made up 40 (18.6%) who found the programs to be at low and very low levels in this aspect. Only 17 (7.9%) mentioned that the programs achieved their expectations of determining the training needs as extremely high level.

Training needs to be an ongoing process to maintain motivation (John, 1996). The finding is in - line with a study by Alowi (2009) in which we need to fix the gap between the actual competence, and competencies required for achieving the objectives of training programs by determining the training need of participations. Table 4.15 illustrates this further:

For item number 32, "Give me the skill of financial management" administrators were asked about the level of effectiveness of PTPs in giving them financial management skills. The majority of 102 (47.4%) of the respondents said that the level of this skill was average. Moreover, 39 (18.1%) said there was a high level. Only 12 (5.6%) respondents mentioned that there was an extremely high level. In contrast, the remaining 32 (14.9%) indicated low levels and 30 (14.0%) said there very low levels of help in developing the skill of financial management. The finding matches with findings in Minsk, Belarus, where the training programs of school administrators cover general ideas of managing organizations but do not go into specific details of school management such as financial administration.

In short, the numbers of skills for which administrators' responses were at the average level such as "Directing group work, Directing meetings, making decisions,

determining training needs, self- management, communication and financial management which affect the effectiveness level of professional training programs for school administrators in Muscat Governorate of Education in Oman."

The second point will highlight the statements that mentioned abilities. The Ministry of Education hopes to provide the school administrators with career knowledge and abilities, which reflects positively on their performance or enhance their abilities of becoming better leaders in the school. The following item measures the effectiveness of professional training for school administrators to achieve previous goal related to a variety of abilities.

By looking at statement number 49, "Develop my ability of replying to formal letters". In terms of giving administrators the ability of replying to formal letters, it was found that 98 (45.6%) said that the professional training program had an average level for this ability. While 70 (32.6%) said that the effectiveness of PTP was considered high in helping in replying formal letters, those who thought the programs did not promote this ability made up 40 (18.6%) as low and very low levels. Only 7 (3.3%) mentioned that the programs achieved their expectations on replying to formal letters as extremely high level.

In item number 50, "Develops my ability of comprehending the developing projects that are adopted by the Ministry of Education", respondents were asked about the ability of developing projects. It was found that 103 (47.9%) said that the professional development program had been in an average level in terms of this ability. While 59 (27.4%) said that the effectiveness of PTP was considered high in developing the ability of developing projects, those who thought the programs did not promote their ability made up 43 (20.0%) as low and very low level. Only 10 (4.7%) mentioned that

the programs achieved their expectations for the ability of developing projects as extremely high level.

Statement numbers 25, "It enriches my abilities and acquaintances with the administrative directions" In this item the principals and assistants were asked if the PTP enriched their abilities in the administrative directions. It was found that 96 (44.7%) said that their abilities were enriched in this respect at an average level. About 45 (20.9%) said that there was a high level of enrichment and 24 (11.2%) said it was extremely high level. Those who said there were slow and very low level totaled 50 (23.2%).

Item number 51, "Develops my ability of making necessary plans to make the work successful" sought to find out the ability of making necessary plans to make the work successful. It was found that about 85 (39.5%) said that the professional training program had been in an average level for this ability. While 73 (34.0%) said that the effectiveness of PTP may be considered high for developing the ability to make necessary plans, those who thought the programs were not promoting their ability on this side made up 47(21.9%) as low and very low level. Only 10 (4.7%) mentioned that the programs achieved their expectations of making necessary plans to make the work successful as extremely high level.

In reference with item number 52, "Develops my ability in enhancing the relationship between the society and students' parents" administrators were asked about the ability of enhancing the relationship between the society and students' parents. It was found that 111 (51.6%) said that the professional training program had been of average level in terms of this ability. While 47 (21.9%) said that the effectiveness of PTP could be considered high in developing the relationship between them, those who thought the programs did not promote their ability made up 36 (16.7%) as low and very

low level. About 21 (9.8%) mentioned that the programs achieved the respondents' expectations for the relationship ability as extremely high level. Relationship between administrators is one of the important factors to achieve school effectiveness as cited by (Bell, 2002; Brent & Ellison, 2001; MacBeath, 2001; Lezotte, 1990). It is one roles of management in professional development (Dean 1991). Catherine (2004) argues the need for positive relationship between school and community. As a result of the above item there is a need to develop this side of professional training programs for school administrators in Muscat.

By looking at Item number 48, "Develop my ability to prepare work sheets" sought to find out the development level of the ability to prepare work sheets. In this respect, 93 (43.3 percent) of the respondents said that they gave them average levels of this ability. Another 54 (25.1%) said there were high levels. Only 10(4.7%) said there were extremely high levels. Meanwhile, of those who felt there was a lack of help in developing this ability, 34 (15.8%) indicated low levels and 24 (11.2%) said there were very low levels out of the total of 215 respondents.

In summary, the majority of respondents indicated that the abilities of making necessary plans to make the work successful, enhancing the relationship between society and students' parents, replying to formal letters and comprehending the development projects that are adopted by the Ministry of Education, considered as average in terms of satisfaction levels which means the effectiveness of professional training programs for school administrators in Muscat to improve their abilities was average level. More illustration of the result, please refer to Appendix E.

4.8.3 Effectiveness level of Organization procedure

In this part of effectiveness level, the research tries to find out the effectiveness level of training programs organization such as venue or area of training, time, facility

or environment, method and trainers. As seen in Table 4.8, the majority of respondents

on this level were estimated at an average level. Item number 54, "The area of training"

was ranked first with a mean of 3.23 and a standard deviation of 0.86.

Table 4.8

Means and Standard Deviation of the Level of Effectiveness of the Organizers of the PTP

No	Domains	VL	L	A	H	EH	*M*	Std.	A.D
		N	N	N	N	N			
54	The area of training	6	27	108	58	16	3.23	0.86	A
		2.8	12.6	50.2	27.0	7.4			
56	Capability to deliver information and knowledge	3	37	100	67	8	3.18	0.81	A
		1.4	17.2	46.5	31.2	3.7			
55	Uses a variety of training methods	3	38	108	57	9	3.14	0.80	A
		1.4	17.7	50.2	26.5	4.5			
58	Training environment	8	30	109	61	7	3.13	0.82	A
		3.7	14.0	50.7	28.4	3.3			
57	Timing of program	17	36	110	49	3	2.93	0.87	A
		7.9	16.7	51.2	22.8	1.4			

Note. M = mean, *Std* = standard deviation, N= number, %= percent V. L= very low, L=Low, A= average, H= high, EH= extremely high, AD = agreement degree

By referring to Table 4.8 item number 56 "High capability to deliver information and

knowledge" was ranked second with a mean of 3.18 and a standard deviation of 0.80. In

contrast, item number 57 "Timing of Programs" was ranked as lowest with a mean of

2.93 and standard deviation of 0.87.

Statement number 54, "The area of training" came top of the effectiveness

organization level of the PTP. The majority of 108 (50.2 %) respondents said that the

effectiveness area of training is considered as average, followed by 58 (27.0 %) who

said that the level of the area was high, and 16 (7.4%) who said it was extremely high.

On the other hand, 27of the respondents (16.3 %) said that the levels of effectiveness of

training were low, and 6 (2.8%) said they were very low. This means most respondents

felt that the training areas could be considered as average. The finding indicated that the

effectiveness area of contact for the program was not suitable to most of the

participations. Further details can be seen in the Table4:8:

Statement number 56, "High capability to delivery information and knowledge" this statement came second in this level with a mean estimated at 3.18 and a Standard deviation of 0.81. A total of 100 (46.5 %) said there was an average level of the capability to deliver information and another 67 (31.2%) said there was a high level with 8 (3.7%) indicating an extremely high level. Meanwhile, 37 (17.2%) estimated their responses as low and 3 (1.4%) mentioned very low in terms of the capability to deliver knowledge.

This finding related to the effectiveness of trainer to deliver the information and knowledge to the participants. Trainers are still an important part of any organizational or training activity. There is one main element in conceptual framework as input and training programs to accomplish the effectiveness level of professional training program for school administrators. Therefore, an effective training program cannot be developed if effective trainers are not available. According to Gower (1996), the priority of good trainers is always their methodology. The next item tries to find out the training methods that used.

By looking at Table 4.8 statement number 55, "Use a variety of training methods" Respondents were asked in item number 55 about training methods. The statement came in third rank in this level with a mean estimated at 3.14 and a Standard deviation of 0.80.The results shown in Table 4.8 indicate the following responses; 108 (50.2%) respondents said there was an average level of effectiveness in the training methods, followed by 57 (26.5%) who said there were high levels of trainers used variety of methods, and 9 (4.2%) who said there were extremely high levels. On the other hand, 38 (17.7%) said there were low levels and 3(1.4 %) said there were very low levels of use of a variety of training methods which can be seen in Table 4:8. The literature review argue that the type of the training method best suited to a specific organization depends

upon a number of factors, such as skills required for the job, qualification of candidate to be trained, and kinds of operational problems.

Statement number 58, "Training environment" in Table 4:8 shows that the majority of 109 (50.7 %) said that the level of training environment was estimated as average, followed by 61 (28.4 %) who said that it was of a high level, and 7 (3.3%) who indicated it was extremely high. On the other hand, 30 of the respondents (14.0 %) said that the level of training environment was low, and 8 (3.7%) said it was very low.

By looking at Table 4.8 item number 57, the research tries to find out the degree of the adequate time used the "Timing of programs" statement. The item came in fifth rank for this level. A majority of 110 (51.2 %) said that the effectiveness of the timing of programs may be considered to be at an average level, and 49 (22.8%) said it was high level, with only 3 (1.4%) indicating extremely high levels. Against that, 36 (16.7%) respondents indicated low and 17 (7.9) mentioned very low levels of effectiveness in terms of the timing of programs. Goal attainment approach is preferably time bound and suitable for the objectives of training to achieve the effectiveness level and it was one of the elements in the conceptual framework. As the result on item number 57 the majority of respondents felt it was adequate.

Furthermore, approximately 50% of the interviewees replied that the level of satisfaction with professional training programs implemented was at an average level, 20% of them mentioned that it was good and 30% of the participants mentioned as not satisfactory. School leaders not only need to take increasing responsibility for their own and colleagues' learning but also of how and when learning takes place. School leaders are busy people with many demands on their time (Walker et al., 2005).

4.9 Gap Analysis of the level of effectiveness.

To further clarify the effectiveness of professional training programs in Muscat Directorate of Education; specifically, in part three of the questionnaire. The research used gap analysis statistic. In information technology, gap analysis is an assessment tool to help identify differences between information systems or applications. A gap is sometimes called "the space between where we are and where we want to be." A gap analysis helps bridge that space by highlighting which requirements are met and those which are not. The tool provides a foundation for measuring the investment of time, money and human resources that is required to achieve a particular outcome.

In order to find out the gap analysis of level of effectiveness, the study has divided this level into four categories according to the type of item, effectiveness programs planning, ability, skills and organization. The aim is to find out the percentage of the gap (observed response − expected responses = gap). The statistic of the gap analyzed was done by (5-Mean = Gap). The following points illustrate the finding of the gap analysis for each element:

4.9.1 Planning

By referring at Figure 4.2 the illustration shows that there was a gap in a number of paragraphs which requires more attention when planning and performing the professional training programs to enhance the effectiveness of these programs. The findings of the gap in this planning element were as follows:

As shown in Figure 4.2 it is observed that the difference between the observed response and the expected responses in items number 26 reached 2.07 which can be categorized as Very low. The results indicated that there was a gap between the actual requirements in aiding the solving of problems for the program of professional development. This can be explained further by considering item number 26 in Appendix E. The findings indicated also very low levels of help in solving educational problems.

It is one of the training processes that the Ministry of Education initiated in 2000, the training plan for the Post-Basic to problem solving. Pitner (1987) characterizes effective in-service includes offering a balance between training for the purpose of solving immediate problems and training for cognitive development.

From Figure 4.2 it can be seen that the difference between the observed response and the expected responses (5.00) in statement number 29 was estimated (2.05) or Very low. That means approximately 55% of the group studied responded that the PTP was not efficient in helping administrators to deal with a crisis. The results indicate that a gap exists between the actual requirements and the observed response.

It was observed that the difference between the observed response and the expected responses in item number 40 was an estimated 2.08 corresponding to the Very low category. The majority of responses of the total group indicated that there was a gap between the actual requirements in assisting professional creativity for the program of professional development.

With reference to Figure 4.2 it was observed that the difference between the observed response and the expected responses in item number 43 reached (1.91). That means that approximately 60% of the group studied responded that the PTP was not efficient in assisting administrators in the handling of modern technologies. The results indicated that there was a gap between the actual requirements and the programs presented.

It was observed that the difference between the observed response and the expected responses in item number 45 was 1.98. The results indicated that there was a gap between the observed response and the expected responses of increase satisfaction for the program of professional training. These results were similar to the results of the questionnaire and the interviews for the same item. According to John (1996) and Robbins (1990), training needs to be an ongoing process to maintain motivation and

increasing job satisfaction. Satisfaction is considered one of the objectives of the PTP for school administrators in the Ministry of Education to create and improve job satisfaction. In fact, job satisfaction is one of the important criteria of organizational effectiveness (Robbins,1990). With reference to the objectives of post basic Education in the Sultanate of Oman, it will be found that the system was upgraded to encourage the continuing development of skills and knowledge, enabling society to benefit from Education Schemes (Ministry of Information, 2008, 2009). But the findings did not support this objective.

As shown at Figure 4.2 it was observed that the difference between the observed response and the expected responses for item number 46 estimated (2.00) was very low. This meant that the majority of responses who answered the questionnaire mentioned that the enhancement of social position in society was not efficient at the time of providing a professional training program. The results indicate that there was a gap between them.

To summarize, the gap of analyzing the findings of planning shows that there were gaps in certain areas of professional training programs presented to school administrators in reflecting professional role, solving the education problem, dealing with crises, hiring the modern technologies and enhances social position in society. These areas affect the effectiveness of professional training programs.

Table 4.9 *Gap Analysis of Effectiveness Level (Planning)*

N. o.	Items	Very low		Low		Average		High		Extremely high		Mean	Gap
		N	%	N	%	N	%	N	%	N	%		
17	Planning of programs	4	1.9	41	19.1	103	47.9	59	27.4	8	3.7	3.12	1.89
18	Focus on educational field	4	1.9	24	11.2	114	53.0	67	31.2	6	2.8	3.22	1.78
19	Reflect professional roles	19	8.8	47	21.9	108	50.2	36	16.7	5	2.3	2.82	2.18
20	Aims matche with educational aims	2	.9	30	14.0	104	48.4	56	26.0	23	10.7	3.32	1.68
21	Aims matche with baisc education	3	1.4	19	8.8	107	49.8	70	32.6	16	7.4	3.36	1.64
22	Aims matche with post- basic education	3	1.4	33	15.3	116	54.0	51	23.7	12	5.6	3.17	1.83
23	Aims matche with responsibilities	4	1.9	34	15.8	108	50.2	53	24.7	16	7.4	3.20	1.8
24	Aims with recent education directions	5	2.3	20	9.3	109	50.7	71	33.0	10	4.7	3.28	1.72
25	Enriches administrative direction abilities	19	8.8	31	14.4	96	44.7	45	20.9	24	11.2	3.11	1.89
26	Help to solving problem	23	10.7	35	16.3	97	45.1	55	25.6	5	2.3	2.93	2.07
27	Help to making plans	16	7.4	32	14.9	102	47.4	51	23.7	14	6.5	3.07	1.93
28	Assists to saving and using time	17	7.9	31	14.4	92	42.8	64	29.8	11	5.1	3.10	1.9
29	Assists to dealing with crises	21	9.8	33	15.3	108	50.2	42	19.5	11	5.1	2.95	2.05
30	Assists to making future vision	24	11.2	28	13.0	79	36.7	66	30.7	18	8.4	3.12	1.88
38	Administrative tasks skills	21	9.8	23	10.7	81	37.7	58	27.0	32	14.9	3.27	1.73
39	Help activating relationship between school and community	20	9.3	17	7.9	91	42.3	65	30.2	22	10.2	3.24	1.76
40	Help professional creative	18	8.4	37	17.2	113	52.6	39	18.1	8	3.7	2.92	2.08
41	Help rectifying school staff	18	8.4	27	12.6	97	45.1	67	31.2	6	2.8	3.07	1.93
42	Help enhance academic achievement	16	7.4	22	10.2	105	48.8	60	27.9	12	5.6	3.14	1.89
43	Help hiring the modern technologies	18	8.4	37	17.2	79	36.7	69	32.1	12	5.6	3.09	1.91
44	Help exchanging experience with other	17	7.9	27	12.6	88	40.9	70	32.6	13	6.0	3.16	1.84
45	Increases satisfaction	31	14.4	32	14.9	69	32.1	67	31.2	16	7.4	3.02	1.98
46	Enhances social position in society	20	9.3	37	17.2	91	42.3	56	26.0	11	5.1	3.00	2.00
47	Develop preparing the work sheets abilities	21	9.8	29	13.5	92	42.8	62	28.8	11	5.1	3.06	1.94
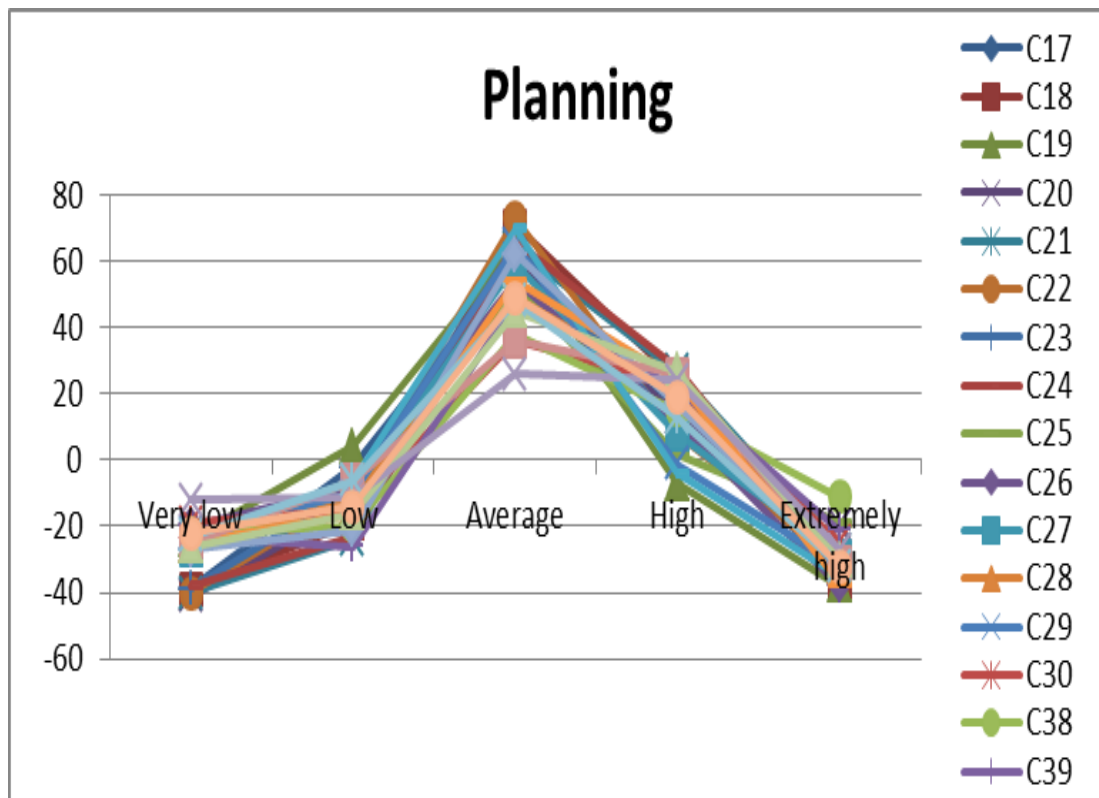
Figure 4.2. Gap Analysis for Planning Level.

4.9.2 Abilities

With reference to Table 4.10 and Figure 4.2 and the illustration, it was noted that there was also a gap in a number of items related to the ability level which required more attention when planning and performing the professional training programs to enhance the effectiveness of these programs. The items of this gap are as follows:

By looking at Table 4.10 and Figure 4.2 it was observed that the difference between the observed response and the expected responses in item number 48 estimated (2.04). The results indicated that there was a gap between the actual requirements of the development of acquiring formal letter abilities for the program of professional development.

As shown in Table 4.10 there was differences between the observed response and the expected responses in item number 50 reached (1.92). The results indicated that there was a gap between the observed and expected of develop and make necessary

plans ability. Most of the response found themselves unable to make school planning or

vision to the future. These results are similar to the interview results for the same item.

Table 4.10: *Gap Analysis of The Ability level of The Effectiveness of PTP*

No.	Items	Very low		Low		Average		High		Extremely high		Me-an	Gap
		N	%	N	%	N	%	N	%	N	%		
48	Develop replying formal letter abilities	24	11.2	34	15.8	93	43.3	54	25.1	10	4.7	2.96	2.04
49	Develop comprehending projects abilities	21	9.8	19	8.8	98	45.6	70	32.6	7	3.3	3.11	1.89
50	Develop making necessary plans abilities	19	8.8	24	11.2	103	47.9	59	27.4	10	4.7	3.08	1.92
51	Develop enhance relationship between society and student parents abilities	17	7.9	30	14.0	85	39.5	73	34.0	10	4.7	3.13	1.87
52	Uses variety tools of evaluate programs	16	7.4	20	9.3	111	51.6	47	21.9	21	9.8	3.17	1.83
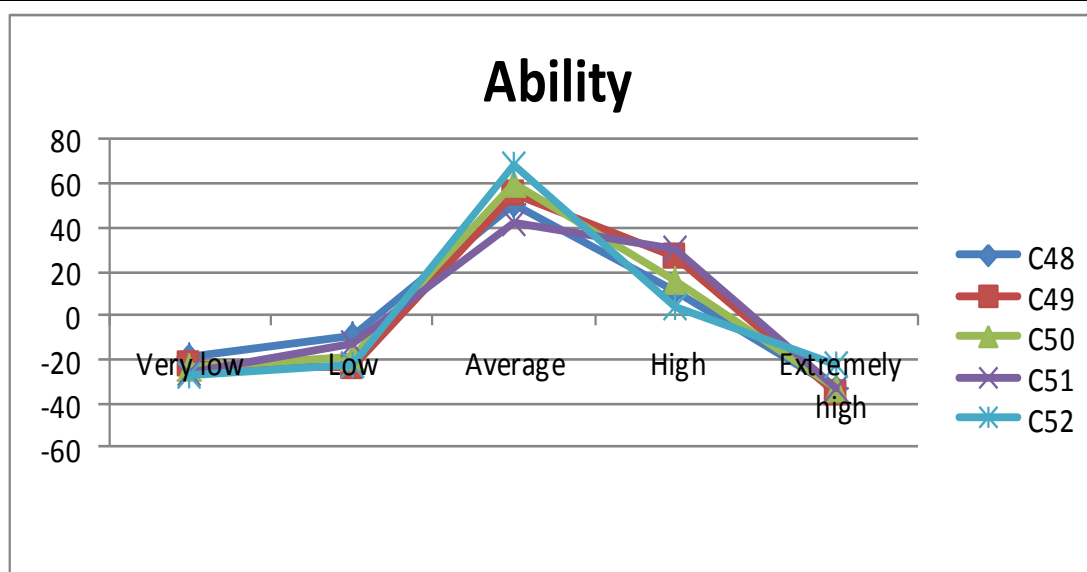
Figure 4.3. Gap Analysis for Ability Level.

4.9.3 Skills

From the next Table 4.11 and Figure 4.3 and the illustration, it was noted that

there was a gap in two skills which respondents find themselves in a difficult position to

achieve in their school, which required more attention when implementing the

professional training programs for school administrators in Muscat Governorate of

Education. The gaps of this level are as follows:

By looking at Table 4:11 and Figure 4.3, it is clear that the differences between the observed responses and the expected responses in item number 32 is estimated at 2.13. The results indicated that there was a gap between the actual requirements at the time of financial management skills for the program of the professional training programs. These results were similar to the results of the questionnaire and the interviews for the same item which was explained earlier.

With reference to Table 4.11 and Figure 4.3, it was observed that the difference between the observed response and the expected responses in statement number 33 estimated (1.92) The results indicated that there was a gap between the observed and expected of communication for the program of professional training programs.

With reference to Table 4:11 and Figure 4.4, it was observed that the difference between the observed response and the expected responses in statement number 34 estimated (1.85) The results indicated that there was a gap between the observed and expected on decision making skills for the program of professional development.

Communication is one of the administrative responsibilities to keeping active with Ministry of Education and Muscat of Education by reporting and ensuring immediate response to letters and inquiries, keeping an up-to-date and accurate record of the number of students, teachers, tools, machinery, equipment and so forth, and occasionally attending classes to monitor teacher performance (Ministry of Education, 2004). Communications in system approach provide feedback between input, process and output to release training effectiveness. Although extended important communication, the finding in this item was not affected. Further illustration can be seen in Appendix E.

To sum up the previous findings, this research finds out that the skills of financial management, communication, decision making and determining training needs were still present in difficult areas that school administrators are unable to handle it in their

school which affect the effectiveness of professional training programs presented by Muscat in Oman.

Table 4.11
Gap Analysis of The Skills level of The Effectiveness of PTP

No	Items	Very low		low		Average		High		Extremely high		Mean	Gap
		N	%	N	%	N	%	N	%	N	%		
31	self- management skills	24	11.2	22	10.2	95	44.2	58	27.0	16	7.4	3.09	1.91
32	Financial management skills	30	14.0	32	14.9	102	47.4	39	18.1	12	5.6	2.87	2.13
33	communication skills	28	13.0	20	9.3	86	40.0	68	31.6	13	6.0	3.08	1.92
34	Making decision skills	24	11.2	27	12.6	73	34.0	74	34.4	17	7.9	3.15	1.85
35	Direction meeting skills	21	9.8	12	5.6	94	43.7	69	32.1	19	8.8	3.25	1.75
36	Direction group work skills	20	9.3	13	6.0	84	39.1	72	33.5	26	12.1	3.33	1.67
37	Determining training needs skills	21	9.8	19	8.8	107	49.8	51	23.7	17	7.9	3.11	1.89
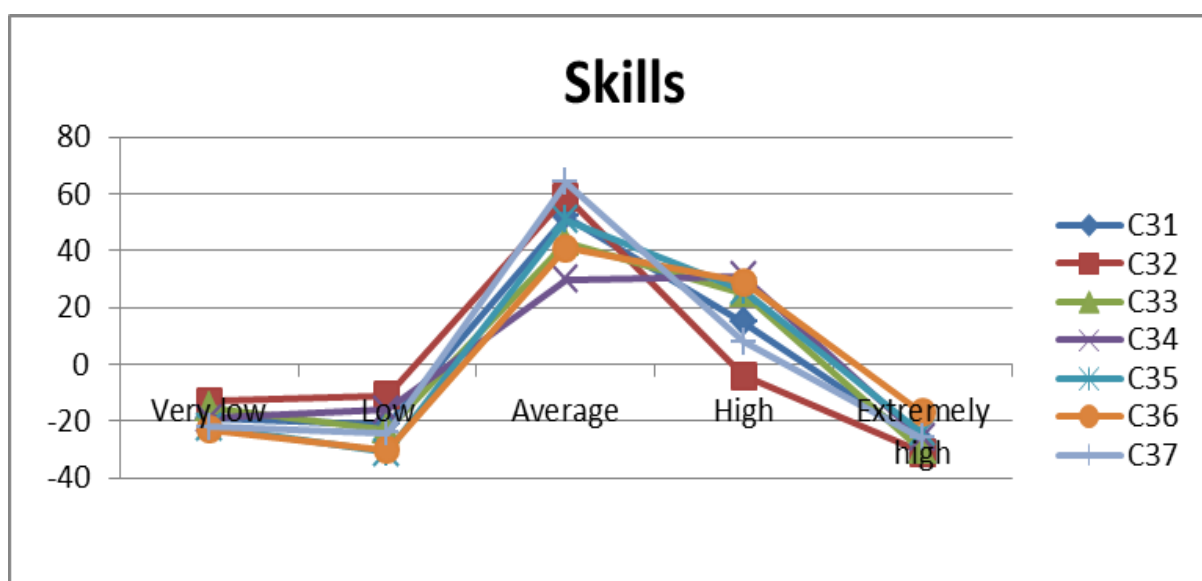
Figure 4.4 Gap Analysis for skills items

4.9.4 Organization Level

From the next Table 4.12 and Figure 4.5 and the illustration, it was noted that there was a gap in a number of items in organization level. The following illustrates the gaps of organization level:

With reference to Table 4:12 and Figure 4:5, it was observed that the difference between the observed response and the expected responses in item number 53 estimated (2.02). The results indicated that there was a gap between the observed and expected for the area of professional training programs. These results were similar to the results of the questionnaire and the interviews.

With reference to Table 4:12 and Figure 4:5, it was observed that the difference between the observed response and the expected responses in item number 57 estimated (2.07). The results indicated that environment of the professional training programs was not sufficient. That means most respondents felt that the effectiveness of the training environment was at an average level. The systems approach perspective examines various variables such as: relations with the environment to assure continued receipt of inputs and favorable acceptance of outputs (Ropain,1991).

The strategic constituencies' approach of OE proposes that an effective organization is one that satisfies the demands of those constituencies in its environment from whom it requires support for its continued existence (Pfeffer & Salanick, 1978). And, the technique of the environment rapidly changes; what was a critical goal today may not be so tomorrow (Cameron & Quinn, 1981). Thus, the organizer of training programs for school administrators must apply the modern technique when conducting the training beforehand.

Therefore, the statistics of gap analysis were in-line with the statistics of identifying the effectiveness level of professional training programs specifically on developing skills, abilities and attitudes of school administrators as well as the effectiveness of the organization itself.

Table 4.12 *Gap Analysis of The Organization level of The Effectiveness of PTP*

No.	Items	Very low		Low		Average		High		Extremely high		Mean	Gap
		N	%	N	%	N	%	N	%	N	%		
53	Area of Training	11	5.1	36	16.7	121	56.3	40	18.6	7	3.3	2.98	2.02
54	Training methods	6	2.8	27	12.6	108	50.2	58	27.0	16	7.4	3.24	1.76
55	Deliver information and knowledge	3	1.4	38	17.7	108	50.2	57	26.5	9	4.2	3.14	1.86
56	Timing of program	3	1.4	37	17.2	100	46.5	67	31.2	8	3.7	3.19	1.81
57	Training environment	17	7.9	36	16.7	110	51.2	49	22.8	3	1.4	2.93	2.07
58	Raises work spirit	8	3.7	30	14.0	109	50.7	61	28.4	7	3.3	3.13	1.87
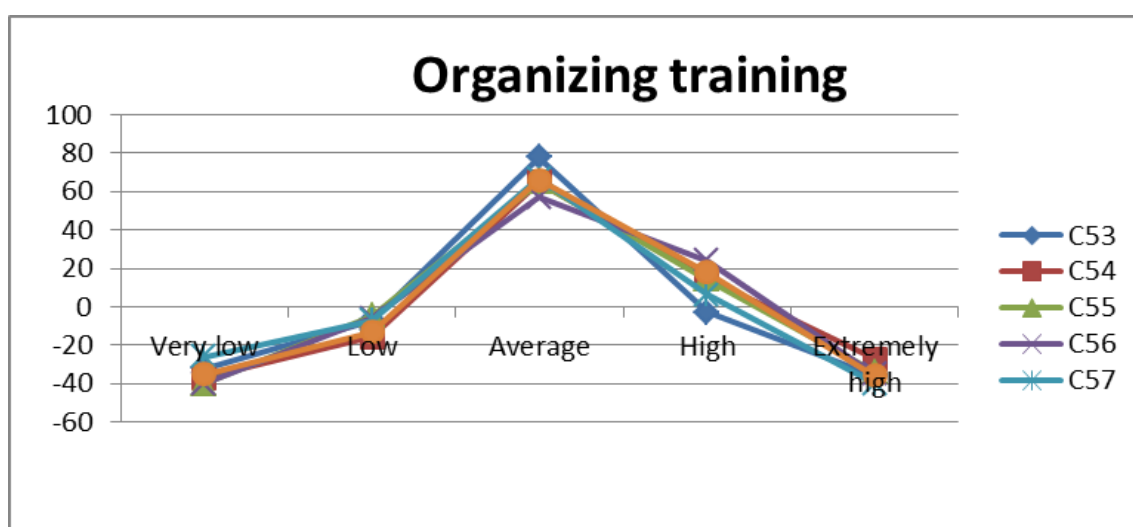
Figure 4.5. Gap Analysis for Organization Level.

4.10 Identifying the constraints that hinder the effectiveness of professional training programs for school administrators in Muscat Governorate of Education

This section answers the third question of this study from the point of view of the school administrators in Muscat. To answer this question, the researcher found the Means and Standard deviation for all items for constrains that hinder the effectiveness of professional training programs for school principals. The finding shows that the total means value for this level is 3.42.

From findings, it can be seen that all the levels were between high and average, with item number 77 which reads "The functional development program plays no role

in functional promotion." comes in first place with a mean of 3.96 and a standard deviation of 1.04, while item number 66 "The theoretical side overcomes the applied side while executing functional programs" came second with a mean of 3.82 and a standard deviation of 1.06. On the other hand, item number 61 "The goals of functional development don't matche with educational development in the Sultanate of Oman" came last with a mean of 2.91 and a standard deviation of 1.09.

In short, the findings of this question revealed that a majority of the respondents felt that the constraints that are mentioned in part four of the study questionnaire is to identify obstacles limiting the effectiveness of professional training programs at different levels according to the responses of the study sample. The constraints that received high scores were statements 77, 66, 76, 65 and 73.

For statement number 77, "The functional development program plays no role in functional promotion" respondents were asked if PTP plays no role in functional promotion. The statement was ranked first in this level, with the mean estimated at 3.96 and the Standard deviation 1.04.The results shown in Appendix F indicate that most responses (88 or 40.9%) agreed at an extremely high level that PTP does not affect on functional promotion, followed by 55 (25.6%) who mentioned a high level, and 52 (24.2%) who indicated an average level. In contrast, 17 (7.9%) said that the difficulty was considered of a low level, and 3 (1.4%) said it was very low. The finding on this statement affects the motivation of participation to attend the training. Motivation is a strength of the predisposition of an individual to engage in goal- directed action or activity on the job. It is more akin to readiness or willingness to work at accomplishing the job's goals. And the same time it is one of the organization effectiveness criteria (Robbain, 1999).

Statement number 66, "The theoretical side overcomes the applied side while executing functional programs" came in second place for this level with the mean

estimated to be 3.82 percent and a Standard deviation of 1.06 percent of those who considered the difficulty level of PTP as high. A total of 73 (46.5%) indicated an extremely high level of difficulty which means the theoretical side in PTP overcomes the applied side. Another 65 (30.2%) said it was of an average level, and 57 (26.5%) indicated that there were high levels of difficulty. Meanwhile, 14 (6.5%) estimated the difficulty as low and 6 (2.8%) mentioned it was very low in terms of difficulty. The result is in - line with a former study by (Al Harthi, 2006; Al Mahroqi, 2003; Al Rabiey, 2002).

By looking at the findings of item number 76, "The weakness of enhancement during and after participating in functional training programs" the administrators were asked about the level of enhancement during and after participating in the PTP. Equal numbers of 72 (33.5%) respondents opted for both average and high levels of weaknesses. Moreover, 50 (23.3%) respondents said that the lack of enhancement was at an extremely high level. On the other hand, the remaining19 (8.8%) indicated low levels of enhancement both during and after PTP and 2 (0.9%) said there were very low levels. The weaknesses of the enhancement of training participants affect the enhancement on school effectiveness as shown on literature review. Although the Ministry of Education in the Sultanate of Oman very recently realized this, that any organization or system needs several enhancements to achieve their goals (Al Ghassani, 2003).

For item number 65, "Our participation in functional development programs planning and preparing is rare" the administrators were asked about levels of difficulties that hinder participation in planning and preparing PTP. The majority of 73 (34.0%) respondents said that the levels of these difficulties were high. Moreover, 59 (27.4 %) said it was of average level, and 56 (26.0%) indicated these difficulties to be of an extremely high level. Against that, 19 (8.8%) indicated these difficulties as low level

and 8 (3.7%) said they were very low levels which means they were given opportunities to participate in the planning and preparation of PTP.

The findings in the statement above affects the effectiveness of professional training programs as shown in conceptual framework, as one of system process was training needs. This process requires the school administrators to determine their needs thus giving them opportunities when choosing the subjects of training or the suitable time to participate when preparing for professional training programs.

Item number 73, "The weakness of preparing a continuous functional field" asked administrators about the difficulties related to the weakness of preparing a continuous PTP, and they answered in the following manner: 81 (37.7%) said that the difficulty related to the weakness of preparing PTP was considered as average. Similarly, 81 (37.7%) reported a high level. Moreover, 35 (16.3%) indicated an extremely high level on this difficulty. Those who said that they did not consider there were any weakness of continuously preparing PTP totaled 18 (8.4%) in the low level category. Appendix F illustrates the situation further.

In summary, a careful examination of the items of difficulties will find that the problems lie in the weakness of careful planning for such programs in terms of linking content with the needs of the actual target, repeating the content, in the implementation of the programs, not involving the target audience in program identification, the lack of diversity and weak monitoring and evaluation.

For item number75, "Participating in functional training development is difficult" the administrators were asked if participating in training development is difficult or not. The majority of 80 (37.2%) respondents said that it is difficult at an average level. Moreover, 60 (27.9%) said that the difficulty level was considered high, and 45 (20.9%) mentioned that it was extremely high. On the other hand, the remaining

25 (11.6%) indicated low levels of difficulty in participating in PTP and 5 (2.3%) indicated that it was very low. The findings are in – line with interview findings as some participants indicated that they did not attend any training programs during three years.

With reference to item number 72, "Poor evaluation of objectives of functional development programs" sought to find out about the evaluation of professional training programs. A total of 90 (41.9%) of the respondents said that the evaluation could be considered as poor at the average level. Another 69 (32.1%) said it was poor at the high level. Another 33 (15.3%) said that the level was considered extremely high. Meanwhile, those who felt there was a lack of functional evaluation totaled 23 (10.7 %) of the 215 respondents. The findings matche with the findings in item number 55 which indicated that they only use one method to evaluate the training which was a short form of questionnaire.

For item number 59, "The poor planning of professional development" administrators were asked if the planning of professional development was poor or not. The majority of 83(38.6%) participants said that the planning of PTP was considered average. Moreover, 70 (32.6%) said it was poor at a high level and another 36 (16.7%) said it was extremely poor. On the other hand, 20 (9.3 %) indicated a low level effect on PTP, and 6 (2.8%) said it had a very low level. The findings do not support the objective of Ministry of Education to enhance the nation's capacity for information policy planning.

According to Al Harthi (2006) the planning of professional training had already begun in an integrated manner with multiple means for its educational elements, including the school principals and their assistants. Planning is one of the technical responsibilities for school administrators thus the lack of effectiveness planning for

training programs influence the effectiveness of school administrators. Appendix F shows the findings.

Referring to the findings in statement number 71, which reads: "Financial resources that support the functional development programs are insufficient" asked administrators if the financial resources of PTP were insufficient or not, and they answered in the following manner: 76 (35.3%) said that they were insufficient at an average level. A further 70 (32.6%) said that the financial resources were insufficient at a high level. Another 38 (17.7%) indicated that there was an extreme level insufficiency. Those who said there were sufficient resources totaled 25 (11.6%) at a low level and 6 (2.8%) indicated a very low level of agreement with the item.

There is still only one source of financing training program by the Ministry of Education therefore if they allowed or developed cooperation with private sectors the picture will be different now. We need to build a partnership between Ministry of Education and the private sector to support professional training program which will improve the society.

By referring to the findings of statement number 68, which reads: "The weakness of using the internet facilities on functional development" this item asked administrators whether using Internet facilities in professional development had weaknesses, and they answered in the following manner: The majority of 82 (38.1%) said that the weaknesses were at an average level, followed by 60 (27.9%) who mentioned that the weakness was of a high level. Another 38 (17.7%) indicated extremely high levels of weakness. Those who said that the Internet facilities were not considered a weakness comprised 29 (13.5%) who mentioned a low level of this weakness and 6 (2.8%) who said the weakness was of a very low level.

The weakness that administrators mentioned refers to the facilities which provide the network or server, like network lines or Wi- Fi coverage in schools is too bad and the speed is too slow. This problem needs to be solved in cooperation with the Telecommunications department. It is a local issue within the country.

In statement number 74, which reads; "Poor supervision of the transfer of training in the educational field" participants were asked if the transfer of training in the educational field was poorly supervised or no. The mean of this item was estimated to be 3.40 with a Standard deviation of 0.99. The results in Appendix F shows that most responses mentioned were poor as the following indicates: 71 (33.0%) said the transfer was poor at the average level, 69 (32.1%) indicated high levels and 32 (14.9%) said there were extremely high levels of weakness in supervision. On the other hand, 41 (19.1%) reported low levels of weakness, and 2 (0.9%) noted very low levels of weakness in supervision. The findings match with the findings of interviews where participants made a remark that most of the training programs did not follow up on the field works which affect their effectiveness in Muscat Directorate of Education.

By referring at findings of the constraints that were given, average scores were obtained in item numbers 63, 67, 60, 70, 62, 64, 69, and 61.

Item number 63, "The rarity of functional development participation chances" asked the participants if their chances of involvement in professional training programs were considered a rarity. The majority of participants said the chances of participation were rare. Their scores were as follows: 84 (39.1%) said there was an average level of chances. In addition, 40 (18.6%) reported high levels of rarity and 49 (22.8%) felt that the chance of participation in PTP was considered extremely rare. Against that, 27 (12.6%) indicated low levels and 15 (7.0%) reported very low levels.

The reason of the above finding that the number of training programs for school administrators were very few in the last three academic years as shown in Table 2.2; there were 6 programs in 2007, then 8 programs in 2008, and 12 in 2009 (Ministry of Education, 2010) which means the programs were still not sufficient from the administrators' point of view with the increasing number of appointment every years and increase in educational issues in the society.

With reference to the findings of statement number 67, which reads; "Hiring applied technical abilities while executing programs is rare" asked the respondents about the level of handling applied technical abilities when executing programs. The majority of the respondents said that the frequency of hiring these abilities was average (97 or 45.1%). Moreover, 56 (26.0%) reported high levels of infrequency and 28 (13.6%) felt that the rare frequency was considered extremely high to help trainers apply technical abilities when executing programs. On the other hand, 26 (12.1%) said the level of unapplied technical was low and 8 (3.7%) said it was very low.

Most technique used to deliver the knowledge to the participants was by PowerPoint rather than other methods like field work, simulation or group work. Training delivery methods consist of the techniques and materials used by trainers to structure learning experiences. Different training delivery methods are better or worse at achieving various learning objectives (Blanchard, 2003)

Item number 60, "The goals of professional development are not clear" sought to find out if the goals of functional development programs are clear or no. A total of 89(41.4 percent) respondents said that they were not clear at an average level. Another 58 (27.0 percent) said they were not clear at a high level and 29 (13.5%) reported extremely high levels of lack of clarity. In other words, 81.9 percent of the respondents said that the goals were unclear. Meanwhile, those who felt the goals were clear totaled

39 (18.2%) of 215 respondents indicating low and very low levels. Although there are a set of professional training program objectives, the method to explain to the participants was not clear or not much within the subject of the training which affect the effectiveness of training.

As a result of the responses given to item number 70, "Insufficient time for functional development programs" about 71 (33.0%) indicated that the time allocated to PTP was of average levels of insufficiency, another 69 (32.1 %) expressed the view also that there were high levels 19 (8.8%) said there were extremely high levels of insufficiency. On the other hand, 31(14.4%) reported low levels, and 17 (7.9 %) indicated levels of very low time insufficiency. Choosing appropriate time is one of the main procedures for success in the training to achieve effectiveness. The professional training organizer must match the school's time schedule to prepare for the training and that increases the motivation of school administrators to attend. Further illustration can be seen at Appendix F.

In item number 62, which reads; "Functional development programs do not vary" the principals and assistants were asked if the PTP is varied or no. It was found that 88 (40.9%) said that the PTP did not vary at the average level. About 56 (26.0 %) said that there were high levels and 23 (11.2%) said there were extremely high levels of lack in variety. Those who said this was not considered a problem for PTP comprised 34 (15.8%) who indicated low levels and 14 (6.5%) who indicated very low levels. The programs do not vary because most of the time they only applied workshops rather than conference, meeting, courses, and exchange visits; as shown in the findings for the second part of the questionnaire.

By looking at the findings of statement number 64, which reads; "Functional development programs do not cover practical functional levels" asked administrators if

the functional development programs covered practical functional levels or not and they answered in the following manner: 99 (46.0 percent) said that the PTP did not cover practical functional development at an average level. Others indicated high levels (55 or 25.6%). A total of 12 (5.6%) said there were extremely high levels of non-coverage. Against that, about 38 (17.7%) said that this was considered a low level issue and 11 (5.1%) mentioned very low levels of impact of this point on professional development programs. The findings are in line with the findings by Al Yaqubi (2003) who argued that most of the training programs have given priority to the academic side without the practical applications.

With reference to the findings in item number 69, "Effectiveness skills of the trainers of the functional development are poor" administrators were asked if the effectiveness skills of the trainers are poor. The majority of 107(49.8%) respondents said that they were poor at an average level. Moreover, 36 (16.7%) reported high levels, and 14 (6.5%) mentioned that there were extremely high levels. On the other hand, some administrators mentioned low levels, and 12 (5.6%) indicated very low levels. One of the important step when implementing the training programs is that the effectiveness of trainer must have the knowledge, experience, qualification, skills and confidence. Trainers are one of the elements in conceptual framework to accomplish effectiveness of professional training programs.

To advance the professional training, programs must develop the spirit of research, science, and innovation among participants, aiming to bring about improvement and continuous development and preparation of training teams to enable them to train target groups or become trainers of the field work.

The last finding was statement number 61, which reads; "The goals of functional development do not matche with educational development in the Sultanate of Oman"

asked the administrators if the goals of PTP matched with the goals of educational development in Oman, and they answered in the following way: 89 (36.7%) said they did not matche at the average level. Others reported high levels (21 or 9.8 %), and 28 (13.0%) mentioned extremely high levels. On the other hand, 16 (7.6%) said they did matche so they reported low levels and 16 (7.6%) indicated very low level of impact on PTP. Al Harthi (2006) stated that the majority of programs meet the basic needs of training such as philosophy of basic education, educational system, and some basic techniques rather than field work development.

In summary from the part four of the research findings there are certain areas that constrains the effectiveness of professional training programs in Muscat Directorate of Education such as practical training, planning, participating, financial and the techniques used to deliver the knowledge and skills to the participants. The findings are in line with the findings by numerous researchers by (Al Harthi, 2006; Al Yaqubi, 2003) and similar situations occur in various countries such as Hong Kong, and Korea).

4.11 Identifying the significant difference of responses of school administrators in Muscat according to gender, experience, qualification and occupation.

To conclude, the results will be discussed with regards to research question number 4 which reads "Are there any significant differences in responses on effectiveness of professional training programs for school administrators, in Muscat according to gender, experience, qualifications, and occupation in terms of changes in attitude, skills and knowledge of the school administrators? "

The research used first *t*-test and One-Way ANOVA analysis, Scheffe, Second, Chi-Square to estimate the significant differences and mean averages for each variable and between variables. In the following section, the results obtained using the above mentioned tests are introduced.

4.11.1 Test of Gender variable by using *t*-test, One-Way ANOVA and Scheffe Test

Table 4.12 shows the means and significant differences for the study sample attributed to the variable of gender. Regarding the domain of availability level of participation opportunities of professional training programs which are introduced for school principals and their assistants, there were significant differences estimated at .025 in favour of the female participants.

Further, there were significant differences in the domain of the effectiveness level of the professional training programs provided which was estimated to be .005 in favor of the female participants too. In addition, there were significant differences in the domain of constraints that hinder the effectiveness of professional development estimated at .000 but this time in favor of male participants.

Table 4.13
Means, Significance and T- value For Gender

Domains	G	M	D	T	Sig
Availability level of participation opportunities of professional training programs	Male	1.6558			
	Female	1.7283	213	-.521	.025
Effectiveness of the professional training programs provided	Male	2.9481			
	Female	3.1304	213	-.355	.005*
Effectiveness of the Organizers of the professional training programs	Male	3.1948			
	Female	3.2101	213	-.143	.535
Constraints that hinder the effectiveness of professional training	Male	3.7532			
	Female	3.7138	113.721	1.844	.000

Note: G = gender, M = mean, D = degree of freedom, Sig = * significant at *p* < .05

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To interpret the above findings according to gender, it is mentioned that there were significant differences in the estimates of the study sample attributed to the variable of gender in three dimensions from the dimensions of the study:

The level of participation opportunities available in professional training programs and levels of effectiveness in these programs are in favor of the female participants. According to the statistics of means, significance and T- value as illustrated in Table 4.13 there were significant differences estimated at .025 in favor of female participants.

The reason for these differences can be attributed to the predominantly female populations who have more opportunity to attend professional training programs than males and the motivation to attend the training being higher than males because they find the subjects more relevant to improve their schools.

Furthermore, the findings of the questionnaire with respect to the constraints that hinder the effectiveness of professional training programs which are presented to the school principals and their assistants indicate that there were significant differences in the domain of difficulties with an estimated p-value of .000 in favor of the male.

4.11.2 Test of Occupation variable

In the variable of occupation the means and significant differences for the study sample were attributed to the variable of occupation. There were significant differences in the domain of the effectiveness of the organizers level of the professional training programs estimated to be .034 in favor of the assistants. There were no significant differences found in the other domains. The research attributes the outcome of this difference to assistants' participation in professional development programs being less than principals and this leads to less experience for most organizations. This can be seen in:

Table 4.14 *Means, Significance And T- value For Occupation*

Domains	O	M	D	T	Sig
Availability level of participation opportunities of professional training programs	Principal	1.6771	213	-.539	.582
	Assistant	1.7535			
	Assistant	1.7887			
Effectiveness of the professional training programs provided	Principal	3.0243	213	-1.220	.084
	Assistant	3.1479			
Effectiveness of the Organizers of the professional training programs	Principal	3.1458	115.018	-1.512	.034*
	Assistant	3.3239			
Constraints that hinder the effectiveness of professional training	Principal	3.8924	139.384	4.491	.430
	Assistant	3.3944			

Note. O= occupation, M= mean, D= degree of freedom, T=, Sig= * significant at *p* < .05

4.11.3 Test of Experience variable

To find out the significant difference of responses due to experience variable the research used two test, first One- Way ANOVA and second Scheffe test to see the highest mean average among the categories of experience variable in the study domains. Table 4.15 shows that the highest mean average among the categories of experience variable were in the following domains: the level of participation opportunities available, the level of effectiveness of the professional training programs provided and effectiveness of the organizers of the professional training programs in favor of the group of principals and assistants with (1-3) years' experience. Meanwhile, in the domain of constraints that hinder the effectiveness of professional training the highest mean average was in favor of the group of (3-6) experienced teachers.

Table 4.15 *One- Way ANOVA Analysis for Experience*

Domain		Sum of Squares	Df	Mean Square	*F*	Sig.
Availability level of participation opportunities of professional training programs	Between Groups	10.190	2	5.095	5.575	.004*
	Within Groups	193.759	212	.914		
	Total	203.949	214			
Effectiveness of the professional training programs provided	Between Groups	3.493	2	1.746	3.662	.027*
	Within Groups	101.096	212	.477		
	Total	104.588	214			
Effectiveness of the Organizers of the professional training programs	Between Groups	5.413	2	2.706	4.922	.008*
	Within Groups	116.582	212	.550		
	Total	121.995	214			
Constraints that hinder the effectiveness of professional training	Between Groups	7.701	2	3.851	6.346	.002*
	Within Groups	128.631	212	.607		
	Total	136.333	214			

To clarify more, the research used Scheffe to find out any significant difference between responses according to the experience of school administrators from 1-3, 3-6 and more than 6 years in educational management. The following Table 4.16 shows the details:

Table 4.16 *Scheffe Test for Experience*

Domain	Branches	Mean	1-3	3-6	More than 6
Availability level of participation opportunities of professional development programs	1-3	3.0714			
	3-6	2.2344	2.7469		
	More then 6	2.7469	3.0714	2.2344	
Effectiveness of the professional development programs provided	1-3	3.4524			
	3-6	3.0156	3.0156		
	More then 6	3.0247	3.0247	3.4524	
Effectiveness of the Organizers of the professional development programs	1-3	3.6667			
	3-6	3.0469	3.0469		
	More then 6	3.1759	3.1759	3.6667	
Constraints that hinder the effectiveness of professional development	1-3	3.2857			
	3-6	4.0625	3.2857		
	More then 6	3.7191	3.7191	4.0625	

Table 4.16 shows that the highest mean among the categories of experience variable were in three domains, first availability level of participation opportunities, effectiveness of the professional training programs provided and effectiveness of the organizers of the professional training programs in favor of the group of principals and assistants with (1-3) years' experience. Meanwhile, for the domain of constraints that hinders the effectiveness of professional training the highest mean average was in favor of the group of (3-6) experienced administrators. The following are details of the findings:

➢ Availability level and practice level of participation opportunities, effectiveness of the provided professional training programs and effectiveness of the organization of the professional training programs in favor of the group of principals and assistants with (1-3) years' experience.

➢ In the domain of constraints that hinders the effectiveness of professional development, the highest mean average was in favor of the group of (3-6) experienced administration.

The research attributes the outcome of these significant finding to the most experienced of the administrators attending many of the programs and having a broader view of the constraints faced in the professional training programs identified for the development of appropriate solutions which can be better activated by professional training programs.

4.11.4 Test on Types of School variable

Results obtained from Table 4.17 shows that there were significant differences between the two domains. First, in the domain of effectiveness level of professional training programs were significant and estimated at 0.029.

The results in Table 4.17 shows that the highest mean average among the categories of type of school variable in the following domains was: in the domain of the effectiveness of the professional training programs provided it was in favor of (1-4) school with a mean average estimated to be 3.23.

Table 4.17 *One- Way ANOVA Analysis for Type of School*

Domain		Sum of Squares	Df	Mean Square	*F*	Sig.
Availability level of participation opportunities of professional development programs	Between Groups	.149	2	.075	.078	.925
	Within Groups	203.800	212	.961		
	Total	203.949	214			
Effectiveness of the professional development programs provided	Between Groups	3.423	2	1.712	3.587	*.029
	Within Groups	101.165	212	.477		
	Total	104.588	214			
Effectiveness of the Organizers of the professional development programs	Between Groups	1.127	2	.563	.988	.374
	Within Groups	120.869	212	.570		
	Total	121.995	214			
Constraints that hinder the effectiveness of professional development	Between Groups	.246	2	.123	.192	.826
	Within Groups	136.086	212	.642		
	Total	136.333	214			

Sig= * significant at $p < .05$

To further clarify, this research used Scheffe Test to find out the mean and significance for Type of School, as can be seen in the following Table 4.18:

Table Means, Significance and Scheffe Test Type of School

Field	Branches	Mean	1-4	5-10	11-12
Effectiveness of professional development programs provided	1-4	3.2385	2.9471		
	5-10	2.9471	3.0870	3.2385	
	11-12	3.0870			

The results obtained from One Way ANOVA and Scheffe Test for the variable on types of school shows there are significant differences in domains of: The effectiveness level of the professional training programs estimated at 0.029. The finding

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indicated that the training for school administrators started from this cycle(1-4) to develop the education system in Sultanate of Oman.

4.11.5 Test of Qualification variable

Table 4.18 shows the means and significant differences for the study sample attributed to the variable of academic qualification. There were significant differences in the domain of effectiveness of the organizers of the professional training programs estimated to be 0.017. Also, there were significant differences in the domain of constraints that hinder the effectiveness of professional training as shown by the *p*-value of .000.

Table 4.19 *One – Way ANOVA Analysis for Academic Qualification*

Domain		Sum of Squares	Df	Mean Square	*F*	Sig
Level of participation opportunities available to participated in professional training programs	Between Groups	4.793	2	2.397	2.551	.080
	Within Groups	199.156	212	.939		
	Total	203.949	214			
Level of effectiveness training programs provided	Between Groups	.761	2	.381	.777	.461
	Within Groups	103.827	212	.490		
	Total	104.588	214			
Effectiveness of the Organizers of the professional training programs	Between Groups	4.571	2	2.286	4.126	.017*
	Within Groups	117.424	212	.554		
	Total	121.995	214			
Constraints that hinder the effectiveness of professional training	Between Groups	17.766	2	8.883	15.883	.000*
	Within Groups	118.567	212	.559		
	Total	136.333	214			

Sig= * significant at *p* < .05

To further clarify, the research finds out the significant differences between responses according to the qualification Scheffe Test was used. The highest mean average at the domain of effectiveness of the organizers of the professional training programs were in favor of principals and assistants who hold a Bachelor's degree with a mean average estimated to be 2.8493 and 3.30, respectively. While the highest mean average in the domain of constraints that hinder the effectiveness of professional training was among principals and assistants who hold Master's degree and was estimated to be 4.62. Table 4.20 shown the details

Table 4.20

Means, Significance and Scheffe Test for Academic Qualification

Field	Branches	Mean	Diploma	Bachelor	Master
Effectiveness of the Organizers of the professional development programs	Diploma	3.0000			
	Bachelor	3.3048	2.9750		
	Master	2.9750	3.0000	3.3048	
Constraints that hinder the effectiveness of professional development	Diploma	3.6531			
	Bachelor	3.6301	3.6301		
	Master	4.6250	3.6531	4.6250	

The findings regarding the academic qualifications variable indicated that the One Way ANOVA in Table (4.19) means, significant and the Scheffe test in Table 4.20 showed there were significant differences in domains of effectiveness of organization of the professional training programs ($p = .017$) in favor of principals and assistants who hold a Bachelor's degree with a mean average estimated at 2.8493 and 3.30, respectively.

On the other hand, the study findings indicate that there were significant differences in the domain of difficulties that hinders the effectiveness of professional

training that were estimated to be 4.62 in favor of principals and assistants who hold a Master's degree. The result attributes to the fact that the Master's degree holders have more knowledge than others about the difficulties faced by the programs.

4.11.6 Chi-Square Test

Chi Square Test is used to specify correlation significance between two variables, but at the same time it does not measure the strength of this association. From the findings of the table 4.21 about the test of the Null Hypothesis at the level of the statistical inequality (0.05) between the demographics for the study shows that:

1. There is association between the statistical correlation about the Gender with experience variables and the type of school, qualification as the value of Chi square was a statistical inequality at the level of the inequality (0.05). Based on the above, the Null hypothesis "there is no association of the statically inequality between the gender variable, experience variable and the type of school and qualification" is a rejected hypothesis which means there are significant difference between "Gender" and "Experience, Type of School and Qualification variables".

2. There is association between the statistical correlation about the Occupation with experience variables and qualification as the value of Chi square was a statistical inequality at the level of the inequality (0.05). Based on the above, the Null hypothesis "there is no association of the statically inequality between the Occupation variable, experience variable and qualification" is a rejected hypothesis.

3. There is association between the statistical correlation about the Qualification with experience variables and the type of school, as the value of Chi square was a statistical inequality at the level of the inequality (0.05). Based on the above, the Null hypothesis "there is no association of the statically inequality between

the Qualification variable, experience variable and the type of school and qualification" is a rejected hypothesis. The following table illustrates the result:

Table 4.21

Chi- Square Test

Variables	Chi-Square	Experience	Occupation	Type of School	Academic Qualification
Gender	Chi-Square Value	20.925	0.030	51.986	13.654
	Df	2	1	2	2
	Sig. (2-sided)	.000*	0.863	.000*	.001*
Experience	Chi-Square Value		33.891	5.365	60.586
	Df		2	4	4
	Sig. (2-sided)		.000*	0.252	0.000*
Occupation	Chi-Square Value			0.868	7.299
	Df			2	2
	Sig. (2-sided)			0.648	.026*
Type of School	Chi-Square Value				10.171
	Df				4
	Sig. (2-sided)				.038*

Sig= * significant at *p* < .05

4.11.7 Correlation Coefficient

For more clarification, the correlation coefficient is calculated between variables which have intra association to examine this association and their directions through the Cramer's V correlation coefficient and Spearman's rho coefficient. The differences of correlation coefficient depend on the type of variable such as Nominal Variable and Ordinal Variable.

In **nominal** measurement, the numerical values just "name" the attribute uniquely. No ordering of the cases is implied. For example, gender and occupation. To measure these kinds of variable we normally use Cramer's V value.

In **ordinal** measurement, the attributes can be rank-ordered. Here, distances between attributes do not have any meaning, for example, experience and qualification. To measure these kinds of variable use Spearman's rho coefficient.

Table 4.22

Cramer's Correlation Coefficient between Gender and Experience, Type of School, Academic Qualification

Variable	Test	Experience	Type of School	Academic Qualification
Gender	Cramer's V Value	0.312	0.492	0.252
	Sig. (2-sided)	.000*	.000*	.001*

Sig= * significant at $p < .05$

Table 4.22 indicated that there were significant differences between Gender variable and Experience estimated at .000, significant differences between Gender and Type of School estimated at .000 and significant differences between Gender and Qualification estimated at .001.

Table 4.23

Cramer's Correlation Coefficient Between Occupation and Experience, and Academic Qualification Variable

Variable	Test	Experience	Academic Qualification
Occupation	Cramer's V Value	.397	.184
	Sig. (2-sided)	.000*	*.026

Table 4.23 indicated that there were significant differences between Occupation variable and Experience estimated at .000, and significant differences between Occupation and Qualification estimated at .026.

Table 4.24

Correlation Coefficient Spearman's rho between Academic Qualification and Experience, Type of School

Variable	Test	Experience	Type of School
Qualification	Spearman's rho Coefficient	- .087	.115
	Sig. (2-sided)	.204	.092
	N	215	215

Table 4.24 indicates that there were no significant differences between Qualification variables and two variables of the experience and the type of school at the level of .05.

4.12 Identifying the View of School Administrators in Cycle-one. Schools offering four grades (1-4) for Professional Training Programs According to Interview Data Analysis

4.12.1 (W) Basic School 1-4 Profile:

It is a fairly modern school established as a cycle-one basic school (1-4). The school was established in 1998, the same year in which the basic education was implemented in Oman. Thus, the school is considered as one of the pioneering schools modernized to cope with the programs in the educational field. It is a coeducational school with both genders as applicable in cycle-one schools 1-4 all over Oman. The school is operated in the morning session, since it starts at 7:00 a m and ends at 2:00 p m. However, there are quite very few schools which operate in the afternoons starting at 2:00 pm to 6:00 pm.

The school is situated in Seeb, specifically in South Al Hail. It is approximately 40km from the building of the Directorate General of Education in Muscat, and about

10km away from the city center. The school is located in a modern district where most of the residents are located and educated. The building is government owned. A vast plot of land that surrounds the school could be used to extend and construct new buildings and facilities for the school.

The government supplies electricity and water. This means that the supplier bears the cost of consumption. The school building consists of four administrative rooms, each administrative member; such as, the principal, the assistant principal, the coordinator, and the social worker occupies one room. The building contains a staff room situated on the ground floor. In addition, there are 28 classrooms, as well as, a room for plastic arts, a room for music skills, a room for handling learning difficulties, and a room for life skills.

Furthermore, there is a multipurpose room used for a variety of activities and school occasions. The building also contains an LRC (Learning Resources Centre), a theatre, a concrete playground, a school canteen, and a store. There are two gates for the school, the first is at the front and the other is at the back; however, the front gate is only used. There is a security guard room near the gate, a common case for all schools in the Sultanate of Oman.

4.12.1 The (w) principal

The principal of W School is one of the distinctive headmistress in the administration field due to her wide experience. She became an assistant principal in 2004. Thereafter, she was promoted as a principal for grades 11-12, or what is called a secondary school in the same school. Then she attained a diploma in school administration in 2009 from the Sultan Qaboos University. Though, it looks as if the headmistress started her career as a principal in a secondary school.

The headmistress is a teacher in cycle 2 school. When she wanted to be transferred from the region where she worked in to a school near her house, she was unable to find

a job in her area, except as a headmistress in a cycle 1 school. This case rarely happens in the sequence of upgrading employees from assistant headmistress to headmistress and from cycle 1 school to cycle 2, then to a principal in a secondary school.

Furthermore, she was honored at the level of the Directorate and awarded a participation certificate in a workshop on administrative aspects. In general, the office of the headmistress is well organized. The researcher noticed that the headmistress is cooperative with the staff and students; she was also well prepared for the interview. For instance, she stuck a note on her door to say that she was in a meeting and asked them to go to the assistant headmistress for assistance in case of any emergency issues. The researcher has not noticed this in any of the interviews that he had with the principals or headmistresses. This helped in the success of the interview with the headmistress.

The (w) principal view of the effectiveness of professional training programs which was presented by Muscat Directorate to the school administrators:

With regard to the research interview, data analysis, and the administrator's view to what is related to the professional training programs. Four themes emerged from the analysis of the interview; these are: the availability of opportunities, level of effectiveness, organization and challenges that hinder the effectiveness of PTP.

The availability of opportunities

The data which were gathered from the (W) school principal indicated that the availability of opportunities on professional training programs will be of great value, if they are followed clearly and realistically. But in the Muscat Directorate, the programs are limited and not tracked precisely. The W. principal said:

> The professional training opportunities such as, training workshops and meetings are quite limited in some programs. These programs are not interested. So I am not attending, besides, it is too general and I don't feel satisfied with the level of participation. I think that there are two programs

from which I really got benefit. These programs are: the school
development performance system and the intercommunication between
school and local society.

On the other hand, the principal also mentioned there are two types of programs

that one can participate in; these are: workshops and meetings inside and outside

Muscat. Such programs are: conference, exchange visits, training outside the country,

and continuing higher education.

She stressed that:

There were no plans for peer visits and also there were no participations
outside Muscat or the Sultanate. Thus, the opportunities are limited and
unrealistic.

Effectiveness

The data revealed that the effectiveness is one of the objectives of the professional

training programs which lead to modifications, changes, renovations, and developments

of the administrative work. They had effects on the school and trainees. However, these

objectives are not realized by the professional training programs according to the (W)

principal. Her comments indicated the following points:

Professional training programs are repeated and monotonous which
resulted in the absence of participants in the sessions. For instance, the
financial aspect is limited and the trainers' performance is not satisfactory.
Thus, they are not integral and most of the school deals with these issues
independently and according to their experience. There are no programs to
develop the qualification, skills and capabilities of the principal.

Further, the data revealed that the effectiveness of meetings is too poor. The school

principal mentioned some reasons related to poor effectiveness:

They have routine meetings and the same repeated issues every year, a
case that leads to no renovation or development. They do not discuss the
school problems; such as, weaknesses in reading and follow up of teachers
concerning the professional and educational aspect. Thus, the level of
motivation to attend the meeting is weak. In different cases, we noted that
only the teachers attended the meetings, not the principals or their
assistants. This shows that they don't want to attend the meetings. There is
no legal penalty from those who are in charge of these programs.

The findings did not support the Oman 2020 vision that aims at preparing the human resources and face the challenges of the globalized era effectively to develop the country and maintain the Omani culture (Al-Harthi, 2002). The findings matche with the vision of various researchers; such as, Slenning (1999), Sackney and Walker, (2006); as well as,Cunn and Holdaway (1986).

Organization

Furthermore, data related to organization questions reflected weakness points. The following comments illustrate this conclusion:

> The professional training programs have no appropriate time to be organized. They are supposed to be organized at the beginning of the year or in August. The professional development programs aren't well arranged by the organizers whether they were administrative, supervisors, or those who are concerned with the professional training programs in the Muscat Directorate. There is no opportunity for the targeted people to specify their training needs. Targeted people are supposed to send a form to principals and their assistants in June to specify their training needs or through the training page in the MOE Portal.

The research attributed the lack of the appropriate time to organize the PTP. Because the organizers of the professional training programs never sent forms to the targeted group specifying their training needs and time in most of the meetings and forums.

Challenges

The data reflected that professional training programs faced many constraints and challenges which influenced program effectiveness. The following comments by the school principal described these challenges:

> Finding qualified trainers and that can correlate to the theoretical and practical aspects, and specify the appropriate time for them. The place is considered a challenge aspect encountered by the professional development programs in the Muscat Directorate. Variability of these programs that target the principals and their assistants will be achieved through intercommunication and discussions with the targeted people themselves. These variables and programs are: finding out the professional needs, developing them through the cooperation between the departments of Directorate General and attracting experts from universities and educational institutions to provide qualified trainers for training, conveying

information, carrying out and dealing with recommendations submitted according to the meetings and educational forums.

According to Levine (2005), today everything changes and our educational system faces challenges which need more advanced skills and knowledge for school administrators. That was why the principal in W school was not comfortable with the PTP that was presented by Muscat Directorate of Education.

4.12.1 The Principals Assistant of (W) School

The assistant headmistress was appointed as an assistant headmistress in 1998. She is more senior than the headmistress, but she remained an assistant headmistress for many reasons including personal reasons and other reasons related to her transfer from one region to another.

She is more senior than the headmistress in the school and has more knowledge of the school. It was noted that they worked well together, a reason that led to the success of the administrative field from my viewpoint. I used to supervise the schools' performance before and knew about the efforts exerted by the assistant headmistress. The assistant headmistress was not awarded any certificates at the level of the Directorate General or the Ministry. This point needs to be reconsidered by the officials, as honoring employees is considered a good incentive for motivation and contributing more.

The (w) principal assistant's view of the effectiveness of professional training programs presented by Muscat Directorate of Education:

Regarding the research interview questions, the principal assistant's view of the professional training programs indicated that there are numerous training programs offered. However, they were not effective and faced many challenges. The following excerpts support this contention:

The opportunity for participation

The data gathered from the principal's assistant pointed out that generally, the professional training programs aim at increasing the capability of school principals and their assistants to ensure reliability of the educational process. Principal assistant believes that these programs offer some kind of availability and sometime not. The following extract illustrates the point:

> The programs presented by the Muscat Directorate of administrators can enhance the performance of teachers in computer skills; i.e., Oman portal program IC3. Since the opportunity of participating in these programs is available and sometimes specified by the Directorate General. However, they concentrate on meetings, forums and workshops; such as, the system of school performance. But with respect to the peer visits, conferences, forums and lectures, are quite few and almost not available.

Effectiveness and organization

The data showed that the effectiveness and organization of professional training programs were not efficient for many reasons. These reasons were cited by assistant school principals. The following points underscore this issue:

> Concerning meetings, they are repeated and do not tackle issues that are concerned with schools. Thus, they are not efficient. The targeted group of headmasters is not always notified in advance about the agenda of the meetings. They do not follow up the effects of training. The organizers of the professional training programs never send a form to the targeted group to specify their training needs in most of the meetings and forums. Concerning time, they sometimes appropriate and sometimes they are not.

Challenges and Constraints

The data revealed that there were some challenges and constrains faced in ensuring effectiveness of professional training programs in the Muscat Directorate of Education. Those difficulties are described as follows:

> There are many challenges which prevent the effectiveness of the professional training programs. For instance, the professional capabilities for training or the specialized capabilities required for training aren't available when they carry out workshops or courses. Observing the effects of training isn't available. Choosing the targeted categories isn't done according to the training needs. Sometimes, trainers concentrate on the theoretical side and exclude the practical side. Besides, the benefits of the current meetings are limited. There are school programs where the

assistant hasn't received any training related to them; although, applying to different schools; i.e., the learner centered education and comprehensive education. That is why principals depend on the self- professional development.

The most important factor of the challenge was training needs according to Goldstein (1992). Others argue that effective training involves some main steps: analysis of training needs. It is considered as one of the main elements to process the training model in order to achieve the effectiveness of PTP.

4.12.2 (M) Basic School 1-4

(M) is an old school established as a cycle-one Basic school (1-4). The school is situated in an area where it is surrounded by old houses that is close to a commercial district. A number of community service institutions surround the school; such as a health care facility, shopping market (*suq*), a number of banks, the Administrative Sciences Institute, and cleaning companies.

The school was inaugurated in 1996, and it has four administrative rooms in one school building. There is one room for the principal, one for the assistant principal, one for the coordinator, and one for the social worker. The building is distinguished by the availability of a separate room for every senior teacher in the main streams of the curriculum (Islamic studies, Arabic and social studies - mathematics and science – English). In addition, there is also a room for music skills, a room for life skills and a room for plastic arts.

The building consists of 17 classrooms. There is a special classroom for children for special needs. The facilities available in the building are LRC, playground, a small room for practicing certain sports, and a multipurpose room. The building has one main gate and a guard house nearby. Generally, guards are not alert as to who enters or leaves the school. This is due to the over confidence in the school visitors. This needs to be reconsidered by the officials in the Directorate General and the Ministry.

Due to the age of the building and the lack of maintenance over a long period, the building needs urgent maintenance. There are some leaks in some administrative rooms and utilities, as the researcher found it difficult to sit in some rooms because of leaking water. The playground and the indoor sports hall building needs to be maintained, due to the hot weather during the academic year.

4.12.2 The principal of (M) Basic School 1-4

The principal joined the Ministry of Education as a teacher in 1999. She became an assistant principal in 2005 after obtaining a diploma in school administration in 2004. Thereafter, she became a principal in 2007.

Her office is well organized and she welcomed me well. She was prepared for the interview and it seems that she had studied the questions beforehand. She also prepared a suitable atmosphere for the interview. The researcher noticed that she was well behaved during the interview which contributed to its success.

The principal was honored at the level of the Directorate General and the Ministry in 2004, and received a monetary award in 1994. She holds an appreciation certificate as an ideal principal at the level of the Directorate General of Education in Muscat.

The (M) principal view of professional training programs

The (M) principal attended numerous training courses according to her long term experience in educational system, a case that gave the researcher a clear picture on how the PTP in Muscat is operating. The following illustrates the results:

The Availability of Opportunities

The data revealed that there were different opportunities of participation. Some are good while others are limited. The following extracts illustrate why some were good and others were not:

> I participated in a number of professional training programs presented by
> the Muscat Educational Directorate; such as, the educational basic

program, development of administrative, supervisory skills program, and planning school culture and communicating with parents. This was considered good and appropriate regarding time. There were meetings and educational forums at the Directorate level and supervision office in Al Seeb and there were peer visits and conferences inside and outside the Sultanate. Forums and educational lectures were very few. Concerning the participations at the level of ministry and in coordination with Directorate General, I took part in the educational forum in Salalah, as I had the opportunity to have a school administrative diploma. These are most of my participations in professional development programs during five years in school administration.

It is noted that, from the previous discussion about the availability of opportunities, most of these opportunities concentrated on the training workshops, meetings, assemblies and educational forums with a sole participation in the educational summer program and an opportunity to obtain the diploma in school administration. On the other hand, there is a shortage in other programs; such as, conferences, lectures, forums and exchange visits in both, inside or outside Muscat.

Effectiveness

The data gathered from principals for the effectiveness of professional training programs indicated that training programs can be achieved when they include beneficial information and have an effect on the trainee and school. Training programs should consider both theoretical and practical sides and contains discussions, debate, human relationship, teamwork and increasing the motivation and progress by the specialists. The findings are in line with those by Al Harti (2006), Al Yaqubi (2003) and Slenning (1999). In this context the principal said:

> In this way most of professional development programs which are presented by the Muscat Directorate aren't efficient. Mostly, these programs never agree with the administration duties.

In addition, data showed that these programs concentrated on a group of school principals and their new assistants and ignored the other former assistants. The Principal said:

> Sometimes, they are related to the theoretical side with practice. But mostly they concentrate on the theoretical side. It doesn't concentrate on

the techniques of developing teacher's performance and students' progress and their assessment. Consequently, some programs; such as, educational strategies, strategic planning, and school organization, problem solving, students' progress, teacher's performance and other different administrative skills still encounter difficulties when being implemented in the educational field. Most of meetings and discussions are inefficient, because they concentrate on the negative sides other than creating a vision to activate the school work. However, they don't give an opportunity for discussion and debate. There is a lot of confusion and misunderstanding in the venue of meetings.

Organization

The data related to organization questions reflected some points. The following comments illustrate these points:

Concerning the organization of professional training programs, the titles of the programs and their objectives aren't good enough. The subjects are determined by the trainers responsible for the programs, and not according to the trainee's needs. Also, we find that the time is not enough. Consequently, there is no opportunity to display an opinion. Most trainers aren't specialized in training. That's why they are incompetent in carrying out the training programs. Sometimes the course rooms aren't well-equipped and are not spacious.

Challenges and Constraints

The data revealed that there were some challenges and constraints faced in running effective professional training programs in the Muscat Directorate of Education. Those difficulties were described as follows:

Choosing the suitable time to set such programs is difficult because the principals have to be available in their schools.

Choosing the appropriate times to conduct the training is considered one of the common challenges encountered to achieve effectiveness of professional training programs. Therefore the participants suggested that:

- The suitable time for training program should be before the beginning of the new academic year in September, i.e. in August.

- The provision of skilled trainers who can deal with the targeted persons effectively and help in creating enthusiasm to accept the workshop.
- The choice of convenient venue.

These are very important factors in the success of professional development programs from the participant's point of view.

The principal of (M) Basic School thinks that the professional training programs are inefficient, because they neither target the school principals and their assistants; nor connect the practical side with the theoretical one. They do not concentrate on the skills and abilities to improve the administrative work. Although the meetings concentrated on presenting the negative sides which has 'gone astray' from the purposeful discussion, they have no satisfactory effects on schools. In many cases the time, place and trainers are not appropriate. Trainers are still an important part of any organizational or training activity (Bennett, 1988). To be effective they must use the right method and new technology.

4.12.2 The Assistant principal of (M) Basic school 1-4

She was appointed as a teacher in the Ministry of Education in 1994 and became an assistant headmistress in 2006. The researcher noticed that the knowledge of the assistant headmistress regarding the administrative work and the professional program was limited. This was confirmed by the headmistress.

Thus, the researcher could not get reliable answers or general impression about the school, due to her simple and limited experience and because of to the limited number of the professional training programs that she attended. The researcher thinks that her intention to resign made her unwilling to work efficiently, which negatively affected her performance.

The (M) principal assistant's view of the effectiveness of professional training programs presented by the Muscat Directorate of Education:

From her viewpoint, the professional training programs were very limited and that was why she did not get an opportunity to participate. The following extract described her views:

> I think that the professional training programs are varied as they contain the training courses, exchange visits, meetings and forums. But the opportunities of participations are limited. I participated in the training programs two years ago and it was regarding the assistant's duties. However, for the participations in meetings or forums, most of them focused on the competition of cleanliness and hygiene in the school environment or in the learning progress. Most of subjects of these meetings were repetitive and were not organized. It is noted that the effects of the professional training programs on schools are positive.

The interview with the assistant principal was very short, as she did not feel comfortable about the procedures of professional training programs presented by Muscat of Education. The assistant principal submitted her resignation paying no attention to the professional training programs or the process of the development.

On the other hand, she assumed that the professional training programs are only represented in the training courses, exchange visits, meetings and educational forums, and that they do not include any other programs. They did not target these programs during the exchange visits. She described the professional training programs as limited according to the above mentioned interview.

4.13 Identifying the View of School Administrators in cycle- two grades 5-10 for Effectiveness of Professional Training Programs.

4.13.1 .A. M. Basic School 5-10

A.M School is a basic school for girls starting from grade 6-10. It is located in Seeb – South Mabella, and it is 60km away from the Directorate General of Education.

Inaugurated in 1986, it is considered one of the oldest schools in the region. It is located in the middle of an old residential area far from the social amenities, a case which makes it difficult for the school to communicate with the institutions of the local community.

It consists of four administrative rooms, one for each of the following school administrators: the school principal, assistant principal, social worker and the school coordinator. The building consists of a staff room for 74 teachers. The school has 34 classrooms. There are 4 janitors supervised by a cleaning company. With personal efforts and cooperation from the students' parents, an LRC room has been provided. This is an effort greatly appreciated by the school administration, as this was deemed a success due to communication between the school and the local community.

The principal of (A. M) school 6-10

When I reached the school at nine o'clock in the morning, I proceeded to the office of the headmistress to meet with her and her assistant. This visit was arranged taking the time and objective into consideration. The researcher was well received by them. The headmistress as well as all the staff and janitors are all females, with the exception of the bus drivers and school guards. The headmistress joined the Ministry of Education in 1994 as a teacher and she worked outside Muscat.

Thereafter, she was promoted after which she became a headmistress. She did a basic education course and was given an opportunity to get a diploma in school administration from Sultan Qaboos University (SQU). In addition, she continued her studied by doing another course in direct training. She was then awarded at the level of the Educational region in 2004 and at the level of the Ministry of Education in 2007. The most successful training course she attained was "intercommunication between the school and the local community".

The headmistress was very interested in office discipline. It was noted that this is common among the school headmistress unlike school headmasters. Although the headmistress attended many courses, she was not satisfied with the professional training programs in the Directorate General of Education in Muscat. She was not happy with the services presented which had negative effects on the intercommunication between the school and the Directorate General. At certain times, she pointed to the scarcity of meetings, in spite of meetings being held more than once during each academic year. Due to poor intercommunication between the school and the Directorate General, there was a negative impression about the professional training programs.

The availability of opportunities for participation

The data gathered from the principal of A.M. school indicated that the professional training programs presented by the Directorate General of Education were very few. The following excerpt illustrates the comment:

> My last participation in a professional training course was two years ago. It was a computer course without a certificate, in spite of the promises made by the program organizers. I also participated in the exchange visits program inside the region four years ago. Most of the opportunities in the professional training programs were about cleanliness in schools, the students' learning, remedial plans, the cognitive development of students, as well as hygiene. My last participation was five years ago and was about the duties of the assistant headmistress. Most of the meetings request the headmistresses to attend the course. If I refrained from attending, the assistant headmistress should attend the meeting which rarely happens.

From the answers of the principal, I noticed that she has not been getting any opportunity to attend any training programs for three years. The professional training programs which she attended were meetings about students' learning, cleanliness competition and the cognitive development of students. The assistant principal did not take part in any programs outside Muscat for the last 11 years with respect to her experience in the administrative field. The meetings that were supposed to have been attended by the principal were instead attended by the assistant principal.

The effectiveness of the presented programs

The data concerning the effectiveness of presented programs showed that they were weak as they lacked some principles. The following points show the details:

> Some professional training programs can have an impact on the schools; such as, the competition of maintaining cleanliness and hygiene in the school environment. As this topic is related to the prize presented by His Majesty the Sultan Qaboos. However, whenever the competition is over, all schools return to their previous status which was before the competition. This indicates that there is no proper acceptance and understanding of the competition objectives. Sometimes, the professional training programs are a waste of time and without any benefits, as these programs do not deal with school issues. They also depend on reading materials from papers or Power Point presentations without any discussions or conversations.

As for organizing the professional training programs, the principal mentioned that the targeted group who is supposed to attend these programs was centralized. This means that the courses are determined by the educational supervision and the General Directorate of Education. Therefore the principal refers to ineffective professional training programs, as they depend on presentations not discussions and conversations. They do not deal with the issues encountered by schools. They are also repetitive, especially, in what is concerned with the meetings. They discuss only the competition of maintaining cleanliness in schools and the students' learning. Goldstein (1992) and others argue that effective training involves three main steps: analysis of training needs, the design, and delivery of training and evaluation of training effectiveness. Ng (2001:72) argues that there it is a common belief that with adequate, appropriate training or professional training, the principal will become capable of helping the school to improve and develop".

The Assistant Principal of A.M. School

The assistant has much experience in the Directorate of Education in Muscat. She joined the education field in 1981. She has 27 years of experience. During this period, she enrolled in limited training courses, especially when she became an assistant

headmistress in 2000. She mentioned that she attended three training courses; the first was in unifying qualifications, the second was in the duties of the assistant headmaster/ headmistress and a third was in computer skills.

She has worked for longer periods than the headmistress in the school. She is more realistic than the headmistress, as she mentioned that in spite of the intercommunication between the school and the local community, the communication between the parents and the school was limited. This is mainly due to two reasons: the first is the general awareness of the parents about this communication, second is the weakness of family correlation, as there are some stories about the disobedience of girls to their parents. In spite of the advice given by the school to the girls, some of them react positively to the advice. The surrounding community to the school has no awareness and some of the girls lack disciplines (Ministry of Education, 2004).

The assistant generally thinks that there are limits to the number and quality of the professional training programs presented by the Directorate General of Education in Muscat. Quality is one of the most important criteria of organizational effectiveness (Robbins, 1999). She also sees that the assessment tools used by the Directorate General to assess the students' tests led to negative effects upon their performance and their interest in learning. This may be attributed to the automatic promotion policy followed by the Directorate General of Education. In spite of this, there are a number of students who deserve to fail, but orders usually come from the directorate to promote them to higher level. This factor affects the performance of the students negatively. This is what the assistant concentrated while writing her comments on the progress of education in the sultanate of Oman.

Challenges and Constraints

The data revealed that there were some challenges and constraints facing the progress of effective professional training programs in Muscat Directorate of Education. Those difficulties were described as follows:

> The most important challenge encountered the school was concerning the success of some of the educational programs, as students' learning program, are the cooperation between the students' parents and the school(Ministry of Education,2004)

The challenge above affects the school effectiveness. In order to achieve the school effectiveness, one must get high quality of outcomes. This cannot be realized unless we have the training concerned for students learning. In UK, for example, government school effectiveness is known as the foundations of its National Strategies (Reynolds, 2010a; Sammons, 2008). This issue requires solution in the form of a new vision which should be adopted by the Directorate General of Education and the Ministry of Education. The assistant claims that there should be a penalty to oblige students to abide by the school's rules, and this will be implemented to be used by the school to perform this program.

> The students' possession of mobile phones during classes, sending porno pictures and texts to each other are examples of the violations of school rules. However, there are no effective penalties for this to be used by the school administration in this regard. There must be disciplinary procedures to contribute in making programs; such as, students' learning programs. I suggest that in the professional development programs, such as the students' learning, discussions should be included along with taking the opinion of the people working in this field and the challenges faced by them in this regard (Assistant Principal of A.M. School)

The assistant sees that the most important challenge encountered by people working in this field is how to find a correlation between the theoretical side and the practical one in professional training programs. The meetings do not provide solutions to the educational issues. Pitner (1987) indicates that the main strategy affecting the

training is meeting. The laws are not well implemented. Thus, when the school tries to apply the students' learning concepts, it encounters a difficulty in improving the level of students. With regard to the professional training programs in this regard and the recurrent meetings, the results were satisfactory to what has been presented during the meeting. This was due to the penalties and the rules in this regard; such as, the pass and fail laws which depends on the automatic promotion of students in spite their weak levels.

4.13.2 A.R. Basic school 5-10

A.R Basic School 5-10 for girls is one of the modern schools which implements the basic educational system. It is situated in the commercial district close to the shopping market (*suq*). It is 5km away from Seeb educational supervision office and 42 km from the Directorate general building. The school consists of 4 administrative rooms, one for the school principal, assistant principal, social worker and the school coordinator. Moreover, the school has two staff rooms, a number of classrooms, a multipurpose room, LRC, computer room, lab, music room, life skills and plastic arts room.

The building has a canopy under which the morning assembly, royal anthem and the morning program are performed. The school has a canteen, as of all schools in the sultanate. Students look for a place for themselves either under trees or standing under the sun to eat what they have bought from the canteen. This is a disadvantage of all schools in the sultanate that in spite of all the equipment and the modernity of school buildings, there is no proper place for students to eat and rest.

The entrance of the school is well organized with some signs and posters along the entrance. Next to the entrance is the security station where the guard normally sits with bus drivers. We rarely see him observing the people going into the school and out. However, he and the bus drivers are available in times of emergency.

The principal of (A. R) school 5-10 cycle 2

The principal is one of the outstanding principals in the region in terms of dealing with the Directorate General of Education and in implementing the educational projects. Such projects as, the assessment of the school performance project, the school scheme of work as a point of vision and mission, the competition of cleanliness, hygiene in the school environment, the TIMS project, and the professional training programs for teachers. However, these projects make it difficult to give more attention to the school curricula. Thus, it will affect the students' performance negatively.

The principal has a wide experience in this field. She joined the educational field and became a principal while she was in South Sharqiya. She is punctual and cooperative with the Directorate General. At the school she seemed to be humble and respectable and works diligently. Her school is tidy, clean and well organized. She was conferred honor at the level of Directorate and Ministry which gave her an incentive to exert more efforts.

The (A.R.) principal view of professional training programs presented by Muscat Directorate:

Regarding the transcript interview data analysis, the principal's views of the professional training programs are divided into four themes: availability of opportunities, effectiveness, organization, and challenges or constraints.

The Availability of opportunities for participation:

According to the types of professional development programs attended by the principal of the (A. R.) school, she noticed that the programs depended on three types of educational projects. These projects are courses, meetings, and the few exchange visits. There is no chance to take part in these programs. She added:

> I participated in some of the projects and training courses; such as, developing the school performance, a course of the cycle 2 school principals, a course in developing the skills of administration, supervision of the school administration, the summer forum program, civil service list,

the periodical meetings held by the Director General (3 meetings), the cognitive development programs, and a meeting in the educational supervision office. With respect to the exchange visits, training courses outside the department, and lectures & conferences; none of these programs were applied by the Directorate General for the school principals and the assistant principals. (AR (P), 2011, lines 88-89)

The following comments illustrate the effectiveness of professional training programs according to the view of (A.R) principal.

The last course attended by the principal was about the administration and supervision skills, where 15 papers were presented. But I benefited from only one paper concerning vision and message. (AR (P), 2011, lines 99-101)

She indicated also that the meetings were mostly repeated without any real conclusions. Only 30% of the conclusions have positive effect on schools.

According to the principal's point of view:
In spite of the availability of crucial issues that need discussion during the meetings. The attendances were surprised when they were notified not to discuss any topics such as maintenance. All these meetings are mostly held randomly.

She attended one program outside Muscat which was the educational forum in Salalah. The course was about the alternate principal; though, it was ineffective due to the trainers she said:

The program presentation was not appropriate and the issues were theoretical only. The only paper from which I benefited was the paper presented about the Malaysian experience in self- assessment of teachers presented by Dr. Yusuf who represented the Malaysian Ministry of Education.

The principal of the school added that if some programs provided by Muscat Directorate of Education were implemented by school administrators, it would be more active, as illustrated by the following comments:

There is an effective program about the intercommunication between the students' parents and the school. This program is effective from the point

that it spreads the culture of back thinking i.e. the school should not wait till the parents comes to school, but in some social occasions the school should pay a visit to parents.

The principal of (A.R) said: the effectiveness of most of the professional training programs is limited and such programs do not have an effect on the performance of schools as is the case of the intercommunication programs and the vision and message. Consequently, it is crucial to concentrate on the professional training programs to achieve the objective of their execution of these programs and to achieve the objectives properly. Otherwise it will be only a waste of time and effort.

Organizing the Program

The principal of (A.R) school responded to the interview questions of the following 3 sub themes: equipment, trainer and time:

Equipment

> Sometimes, we attend a course or a meeting and find the room and the equipments are not well prepared.

Trainer

> The trainer is late to start in spite of the continuous notifications of punctuality whether in meetings or training courses. However, we are surprised to find a trainer or presenter arrives late. In this regard, I remember an incident when an organizer of a meeting came half an hour late and when one of the participants arrived later, he addressed him saying that he should have closed the door half an hour from the starting time of the meeting. Sometimes, we find that there are people who are more competent than the trainer himself.

Time

> The time should be measured according to the importance of the issues discussed whether they are in the morning or in the evening. The targeted principals who are to attend the professional training programs are not specified according to scientific and objective approach. Also, the follow up procedures are very weak. There are a lot of programs which we need to attend; such as, change and risk management. However, no programs in such respect have been organized.

Challenges and constraints

The data revealed that there were some challenges and difficulties that faced the effectiveness of professional training programs in Muscat Directorate of Education. Those difficulties were described as follows:

> The lack of coordination between the issues presented in educational workshops and what is implemented in the educational field. For instance, when we attended a workshop about the administrative and supervision skills, a paper was presented about the strategic planning and samples were given. But, these samples cannot be practically implemented because they are not realistic. There is a certain technique to set the school plan which should be followed. This is considered one of the challenges which need coordination and studying before starting to implement the professional training programs. Another challenge is the lack of follow up. Most of the trainers are inefficient, due to the lack of cooperation with the different educational institutions.

There is conformity between the challenges and the organization of the programs. Most of the difficulties encountered by the program organizers are considered a challenge that should be dealt with. These are the incompetence of the trainers, the place, the repeated subjects, and lack of coordination to achieve the practicality of the professional training programs.

She also added one more challenge related to the difference between theory and application:

> The lack of coordination between the subjects discussed in educational workshops and what is really implemented in the educational field. For instance, when we attended an administrative and supervision skills course, a paper was presented about the strategic planning. I was given samples, but these samples couldn't be applicable. There is a specific mechanism to set school plan and it should be followed. This is one of the challenges that need coordination and realizing reality before carrying out professional development programs. One of challenges is not to follow up the effect of training by qualified trainers. This is due to hindering with different educational institutions. Besides, the way of preparing the papers are only theoretical.

The previous challenges consider the four elements of conceptual framework; such as, trainers, facility, time, and environment in order to achieve the effectiveness of training. How can organizations achieve the aims of professional training programs by using the effectiveness requirements?

The assistant principal of (A. R) Basic School 5-10.

The assistant principal joined the educational field in 1995. She has an experience of 16 years. For 11 years, she worked in the school administration as an assistant principal. She also worked in Dakhliya Region, west of Muscat. In addition, she enrolled in many training programs such as the training course for school principal and assistant principal in 2002.

She also did a course on preparing procedural research in 2002, a course in school administration in 2002, a workshop in school work in 2004 and a diploma in administration in 2006 as a self- development done by the assistant herself. She did all these programs while she was in Dakhlya Region, as well as, in the Muscat region. After she moved to Muscat, her name was not listed for any training course for the first six years. Her impression was that the professional training programs were weak and needed more care.

I noticed that the assistant principal was fluent and had a wide experience of training and enough knowledge in this field. The Educational region did not give her the recognition she deserved whether in attending the courses or in organizing these programs. She was ready to take part in the training programs.

The assistant principal's view of the professional training programs can be categorized into four themes that emerged from the analysis of the interview with the principal of (M) school. These themes are: availability of opportunities, effectiveness, organization and challenges or constraints.

The availability of opportunities of participation in the professional training programs:

> I never had the chance for the last five years to participate in the
> professional training programs neither as a trainee nor as a trainer. I take
> into consideration that I had many training courses to be a trainer, as I was
> an ex-trainer.

She also said that she had many skills that she exerted financially, as well as,

psychologically in the successful administration in the neurological development

programs at the expense of other life affairs.

> I aspire to cascade this knowledge to others, but I was never given the
> opportunity for the last five years. I had a chance to get the Bachelor's
> degree in the educational administration in coordination with the Ministry
> and Directorate General. Here, we don't know where the problem is and
> whether it is in the distribution of the presented programs, the limitedness
> of the programs or the rarity of the trainers.

The assistant principal noted that the opportunities given to participate in the

professional training programs by the Muscat directorate were very limited. They were

mere meetings and discussions about the work progress at schools or the competitions

implemented in schools. Over the last five years the assistant was not selected to

participate in any training workshop in the Directorate General, except for an

opportunity to complete her Bachelor's degree. The assistant was a diploma holder and

the Ministry of Education worked on upgrading the diploma holders to Bachelor's

degree holders. The data were useful to find out the extent of opportunities for

participation available in Muscat Directorate of Education.

The professional training programs will be beneficial, if they are well planned taking

into consideration the principles upon which the trainers and trainees depend, prepare

and organize the training. It is considered a feedback for the headmistresses and their

assistants. However, the principal assistant indicated that:

> I never witnessed the professional training programs in Muscat Directorate
> for the last three years. Now there are meetings and forums as a kind of

work progress held in the beginning or at the end of every year. These meetings never help the professional side of the assistant principal of the school.

In this context she made comparison between the Muscat and Dakhliya region her previous working place.

> The professional development programs in Dakhliya are more advanced concerning preparations and presentation and briefing the targeted people about what will be presented in the meeting or workshop and concerning the presenter's knowledge and period of discussion. Thus, they are very effective, unlike the professional training programs in Muscat.

Organization

She continued making comparisons between the Muscat and Dakhlyia region according to an organization level:

> Muscat Directorate, there is no method to specify the targeted staff and training programs in an organized way. As a case for Al Dakhlyia region, they provide the principal and his assistant with a vision and a plan for the programs they wanted to implement in the first and second semester.

Many programs are not available in the training plans; such as, educational strategies – enhancing the standard of students' learning progress; problem solving, self-administration, financial administration- intercommunication – follow up of teachers' performance, objective administration, risk management, initiatives and project leadership, decision-making, participation in decisions, duties distribution- communication skills, administration with values, procedural researches, educational projects and writing administrative reports.

> She also mentioned some weaknesses in programs from the aspects of organization and objectives:

> Most of the meetings are not organized. Presenting ideas were not clear and most of these ideas were contradictory. For instance, in a meeting concerning the cognitive development, a speaker talked and praised the efforts exerted by those responsible for the cognitive development programs while the second speaker contradicted the first speaker and

mentioned that the efforts were weak and below standard which caused confusion among the participants. Where are we then? Also, the objectives of the meeting were weak as the agenda does not reach the targeted persons in time before they attended the programs. There is no follow up for the implementation of the training. However the time is generally suitable for this implementation.

We can conclude from the meeting with the assistant principal that it is necessary to prepare and organize the programs. This preparation lead to achieve program effectiveness, achieve the targeted objectives, include the effective discussions, and present the issues in the educational field to select what is appropriate for the issues encountered by the assistant principal.

Challenges and Constraints

The data revealed that there were some challenges and constraints facing the effectiveness of professional training programs in the Muscat directorate of education. Those challenges were described as follows:

> The competence of the trainers is considered one of the challenges encountered by the professional development programs as we need highly qualified trainers who have enough knowledge about the training subject. Another challenge is the way of specifying the targeted people and the types of programs that need setting plans according to the real status of the educational field and the needs of the assistant principals.

On this matter her suggestion was:

> There should be interconnection between the educational field and the Directorate General where the assistant sets his educational wishes and needs. They should seek the help of universities and schools and the distinctive principals in presenting the educational programs to improve the professional development programs in the Directorate general of Education in Muscat.

4.13.3 S. H. Basic school 5-10

S.H. school basic education from 5-10 was inaugurated in 2002. It is the same year when the basic educational system was applied in the school. It was established to cope with the development program in the educational field. It is a school for boys. It is 55km away from the general Directorate building and 6km away from the state center.

The outputs of the school go to (H. H.) School 11-12 because it is situated on the west side of the school. There are also two neighboring schools, N and R basic school from 1-4. The outcomes of these two schools go to H.Y. School.

S.H. Basic is a morning school situated in a residential district in Muscat. The school day starts at 7:00 am and ends at 2:00 pm. The school building is government owned. A vast area of land surrounding the school building can be utilized for more extensions for the building of more facilities as is often the case of most of the schools in the Sultanate. Electricity and water supplies are public and the cost of consumption is paid by the government. The building consists of 7 administrative rooms for the school principal, assistant principal, coordinator, social worker, vocational guide specialist, medical officer and server.

There are two rooms for the staff in the school; one is located in the ground floor while the other one is on the first floor. There are 35 classrooms in addition to a plastic arts room and another room for life skills. There is also a multipurpose room which can be used for a variety of school activities and occasions.

The building has an LRC, theatre, concrete playground and a concrete basketball court in addition to a room for the school canteen and a store. The building has two gates, a front gate and a back one. Only the front gate is used. The room of the school guard is attached to the front gate, as the case of all schools in the sultanate. These are most of the facilities and the material capabilities in the school. There are also two computer rooms and two science laboratories. There are also two canopies. One is used for the morning assembly while the other is used for the canteen.

The Assistant principal of S. H. Basic School Cycle 2, 5-9

The assistant principal of H .Y. 5-9 got this position because the previous assistant principal changed his school in 2009. The assistant principal was appointed in the Ministry of Education in 2003. He is knowledgeable about school administration and

the professional training programs. The interview was conducted at the office of the principal.

When looking at the principal's office, I noticed that there were a number of certificates of appreciation. However, he was not organized, compared with the girls' school. The assistant principal was honored at the level of the Directorate General in 2007 for his diligence and efforts in the school. I observed that the office of the assistant principal was better organized than the principal's office. But it did not have the certificates of appreciation and the accessories.

The assistant principal's view of professional training programs presented by the Muscat Directorate

The assistant principal's view of the professional training programs can be divided into three themes. The themes were: opportunities for participation available in training programs, level of effectiveness, and organization.

The opportunities and participation in training programs

The data gathered from the assistant indicated that the professional training programs are important to refresh employees and update them about new methods in the educational field. In this context he mentioned some programs which he attended and others which he did not. The following excerpt illustrates the point of view:

> I have attended many courses in the professional training programs such as a course about the duties of the assistant headmaster which is considered the first course for me after changing my job title as an assistant headmaster. I participated in workshop about the importance of time and another one about planning. I had only one opportunity to exchange visits with another school in Muscat in addition to attending many meetings and forums with the advisor of the Minister. I didn't have the opportunity to participate in the professional training programs outside Muscat or the sultanate. But I didn't have any other opportunities except those which I have previously mentioned.

According to the previous discussion, the assistant principal referred to some professional training programs in which he had the chance to participate in. He attended

only a course, a workshop and a visit to another school; in addition, to attend many meetings regarding other professional training programs. The opportunities of participation outside Muscat and the Sultanate were very limited. I found out that when the Ministry of Education appointed the new assistant principals, they presented to them a workshop about responsibilities (Ministry of Education, 2004); a presentation, which was not presented clearly, according to the participants.

The effectiveness of the programs presented by the Muscat Directorate General of Education

The data obtained from the assistant principal revealed that in order to judge a program, the program must have clear objectives, accept others' opinions, follow up on the recommendations, give the range of their applications and provide clear reasons for not achieving the aims of the program. Although, following up the training was one of the important strategies presented to the Ministry of Education for adoption (Al Rabiey, 2002) and (Preston, 2010

The principal also added:

> The professional training programs which were presented should have positive effects. Besides, their objectives should meet the requirements of the administrative duties. However, most of them encounter the previous challenges. We have a shortage in many skills; such as, the skills of preparing worksheet in English.

Organization

The data from the assistant principal showed that the organization of programs was not efficient. The following points describe this issue:

> First, the training needs are specified by the Directorate General. Those who are responsible for the professional training programs and the people who benefit from these programs have no opinion in this aspect. These programs are not based on scientific basis, although there is a page in MOE portal that specifies these programs; however, it is not activated yet. Thus, we need to refer back to the educational field in this side.

Trainer

On the other hand, all trainers in the Directorate General are not properly qualified. It didn't bring trainers from institutions outside the Directorate General although their presence was important whether they are from universities or any educational scientific institutions specialized in organizing training programs.

Implementation

The participants are just listeners and they don't have the chance to discuss or express their opinions during the meetings.

Time

The timing of programs isn't appropriate and needs to be reviewed. For instance, why don't they exploit the time at the beginning of the academic year or at the end of the year or in the evening period?

It appears, from the results of the previous discussion, that the professional training programs are not applicably effective and their effects are not followed up by those responsible. They do not carry out the program's recommendations and suggestions. On the other hand, when they are really applied, they neither give the opportunity for discussion nor depend on the basis of the real needs of the assistant principal who needs a lot of skills. All of these aspects affect the training program steps, as well as, the process of conceptual framework to achieve the effectiveness of professional training programs (Bennett,1988; Gower,1996; Harris, 1984; Kirkpatrick, 2006).

4.14 Identifying the View of School Administrators in Post Basic of Education 11-12 for the Effectiveness of PTP.

4.14.1 AL H. H Post Basic School from 11-12

Al H. H. General Education 11-12 is one of the modern schools established as a general school or what was known as secondary education 11-12. Higher education follows these two levels when the students join universities, colleges, and institutes according to the specialization desired by students. They even can start a job whenever

there are vacancies. All these opportunities can take place after students pass the grade 12 exams. It is considered an important stage in the student's school life, as he can join university after that stage.

The school was inaugurated in 1998, the same year when the basic education system was implemented in Oman. The school is for boys only. The school day starts at 7:00 am and ends at 2:00 pm. It is a morning school situated in Muscat, and South Mabella. It is 45 km away from the Directorate General of Education and 16 km away from the state center. Situated in a residential area, it is a public school owned by the government. There is a vast area around the school which can be used for any extensions or establishing more facilities. Electricity consumption and water supply costs are taken care by the government.

The building consists of 7 administrative rooms, one for each; the principal, assistant principal, coordinator, social worker, vocational guide specialist, medical visitor and the server. There is two staff rooms situated on the ground floor and the first floor and 33 classrooms, in addition to a room for plastic arts. There is also a multipurpose room used for different school activities and occasions. The building also has an LRC, theatre, concrete basketball court, a canteen and a store.

There are two gates in the school, one at the front and the other is at the back. The guard's room is attached to the front gate. Only the front gate is used as this is a common case for all schools in the sultanate. There are four laboratories; a biology lab, computer lab 1, computer lab 2 and physics lab. A number of trees surround the school under which students seek shade during the break time, as the restaurant is not equipped decently for students. There is also a canopy for the morning assembly, saluting the flag, the morning program and the royal anthem.

The principal of Al H. H General Education 11-12

The principal of Al H. H. General School 11-12 is well indulged in the school administration. He has shown cooperation with the Directorate in developing the educational process. Further, he was appointed as a teacher in 2000. In 2005, his job title was changed to assistant principal.

In addition, he became a principal in 2006 in a cycle 2 school. Also, in 2007, he became a secondary school principal in the current school. It was noted that the assistant principal was distinctive in the academic year. I noticed that the headmaster cooperated well with him to achieve the goal of the interview. I have known the principal well as I used to supervise some of the administrative issues in this school.

The principal was honored in the Teacher's Day ceremony at the ministerial level in 2007. In his room, there was a certificate of appreciation and a certificate of thanks from the educational supervision affiliated with the Directorate General of education in Muscat and the educational department in the Directorate general. All this refers to the well planned efforts exerted by the principal to achieve the success of the educational process.

The A1 H.H. Principal's view of professional training programs presented by the Muscat Directorate of education

The principal's view of the professional training programs can be divided into four themes that emerged from the analysis of the interview with Al H. H. school principal. These are: opportunities for participation, level of effectiveness, organization, and the challenges and constraints that hinders the effectiveness of professional training program.

The data revealed that the professional training programs are very important in developing the skills and capabilities of school principals according to their expectation and desires. This matches with many studies and research conclusions (Bush, 2008;

Cunn & Holdaway, 1986; Huang, 2002; Leithwood & Montgomery, 1982; Levine, 2005; Lumby, Crow& Pashiardis, 2008; Pitner, 1987; Slenning, 1999; Sackney& Walker, 2006). The following comments illustrate the principal's view of opportunities to participate in professional training programs:

> I got the opportunity to attend many workshops and courses; such as, supervision and administrative skills, the seven skills of the principal, the leadership characteristics, the professional development of the school principal, the training needs workshop for the school principal, training the school principal administratively and financially, human efficient communication, administration with value; in addition to many educational meetings. However, regarding the opportunity in participating in the other professional training programs, they are limited; i.e., exchange visits forums, lectures and conferences inside and outside Muscat.

It is noted from the previous meeting that the school principal had many opportunities to participate in workshops, courses and educational meetings at the level of the Muscat directorate but few chances to attend other programs; such as exchange visits and conferences. The principal stated that, he needed to go on exchange visits inside and outside Muscat in order to gain experience, develop projects, programs, and find the solutions for many educational issues.

The effectiveness of program organization

The data gathered from the principal indicated that the effectiveness of the professional training programs is important in achieving the programs objectives and the possibility of applying them. In this context the following excerpt illustrates the point:

> I can say that most programs I had attended at the level of its effectiveness were limited and sometimes weak. Especially, the work papers due to the capabilities of the trainers, and place and timing of programs. Most of the time there was no psychological preparation for the course or the workshop before starting the course. The subjects of the meeting were significant, however, the presentation of the course was weak. Besides, the agenda never reaches the trainees in time in order they take part in the discussion. These programs have positive effects on schools, but the follow up of these effects by the officials is very limited and unnoticeable.

The principal indicated that the professional training program of school administrators needs cooperation with administrators. First, to set the suitable time with school events and the type of training subjects' needs. Second, to cooperate with institutes or universities to provide the experienced trainer who can realize the objectives of training programs, as these programs are considered as a challenge in ensuring effectiveness of training.

The Challenges and constraints that hinders the effectiveness of PTP in Muscat Directorate of Education

The data revealed that there were some challenges and constraints facing the organization of professional training programs in the Muscat directorate of education. Those difficulties were described as follows:

> Amongst these challenges are the financial and human abilities to provide properly qualified trainers who have experience in training, in cooperation with the higher education and the educational institutions specialized in training and cooperating with the outstanding staff in the educational field to present the papers.

> Among the challenges are the papers which are weak. Sometimes, they are not clear, unchangeable, not like the paper presented in the continuous assessment. This paper has constantly been revised. Thus, it is difficult to understand its contents and objectives.

> There are no fixed systems and bases in exchange visit. They are generally weak concerning quantity and quality, as well as, the objectives. We need exchange visits at the level of the Directorate General of Education, outside Muscat, and outside the sultanate to make use of the foreign experiences.

The principal indicated also that the professional training programs are effective, if they are implemented according to the correct and realistic principles.

> The skills which we need are the skill of decision making, because schools are not given the opportunities to make decisions. The directorate is still centralized and this is considered a challenge that hinders the effectiveness

of the professional development programs. In this regard, suspending the students because of the violation to the rules was in the authority of the principal. Now this authority is confiscated from the principal. How can a principal activate the skill of decision making? Although there are a lot of professional development programs about the assessment sheet, it, as a paper, encounters a lot of challenges. Since this is the policy of promoting students to higher levels, in spite of their weakness and failure. Thus, the assessment sheet should be corrected according to the status of the educational field.

According to the interview with the principal, I noted that a number of challenges and difficulties faced by the organizers of the professional training programs in the Muscat Directorate. Among these challenges were the limitedness of exchange visits, the dissemination of data on the professional training programs; such as, the programs related to assessing student's learning or the specification of the programs and the targeted staff in the professional training programs. In addition, providing well and qualified trainers to train and provide the principals with the proper knowledge.

Second: the assistant principal of Al H. H Post Basic School from 11-12.

The assistant principal was appointed by the Ministry of Education in 1997. His job title was changed to assistant principal in 2006 in the current school. He was promoted from teacher to assistant principal. In all, the assistant principal has 14 years of experience in the education field at the time of the interview. The assistant principal has a strong personality, which is one of the requirements of general schools. In addition, students are characterized as being hyperactive, needing to be directed in a positive way. Thus, this personality type serves the instructional and educational processes at the same time. The assistant principal warmly welcomed the researcher due to the good relationship at work.

The office of the assistant principal is well organized. The assistant principal maintains discipline in the office which is rarely found in the boys' schools. The assistant principal was honored in Teacher's Day in 2009, and received a certificate of

appreciation in the same year for positive participation in the competition of cleanliness and hygiene.

The assistant principal's view of PTP presented by Muscat Directorate of Education:

Regarding the assistant principal's view of the professional training programs, these can be categorized according to interview transcript into four themes that emerged from the analysis of the interview with the assistant principal of (M) school. These are: the available opportunities, the level of effectiveness, organization, and the challenges that hinders the effectiveness of PTP.

The available Opportunities for participation

The data gathered from the assistant principal indicated that the professional training program is a training course during the service in order to update the staff with what is new in the field and the use of modern technology. The professional training programs are based on some principles. In this context, the following points describe this issue:

> I was given the opportunity to participate in these programs. I participated in a number of the meetings; such as, the students' learning committee, the competition of cleanliness and hygiene in the school environment. Besides, some training programs related to the duties of the assistant principal, the program of intercommunication, a forum of the child's culture in SQU, the law awareness in the Faculty of Law, and a paper about Oman and Malaysia in the Educational Development in the Oman Chamber of Commerce and Industry. However, the participations outside Muscat and the Sultanate of Oman are limited. There aren't any opportunities in taking part in the educational conferences and lectures, as well as, in the exchange visits and postgraduate studies.

I noted during the interview that most of the professional training programs concentrated on workshops, courses, conferences, meetings and forums within the Directorate General in Muscat and its forums (Ministry of Education, 2004). On the other hand, there is no participation outside Muscat and the Sultanate. There are no

opportunities either to participate in the educational conferences, or to have the opportunity to complete postgraduate studies.

Effectiveness

The data revealed that some professional training programs were seen as attractive and some were not. The following comments illustrate this point:

> The meetings are really effective and they are repeated in most training courses. The meetings of the competition of the cleanliness and hygiene in the school environment are good, however, they lack for the necessary tools. They do not have the appropriate follow up of the impact on the educational field. These tools are supposed to follow up the program, not the person and whether the idea is implemented or not. Most of the professional training program presenters have no relevant experience. Thus, the trainers should follow the educational development and knowledge development.

Organizing:

The data showed that the organization of programs such as training needs, trainer and venue selection was inefficient. The following points describe this issue:

> Concerning the organization of the programs, the training needs are specified according to the actual needs. Though, they are specified by the Directorate General as there are no specific forms for specifying the needs. Besides, there is not actual access to explore the page of the educational needs mentioned in the MOE portal. In the directorate general in Muscat, there are no specialized trainers; that is why this duty was assigned to the administrative supervisors. The place and time were not appropriate; for example, we attended workshops during the exams which lead to the absence from taking part in the exam.

The Challenges

The data revealed that there were some challenges and constraints hindering the effectiveness of professional development programs in Muscat directorate of education. Those difficulties were described as follows:

> We still neglect the aspect of incentives for the trainers or the trainees concerning honoring them financially or giving them certificates of appreciation. We still concentrate on the follow up of the person, not the program, the range of their activation and managing the negative sides. We

do not have the culture of hosting expertise from the institutions outside the directorate to present papers to the principal and assistant principal. It was noted that there is an improvement in the educational process from which a number of teachers and administrative staff were targeted. Nevertheless, the principal and his assistant did not know about them, and this was a challenge.

He added:

There are a lot of skills and abilities which the principal and his assistant require to be targeted to attend courses, workshops or forum. The current objective which is adopted by the assistant principal when assessing the performance of the teachers is to complete the forms, not to assess the performance. This is because the assistant principals are targeted to attend a course in how to follow up teachers in all specializations. They concentrate on the theoretical aspect, neglecting the practical one. There are many principals and assistants who resort to assess the performance of the teachers through assigning one of the senior teachers, as they do not have the professional program in this regard.

From the previous interview, it was noted that there are many difficulties in the professional training programs with respect to their repetition. The meetings were not realistic due to the lack of preparation. They should be specified by the targeted people or by counseling the trainers and trainees to guide training in meeting effective training needs. They lack the incentive side and they do not host specialized expertise to train their staff.

4.14.2 O. A Post Basic School from 11-12.

O. A. school is a general school for girls 11-12. It is one of the schools which implement post basic education. It is the last stage of the basic education in the sultanate adopted by the Ministry of Education in its schools to develop the educational field. The school is situated in Al Khoud, the commercial district, very close to the *suq*. It is 7 km away from the educational supervision office and 43 km away from the Directorate General of Education. The building was inaugurated in 1986. Thus, it is considered an old building in comparison to the modern school buildings of basic education. The building has four administrative rooms for the principal, assistant, coordinator and the

social worker. The building consists of two staff rooms and 28 classrooms. There is also a multipurpose room and LRC, two computer rooms and three physics and chemistry labs. There is a biology lab under construction. There is also a room for life skills and another one for plastic arts. In addition, there is a canopy for the morning assembly, the royal anthem and the morning program. There is a school canteen where students queue to buy refreshments, sandwiches and biscuits.

The entrance is good and adjacent to the guardhouse. There are a number of buildings surrounding the school and it is very close to the commercial district. These buildings are constructed inappropriately hence there is no privacy for the school. The building is structured in a manner which allows people from other buildings to look at the school playground. Since the school is a girls' school, many PE teachers and students feel uncomfortable. Thus, the school requests the General Directorate to establish a closed sports lounge. This request has not been fulfilled so far. The school administration also requested establishing some facilities because of the shortage or unsuitability of the existing facilities.

The Principal of O.A. General Education 11-12

She joined this school as a teacher from 1995 until 2004. In 2004 she became an assistant principal in a cycle two school 8-10. Then she joined the diploma in school administration course in SQU for one year. Thereafter, she was transferred to this secondary school or what is known as General Education 11-12 as a principal after she obtained the certificate. She has been working in the same school for three years.

The principal is an energetic person and dedicated to her work. For example, she was ready for the interview and prepared the most important points about the professional training programs in Muscat. A case which I rarely found during my interviews despite the coordination with the targeted headmistresses and sending a copy of the interview questions to them. The principal's office was tidy and contained

meeting tables prepared for the administration members; such as, the principal, assistant principal and senior teachers. I received a warm welcome and the place was well prepared for the interview.

The principal was awarded numerous awards at the Directorate level in 2004. She was awarded a participation certificate in the students' festival, a participation certificate from the health services and the Ministry of Interior, as well as, a certificate of appreciation by the marking center of the general Diploma. Although, she has limited experience in the administrative field and the administration of secondary schools, she does her duty diligently.

The (O.A) principal's view of PTP presented by the Muscat Directorate of Education

The data gathered from the school principal showed that the programs concerning the enrichment, the development, and the remedial programs of the objectives of the PTP are being improved every year (Ministry of Education, 2004). The data mentioned that there were no regular courses for principal's assistants and all programs were exclusively for the school principals. However these programs lack organization and suitable scheduling. The MOE Portal has many course titles and workshops targeting school administrations; unfortunately, these courses have not been activated till now (Ministry of Education, 2008). The following comments describe the availability of the opportunities:

> The participation outside the sultanate is rare, but inside the sultanate there are only exchange visits programs. I participated in an exchange visit program to schools in Dakhalyia region. I consider this visit as an exploratory visit which didn't intensify the administrative work; i.e. it doesn't concentrate on teachers' performance and the mechanism of the follow up of teachers. Moreover, it did not concentrate on the administrative works and how to deal with the school issues.

By analyzing the availability of the opportunities of participants in professional training programs, we refer to the existence of enrichment and development programs, but they are ineffective in terms of organization, time, and the targeted group as they are exclusively for the principal without including the assistants in most programs. The programs presented in MOE Portal are not activated and the exchange visits program is not well organized and does not achieve the objectives. There are no opportunities in any professional training programs outside Muscat or the Sultanate. But the most important thing is the training program did not concentrate on the effectiveness of learning and teaching; a case which affect the effectiveness of training programs and school effectiveness which argue by many previous study and authors (Van de Grift, 1990; Khan and Rehman, 2010; Mortimore, 1998, p. 258; Sammons, 1999, p. 76; Hill, 2001; Sammons et al., 1996; Levine & Lezotte 1990; Abdullah, 2001; Kim, 2000; Heather, 2012; Levine & Lezotte, 1990, cited in Reynolds, 1995, p. 3).

Effectiveness

The data revealed that effectiveness in the program is supposed to be planned and organized. It should also aim at developing specific skills and abilities in order to output a qualified person to train. It is related strongly to the strength of programs, the objectives and the targeted groups. The following comments describe the effectiveness of professional training programs from the principal's view:

> Sometimes, some courses and meeting are held to discuss repeated subjects. Previously, they targeted the same targeted group. Thus, they are ineffective. They are considered as a waste of time and effort. The trainers are completely unqualified for giving presentations and presenting papers, and this matter will result negative results. The result is not satisfactory for the targeted group.

According to the principal view, he indicated that the exchanged visits are unfruitful and ineffective. They involve just descriptions of the place and fail to achieve the proposed objectives. Also, they do not have a positive effect due to the lack of coordination i.e.

> I'm a principal in a post basic school 11-12 (secondary school). I was targeted to peers visits in cycle one schools 1-4, so the benefits were limited due to the difference between the two cycles.

The data also showed that there are many titles for the executive professional training programs; such as, leadership, administrative skills, supervision, and effective administration. The percentage of benefit is limited because the trainees and trainers have limited academic knowledge. Although the communication between the school and the students' parents is important and has crucial objectives, it lacks an important element which is the presence of the private sector.

> That's why we can say it is ineffective. The meetings were ineffective as they do not reach a conclusion and do not use modern technology. They are merely presentations of requests without any discussion or showing points of views. Generally, the professional training programs do not meet the administrative duties, as well as, their reliability in schools.

Organization

The data showed that the capabilities are available, but they are not well exploited. Sometimes, training courses are held according to school circumstances that hinder achieving the objectives of these meetings. For example, a training course used to be held during the exam time and did not follow up the training.

> The follow up of the impact of training courses are limited as the trainers do not usually follow the impacts of the training courses in the educational field. For example, they should measure the implementation of the vision, mission and strategic planning by the principal.

The data also indicated that the days of professional training programs are specified by the administrative supervisor. Mostly, these programs are repeated concerning their type and they target the same group every time. The time of these programs is not suitable, as they are held during the school days. The programs are supposed to be held during the academic year before students start school in August, or in the evening.

According to the previous interview, it can be inferred that the meetings, exchange visits and the workshops are not effective. They are seen as a waste of money and effort. Besides that, there seems to be no follow up on the impact of training. The trainers are not well qualified to present their materials well. The timing of professional training courses is not appropriately scheduled for the school staff.

Challenges and Constraints

The data revealed that there were some challenges and constraints in implementing professional training programs in Muscat. Those difficulties are described as follows:

> First, the professional training programs for principals are normally performed by the administrative supervisors without resorting to external help of the university professors and trainers in other educational institutions. Second, in our schools, we need correct and realistic planning, due to the ineffectiveness of the planning programs prepared by the General Directorate of Education in Muscat. The principal does not have the ability to implement the vision and the mission aptly, due to the lack of the practical aspect in this regard. We are in need of a real model in which the trainee can behave and know the points of strengths and weaknesses and compare between them and the current plan.

The data gathered from O.A. School indicated that there is a mixture between the professional training programs, the needs of the basic schools and the post basic schools. There is still an ambiguity about the assessment of teachers by principals.

> We need to correct our understanding regarding the criteria applied these days and according to the specifications mentioned in the assessment sheet. The agenda of the meetings do not reach the targeted staff in time. The way of benefiting from the Internet, technology and Educational Portal regarding what is related to the page of specifying the training is not effective. Besides, school principal do not specify their professional needs in realistic ways.

Many challenges have been noted in the previous discussion where the school headmistress expressed worries regarding the lack of experienced external trainers. Despite the current programs in planning, teachers' performance assessment and skills of setting the vision and message to school are limited due to the lack of important factors. Some of these factors are the application of programs during presentation. This

applies to most of professional training programs. In this context the document 2007/2009 indicated the same challenge like the absence of real planning which is directed to nominated people with determining their needs from the training programs.

4.14.3 J .Z. Post Basic School from 11-12

J.Z. General Education 11-12 is one of the very modern general-education schools. The building was opened in 2009 under the auspices of the Minister of Education. Many photos of the minister with the school principal were taken during the inauguration of the school. The building is considered as a modern one. It is the only building the ministry has constructed so far, with different specifications from other schools with respect to the design and external features. It is adjacent to the Directorate General of Education, as it is only 2km away from it.

It is also adjacent to the Al Fath square (National Celebrations Square). The building consists of a closed sports lounge which can accommodate 500 students. The building has a food lounge which can accommodate all the school students (644 students). However, I noticed that the lounge does not contain the necessary equipment such as tables and chairs. It is empty except for some posters and the food selling outlet.

The building consists of 5 rooms, one for the school principal, a room for the assistant principal, a room for the school clinic, a room for cultural activity, a room for the database specialist and a room for the school coordinator. The building consists of three staff rooms; one room is in the ground floor while the other two rooms are in the first floor. There is a lift and stairs that reaches to the upper floors.

Further, the building has 34 classrooms well equipped with modern technology and whiteboards. 24 classrooms out of all the classrooms are utilized. In addition, the building consists of a meeting room, plastic arts room, music room, multipurpose room,

plus four laboratories, two computer labs, one physics labs, a lab for chemistry, and an LRC. Although, the building is close to the Directorate General of Education, Khoula Hospital and Al Wattayah police station. It is far from the residential areas and the city center, a case that may cause a problem in communication with the community. This set back is considered a disadvantage for the school. Also, certain services; such as those of the bookshops, stationery and school requirements are inaccessible.

The school is located next to the theatre of the Ministry of Education from the west side. Administratively, the theatre is under the supervision of the Ministry of Education. However, when the ministry organizes any activity in the theatre, they seek the help of the school administration, teachers and students. They also use the school facilities; such as, the car park and the multipurpose room. Also, it is noted that in some classes the students damaged a number of tables in spite of the modernity of the building.

The principal of J.Z. General Education 11-12

From the start, on the researcher's first visit to the school at 7:30 am, he was surprised to see a school activity during the morning assembly which lasted till 10:00 am. Two prominent sportsmen visited the school. One of them was a footballer in the national team and the other was the champion of East Asia in body building. Although this activity was good in general, it took up a lot of time. The researcher coordinated with the principal a week before the interview.

The principal did not refer to this activity. The researcher agreed with the principal to delay the interview till 11:00 am. When the researcher arrived at 11:00, he noticed that there were some students outside their classrooms. Some of them were trying to play truant. This is common among secondary schools or what is known as General Education 11-12.

On the other hand, when the researcher entered the principal's office and was welcomed by the principal, the principal received a call from the canteen operator about an emerging problem. Promptly the principal left the office for fifteen minutes. During this time, the researcher looked around the principal's office. He noticed that it was well equipped by the Directorate General or the Ministry, but it lacked discipline and order. It was not spacious and not well organized. There were some scattered files and piles of paper all around. It was noticed that the principal did not give the interview much priority, as there were times when I had to stop the interview because of interruptions by students or visitors.

The principal did not read the questions, in spite of emailing the questions to him a week before. The principal was a teacher in the Ministry of Education in 1994. He was then appointed as an assistant principal in 2003. After that he became a cycle 2 school principal in 2009. Currently, he is a principal in a secondary school. The principal was honored at the Ministry level in 2005. He was awarded a number of certificates of appreciation from so many authorities; such as, the office of Wali of Bausher , the office of Muttrahwali , the royal court affairs , the Ministry of Municipalities, Ministry of Health, and Muscat Municipality, indicating the participation of school's teachers and students in different activities.

The (J.Z) principal view of PTP presented by the Muscat Directorate

Regarding the interview transcript, the principal's view of professional training programs can be divided into four themes, the themes are: opportunities for participation available, the level of effectiveness and organization, challenges or constraints that hinder the effectiveness of PTP.

The data obtained from the interview indicated that the professional training programs in the Muscat Directorate had unclear characteristics. This was because the administrative supervisors who are in charge of these programs do not have the

appropriate knowledge. Consequently, this limited the training opportunities and led to the weakness in the programs. Besides, some of the principals in schools were technically criticized; in spite of that, they were promoted to administrative supervisors. Unsuccessful school principals cannot improve any educational performances. On the other hand, when some of them visited schools, they concentrated on the formalities only, neglecting the scientific principles or the experiences of the advanced countries in this field.

According to the previous explanation, I found out that most trainers for the professional training program were from the ranks of administrative supervisors who excelled as supervisors, not as trainers. This absolutely affects the effectiveness of training. A good trainer should have the experience, methodology, good knowledge, ability to motivate learners; capacity to communicate and present information and ideas in a meaningful way (Bennett, 1988; Gower, 1996; Ilecki, 2010; Pitner, 1987).

The principal said:

I think this leads to the weakness in the professional training programs and the principal's ability to implement them. I didn't have the opportunity to participate in a workshop in procedural research. I participated in the Arab Ministers of Education Conference organized by the Ministry. The experience of learning from other countries was completely successful. For instance, I benefited from the research which was presented regarding the importance of discussion with the students. I managed to implement what I learned in my school and it was very successful.

He added:

The school principals did not participate in the forums held inside and outside the sultanate. These forums are important in enriching the educational work and having knowledge about other countries' experience.

Effectiveness and organization

In general, I think the effectiveness of professional development programs are originated from the effectiveness of school performance development department. This department doesn't fulfill its duties, as case which leads to the decline in the level of professional training programs.

Meetings

The data revealed that the meetings were not effective. Since the participant said that they selected the good ones and those who need care from the principals and criticize both negatively without enhancing the level of the good ones. It also does not present the experiences of the distinctive schools and specify the training needs.

Organization

The data revealed that the targeted groups were ineffective; therefore, they should be given more interest. However, most training programs achieve educational objectives, but they lack the follow up element and correlating the theoretical side with practical side. Consequently this has an impact on its effectiveness. The finding matched with Al Harti (2006). She mentioned that the theoretical method most uses then practical when implemented the training program.

In addition, the researcher found that the principal of J.Z. school was not satisfied with the professional training programs presented by the Muscat Directorate. The frequency of these programs is not enough and its actual variety is not effective. For instance, they suffer from lack of programs which are related to forums, exchange visits and procedural workshop researches. Most of the meetings concentrate on the negative sides and never present the successful issues in schools. However, the meetings, as a whole, agree with the educational objectives.

Challenges and Constraints

The data revealed that there were some challenges and constraints facing the organization of professional training programs in the Muscat directorate of education. Those difficulties were described as follows: One of the challenges encountered by the professional training programs was the cooperation of departments in conveying the knowledge to the school principals, since principals are responsible for the follow up and evaluation of the performance of teachers, coordinators, social workers, and

students. These areas are considered the key areas to improve the school effectiveness (Abdullah, 2001; Heather, 2012; Hill, 2001; Kim, 2000; Levine & Lezotte 1990; Mortimore, 1998, p. 258; Sammons, 1999, p. 76; Sammons et al., 1996)

Consequently, he indicated that this challenge needs the cooperation of departments and divisions in the directorate to convey this professional knowledge to principals of schools and enrich them in the psychological, educational, financial and administrative field. The school principals did not participate in the forums held inside and outside the country.

In addition, the trainers do not follow up the impacts of these workshops, meetings or assemblies. This was considered as another challenge that led to confusion amongst schools during their implementation. The following comments illustrate some difficulties related to the organizational level:

> There are many difficulties which face the principal and need solutions effective from the Muscat Directorate. These solutions could be: respecting time, presenting good models, discussion technique, psychological side, accepting the opinions whether they are from the school administration or from teachers, parents or students, dealing with electronic devices, the art of administering meetings, remedial plans and the meetings which don't deal with school and educational issues.

Moreover, the data which was collected from the principal showed that the principals of schools should be categorized according to the training needs. The educational plans should be set according to this categorization. We need explicitness and accepting trainers' and principals' ideas and following up of the effects of training according to these results, according to Broadwell (1994) and Martin (1998).

> Unfortunately, we find that the Muscat Directorate depends on the administrative supervisors and trainers from within the Directorate. Some of them are distinctive and they are few numbers, while others lack the knowledge of training techniques. Here, it is supposed to seek the assistant of the distinctive trainers and experts in the educational field from schools principals and their assistants, academic teachers and professors in

different educational fields … to administer the meeting effectively and specify the targeted group.

The data revealed that when many school principals attend a meeting, they speak so much and comment a lot, a matter that wastes the meeting time. So those who comment on the meetings should put their comments in writing. Then, their schools should be visited to see the implementation of what they have commented on. They should also follow their comments with something which can develop the skills and capabilities of school principals and their assistants on one hand, and turn the school into a training unit through training and professional training programs, on the other hand.

In conclusion, the school administrators mentioned many comments regarding the professional training programs. Concerning the notes of the meeting, they had these comments for two reasons. First, regarding those who want to hold meetings, and secondly, regarding the school principals and their understanding of the agenda. The weakness of the professional training program organizers is due to their dependence on administrative supervisors in presenting workshops and not incorporating educational and specialized academic experts in training; experts like distinctive school principals and their assistants in the educational field or those from other different educational organizations such as universities, general administration institution and regional and international organizations specialized in education.

4.15 Summary

This chapter had presented and analyzed the data related to the effectiveness of professional training programs for school administrators. The respondents of the quantitative method who used one set of questionnaires were taken from school administrators (principals and assistants) working in the 143 schools in the Directorate of Education of the Governorate of Muscat. The statistics, 87.5 percent (215) of the

questionnaires were completed and returned by respondents, while 35 (12.5%) were not. The qualitative method which used one set of interview questions were 13 including principals and assistants as participants from three types of schools.

The highest comments reflected the desire to improve professional training programs because, these are still weak in certain areas; such as, the lack of plans for peer visit inside and outside the zone, the weak communication between school administrators and department to analyze the needs and the target groups, lack of communication between Muscat Directorate of Education and institutes of education, universities, and experts to provide professional trainers and help the organization succeed and to adapt new feeling by experiencing success with them, and rearrange old beliefs and adopt new ones in line with changes in organizational culture and environment (Bennett, 1988).

The next final chapter will present a summary of the findings, a discussion of these findings and their implications and it will conclude with recommendations for further research.

CHAPTER 5

SUMMARY, DISCUSSION, IMPLICATION AND RECOMMENDATIONS

5.1 Introduction

Together both the quantitative and qualitative methods were jointly adopted to gain penetrating insights into the effectiveness of professional training for school administrators from both theoretical and practical perspectives. Borland (2001), Mouton & Marais (1990), and Ncube (2004), argue that quantitative and qualitative researches are not mutually exclusive methods. The mixed methods approach in the collection of data enabled a wider selection of data materials and enabled the researcher to confirm the findings from different data sources.

This chapter discusses the findings of the research within the context of the stipulated research questions. It is followed by a detailed description of the contribution of this study to the development and improvement of professional training programs for school administrators. This aims at developing the basic and post basic educational system in the Sultanate of Oman. Accordingly, this study concludes with an implication of the study for the projected betterment of professional teacher training which aims at contributing towards the realisation of Oman's 2020 vision and mission.

This chapter summarises and concludes the study by highlighting the implications of this study towards improving the effectiveness of professional training programs for school administrators in the Muscat Governorate of Education in Oman.

5.2 Overview of the study

The role of school administrators is continuously changing. It has been duly recognized by Omani officials that school administrators should be assisted so they become more capable to perform their 'changing role' efficiently and effectively (Al-

Belushi & Al-Kitani, 1997). These changes will inevitably lead to change in the role of the school administrators (Dowson et al., 2003). Numerous studies have researched the extent of change in the roles of school administrators (Fullan, 1982; Hill et al. 1980). The major problem of school management is that of managing while preparing for the future (Buckley, 1982; Hughes, 1983). Given such considerations and the demand for continuous uninterrupted education renders it necessary to help school administrators in the form of professional training programs.

The purpose of this study is to investigate the effectiveness of professional training programs for school administrators (principals and assistants) in the Muscat Governorate of Education, one of the general directorates of the Ministry of Education. The study approaches this task by examining the effectiveness of the PTP through the point of view of participants. A review of related literature was conducted as a means to present a background for this study given that the technical and administrative responsibilities of school administrators keep changing and are becoming ever more complex as the requirements of school effectiveness have changed (Davenport, 1996, 1997; Davenport & Prusak, 1998). Many professional training programs have been conducted to aid school administrators in acquiring the necessary skills, knowledge and attitudes, and to be efficient and effective school administrators (Abdul Hamid, 2007).

With such a great need to PTP, Omani officials recognized that the research in the effectiveness of professional training programs in the Sultanate of Oman was necessary and lacking and very few steps have been made in evaluating the effectiveness of existing programs (Al Harthi, 2006). However, even though numerous studies have been conducted PTP in different countries, many researchers have suggested that more attention should be paid to show the effects of training programs on individuals and their schools (Catherine, 2004; Christopher, 2010; Mellody, 2008; and Robert, 2010).

Researchers recognized the need for professional training programs, as well as the need for research on their effectiveness. Apart from that, there was a growing consensus amongst researchers that organizational effectiveness theories should be incorporated into the design and planning of professional training programs (Cuttance, 1985).

The data for this study was gathered through questionnaires and interviews with school administrators in the Muscat Governorate of Education who participated minimally thrice in professional training programs (Ministry of Education, 2004). A questionnaire and interview schedule was modified and developed based on literature review and an examination of relevant documents (Al Harthi, 2006; Al Alwatia 2003; Berkley, 2010; Lalith, 2005), as well as the views of experts, educational leaders, professors, school administrators, and researcher's personal experience with schools in the Muscat Directorate of Education. Special focus was awarded to the improvement of attitudes, knowledge and skills, along with the development processes in the participants' schools, relevance of training programs contents, and the perceived effectiveness of training methodologies.

Most respondents were females 64.2% with 35.8% males. The majority of respondents were Bachelor degree holders, estimated at 67%, and 23 Master degree holders. It is interesting to find out that amongst the conditions to become a principal, the candidate must hold at least a Master's degree. The majority of respondents (75.3%) had an experience of more than six years which means that they were ready to pursue higher education. In addition, the research focused on principals rather than assistants and consequently the majority of respondents 67% were principals and only 33% were assistants. The choice to focus on principals arose out from the fact that they attend many meetings and training sessions. In addition, they generally have long-term experience. Besides, they are better suited to answer the research questions and provide clear and accurate insights into professional training programs.

The last variable of this research was the type of school. Table 4.5 indicates that the majority of participants came from the second cycle of schools (5-10) numbering 104 subjects, in comparison with the 65 participants from the first cycle and 46 participants from the post-basic school.

Interview data were analysed qualitatively by the use of the effects-matrices. The interview notes were transcribed and patterned and themes were noted and coded before being rated into the various categories for the perceived effectiveness of professional training programs as shown in Chapter 4. Effects-matrices were used to determine the perceived effectiveness of training programs and training methodologies.

The findings from this phase of analysis aim at fulfilling the following purposes:

➢ Determining the extent of opportunities provided for participation in professional training programs for school administrators; specifically, by developing the basic and post basic educational system organized by the Muscat Governorate of Education;

➢ Finding out the level of effectiveness of the PTP for school administrators by developing the skills, abilities and attitudes of school administrators in Muscat.

➢ Defining the constraints which hinder the effectiveness of the PTP.

➢ Anticipating the suitable responses for professional training programs for school administrators according to gender, experience, qualification and type of school;

➢ Making the necessary suggestions for improving these programs.

A sequential data collection was carried out in two phases. The first phase included the collection of information for professional training programs by employing a survey to collect data from school administrators in the Muscat Directorate of Education.

The second phase involved the collection of information through interviews with principals and assistants from schools in the Muscat Directorate of Education. The

emphasis of the study was on the assessment of the effectiveness of professional training programs for school administrators in the domains of basic and post basic education. This study is considered the first of its kind to be conducted in the Muscat Directorate of Education. It will contribute towards developing the PTP and overcoming many of the constraints that hinder the effectiveness of achieving the desired aims of such programs. According to the findings, it was noticed that the majority of the respondents felt that professional training programs were important and not a waste of time. They indicated that the PTP is of significant importance to their jobs and duties as administrators and at the same time, they requested that organizers be more concerned when implementing PTP.

5.3 Summary and Major Findings

The findings of this study offer a deeper understanding of effectiveness of professional training programs which were presented at the Muscat Directorate of Education for school administrators. They help participants understand the lesson structure and sequence on one hand and facilitate efficient learning on the other. This is because participants understand the aims and objectives of the training program and the necessary nature of the skills taught (Diamond, 1998; Landale, 1999) to improve their performance at school en route for achieving school effectiveness (Lezotte, 1990; Sammons et al., 1996). Therefore, the literature written on school effectiveness identified several factors for school effectiveness. Amongst these factors: curriculum and teaching-learning, staff development, student welfare, school premises and facilities, finances and assets, parental involvement, community relationship and knowledge, skills, and ability of the school leader, to name a few (Bell, 2002; Brent & Ellison, 2001; MacBeath, 2001; Lezotte, 1990).

The following discussion describes the main findings of the study according to the research questions. These findings raise several points that merit the consideration

of policy makers when developing professional training programs in the Muscat Directorate of Education. On this part of findings the research triangulation between quantitative and qualitative data when answering the research questions.

Question number 1 examines the opportunities for participation available for school administrators along with the variety of training programs available in Muscat. This research started by analyzing documents pertaining to PTP during the three academic years (2006/2007, 2007/2008, 2008/2009) (Ministry of Education, 2010). The documents indicated that there were two kinds of professional development programs: training and qualification. The general aims of these programs were to develop the human resource; such as, teachers and administrators in order to increase their efficiency and enhance the quality of performance (Ministry of Education, 2004).

The documents show that despite the important function of the training centre in the Muscat Directorate of Education in determining the training needs, the subjects of the training programs were decided by the department at the MGE. Thus the researcher could not find any special forms at the department for training needs which reveal the effectiveness level of training toward achieving their objectives (Al Alowi, 2009; John, 1996). The quality and type of programs remained as they were, but the number of training programs and the number of trainees increased during the three years under investigation.

In view of the above findings, it can be concluded that administrators were deprived of equal opportunities to enter into PTP. Lower level administrators may have felt some frustration when attempting to implement the skills taught in PTP. As in most cases, they were nominated for the programs by their supervisors and did not really have much authority in deciding the course of affairs. This may result in their unwillingness to attend these programs and affect an ongoing process to maintain

motivation (John, 1996). Based on this finding, it is necessary for administrators and supervisors to conduct thorough consultation and investigation so as to select the best and well-suited candidates for PTP.

The second program for improving the performance of school administrators are qualifying programs which aimed towards promoting the level of professional development. The researcher discusses the criterion for selecting participants for PTP regarding to participants holding Bachelor Degrees and Higher Diplomas, including the criterion for selecting participants holding a Master and PhD degree. It is important to note that this finding coincides with the interview results (Ministry of Education, 2008).

To understand these findings, it is important to look at the total numbers enrolled in the Bachelor, Higher Diploma, Master and PhD degrees over the last three academic years from 2006/2007 to 2008/2009. Tables number 2.3, 2.4 and 2.5 shows that the total number of administrators who enrolled in the Bachelor degree was 45, compared to 24 in the Masters degree and 6 in the PhD during the three academic years under observation. This means that these programs hosted a very limited number of administrators enrolment. This is because the system used to nominate Master and PhD participants was different from the scholarship system which is used for nominating Bachelor and Diploma participants.

Another significant finding that needs to be highlighted here is the indication brought forth by administrators that the scholarship scheme and work leave system to pursue higher education, the opportunity to attend conferences inside and outside the country, the opportunity for exchange visits outside the region and the opportunity to participate in training courses outside the Sultanate of Oman are all considered crucial points among administrators. The results for these items show that they are all

registered in very low levels in numerous studies (Al Harthi, 2006; Christopher, 2010; DuFour & DuFour, 2007).

The majority of participants felt that the role of professional training programs could be improved in terms of enriching the applied administrative dimension, promoting professional qualifications, coinciding with practical needs, providing an opportunity to attend educational meetings, taking participation while planning PTP, and providing an opportunity to have exchange visits inside the region (Ghasssani, 2003; Al Harthi, 2006; Al- Alowi, 2009; Saari, Johnson, McLaughlin, &Zimmerle, 1988). The research findings indicated that the aforementioned dimensions to PTP recommended for improvement are in fact the areas to be addressed by existing PTPs. Therefore, the opportunity should be taken to tackle this issue if the Ministry wants to enhance the professionalism of administrators.

According to interview results, about 47% and 21% of interviewee indicated that the Internet facility needs more development to realize educational technological benefits and to fulfil the aims of basic education. Also, The findings indicated that there were significant differences (0.025) in favour of female participants regarding the availability level.

In short, the findings concerning the available opportunities for participation that supports the theoretical and conceptual framework of the study and increase understanding of the effectiveness of professional training programs in Muscat is presenting a variety of programs according to the dynamic system approach.

Research question number 2 is related to the level of effectiveness of professional training programs, specifically, by developing the skills, abilities and attitudes of school administrators in Muscat. To answer this question, the researcher used a total of 37 items to measure effectiveness, as well as, interview questions 2, 4, 6,

7, 11, 12, 14, 15, and 16 in the interview instrument. The majority of respondents indicated that their agreement fluctuated between low and average levels.

According to the findings, it should also be noted that the participants felt that the key role of professional training programs is planning (Al Harthi, 2006; Al Yaqubi, 2003; Robbins, 1990, pp. 22-23). However, the majority of the programs which they attended had crucial constraints from many aspects such as; training needs procedure, the weakness of participation of administrators when planning PTP and the absence of long-term plans for PTP.

Other significant aspects that need to be highlighted here are the items which improve the skills and abilities for administrators when attending PTP or the training aim of promoting administrators in this respect (Ministry of Information, 2008, 2009). Training programs need to upgrade the abilities and skills for school administrators (Al - Harthi, 2002; Bell, 2002; Brent & Ellison, 2001; MacBeath, 2001; Martin (1998); Lezotte, 1990). The majority of respondents indicated that skills; such as, self-management communication, decision making, directing meetings, directing group work and determining training needs are the most important skills that have to be improved (Cunn & Holdaway, 1986; Sackney& Walker, 2006). However, all findings relevant to the professional training programs indicated that the partakers of PTP were unable to improve their skills and abilities in building the right attitude so that they run their schools effectively in the aftermath.

Furthermore, the skills of financial management were estimated as being particularly low. The administrators felt that they faced many financing challenges when applying for professional development projects for their schools. Indeed, many principals feel that they need sufficient knowledge of financial management to manage their school by applying certain skills regarding the management of financial resources,

communication, decision making and self- management (Evans & Gold, 1997; Jones, 1987; Leithwood et al., 1992; Mayhew, 1974; West- Burnham, 1997).

However, there were a number of items concerning the acquisition of certain abilities on the part of financial administrators. The majority of participants indicated that most of these abilities which are covered by PTP were poorly presented. That is why they requested them to either be further developed or replaced. Concerning the ability to prepare work sheets, participants displayed a low level of performance for this item. For this reason, the researcher discovered weaknesses in implementing the training (Ministry of Education, 2004). Another significant finding in the domain of PTP effectiveness is that there were significant differences (.005) in favour of female participants and significant differences (.029) in favour of (1-4) schools, as well as significant differences (.017) in favour of principals and assistants holding Bachelor degrees.

Concerning the organizers of the professional training programs, the study showed that although the majority of the administrators indicated an average level of agreement, the levels of the ability to deliver information and use a variety of training methods were very low as indicated by the responses of 41 participants. According to Blanchard (1999), different training delivery methods could be good or bad at achieving various learning objectives. This result might be due to the effectiveness of trainers according to the result of item number 69 on the constraints that hinders the effectiveness of PTP. Trainers must have self- management to achieve training effectiveness, (Fullan, 2001). Trainers are still an important part of any organizational or training activity (Bennett, 1988). They must develop their methods and adapt new technologies to their own ends.

A good trainer should have the experience, methodology, skills and ability to motivate learners. Furthermore, they should have the capacity to communicate and

present information and ideas in a meaningful manner (Bennett, 1988; Gower, 1996;Ilecki, 2010; Pitner, 1987). According to Bennett (1988), there are four key areas that trainers must think about and be prepared to receive responses. These areas concern the knowledge change to understanding the conceptual implications, skill change to incorporate new ways of performance to help the organization succeed, attitude change to adapt new feeling by experiencing success with them, and values change to rearrange old beliefs and adopt new ones in line with changes in the culture of the organization and its environment.

According to the conceptual framework, the trainer is one of the key elements to achieve the objectives of training and realize quality and productivity. Therefore, an effective training program cannot be developed if effective trainers are unavailable. In short, the key to success is through selecting the right individuals and providing them with the tools they need to be effective. According to Ilecki (2010) and Pitner (1987), selecting good trainers is a difficult task, as findings have shown.

Question number 3 analyzes the constraints that hinder the effectiveness of professional training programs. To answer this question, the researcher used a total of 19 items in the questionnaire to measure constraints, as well as, question number 13 in the interview instrument.

School administrators indicated that there was high agreement on this item. The findings shows that the major obstacle encountered by the professional training programs was that the participants did not play any role in practical application, as dominated by the theory (Al Yaqubi, 2003). This was because the participants took quite some time putting into practice what was learnt from the PTP. Further, in the follow up of the training program, the focus was on people and not on the feedback on

training. This is one of the major weaknesses of the programs' evaluation (document 2007/2009 from Ministry of Education, 2010).

Regarding the constraint levels, there were significant differences in favour of the males and significant differences in favour of the group having 3-6 years' experience in administration. In addition, there were significant differences (.003) in favour of principals and assistants holding Master degrees. Another significant difference is that the majority of respondents indicated that the time allocated for functional programs was insufficient. Alam et al. (2010) argue that time management activates the performance of training in leadership. It is one of the key inputs of the conceptual framework to enhance the quality and training effectiveness.

The research also found out that administrators were given no choice to attend the professional training programs. Since they do not really have the final say, this may lead to their reluctance in attending the program. When administrators are unwilling and they are forced to attend, they will not be open to acquire the knowledge and skills. Therefore, it is vital to have prior discussions between school administrators and the department in order to choose the right person to attend any PTP. It is an on-going process to maintain motivation (Al Alowi, 2009; John, 1996). Robbins (1990) pushes even further by saying that training needs are to be considered as an on-going process not to maintain motivation only, but to increase job satisfaction too.

5.4 Particulars on Findings

The findings according to interview analysis were divided into three levels according to school cycles one, two and post basic education. Availability of opportunities for participation, the level of effectiveness, and organization and constraints were mentioned by school administrators as being of peculiar concern to them.

5.4.1 Interview findings by school administrators of Grades 1-4

The data gathered from administrators in cycle one schools indicated that the availability of opportunities for professional training programs is not on the right track (Ministry of Education, 2004). Many of these programs focused on competitions of cleanliness and hygiene in the school environment or on the learning progress (Ministry of Education, 2008). As to other programs inside or outside Muscat such as conference attendance, exchange visits, training programs outside the country and higher education continuance provides poor opportunities for participation, were recorded.

The data revealed that effectiveness is one of the main objectives of the professional training programs which lead to modifications, changes, renovations and developments in the administrative work and achievement of school effectiveness. In Hong Kong, India, South Korea, Singapore, Taiwan, Malaysia, and Mainland China, a number of initiatives targeted the improvement of the internal school process, i.e., improving the abilities of school administrators for school effectiveness (Abdullah, 2001; Kim, 2000). However, according to principals, these objectives are not realized in professional training programs in Oman. Meetings did not lead to effective outcomes, due to the same repeated issues being raised annually. They do not discuss the school problems which include weaknesses in realizing and following up teachers' professional and educational development. Thus, the levels of motivation to attend meetings or other training sessions will be affected, because they do not tackle issues that concern schools (Robbins, 1997).

Furthermore, the findings do not correlate with the administration duties. Most of these programs concentrated on a group of school principals and their new assistants and ignored older assistants. Furthermore, PTP often focused on theory (Al Yaqubi, 2003). PTP organizers failed to concentrate on the techniques of developing teacher's performance and students' progress and their assessment. Moreover, there are some

difficulties in terms of carrying out problem solving, student progress, teacher performance and other different administrative skills (Ministry of Education, 2004).

Findings of the professional training programs indicated that the programs' timings are not organized appropriately. They are supposed to be scheduled at the beginning of the year or in August. The effectiveness of professional training programs must take into consideration on time management (Alam et al. 2010). In addition, the PTP are not well arranged by the organizers whether they are administrative supervisors or those who are concerned with the professional training programs in the Muscat Directorate. There is no opportunity for the targeted people to specify their training needs. Thus, one of the successful planning on this area is that the organizers must send a form to principals and their assistants to specify their training needs or through accessing the training page continuously in the MOE Portal (Ministry of Education, 2010).

The data reflected that professional training programs faced many constraints and challenges which can influence the program's effectiveness, i.e., the availability of qualified trainers, papers which correlate the theoretical and practical aspects and specify the appropriate time for them. Venue is also considered a challenge for the professional training programs in the Muscat Directorate, as well as, the titles of the programs and their objectives in terms of specifying the training needs (Bennett, 1988; Al Yaqubi, 2003; Cunn & Holdaway, 1986; Sackney & Walker, 2006). However, the participants noted that PTP can be improved if the topics were not determined solely by the trainer's responsibility for the programs, but also by the participant's needs. They do not carry out and deal with recommendations submitted according to the meetings. Organizing such meetings must have satisfactory effects on schools (Robbins, 1997).

5.4.2 Interview findings from school administrators of grades 5-10

At cycle two schools, the findings indicated that the availability of opportunities for professional training programs presented by the Directorate General of Education was very limited. Most of the opportunities in the professional training programs were about issues related to hygiene in schools, student learning, remedial plans and cognitive development for students (Ministry of Education, 2008). The programs depended on three types of educational projects. These types are: workshops, meetings, and exchanging visits. According to Loucks-Horsley et al. (1987), there are few opportunities to attend conferences, external training, and lectures. There were only meetings and discussions about the work progress at schools or the competitions implemented in schools over the last five years. The opportunities of participation outside Muscat and the Sultanate are very limited.

In addition, the data concerning the effectiveness of presented programs showed that most conducted events used PowerPoint presentations while other forms like discussions, technical communication, etc. were marginally involved (Al- Alowi, 2009; p. 318). Sometimes, the professional training programs are looked upon as a waste of time, since they fail to deal with school issues.

There is also much redundancy in these meetings; especially, when it comes to the issues pertaining to cleanliness in schools and student learning. As such, no meaningful conclusions were reached. Only meetings and forums of work progress are held at the beginning or end of every school year which rarely help professional development. Such lack of initiatives results in the following:

- Unclear objectives,

- Submission to other's opinions,

- Absence of recommendation for follow ups, and

- Lack of clear reasons for not achieving the program's aims.

According to the viewpoints of administrators, the programs are inefficient for many reasons. Sometimes the venue and the equipment were not adequately prepared. To achieve the training effectiveness, the organizers must improve the training environment facilities (Abdullah, 2001; Kim, 2000). Joyce (1980) argues that the professional training programs should fulfil the environment of efficient human educational development. The strategic constituencies' approach of OE (Organisation Effectiveness) proposes that an effective organization is one that satisfies the demands of those constituencies in its environment from whom it requires support for its continued existence (Pfeffer & Salanick, 1978). However, sometimes there are participants who are more competent than the trainer himself. The follow up procedures are inefficient which affects the process of training programs from the systems approach. In addition, there are many programs which the participants said they would need to attend i.e., change management and risk management, but there is no plan for such kind of programs. Participants also stressed that most of the meetings are not well organized, presentation of ideas was not organized, and most of these ideas were contradictory.

Furthermore, the objectives of the meetings were poor, as the agenda did not reach the targeted persons in time before they attended the programs. Participants who benefit from these programs have no opinion, as these programs are not based on scientific research. Despite the fact that there is a page in the MOE portal that specifies the intended benefits of the programs, these benefits are unfortunately not achieved. In light of this, there is a need to set the educational objectives aimed at from the training programs in order to achieve effectiveness and to keep up the motivation of participants (Robbins, 1997). All trainees in the Directorate General lack the necessary training skills to become properly qualified. There are many skills desired from school administrators mentioned by many researchers, i.e., self-management, problem solving,

communication, and decision making (Fullan, 2001; Moos, 2003; Sackney & Walker, 2006; Cunn & Holdaway, 1986). The participants are just listeners and they do not have the opportunity to discuss or express their opinions during the meetings. Moreover, the timing of the programs is inappropriate and needs to be reviewed.

The data revealed that some challenges and constraints disrupt the running of effective professional training programs in the Muscat Directorate of Education. The most important challenge encountered by people working in this field is how to correlate between theory and practice in professional training programs (Al Yaqobi, 2003). It is in line with Al Harthi, 2002 study. She indicated that there is a lack of coordination between the issues presented in educational workshops and what is implemented in the educational field.

Furthermore, most of the trainers are not efficient due to the lack of cooperation with the different educational institutions; besides, the method of preparing the work papers is not realistic. Thus, the competence of the trainers is considered one of the challenges encountered by the professional training programs as properly trained trainers are extensively needed (Bennett, 1988).

5.4.3 Interview findings from school administrators of grades 11-12

The data revealed that the professional training programs are extremely important in developing the skills and capabilities of school principals (Saari, Johnson, McLaughlin, &Zimmerle, 1988). Training is the organizational activity which aims at improving employee performance (Byars& Rue, 2000; Maimunah, 1992). In addition, the data gathered from the school principal showed that the programs developed every year are the enrichment, development and the remedial programs. However, with regard to the principal's assistants, there are no regular courses for them to take.

Not only participation outside the sultanate is very limited but training inside the sultanate as well. However, with respect to training inside the sultanate, there are only

exchange visits programs for the principals without including their assistants in most of the programs. Thus, there are no opportunities for professional training programs outside Muscat or the Sultanate (documents, 2007-2010, Ministry of Education, 2010). Most participants enrolled in a number of meetings; such as, the students' learning committee and the competition of cleanliness and hygiene in the school environment. The participants do not get many opportunities to participate in educational conferences, lectures, exchange visits and programs for post graduate studies to attain MA and PhD degrees.

Furthermore, the data gathered from the principal indicated that the effectiveness of the professional training programs is important in achieving the objectives of the program and applying it. But if the trainer fails to realize the training objectives that he has set, he will be ineffective (Davies, Hudson, Dodd, & Hartley, 1973; Harris, 1984; Ng, 2001). This is because the capabilities of the trainers, venue, timing of programs and the follow up of these effects by the responsible officials are limited and ineffective (Harris, 1984).

On this stage the research finds out that the skills of trainers needed are still lacking in giving presentations and present papers which have positive results such as the ability to motivate learners, the capacity to communicate and present information and ideas in a meaningful manner, and good knowledge of the subject matter in which people are being trained, the ability to relate the training to practice, clarity of thought and the use of analytical and logical skills, capacity to stand back and work strategically, being able to control learning groups, exercise appropriate social and leadership skills, and being able to manage training .

The data indicated that there were also some challenges that hinder the professional training programs in the Muscat Directorate of Education. Professional

training programs are related to improving student learning and achieve the school effectiveness in responding to the influences and needs of social, economic, and political developments in a fast-changing regional and global environment (Mortimore, 1998, p. 258). Training should add value to the students' outcomes or various "levels" of the educational system interacting and achieving variable outcomes (Sammons, 1999, p. 76; Creemers & Kyriakides, 2008). This aim has not yet been achieved by professional training programs for school administrators in the Muscat Directorate of Education. This is due to their dependence on administrative supervisors in presenting workshops and not relying on educational specialized academic experts in training. Such experts include the principals of distinguished schools as well as their assistants and other educational and administrative specialists.

5.5 Discussion

This research is geared towards better understanding of the conceptual framework for understanding the quality, productivity, job satisfaction, skills improvement and overall training effectiveness for school administrators in the Muscat Directorate of Education. In this context, the literature review of this research indicated that professional training programs for school administrators in Oman have been considered an important issue since 1990/1999. The Sultanate of Oman has been working on developing the educational system by applying and activating the concept of basic and post basic education from grade 1 to 12 (Ministry of Education, 1998). This development covers all the educational aspects such as technical and human resources (Al Harthi, 2002). Although the educational reforms were actually implemented since the 1970s when Sultan Qaboos Bin Saeed become the leader of the country, yet, they were constantly directed at the school structure and the spread of modern education in the Sultanate of Oman (Ministry of Information, 2008). Therefore from these important results there are two things that can be said about improving the effectiveness of

professional training programs for school administrators in light of this research. The first is related to training requirements which most respondents sought in PTP. Participants wanted to access reports from all conferences and seminars, sufficient time for training, questionnaire for training needs to satisfy the needs of the organization, official and personal follow-up on the impact of training, and a partnership between the Muscat Directorate of Education and other educational institutions to implement programs and activate exchange visits (McGehee&Thayes, 1961; Krikpatrick, 2006).

The second finding is relevant to raising the motivation to attend and implement professional training programs. According to Robbins (1997) and in order to achieve organization effectiveness, we need to improve the following points:

➢ The implementation of professional training programs which treats issues related to solving school problems and improve the style of management meetings (Moos, 2003; Al Yaqobi, 2003; Fullan, 2001; Robbins, 1997).

➢ Bringing focus on basic and post-basic education (Ministry of Education, 2008).

➢ Working on developing financial resources (Jones, 1987; Leithwood et al., 1992; Mayhew, 1974; West- Burnham, 1997).

➢ Paying attention to several administrative aspects such as human resource, communication with parents, students, teachers and local society (Bennett, 1988; Gower, 1996; Ilecki, 2010; Pitner, 1987).

The findings were consistent in showing the strengths and weaknesses of the professional training programs. We cannot improve our programs unless we know their strengths and weaknesses. The strengths of the professional training programs for school principals and their assistants according to interview responses are in line with the objectives of the Basic Education (Ministry of education, 1997). However, the gap between theory and practice persists (Al Yaqobi, 2003). The weak points of the professional training programs, in the light of the findings of questionnaire and

interview questions with school administrators, can be summarised as the lack of standardized participation of trainees at the planning stage to identify programs and professional development. In contrast to previous studies, planning of PTP is the first step to gain high-level advantages. Abdul Rahman (2004) highlighted four basic administrative functions the first of which is planning where the organization wants to be in the future. Moreover and according to John & Jill (1998), two elements can affect professional development, they are: career planning and career management. Most of the meetings focus on the undesirable aspects of the school administration. The participants did not see the training objectives and plans before the training programs were conducted and an agenda of the meeting is not sent in advance. Training is mostly focused on the theoretical aspects rather than the practical (AlYaqobi, 2003). Besides that, there was little follow-up in the part of participants after the completion of training.

The results of this study indicate that skills; such as, self-management, financial management, communication, decision making, according to many researchers are needed by school administrator (e.g., Abdul Hamid, 2007; Evans & Gold,1997;Fullan, 2001; Jones, 1987;Ilecki, 2010;Leithwood et al., 1992; Mayhew, 1974; West- Burnham, 1997; Bennett, 1988; Gower, 1996;Pitner, 1987; Moos, 2003and Robbins, 1990). These skills are in line with the study by Robert (1974), which indicated that these skills are necessary for planning, organizing, leading and monitoring and are placed in three categories. These are important if principals are to perform their functions and roles adequately. The three categories are conceptual, human, and technical. All administrators must activate these skills to their utmost. In Islamic teachings, a person is responsible for others whom s/he is responsible for, whether inside or outside his household. This is called "alamanah" which means that principals must guard against wrong deeds, policies and decisions. At the same time this responsibility for school

administrators is not just to improve the performance of poor performing pupils , as AbdRahman (2004) states; but, to develop all the staff (Ministry of Education, 2008).

Although professional training programs have been enriched to enhance the level of knowledge, the skills and the abilities of school administrators, nevertheless there are still some areas in these programs which need to be improved in order to enhance all the programs and create more positive learning for the participants in the Muscat Governorate of Education.

5.6 Implications of the Study

Several aspects of this research contribute significantly to the existing body of knowledge regarding the effectiveness of training programs. This research represents the first attempt towards developing a framework for studying the effectiveness of professional training programs for school administrators in the Muscat Directorate of Education. The existing model of effective training programs focuses on two components: the process and the output and fails to adopt a comprehensive approach. The conceptual framework of this research emerges from the goal attainment and the system organization of the effectiveness approaches (Robbins, 2009). The dynamic nature of the goal attainment approach states that an organization's effectiveness must be appraised in terms of the accomplishment of ends. It is focused mainly on the outputs (Landale, 1999; West &Burnes, 2000). While the systems approach focuses on the means needed for achieving these ends, and the efficiency in which the organization transforms the inputs to the outputs. The organization effectiveness approaches and training effectiveness models are the building blocks for development.

To link the findings of this research and the theoretical and conceptual framework to strategies, the strategies must involve the components of preparing and implementing training programs.

5.6.1 Strategies Related to the Effectiveness of Training Input

As pointed out earlier in the research findings, professional training programs which are aimed at developing the skills, knowledge and attitudes of school administrators are very important, as they are in line with developing the basic and post basic school to raise the school effectiveness. School administrators play the key role and they are important factors for school effectiveness (Bell, 2002; Brent & Ellison, 2001; MacBeath, 2001; Lezotte, 1990). Therefore, continuing these processes requires administrators to be trained regularly to learn about new developments and changes and, as a result be capable of responding to the influences and needs of social, economic, and political developments in a fast-changing regional and global environment. We need to develop clear goals and strategies for training from the beginning of the school year, and hold regular meetings between school principals, supervisors, and the people involved in educational development.

This strategy looks towards the future and conforms to contemporary developments in the educational field, especially, in the development of basic education and post basic of 1-12. At the same time, the Ministry of Education and the Muscat Directorate of Education must also ensure that the PTPs should promote positive outcomes for school administrators and those plans should be discussed with a number of experts. Therefore, planning for long-term professional training programs should be collaborated with the target strata of people to ensure appropriate scheduling and a well-prepared environment and it also should ensure that training needs are met and the programs are conducted by properly trained trainers. In addition, clarity of the objectives, quality of the contents and style of implementation needs to be reconsidered.

Before conducting any PTP, we must take into consideration the selection of expert trainers who have experience, academic qualifications and competencies through cooperation with several educational institutions at the local, regional and international

levels. Trainers should be competent in enhancing the instructional skills of the participants and to convey knowledge (Bennett, 1988). Sometimes it is important to give administrators opportunities to conduct and implement professional training programs under a department supervisor. Therefore, an effective training program cannot be developed if effective trainers are unavailable.

Most respondents suggested that the appropriate time for implementing the professional training programs is at the orientation week of the school academic year. They also stressed the importance of allocating sufficient financial resources for training in order to implement training plans and increase the number of programs. These strategies are in line with the conceptual framework of this research.

5.6.2 Strategies Related to the Process of Training

The proposed strategies suggested that training should enhance the focus and raise the confidence of school administrators in the following areas:

- ✓ The working knowledge,

- ✓ The preparation for the future work,

- ✓ The administrative problems,

- ✓ The quality and quantity of professional training programs,

- ✓ The style of management meetings,

- ✓ The development of financial resources

- ✓ The empowerment of human relations and how to deal with parents, students, and teachers,

- ✓ The ability to discover the students' talents and develop them according to students' orientation.

The findings shows that to achieve this goal we must give attention to determining the training needs of targeted professional training programs and that such programs should be in line with objectives. Questionnaires should be prepared for this

purpose through on-going meetings with school administrators, as well as, annual performance reports to identify the training needs (Al- Alowi, 2009). This is one of the main steps for effective training according to Goldstein (1992) and Landale (1999).

Concerning training needs, there are mainly three levels: organization, job and person (How, 2011). To identify these needs, there is a need to interview and receive input from participants, superiors and others who are familiar with the knowledge, skills, and abilities needed to improve school performance (Kirkpatrick, 2006). When the training needs are met, objectives will be realised (Baldwin & Ford, 1998; John, 1996; Rae, 2000).

The findings show that school administrators are still looking for future training programs in the Muscat Governorate of Education. There remain many problems that need to be addressed including solving administrative problems, human relations, discovering talented students, and developing financial resources. (Moos, 2003; Bennett, 1988; Gower, 1996;Ilecki, 2010; Pitner, 1987; Creemers & Kyriakides, 2008; Sammons, 1999, p. 76; Evans & Gold, 1997; Jones, 1987; Leithwood et al., 1992; Mayhew,1974; West- Burnham,1997). Material and moral support can be given to professional training programs including research awards, participation certificates, on-going training programs and linking training with promotions both functionally and financially.

According to the conceptual framework for the effective process of training, programs must provide a variety of designs when implementing the professional training programs. This should involve attending conferences, meetings, and courses inside and outside the region. According to Loucks-Horsley et al. (1987), participants need a convergence between the theoretical and applied aspects of the subject. Activating the programs would need to include exchange visits between administrators inside and outside the Sultanate to exchange expertise, develop administrative work,

develop a clear vision on the part of the administrators, and activate the role of professional training programs to upgrade the role of the position of school administrators according to the five year plan of the Ministry of Education (Ministry of Education, 2008).

In this context, there is a need for continuous follow-up to measure the impact of the training of professional training programs in the field of education and achieve quality, productivity, and effectiveness of the objectives to improve knowledge, skills, and abilities of school administrators in the Muscat Governorate of Education in Sultanate of Oman.

In short, there are two polices to improve the effectiveness of training programs:-

First: - Principles of the training policy

The training in which develops, updates or improves trainees' knowledge and skills will become more effective. It encompasses a range of activities including, for example, involvement in various projects, attendance at training courses, conferences or seminars, visits to other institutions, work shadowing, formal study, coaching and mentoring.

In addition, the responsibility for identifying training needs and carrying out consented training activity is shared between the line manager and member of school administrators. This will encourage and support appropriate training which involves objectives, reasonable time and financial sources.

The training policies and accompanying guidance notes provides a framework within which decisions can be made and supported with regard to the development of individuals and groups within the training organization. The guidance notes include contents of training programs, types of training activity, processes, responsibilities, planning, training needs and access to training, resources, time allocation, formal

qualifications, monitoring and evaluation. It also provides further details on how this mechanism can and may be used to support training effectiveness.

Second:-Training evaluation policy

Training activities must be evaluated in respect to their effectiveness from both organizational and personal perspectives. There are several ways in which this can be done. The performance reviewing process is the primary means of evaluating training of all types. The individual and their line manager should use the performance review meeting to evaluate the extent of which agreed developmental activities have achieved the intended objectives and, where necessary, plan the next steps. Unplanned development opportunities that arise in the course of normal work activity should also be reflected upon in order to identify how this might improve future work activities.

5.7 Suggestions for Future Research

The findings of this study are based entirely on the data collected from Muscat Governorate of Education. The number of respondents is quite high (215 respondents of questionnaire and 13 interviewees in 143 schools in Muscat) taking into consideration the sample size of Muscat. However, it would be deemed small, if compared to the whole population of administrators in the Sultanate of Oman (1034 schools), so the generalization is limited to the actual targeted participants solely. Hence, the following is suggested in order to get a clearer picture of the professional training programs presented to school administrators in the Sultanate of Oman:

➢ Further research, which serves as a follow-up study should be carried out on a large number of respondents from other regions in order to ensure better results.

It would be beneficial to use the same instruments on other respondents in the Sultanate of Oman.

➢ Future researches could also use the findings of the present study as a springboard to probe further into the issues of developing professional training programs.

➢ Future studies could provide more depth and breadth to the research. It is also suggested that the effectiveness of professional training should be examined through comparative studies, as well as, similar studies on private schools in the same vicinity.

➢ Studies should be conducted on the follow-up of professional training programs. There should be more research conducted on feedback in school, when administrators transfer and apply what they acquired from attending PTP.

➢ Research should be conducted on the aspects of the changes that may or may not occur at school as a result of professional training programs. For example, why have administrators failed to apply the results of attending PTP by effecting change through development or improvement in their schools?

➢ Since this research found out different results as to participants' gender, it is suggested that further research should cover wider areas; such as, a comparison between the two genders on one hand and between urban and rural school administrators, on the other.

➢ Further research could also seek to determine why female administrators perceive the professional training programs as being less useful than their male counterparts.

In short, the current research does not claim to present a complete picture of the current professional training programs and how they are progressing in the Sultanate of Oman. A single study cannot accomplish this aim. The researcher suggests that future

researches can use a variety of respondents when collecting data on PTP; such as, supervisors, trainers and educational policy makers to get a clearer picture of PTP implementation.

5.8 Conclusion

To grant the effectiveness of school administrators, the effectiveness of professional training programs needs to be analyzed. Systematic development of school administrators involves both training and qualification. Training programs can increase the generic skills, behaviours, knowledge, abilities relevant for managerial effectiveness and advancement (Caroll et al. 2003; Byars & Rue, 2000; Saari, Johnson, McLaughlin, & Zimmerle, 1988). This study contributes towards a greater understanding of the effectiveness of professional training programs offered by the Muscat Governorate of Education in the Sultanate of Oman. Several conclusions were drawn from the study to indicate that the effectiveness of the PTP is crucial.

Today, all the knowledge driven from institutions highlights the need for strong leadership. Administrators should have a vision and mission to reach their targets in the 21st century (Al-Belushi, & Al-Kitani, 1997). The main objectives for educational reforms in the Sultanate of Oman are to promote quality and to achieve efficiency and effectiveness on both levels of education and administration (Ministry of Education, 2003; Ministry of Information, 2008). This study identified and explored the pertinent issues for developing a basic and post basic educational system in the Sultanate of Oman.

In light of the several limitations (number of participants in questionnaire and interview), the findings of this study must be interpreted carefully. This study allows a number of important conclusions such as the effectiveness of school administrators are needed to improve the school effectiveness. There is a strong relationship between school leaders and students achievement. All efforts should be exhausted to ensure that

school administrators are well equipped with the necessary knowledge and skill to make a practical difference in the current educational norm in the Sultanate of Oman. Professional training programs are perhaps the most practical cost effective and effective means to achieve this and as such its importance can never be overstated (Creemers, 1994; Creemers & Kyriakides, 2008; Dowson et al., 2003; Gage, 1984; Junaidah, 2001; Khan and Rehman, 2010; Levine, 2005; Loucks-Horsley, 1987; Mathar, 2010; 2003; Sammons, 1999, p. 76; Van de Grift, 1990).

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Part One: Personal Information

1- Gender: Male ☐   Female ☐

2- Number of years of experience in management 1-3 ☐ 3-6 ☐ + 6 ☐

3- Occupation: Principal ☐   Assistant. ☐

4- Type of school: 1-4 ☐ 5-10 ☐ 11-12 ☐

5- Academic Qualification:

☐ Diploma   ☐ Bachelor   ☐ Master   ☐ PHD

7- Professional development programs attended (please specify at least three)

Name of program	Period	Date

Part two: The availability level of participation opportunities of professional development programs which are introduced for schools principals and their assistants.

No	The professional development programs which are presented to school principals and their assistants	The availability level of participation opportunities programs				
		Extremely high	High	Average	Low	Very low
1	Providing me with an opportunity to participate when planning professional development programs					
2	Training courses aims coincide with the practical needs of school principals and their assistants					
3	Training courses aims coincide with the present and future educational aims					
4	Training courses that enrich the administrative knowledge					
5	Training courses that enrich the applied administrative side					
6	Training courses that promote the professional qualification.					
7	Meetings and Conferences that enrich different administrative elements.					
8	Providing me with an opportunity of attending conferences inside the Sultanate.					
9	Providing me with an opportunity of attending conferences outside the Sultanate.					
10	Providing me with an opportunity of exchange visits inside the region about administrative side.					
11	Providing me with an opportunity of exchange visits outside the region about administrative side.					
12	Providing me with an opportunity to attend educational meeting.					
13	Providing me with an opportunity of participating in training courses outside the country.					
14	Giving me an opportunity of continuing my higher education regarding to scholarship system.					
15	Giving me an opportunity of continuing my higher education according to the work leave work.					
16	Giving me the educational sites to enrich the administrative side on the World Wide Web Internet.					

Mentioning other programs which are not mentioned here (specifying the level of

participation):

1. ---

Part three: The level of effectiveness of the provided professional development

programs which are presented to school principals and their assistant

No.	Professional development programs which are presented to schools principals and their assistants.	The level of effectiveness of the professional development programs				
		Extremely high	High	Average	Low	Very low
17	To what extent the planning of professional development programs feature that are clear.					
18	The planning of professional development programs features that focus on the educational field.					
19	The planning of professional development programs reflects my professional roles					
20	Its aims coincide with the aims of the educational process.					
21	Its aims coincide with the aims of basic educational development.					
22	Its aims coincide with the aims of post-basic education al development.					
23	Its aims coincide with my responsibilities regarding my professional roles.					
24	Its aims coincide with the intellectual and recent education directions.					
25	It enriches my abilities and acquaintances with the administrative directions					
26	It help me in solving the educational problems in a professional way					
27	It helps me in making plans and educational professional programs at my school					
28	Assists me in saving and using time.					
29	.Assists me in dealing with crises					
30	Assists me in making the future vision of my school.					
31	Give me the skill of self- management					
32	Give me the skill of financial management					
33	.Give me the skill of communication					
34	.Give me the skill for making decision					
35	Give me the skill in directing meeting.					
36	.Give me the skill in directing group work					
37	Give me the skill of determining the training needs.					
38	Give me confidence while exercising my administrative tasks					
39	Help me activating the relationship between the school and local community.					
40	Help me to be professionally creative.					
41	Help me rectifying the school staff.					
42	Help me to enhance academic achievement of the students.					

43	Helps me on hiring the modern technologies to achieve the administrative tasks					
44	Help me in exchanging experience with others					
45	Raises my work spirit.					
46	Increases the level of professional satisfaction regarding work					
47	Enhances my employment and social position in society					
48	Develop my ability of preparing the work sheets					
49	Develop my ability of replying the formal letters					
50	Develops my ability of comprehending the developing projects that are adopted by the ministry of education.					
51	Develops my ability of making necessary plans to make the work successful.					
52	Develop my ability to enhance the relationship between the society and students' parents					
53	Uses a variety of tools to evaluate the professional development programs such as, questionnaires, observations, analysis, …etc)					
54	The area of training					
55	Uses a variety of training methods					
56	High capability to deliver information and knowledge					
57	Timing of program					
58	Training environment					

Mentioning other skills which are not mentioned earlier as the professional development programs you attended: -

1.--.

2.--.

Part four: Constraints that hinder the effectiveness of professional development which are presented to the school principals and their assistants.

No.	Constraints that hinder the effectiveness of professional development programs	Extremely high	High	average	Low	Very low
		The level of constraints				
59	The poor planning of professional development					
60	The goals of functional development are not clear					
61	The goals of functional development don't coincide with educational development in the Sultanate of Oman					
62	Functional development programs do not vary					
63	The rarity of functional development participation chance					
64	Functional development programs don't cover practical functional levels					
65	Our participation on functional development programs planning and preparing are rare					
66	The theoretical side overcomes the applied side while executing functional programs					
67	Hiring applied technical abilities while executing programs are rare					
68	The weakness of using the Internet facilities in functional development					
69	Effectiveness and skills of the trainers of the functional development are poor					
70	Insufficient time for functional development programs					
71	Financial resources that support the functional development programs are insufficient					
72	Poor evaluation of objectives of functional development program					
73	The weakness of preparing a continuous functional development programs					
74	Poor supervising in transferring training in the educational field					
75	Participating on functional training development is difficult					
76	The weakness of enhancement during and after participating in functional training programs					
77	The functional development program plays in role on functional promotion.					

Mentioning other difficulties which are not indicated: ---------------------------------.

Thank you for your kind contribution

God grants success,

الأفاضل / مديرو ومديرات المدارس ومساعديهم   المحترمون

السلام عليكم ورحمة الله وبركاته   وبعد،،،

<u>الموضوع / استبيان حول</u>

تقويم برامج التنمية المهنية لمديري المدارس ومساعديهم بالمديرية العامة للتربية والتعليم بمحافظة مسقط

يقوم الباحث بإجراءات دراسة تربوية تهدف إلى الكشف عن واقع برامج التنمية المهنية المقدمة لمديري المدارس ومساعديهم والتي تقوم بها وزارة التربية والتعليم ممثلة بالمديرية العامة للتربية والتعليم بمحافظة مسقط سعيا نحو تطوير الأداء المهني لإدارات المدارس في ظل تطوير التعليم الأساسي وما بعد الأساسي بسلطنة عمان، وذلك لاستكمال متطلبات نيل شهادة الدكتوراه في الإدارة التربوية من جامعة ملايا بماليزيا . حيث تتطلب هذه الدراسة جمع بيانات ميدانية عن موضوع الدراسة المشار إليه أعلاه من قبل مديري المدارس ومساعديهم، ففي هذا الإطار تم إعداد هذه الاستبانة لتحقيق الغرض المقصود . فيرجى التكرم منكم باستيفاء بياناتها بوضع علامة ( ) في الفراغات التي تناسب اختياراتكم، آملين حسن تعاونكم معنا في الإسهام بتطوير برامج التنمية المهنية لإدارات المدارس ومؤكدين لكم بأن بياناتكم سوف تكون سرية وتستخدم لغرض الدارسة فقط .

وتفضلوا بقبول فائق الاحترام والتقدير ،،،

الباحث / حميد بن سالم بن حمدان الحجري

المديرية العامة للتربية والتعليم لمحافظة مسقط

القسم الأول: بيانات عامة.

1- الجنس: ذكر ☐ أنثى ☐

2- عدد سنوات الخبرة في الإدارة المدرسية :

أقل من 3 سنوات ☐ من 3-6 سنوات ☐ أكثر من 6 سنوات ☐

3- المسمى الإداري الحالي: مدير ☐ مساعد ☐

4- نوع المدرسة: 4-1 ☐ 10-5 ☐ 12-1 ☐

المؤهل العلمي:

دبلوم الكلية المتوسطة ☐ بكالوريوس أو ما يعادله ☐ ماجستير ☐ دكتوراه ☐

برامج التنمية المهنية التي حضرتها (اذكر ثلاث برامج على الأقل)

تاريخه	مدته	اسم البرنامج

ملاحظة: يرجى التكرم بوضع إشارة (   ) حول اختيارك في كل البيانات.

القسم الثاني : درجة توفر فرص المشاركة برامج التنمية المهنية المقدمة لمديري المدارس ومساعديهم ودرجة تكرارها.

	مستوى توفر فرص المشاركة بالبرامج					برامج التنمية المهنية المقدمة لمديري المدارس ومساعديهم	م
	قليلة جدا	قليلة	متوسطة	كبيرة	كبيرة جدا		
						إتاحة الفرصة للإداريين بالمدارس للمشاركة في وضع خطط برامج التنمية المهنية	1
						الدورات التدريبية تحدد وفق الاحتياجات الفعلية لمديري المدارس ومساعديهم	2
						الدورات التدريبية تحدد وفق أهداف التعليم الحالية والمستقبلية	3
						الدورات التدريبية التي تثري الجانب الإداري المعرفي	4
						الدورات التدريبية التي تثري الجانب الإداري التطبيقي	5
						الدورات التدريبية التي ترفع الكفايات المهنية	6
						الندوات والمؤتمرات التي تثري الجوانب الإدارية المختلفة	7
						إتاحة الفرصة لي لحضور المؤتمرات التربوية داخل السلطنة	8
						إتاحة الفرصة لي لحضور المؤتمرات التربوية خارج السلطنة	9
						إتاحة الفرصة لي لحضور زيارات تبادل داخلية بالمنطقة حول الجوانب الإدارية	10
						إتاحة الفرصة لي لحضور زيارات تبادل خارجية مع المناطق التعليمية حول الجانب الإداري	11
						إتاحة الفرصة لي لحضور الملتقيات التربوية	12
						إتاحة الفرصة لي للمشاركة بدورات تدريبية خارج السلطنة	13
						إتاحة الفرصة لي لاستكمال دراساتي العليا وفق نظام البعثات الكلية	14
						إتاحة الفرصة لي لاستكمال دراساتي العليا وفق نظام المنح	15
						توفير مواقع تربوية تثري الجانب الإداري على الشبكة العالمية الانترنت	16

اذكر برامج أخرى لم تذكر أعلاه مع وضع درجة المشاركة --

القسم الثالث : دراجة فاعلية برامج التنمية المهنية المقدمة لمديري المدارس ومساعديهم .

درجة فاعلية البرنامج					مجموعة برامج التنمية المهنية المقدمة لمديري المدارس ومساعديهم التي تقدمها الوزارة ممثلة بمديرية مسقط :	م
قليلة جدا	قليلة	متوسطة	كبيرة	كبيرة جدا		
					تتصف خطة برامج التنمية المهنية بالوضوح	17
					تتميز خطة برامج التنمية المهنية بأنها قابلة للتنفيذ	18
					تتصف خطط برامج التنمية المهنية بالشمولية لأدواري الوظيفية	19
					تتفق أهدافها مع أهداف تطوير العملية التعليمية	20
					تتفق أهدافها مع أهداف تطوير التعليم الأساسي	21
					تتفق أهدافها مع أهداف تطوير التعليم ما بعد الأساسي	22
					تتفق أهدافها مع مسئولياتي وأدواري الوظيفية	23
					تتفق أهدافها مع الاتجاهات الفكرية والتربوية المعاصرة	24
					تثري معارفي وقدراتي في مجالي الإداري	25
					تساعدني على حل المشكلات التربوية بأساليب علمية.	26
					تساعدني على إعداد خطط وبرامج التنمية المهنية بمدرستي	27
					تمكنني من تنظيم وإدارة الوقت	28
					تمكنني من إدارة الأزمات .	29
					تمكنني من صياغة الرؤية المستقبلية لمدرستي	30
					تكسبني مهارة الإدارة الذاتية	31
					تكسبني مهارة الإدارة المالية	32
					تكسبني مهارة الاتصالات	33
					تكسبني مهارة اتخاذ القرار	34
					تكسبني مهارة إدارة الاجتماعات	35
					تكسبني مهارة إدارة العمل الجماعي	36
					تكسبني مهارة تحديد الاحتياجات التدريبية	37
					تكسبني الثقة بالنفس عند ممارسة مهامي الإدارية	38
					تساعدني من تفعيل علاقة المدرسة بالمجتمع المحلي	39

تابع : درجة فاعلية برامج التنمية المهنية المقدمة لمديري المدارس ومساعديهم .

م	برامج التنمية المهنية المقدمة لمديري المدارس ومساعديهم	درجة فاعلية البرنامج				
		كبيرة جدا	كبيرة	متوسطة	قليلة	قليلة جدا
40	تساعدني على الإبداع الوظيفي					
41	تزودني بمهارة تقويم الكادر الوظيفي بالمدرسة					
42	تمكنني من متابعة تقويم تحصيل الطلاب بالمدرسة					
43	تساعدني في توظيف التقانات الحديثة في انجاز مهامي الإدارية					
44	تمكنني من تبادل الخبرات مع الآخرين .					
45	ترفع من روحي المعنوية تجاه العمل					
46	تزيد من درجة الرضا الوظيفي تجاه العمل					
47	تعزز من مكانتي الوظيفية والاجتماعية في المجتمع					
48	تطور من قدرتي في إعداد أوراق العمل					
49	تطور من قدرتي في الرد على المخاطبات الرسمية					
50	تطور من قدرتي في فهم المشاريع التطويرية التي تتبناها الوزارة					
51	تطور قدرتي في التخطيط اللازم لنجاح العمل					
52	تطور من قدرتي في توطيد علاقة المدرسة بالمجتمع وأولياء الأمور					
53	استخدام أدوات تقويم متنوعة لتقويم برامج التنمية المهنية مثل (الاستبيانات، الملاحظات ، المقابلات، تحليل المحتوى ....الخ)					
	يتصف القائمون على برامج التنمية المهنية بفاعلية في					
54	مجال التدريب					
55	توظيف أساليب تدريبية متنوعة					
56	يتمتعون بقدرات عالية على توصيل المعلومات والمعارف					
	تنفيذ برامج التنمية المهنية مناسبة من حيث					
57	تنفيذ توقيت البرنامج					
58	البيئة التدريبية					

اذكر مهارات أخرى لم تذكر في الفقرات أعلاه: --
-- .

القسم الرابع : الصعوبات التي تحد من فاعلية برامج التنمية المهنية المقدمة لمديري المدارس ومساعديهم .

	درجة الموافقة				صعوبات تحد من فاعلية برامج التنمية المهنية	م
أوافق بشدة	أوافق	غير متأكد	لا أوافق	لا أوافق بشدة		
					ضعف التخطيط لبرامج التنمية المهنية	59
					أهداف برامج التنمية المهنية غير واضحة	60
					برامج التنمية المهنية لا تتماشى مع تطوير التعليم بالسلطنة	61
					برامج التنمية المهنية غير متنوعة	62
					قلة الفرص المتاحة للالتحاق ببرامج التنمية المهنية	63
					برامج التنمية المهنية لا تتوافق مع احتياجاتنا المهنية الفعلية	64
					قلة مشاركتنا في التخطيط والتحضير لبرامج التنمية المهنية	65
					يغلب الجانب النظري على الجانب العملي في تنفيذ البرامج المهنية	66
					قلة توظيف الإمكانات التقنية عند تنفيذ البرامج	67
					ضعف الاستفادة من شبكة المعلومات الانترنت في البرامج المهنية	68
					ضعف كفاءة ومهارة المدربين لبرامج التنمية المهنية	69
					عدم كفاية الزمن المخصص لبرامج التنمية المهنية	70
					عدم كفاية الموارد المالية المخصصة لبرامج التنمية المهنية	71
					ضعف تقويم برامج التنمية المهنية بصورة موضوعية	72
					ضعف تقويم برامج التنمية المهنية بصورة مستمرة	73
					ضعف متابعة نقل أثر التدريب في الحقل التربوي	74
					صعوبة المشاركة في برامج التنمية المهنية	75
					ضعف التعزيز أثناء وبعد المشاركة ببرامج التنمية المهنية	76
					ليس لبرامج التنمية مهنية دور في الترقية الوظيفية	77

اذكر صعوبات أخرى لم يتم الإشارة إليها مع وضع درجة الموافقة:

ما مقترحاتك لتطوير برامج التنمية المهنية مستقبلا:

------------------------------   الباحث

المسمى الوظيفي:.   الجنس:.   المؤهل العلمي :.

الخبرة :.   تاريخ المقابلة /   فترة المقابلة /

1 - ما هي وجهة نظرك حول برامج التنمية المهنية المقدمة لمديري المدارس ومساعديهم في مديرية مسقط؟

2 - ماذا يعني لك مصطلح فعالية البرنامج التدريبي؟

3 - ممكن توضح أنواع برامج التنمية المهنية المقدمة لإدارات المدارس وفرص المشاركة فيها؟

4 - في رايك الشخصي ما هي أهم البرامج المهمة التي حضرتها؟ ولماذا ترى بأنها مهمة

5 - هل شاركت في برامج تنمية مهنية خارج مسقط او خارج السلطنة ؟ صف نوعيتها ومستوى فاعليتها؟

6 - كيف تجد مستوى اجراءات تحديد برامج التنمية المهنية ولماذا؟

7 - من خلال مشاركتك في برامج التنمية المهنية كيف تجد تأثيرها على مدرستك؟

8 - في أي من البرامج التالية تشعر بوجود نقص في المعرفة بها كمدير مدرسة(الاستراتيجيات التربوية- التنظيم – انجاز الطلاب- حل المشكلات- التخطيط- الادارة الذاتية- الادارة المالية- التواصل – أداء المدرسين)

9 - رتب البرامج المهنية السابقة حسب أهميتها ؟

10 ما نوع الاستراتيجيات والصعوبات المهنية التي تحتاج طرحها في برامج التنمية المهنية؟

11 في أي من المهارات والقدرات التي تواجه صعوبة في تطبيقها؟ علل اجابتك

12 حسب رايك كيف يمكن ان نفعل تنظيم برامج التنمية المهنية في مديرية مسقط؟

13 حسب رأيك ما هي التحديات التي تواجه تفعيل برامج التنمية المهنية وما هي الاستراتيجيات تساعد على معالجتها؟

14 هل وجدت أهداف برامج التنمية المهنية تتفق مع مهامك الادارية ومع أهداف تطوير التعليم؟ وضح اجابتك

15 كيف تجد متابعة آثر التدريب في مدرستك؟

16 أين؟ ومتى تفضل المشاركة في برامج التنمية المهنية؟ ولماذا؟

17 - ما هي نقاط القوة في برامج التنمية المهنية المقدمة لمديري المدارس ومساعديهم؟

18 ما هي نقاط الضعف في برامج التنمية المهنية المقدمة لمديري المدارس ومساعديهم؟

19 في رأيك كيف يمكن أن نطور تنفيذ وتنظيم برامج التنمية المهنية بحيث نرفع مستوى فاعليتها؟

والله ولي التوفيق ،،

Appendix B: Interview card (English version)

General Details:-

Interviewee's position: Gender: Qualification:

Experience: **Date of interview: Period of interview:**

<u>Questions of Interview</u>

1- What are your views on professional development programs in Muscat Governorate of Education?

2- What does the term programs effectiveness mean to you?

3- Please, clarify the availability, opportunities, and types of professional development programs in Muscat?

4- In your opinion which one of the programs that you attended was the most important? Justify.

5- Did you participate in professional development programs outside the country? If yes- please describe the kind of programs?

6- How did you find the professional development programs needs procedure?

7- Through your participating in professional development programs, how do you find that you were influenced by these programs? Did you use the knowledge from these programs in the development of your school?

8- In which of the following areas do you feel less knowledgeable as a school principals or assistants: (Strategies- Organization- Students achievement- problem solving-planning- self-management- financial management- communication- teacher performance)?

9- Please rank these areas according to their respective importance?

10- What kind of strategies and problems you need to cover in professional development programs?

11- Which skills or abilities did you find difficult to apply in your school? Justify

12- In your opinion, how can the organizer on the professional development programs be more effective?

13- In your opinion, what are the most important challenges faced in the effective professional development programs in Muscat, and what strategies do you feel can overcome these challenges?

14- Did you find the aims of professional development programs coincide with your administrative tasks and with educational development aims? Justify.

15- How do you find follow –up professional development programs in school?

16- Where and when do you prefer to participate in professional development programs?

17- What are the strengths of the professional development programs provided to school principals and their assistants?

18- What are the weaknesses in the professional development programs provided to school principals and their assistants?

19- In your opinion, how can professional development programs are implemented to develop and promote effective implementation and organization?

Appendix B1: Interview Codes of Case (W) Principal

Text	Code
The professional training opportunities of the participations are limited in some programmes such as the training workshops and meetings. These programmes haven't interested. So I am not attended by the concerned officials but it is general so I don't feel satisfied with the level of participation. I think that there are two programmes from which I benefited. They are the school development performance system and the intercommunication between school and local society. I benefited from the school administration diploma. (W. school principal)	Opportunities for Participation
Professional training programmes are repeated and monotonous which resulted in the absence of participants in the sessions. For instance, the financial aspect is limited and the trainers' performance is not satisfactory. Thus, they are not integral. Most of the school deals with these issues independently and their according to their experience. There are no programmes to develop the qualification, skills and capabilities of the principal and help with their responsibilities.	Training Effectiveness
The professional training programmes lack the appropriate time to organize as they are supposed to be organized at the beginning of the year or in August and at the end of the year. The professional development programmes aren't well arranged by the organizers whether they are administrative supervisors or those who are concerned with the professional training programmes in the Muscat Directorate. There is no opportunity for the targeted people to specify their training needs as they are supposed to send a form to principals and their assistants in June to specify their training needs or through activating the training page in the MOE Portal. (W) School principal.	Orgainsation
Finding qualified trainers and good papers which correlate the theoretical and practical aspects and specify the appropriate time for them, as well as the place are considered challenges encountered by the professional development programmes in the Muscat Directorate. Variability of these programmes and targeting the principals and their assistants will be achieved through intercommunication and discussions with the targeted people themselves, finding out the professional needs, developing them through the cooperation between the departments of Directorate General and attracting experts from universities and educational institutions to provide qualified trainers for training, conveying information, carrying out and dealing with recommendations submitted according to the meetings and educational forums.	Challenges

Appendix B1: Interview Codes of Case (M) Assistant Principal

Text	Code
I have attended many courses in the professional training programmes such as a course about the duties of the assistant headmaster which is considered the first course for me after changing my job title to an assistant headmaster. I participated in workshop about the importance of time and another one about planning. I had only one opportunity to exchange visits with another school in Muscat in addition to attending many meetings and a forum with the advisor of Minster about his field notes concerning the attendance and leave of teachers and applying school regulations. I didn't have the opportunity to participate in the professional training programmes outside Muscat or the sultanate, but I didn't have any other opportunities except those which I have previously mentioned.	Opportunities to participate on PTP
First, the training needs are specified by the Directorate General. Those who are responsible for the professional training programmes and the people who benefit from these programmes have no opinion in this aspect as well as these programmes are not based on a scientific basis although there is a page in MOE portal to specify the programmes by benefited people, but they aren't activated. Thus, we need to refer back to the educational field in this side.	Organisation
On the other hand, all trainers in the Directorate General are not properly qualified. It didn't bring trainers from institutions outside the Directorate General although their presence was important whether they are from universities or any educational scientific institutions specialized in organizing training programmes.	Trainer
The participants are just listeners and they don't have the chance to discuss or express their opinions during the meetings.	Implementation
The timing of programmes isn't appropriate and needs to be reviewed. For instance, why don't they exploit the time at the beginning of the academic year or at the end of the year or in the evening period?	Time

Appendixes C1: Approval letter from University of Malaya.

UNIVERSITY OF MALAYA

23rd February 2010

To Whom It May Concern
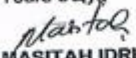
Name   : Humaid Salim Hamdan Al Hajri

I/c No./ Passport No.   : 02256369

Registration No.   : PHA 080012

Programme   : Doctor of Philosophy

Specialization   : Educational Management

This is to confirm that the above candidate is a student in the Doctor of Philosophy, University of Malaya, beginning in semester 2, session 2008/2009.

She/he is currently doing research and would require research data which can be obtained from your school/office/institution/university. We would appreciate it if you are able to assist our candidate in his/her research and would like to thank you in advance for your cooperation.

Thank you.

Yours truly,

MASITAH IDRIS
Senior Assistant Registrar
Faculty of Education

بسم الله الرحمن الرحيم

Sultanate of Oman
Ministry of Education
Directorate General of Education - Muscat
Director General Office

سلطنة عُمان
وزارة التربية والتعليم
المديرية العامة للتربية والتعليم بمحافظة مسقط
مكتب المدير العام

الرقم: م ع ت م/

التاريخ: ٧ / / ١٤٢٧هـ
الموافق: ١٥ / ٣ / ٢٠١٠م

الأفاضل / مُديرو ومديرات مدارس المنطقة   المحترمين

السلام عليكم ورحمة الله وبركاته

الموضوع / تسهيل مهمة باحث

يقوم الفاضل / حميد بن سالم بن حمدان الحجري، بإجراء دراسة حول (تقويم برامج التنمية المهنية لمديري المدارس و مساعديهم بالمديرية العامة للتربية والتعليم بمحافظة مسقط)

ويرغب الباحث في تطبيق أداة البحث على عينة من مديري المدارس و مساعديهم بالمديرية العامة للتربية والتعليم بمحافظة مسقط.

وبالإشارة إلى رسالة مستشارة الوزير لتطوير البرامج التعليمية / المكلفة بأعمال المكتب الفني للدراسات والتطوير ، رقم (٣٤٧) بتاريخ ٦/٣/٢٠١٠م، فإننا نرجو منكم التكرم بتسهيل مهمة الباحث خدمة لأغراض البحث .علماً بأن البيانات المطلوبة لن تستخدم في غير أغراض البحث العلمي ..

شاكرين لكم إسهامكم العلمي
وتفضلوا بقبول فائق الاحترام والتقدير

دكتورة / الجبرية آل نجيم
عضو الدراسات و المتابعة

316

Appendix D: Map of Sultanate of Oman
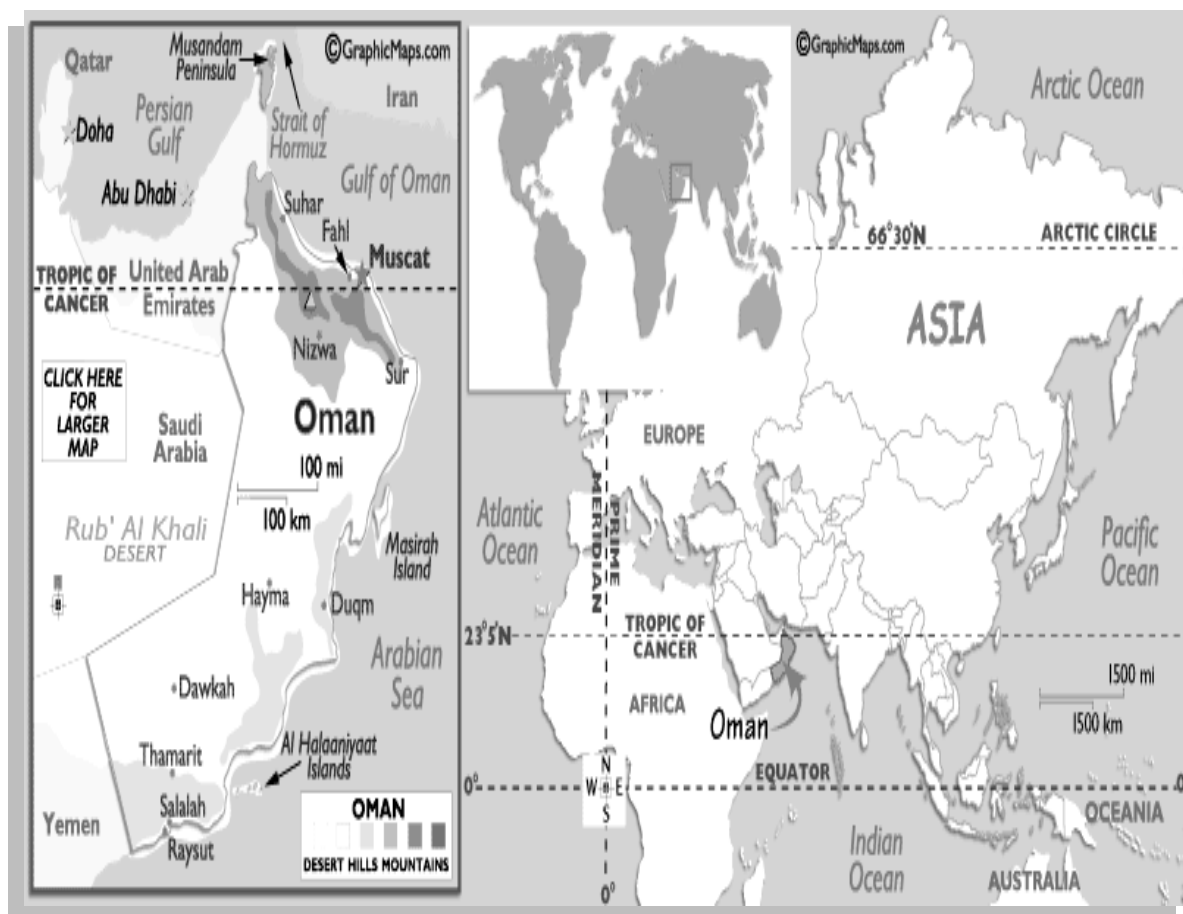
The Educational Directories in Sultanate of Oman are:

1- Muscat Governorate. 5- The North Batinah Region.

2- Dhofar Governorate. 6- The south Batinah Region.

3- Musandm Governorate. 7- The North Sharqiah Region.

4- Al Buraimi Governorate.8- The south Sharqiah Region.

9- Al – Dakhlih Region.   10- Al Dahira Region.

11- Al Wasta Region.

Muscat Governorate has several Wilayat:

Wilayat	Wilayat	Wilayat	Wilayat	Wilayat	Wilayat
Muscat	A'Seeb	Muttrah	Bowsher	Quriyat	Al Amerat

Appendix E: Means and Standard deviation of the effectiveness level(cont.)

No.	Items	VL	L	A	H	E.H	M	Std.	A.D
		N%	N-%	N-%	N-%	N-%			
42	Enhance the academic achievement of the students.	16 7.4	22 10.2	105 48.8	60 27.9	12 5.6	3.13	0.94	A
17	Planning of professional development programmes feature that are clear.	4 1.9	41 19.1	103 47.9	59 27.4	8 3.7	3.12	0.82	A
30	Making the future vision for my school.	24 11.2	28 13.0	79 36.7	66 30.7	18 8.4	3.12	1.09	A
37	Give me the skill of determining the training needs.	21 9.8	19 8.8	107 49.8	51 23.7	17 7.9	3.11	1.01	A
25	Enriches my abilities and acquaintances with the administrative directions	19 8.8	31 14.4	96 44.7	45 20.9	24 11.2	3.11	1.07	A
28	Assist me in saving and using time	17 7.9	31 14.4	92 42.8	64 29.8	11 5.1	3.09	0.97	A
43	Hiring the modern technologies to achieve the administrative tasks	18 8.4	37 17.2	79 36.7	69 32.1	12 5.6	3.09	1.02	A
31	Give me the skill of self-management	24 11.2	22 10.2	95 44.2	58 27.0	16 7.4	3.09	1.05	A
33	Give me the skill of communication	28 13.0	20 9.3	80 40.0	68 31.6	13 6.0	3.08	1.08	A
49	Develop my ability of replying the formal letters	21 9.8	19 8.8	98 45.6	70 32.6	7 3.3	3.10	0.96	A
41	Help me rectifying the school staff.	18 8.4	27 12.6	97 45.1	67 31.2	6 2.8	3.07	0.93	A
50	Ability of comprehending the developing projects	19 8.8	24 11.2	103 47.9	59 27.4	10 4.7	3.07	0.69	A
27	Making plans and educational professional programmesat my school	16 7.4	32 14.9	102 47.4	51 23.7	14 6.5	3.06	0.97	A
47	Enhance my employment and social position in society	21 9.8	29 13.5	92 42.8	62 28.8	11 5.1	3.06	1.00	A

Note. M = mean, *Std* = standard deviation, %= percent, N= Number, V. L= very low, L=Low, A= average, H= high, EH extremely high, AD = agreement degree.

Appendix E: Means and Standard deviation of the effectiveness level(cont.)

No.	Items	VL	L	A	H	E.H	M	Std.	A.D
		N%	N-%	N-%	N-%	N-%			
12	Training courses that enrich the administrative knowledge	6 2.8	55 25.6	84 39.1	60 27.9	10 4.7	3.06	0.91	A
45	Raise my work spirit	31 14.4	32 14.9	69 32.2	67 31.2	16 7.4	3.02	1.15	A
46	Increase the level of professional satisfaction regarding work	20 9.3	37 17.2	91 42.3	56 26.0	11 5.1	3.00	1.00	A
53	Use a variety of tools to evaluate the programs	11 5.1	36 16.7	121 56.3	40 18.6	7 3.3	2.98	0.83	A
48	Develop my ability of preparing the work sheets	24 11.2	34 15.8	93 43.3	54 25.1	10 4.7	2.96	1.02	A
29	Assist me in dealing with crises	21 9.8	33 15.3	108 50.2	42 19.5	11 5.1	2.94	0.97	A
26	It help me to solving educational problem	23 8.4	35 17.2	97 52.6	55 18.1	5 3.7	2.92	0.96	A
40	Help me to professional creative	18/10.7	37/16.3	113/45.1	39/25.6	8/2.3	2.91	0.91	A
32	Give me skill of financial manage	30/14.0	32/14.9	102/47.4	39/18.1	12/5.6	2.86	1.04	A
19	Reflects my professional roles	19/8.8	47/21.9	108/50.5	36/16.7	5/2.3	2.81	0.89	A
13	Training courses that enrich the applied administrative side	15 7.0	68 31.6	81 37.7	33 15.3	18 8.4	2.86	1.103	A
14	Training courses that promote the professional qualification.	12 5.6	68 31.6	88 40.9	36 16.7	11 5.1	2.84	0.94	A
15	Training courses aims coincide with the practical needs of school principals and their assistants	22 10.2	45 20.9	101 47.0	38 17.7	9 4.2	2.84	0.97	A
16	Meeting and Conference that enrich different administrative sides.	57 26.5	56 26.0	70 32.6	27 12.6	5 2.3	2.38	1.07	L

Note. M = mean, *Std* = standard deviation, %= percent, N= Number, V. L= very low, L=Low, A= average, H= high, EH extremely high, AD = agreement degree.

Appendix F: *Means and Standard Deviation of the constraint that Hindering the Effectiveness of PT P in Muscat.*

No	Items	VL	L	A	H	EH	M	Std.	A.D
		N-%	N-%	N-%	N-%	N-%			
77	The functional development program plays no role in functional promotion.	3 1.4	17 7.9	52 24.2	55 25.6	88 40.9	3.96	1.04	H
66	The theoretical side overcomes the applied side while executing functional programs	6 2.8	14 6.5	65 30.2	57 26.5	73 34.0	3.82	1.06	H
76	The weakness of enhancement during and after participating in functional training programs	2 .9	19 8.8	72 33.5	72 33.5	50 23.3	3.69	0.95	H
65	Our participation in functional development programmesplanning and preparing is rare	8 3.7	19 8.8	59 27.4	73 34.0	56 26.0	3.69	1.06	H
73	The weakness of preparing a continuous functional development program	0	18 8.4	81 37.7	81 37.7	35 16.3	3.61	0.85	H
75	Participating in functional training development is difficult	5 2.3	25 11.6	80 37.2	60 27.9	45 20.9	3.53	1.02	H
72	Poor evaluation of objectives of functional development program	0	23 10.7	90 41.9	69 32.1	33 15.3	3.52	0.87	H
59	The poor planning of professional development	6 2.8	20 9.3	83 38.6	70 32.6	36 16.7	3.51	0.97	H
71	Financial resources that support the functional development programmesare insufficient	6 2.8	25 11.6	76 35.3	70 32.6	38 17.7	3.50	1.004	H
68	The weakness of using the Internet facilities in functional development	6 2.8	29 13.5	82 38.1	60 27.9	38 17.7	3.44	1.02	H
74	Poor supervising in transferring training in the educational field	2 .9	41 19.1	71 33.0	69 32.1	32 14.9	3.40	0.99	H
63	The rarity of functional development participation chances	15 7.0	27 12.6	84 39.1	40 18.6	49 22.8	3.37	1.16	A
67	Hiring applied technical abilities while executing programmesis rare	8 3.7	26 12.1	97 45.1	56 26.0	28 13.9	3.32	0.97	A

Appendix F: *Means and Standard Deviation of the constraints (cont).*

No	Items	VL	L	A	H	EH	M	Std.	
		N-%	N-%	N-%	N-%	N%			A.D
60	The goals of functional development are not clear	9	30	89	58	29	3.31	1.01	A
		4.2	14.0	41.4	27.0	13.5			
70	Insufficient time for functional development programs	5	51	71	69	19	3.21	0.98	A
		2.3	23.7	33.0	32.1	8.8			
62	Functional development programmes do not vary	14	34	88	56	23	3.18	1.03	A
		6.5	15.8	40.9	26.0	10.7			
64	Functional development programmesdon't cover practical functional levels	11	38	99	55	12	3.08	0.92	A
		5.1	17.7	46.0	25.6	5.6			
69	Effectiveness and skills of the trainers of the functional development are poor	12	46	107	36	14	2.97	0.92	A
		5.6	21.4	49.8	16.7	6.5			
61	The goals don't coincide with educational development in Oman	16	16	89	21	28	2.92	1.09	A
		7.4	7.4	41.4	9.8	13.0			
Mean = 3.42									

Note. M = mean, *Std* = standard deviation, N= number, %= percent V. L= very low, L=Low, A= average, H=

high, EH= extremely high, AD = agreement degree

Appendixes H: Panel Members.

N	Name	Position
1	Dr. Humuad Al hashmi	Professor
2	Dr. Saeed Al farsi	Professor
3	Dr. Ali Al Matani	Professor
4	Salim Al blushi	Management Supervisor
5	Zwana Al Mahrazi	Management Supervisor
6	Salim Al apri	Management Supervisor
7	Ali Al Watia	Management Supervisor
8	Hamad al hashami	School principal
9	Saeed Al hajri	School principal
10	Naser Al hajri	School assistant principal
11	Maya Al hajri	School assistant principal
12	Muhammad Saeed	Head teacher