

AMERICAN UNIVERSITY OF BEIRUT

IDENTIFICATION AND ALIGNMENT OF LEBANESE
TEACHERS' AND PRINCIPALS' PERSPECTIVES OF
EFFECTIVE SCHOOL LEADERSHIP

by
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AN ABSTRACT OF THE THESIS OF

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Title: Identification and Alignment of Lebanese Teachers' and Principals' Perspectives of Effective School Leadership

This study explored the concept of effective school leadership from the perspectives of Lebanese practitioners mainly principals and teachers. The study has a three-fold purpose: (a) to develop a grounded, context-based model that reflects principals' and teachers' perspectives of leadership effectiveness, (b) to identify the degree of alignment between their perspectives, and (c) to compare Lebanese conceptions of effective school leadership with Western-based conceptions included in a model constructed from literature which combines instructional and transformational leadership characteristics. The study used a qualitative research design which employed the grounded theory methodology. Data were collected using individual, in-depth interviews with twelve principals and twelve teachers representing public, private and private-free schools. Data were analyzed and coded using the constant comparative approach where the researcher began analysis with the first data collected and constantly compared the properties of concepts and categories among the emerging data sets so as to generate themes. Two compiled profiles were generated in this study: the first highlighted the principals' views and the second the teachers'. Then, a combined profile – the grounded profile – was built comprising characteristics of effectiveness that were prevalent in the responses of ten or more participants. The findings of the study revealed (1) a striking agreement between teachers' and principals' responses on most of the main characteristics of effectiveness; (2) characteristics of effectiveness as conceived by the Lebanese practitioners reflect a leadership model based in possessing interpersonal skills and exceptional personal traits, and dominated by organizational and instructional managerial practices; and (3) comparison between the themes of the grounded model and the Western-based model reveal a few areas of similarities and many areas of differences, some of which were unique to the Lebanese context in which there was emphasis on the conception of an effective leader as someone who possesses exceptional personal traits and who protects the school from societal and political turmoil. Recommendations for practice and research were then suggested.

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CHAPTER 1

INTRODUCTION

Effective schools are desired goals of societies. Research has extensively examined ways to increase school effectiveness and identified principal leadership as one main component of effective schools (Southworth, 1990). Studies on leadership have proved that effective and successful schools are led by powerful and effective leaders who contribute to the school's success (Dinham, 2005; Mortimore, 1993). Despite the copious amount of literature on this topic, what has been learned about leadership has not depended on a single widely-accepted definition; rather it has left us with countless definitions of the term (Stewart, 2006). From a qualitative perspective, Jantzi & Leithwood (1996) suggest that the best way to measure leadership is through conceptualizing it in light of the perceptions of people who experience it. It is needless to say that as such a concept is perceived differently, it is practiced differently by leaders and principals in educational organizations across diverse contexts. Thus, understanding leadership as perceived by principals and teachers in the Lebanese context constitutes the main focus of this study.

Purpose and Statement of the Problem

This study aims to gain insight into the phenomenon of effective leadership of school principals as conceived by teachers and principals in Lebanon. The study has a three-fold purpose: (1) identify conceptions of teachers and principals of effective leadership of school principals; (2) compare teachers' conceptions of leadership effectiveness with those of principals'; and (3) analyze the emerging effectiveness

characteristics by comparing them to instructional and transformational characteristics included in a Western-based model that has been constructed from literature.

Research Questions

In this study, the following research questions are investigated:

1. How do Lebanese teachers and principals conceive of effective leadership of school principals?
2. To what extent is there alignment between principals' and teachers' conceptions of effective leadership of school principals?

Rationale

Western literature has extensively researched the concept of effective leadership of school principals and shed light on teachers' and principals' perceptions of the concept (Blase, 1987; Borzak, 2010; Daresh, Gantner, Dunlap & Hvizdak, 2000; Harris, Day & Hadfield, 2003; Oyinlade, Gellhaus & Darboe, 2003). Studies which describe perspectives of practitioners on school leadership provide an understanding of the concept in the context in which leadership is practiced. While studies reflecting perspectives on effective school leadership are copious in the West, they are almost non-existent in the context of Lebanon. Because leadership is a culturally-dependent concept (Dimmock & Walker, 2000; Hallinger, 1995; Hofstede & Hofstede, 2005), any conceptualization of leadership should be framed in light of the context in which it is embedded while attending to the cultural factors shaping it, rather than blindly accepting and adopting leadership models that have been generated in other cultural contexts (Dimmock & Walker, 2000; Hallinger, 1995). Hallinger (1995) proposes that

before adopting any models grounded in the West, researchers and scholars should question the ‘portability’ of Western knowledge and the appropriateness of its adaptations, as it concerns professional practice (Hallinger, 1995).

Accordingly, one of the main goals of this study is to develop a context-based conceptual understanding of effective school leadership as perceived by principals and teachers in Lebanon. While plenty of the studies on leadership in Lebanon and the Arab countries have examined the leadership styles of principals, yet - as far as the researcher knows - none provided a culturally-based understanding of the concept, nor compared perspectives of teachers about leadership to those of principals. In addition, almost none compared Lebanese conceptions on school leadership with Western-based conceptions (Karami-Akkary, 2013), which is where this study comes in handfull.

Teacher and Principal Perspectives in Western and Arab Literature

Studies on leadership in developed countries such as the United States reveal that principals and teachers show preference to instructional and transformational aspects of leadership (Balyer, 2012; Blase, 1987; Harris et al., 2003). For example, participants in Harris et al.’s study (2003) seem to value principals who set and communicate a school vision, encourage and motivate staff members, supervise instruction, oversee curriculum development and implementation, delegate tasks to teachers, promote teachers’ development and build on their strengths, and identify weaknesses and remedy them, etc. On the other hand, in developing countries, including Arab states and Lebanon, studies reveal three forms of leadership which teachers and principals are inclined to: the transactional, managerial, and instructional leadership forms.

Transactional leadership, which according to Leithwood & Duke (1999) entails a process of mutual exchange between the principal and staff members for the purpose of accomplishing organizational goals (Murphy and Seashore, 1999), has been revealed in studies by Sabri (2008) and Al-Ali (2011). Being a transactional leader requires possessing strong personal characteristics, knowledge and skills. Sabri's study (2008) that explored Iraqi principal and teacher perceptions of the principal's most essential leadership qualities revealed that characteristics including good ethics, confidence, honesty, anger management, persistence and respect topped the list of essential characteristics while practices as building leadership capacity and delegating authority were viewed by teachers and principals as the least essential (2008). Similarly, findings of Al-Ali (2011) revealed that Jordanian teachers conceived of intelligence, knowledge, experience, and the principal's sense of responsibility as essential leadership characteristics of primary school principals. Teachers emphasized less the principals' role in motivating the staff, taking their suggestions into consideration and elevating their team spirit (2011).

The second form of leadership prevailing in developing countries is the managerial which involves engaging in administrative tasks and ensuring the proper functioning of school systems (Karami-Akkary, 2013; Trnavcevic & Vaupot, 2009). In Trnavcevic & Vaupot (2009) for example, practices such as organizing and monitoring tasks, supporting smooth processes taking place at the school, and taking care of finances, buildings and equipment were perceived to be essential practices of effective school principals.

The third and final form of leadership dominant in developing countries is the instructional in which the leader engages in tasks that have direct impact on students'

learning. Such form of leadership has been revealed in a number of studies (Habli, 2006; Trnavcevic & Vaupot, 2009; Yehia, 2009; Sabri, 2008; Al-Ali, 2011). For example, Habli (2006) that examined the practices of a principal of a successful school in Lebanon situated in a context characterized by social and behavioral problems such as low-income families, unemployment, and inner city deprivation, etc. revealed a number of instructional practices which were regarded as effective by teachers participating in her study. These practices include: sharing the vision, involving the staff, creating a good learning environment, involving the parents and securing outside support (Habli, 2006). Further, Yehia's study (2009) which described Lebanese teachers' (and students') perspectives of the grounded and preferred principal roles found similarities between teachers' perspectives of both roles on each of the following instructional/transactional competencies: educational, interpersonal, professional and managerial.

Unique Working Contexts of Principals in Lebanon

The Lebanese educational system has some unique features which shape the professional practice of school leadership. Bureaucracy as an organizational arrangement is dominant in educational settings, especially in the public school sector where principals work under a highly centralized bureaucratic system (Akkary & Greenfield, 1998) and face difficulties trying to hold teachers accountable for maintaining high quality performance within the classroom. The Ministry of Education and Higher Education (MEHE) mandates regulations without taking into consideration the specific needs of the schools, thus making principals responsible for implementing policies handed down to them. On the other hand, private school principals have some autonomy in making some school decisions (Akkary & Greenfield, 1998), yet in most

cases the scope of authority of these principals does not include their ability to make strategic decisions without securing the approval of the school's board or the central administration of the owning foundation. Moreover, Lebanese principals operate in a highly politicized context that shape their role responsibilities especially when it comes to the limited time they are able to allocate to supervise instruction in comparison with the demands of their public relation role (Karami-Aakkary, 2013). Last but not least, Lebanese principals rarely receive formal training prior to being appointed. Learning their role takes place mostly on the job, and only a small percentage have had exposure to the international theoretical knowledge on effective leadership prior to becoming school principals (Akkary & Greenfield, 1998). In light of such work contexts it becomes valid to question how Lebanese principals and teachers conceive of effective leadership and whether their perceptions align with models of effectiveness prevalent in developed countries, especially that studies have revealed notable discrepancies between principals of the United States and Lebanon in the perceived roles of the principalship (Akkary & Greenfield, 1998; Karami-Akkary, 2013). While principals in the United States are responsible for instruction, teaching methods, curriculum and evaluation, Lebanese principals do not appear to be instructional leaders who seek to help their teachers improve their instructional methods or the curriculum; in addition, they are not concerned with the difficulty of maintaining a balance between their managerial and instructional responsibilities (Akkary & Greenfield, 1998). This study aims to shed light on the conceptions of Lebanese school practitioners (principals and teachers) of effective school leadership and to compare their conceptions of effectiveness to instructional and transformational leadership characteristics included in

a Western-based model constructed from literature, so as to delineate culturally-based differences.

Studies Comparing Teachers' and Principals' Perspectives

Despite the enormous number of studies on leadership, very few (Poirier, 2009; Yu, 2004) investigated commonalities or differences between teacher and principal perspectives of the concept. This study fills in the gap in the international literature by comparing perspectives of principals and teachers on leadership to identify any commonalities and/or differences. Principals and teachers are key school practitioners and any attempt at understanding the school or the educational system must take both their perspectives into consideration. Similarity between the perspectives of both parties might be evidence that principals have been leading their schools in the way that they perceived (Yu, 2004). Comparing perspectives on effective leadership constitutes a goal of this study.

Significance of the Study

This qualitative research is based on the interpretivist approach which assumes that reality is constructed by individuals who participate in it through the interactions they make within their social networks (Gall, Gall & Borg, 2010; Merriam, 1998). Therefore, understanding reality can only be achieved through understanding the meaning embedded in people's experiences (Merriam, 1998) which they construct "based on their subjective consciousness of experience from moment to moment" (Gall et al., 2010). Findings of this study have implications for theory and for practice. First, they provide information about the forms of leadership that teachers and principals

consider most valuable. Principals hold a position that is key to the functioning of their schools, and educational reform projects cannot ignore occupants of this position if they are to succeed (Akkary & Greenfield, 1998). Second, the study reveals areas of commonalities and differences between teacher and principal perspectives of leadership effectiveness informing principals and teachers as they work to improve their practice. In fact, researchers agree that “exploring teachers’ perceptions of their principals’ leadership behaviors better equips present and future principals with the tools to create a school climate conducive to improving students’ achievement” (Leech & Fulton, 2002, p. 4). Third, findings elucidate the conceptual underpinnings of the phenomenon of effective principal leadership as conceived in the Lebanese context and highlight the areas of similarities and differences between Lebanese and Western-based conceptions of effectiveness. In sum, the study provides information that can inform policy makers and educators involved in the preparation of school leaders while emphasizing the need for school educators to engage in clear and continuous communication about the responsibilities of an effective principal (Poirier, 2009). Further, conceptions of leadership effectiveness grounded in the Lebanese context may lay the foundation for the development of context-based standards and quality indicators that can form the bases against which principals’ performances and principal preparation programs in Lebanon can be evaluated. Finally, this study may be the basis for future research that allows for better generalization of the results.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Strong leadership has been identified as one of the most important factors of effective and successful schools (Dinham, 2005; Hallinger & Heck, 1998; Robinson, Lloyd & Rowe, 2008; Yager, Pedersen, Yager & Noppe, 2011). In order to situate the focus of this research in the existing body of knowledge, a review of literature has been conducted. This review is reported under two main sections: a review of theoretical literature including: (1) definitions of leadership; (2) evolution of leadership theories; (3) models of contemporary leadership; and a review of empirical literature including the following parts: (4) studies on the impact of leadership on school effectiveness; (5) studies on perspectives of teachers and principals of effective leadership; (6) studies comparing teacher and principal perspectives; and (7) research on school leadership in the Arab world. The chapter concludes with a theoretical model that reflects the researcher's theoretical position followed by a summary of the chapter.

Review of Theoretical Literature

In this section, the researcher sheds light on the various definitions of leadership and outlines the way the concept has evolved starting with the trait theory till the emergence of the transformational theory of leadership. The review also presents in details some of the most prevailing and contemporary leadership models in the Western literature. This section concludes with two leadership models that have been proven to be the most prevailing leadership models researched till date.

Definitions of Leadership

There is wide agreement that leadership has been, and will continue to be, a major focus in the era of school accountability and school restructuring (Stewart, 2006). The term has been given a broad range of definitions that had made it challenging for anyone to determine what it is or how it should be defined. Despite the abundance in studies on leadership, what has been learned so far has not depended on a fixed definition of the concept (Stewart, 2006).

Researchers, scholars, and social scientists have provided different definitions of leadership. According to Pozner (2000), leadership is the ability to “synthesize the capacity to connect knowledge and action, ethics and effectiveness, (and) policy and administration in processes that lead to continual improvement of educational practices; to explore and exploit all possibilities and to innovate in a permanent systematic process” (Slater, Boone & Alvarez, 2006, p. 156). For Burns (1978), leadership is the encouragement of followers to act for goals “that represent the values and the motivations – the wants and needs, the aspirations and expectations – of both leaders and followers” (p. 19); consequently, according to Burns (1978) leadership must be aligned with a collective purpose and leaders should be judged by their ability to make social changes. Other definitions associate between leadership and an influence action. According to Rost (1991), leadership is an influence relationship between leaders and followers both of who intend real changes that reflect their mutual purposes (King, 1994). For Musimo (1985), it is the role behavior of a specific member who exerts a lasting and positive influence on fulfilling the group’s functions of problem solving or goal achievement (Wen, 1999). According to Sergiovanni (1989), leadership is “the process of persuasion and example by which a leader or leadership group induces

followers to act in a manner that enhances the leader's purpose or shared purposes" (Wen, 1999, p. 31). More modern definitions of leadership put at its core definition the ability to provide direction, exercise influence and inspire others towards the accomplishment of organizational goals (Bryman, 2007; Leithwood & Riehl, 2003). According to Kouzes and Posner (2003), an effective leader has the ability to "challenge the process, inspire a vision, enable others to act, model the way, and encourage the heart" (p.8). The numerous definitions of leadership reflect the assumption that it "involves a social influence process whereby intentional influence is exerted by one person [or group] over the people [or groups] to structure the activities and relationships in a group or organization" (Yukl, 1994, as cited in Leithwood & Duke, 1999, p. 46). Thus, the difference in leadership models might be accounted for by differences in who exerts influence and how, the purpose for the exercise of influence and its outcomes (Leithwood & Duke, 1999). The various definitions of leadership make it somewhat hard to measure, which is why Jantzi and Leithwood (1996) propose conceptualizing leadership in terms of the perceptions of those who experience it.

The Evolution of Leadership Theories

Leadership has witnessed considerable changes in its practice over time. Initially the concept focused on the Great Man theory developed originally by Thomas Carlyle in 1840 (Australian Public Service Commission APS, n.d.). This theory introduces leaders as 'great men' or 'heroes' who are born not made; these people possess "inherent talents and abilities that set them apart from the population at large and which enabled them to achieve great success" (Retrieved from: https://www.microtech.net/sites/default/files/the_evolution_of_leadership_theory_revised.pdf). The theory then evolved into the "trait theory" (Zaccaro, Kemp, & Bader, 2004)

which focuses on who leaders were instead of what they do. The trait theory assumes that leaders possess universal traits and characteristics that make them leaders (APS, n.d.). Due to the shortcomings of the theory – which does not take into account the different situations that the leader faces and the various types of individuals he/she leads, scholars shifted their attention to what the leader does instead of who he/she is, and thus the behavioral theory of leadership emerged.

The behavioral theory centers on two dimensions of leadership behavior: the task-related which focuses on job accomplishment and involves how leadership is being practiced, and the people-oriented which focuses on the interpersonal relationships between the leader and the human personnel, demonstrated by feelings of concern and support towards them.

Situational leadership. As the leadership theories kept evolving, and after analyzing a number of studies on the concept, Stodgill (1948) could not identify a set of common traits of leaders; he concluded that “a person does not become a leader by virtue of some combination of traits; but the pattern of personal characteristics of the leader must bear some relevant relationship to the characteristics, activities, and goals of the followers”. Findings of Stodgill (1948) - among others - called considerable attention to the context within which leadership is exercised and as a result, situational and contingency leadership models emerged (APS, n.d.). In situational leadership, one type of leadership cannot be right all the time, instead a leader can employ different styles depending on the situation, and both “the orientation of the manager (either task- or relations-focused) and the maturity of the employee” (APS, n.d., p. 8).

Contingency theory of leadership. In 1967, Fred Fiedler proposed the contingency theory which focuses on “how leaders respond to the unique organizational

circumstances or problems that they face as a consequence, for example, of the nature and preferences of coworkers, conditions at work and tasks to be undertaken” (Leithwood & Duke, 1999, p. 54). Contingency theory is thus based on the idea that leadership is context dependent and is the result of the leader’s adopted style and the demands of the situation; that is situations which are very favorable (relations between group members are strong, the relations between the leader and the group are positive and the task is structured and clear) or not favorable at all (relations between group members are poor and the task is ambiguous) call for task-oriented leaders due to their assumed effectiveness under such conditions. On the other hand, situations which have intermediate favorableness (moderate, non-crisis conditions) call for relations-oriented leaders to build cohesion among members and exert influence (Henman, 2012, retrieved from: <http://www.henmanperformancegroup.com/articles/Leadership-Theories.pdf>).

A number of scholars criticized the contingency theory and considered it to be too narrow and failing to address situations when “neither an employee-oriented or structured leader is indicated” (Hermnan, 2012, p. 9). Following this theory several models of leadership emerged until the transformational leadership theory was introduced by Bass. In what follows a general review is provided of the contemporary models of leadership which emerged starting in the 1980s.

Models of Contemporary Leadership

For school principals, leadership may take several generic forms: moral, participative, managerial, transactional, instructional, transformational, etc. The last two models, instructional and transformational, have emerged as two of the most frequently studied models of leadership in the West. Both models have been highlighted in this

review along with a brief description for each of the other contemporary leadership models mentioned.

Moral leadership. Moral leadership focuses on the values, beliefs and ethics of the leader to which members within the school can relate, and deals with what is considered right and wrong (Leithwood & Duke, 1999). This type of leadership “requires leaders to articulate these beliefs and encourage all actors to be drawn in and regarded for their contribution” (Harris et al., 2003, p. 75). Forms of leadership referred to as the *symbolic*, *democratic*, or *political* fall under this leadership type.

Participative leadership. This form of leadership is based on the assumption that participation of group members enhances organizational effectiveness, and thus it stresses on the role of the group in the decision making process (Leithwood & Duke, 1999). Under this form of leadership, authority is given to any stakeholder in the school who has the adequate expert knowledge to make decisions and to implement them. According to Leithwood and Duke (1999), participation in the decision making process increases teachers’ (or the staff) commitment to implementing the decisions that have been made. This form of leadership complements the transformational leadership model which will be discussed later in this review.

Managerial leadership. Managerial leadership focuses on the functions, tasks, or behaviors of the leader and assumes that once these functions are carried out proficiently, organizational work becomes smoother (Leithwood & Duke, 1999). In managerial leadership, authority is allocated to the person who holds an administrative formal position “in proportion to the status of those positions in the organizational hierarchy” (p. 53). A managerial leader is concerned with maintaining organizational stability and implementing the policies through conducting tasks such as planning,

budgeting, organizing, supervising, coordinating and staffing (Leithwood & Duke, 1999).

Transactional leadership. This form of leadership occurs when a person takes initiative in making contact with others with the intent to exchange one thing for another (Leithwood & Duke, 1999), thus it describes a “give and take” working relationship between leader and follower (Lai, 2011). According to Avolio and Bass (2004), transactional principals strive to make a balance between realizing the school’s goals and the staff’s needs; they aim to achieve the school vision and mission and at the same time ensure that the staff’s needs are being met. Leaders who are transactional possess specific personal characteristics which would help them make effective rapport with followers in order to achieve organizational purposes. In transactional leadership, the team members agree to obey their principals and conform to the school regulations. In return, the principal rewards them for their compliance and motivates them by giving incentives to increase their productivity, yet at the same time he/she has the right to use authority to apply sanctions whenever necessary (Avolio and Bass, 2004). According to Wirt and Krug (1998), transactional leadership involves the “classic use of standard operating procedures in an organization, in which change is not anticipated—indeed, resisted” (p. 230); a definition which probably fits the day-to-day nature of the principals’ work.

Instructional leadership. Instructional leadership gained recognition in the early 1980s as a result to research on effective schools. It is defined as a series of behaviors designed to affect the growth of students and classroom instruction directly through supervision, staff development and modeling (Leithwood, 1994). Most conceptions of instructional leadership allocate authority to people in formal positions,

usually the principal. Based on this type of structure, when principals execute essential tasks, teaching and learning improve (Stewart, 2006). Instructional leadership has often been characterized as being top-down in which principals appear to be directive leaders who mainly want to induce change in learning and teaching. Additionally, it is characterized as being transactional in the sense that it seeks to manage and control organizational members to move towards a predetermined set of goals (Hallinger, 2003). Instructional leadership targets first-order variables in the change process in which the principal seeks to influence conditions that directly impact the quality of instruction and hence affect students' achievement (Leithwood, 1994).

Marks and Printy (2003) re-conceptualized the term 'instructional leadership' and introduced the concept of *shared* instructional leadership in which the principal is the leader of instructional leaders rather than him being the sole leader. This was proposed because it was believed that one administrator cannot serve as the only instructional leader without collaborating with other educators. However, in light of current restructuring initiatives designed to take schools into the twenty-first century, this model no longer appears to capture the heart of what school leadership will have to become; as an alternative, transformational leadership emerged as an effective leadership model (Marks and Printy, 2003).

Transformational leadership. Transformational leadership is the ability of a person to reach others in ways which raise human consciousness, build meaning and inspire human intent (Leithwood & Duke, 1999). It aims to foster capacity development and personal commitment to organizational goals on the part of leaders' colleagues by motivating them towards these goals (Leithwood & Jantzi, 1999).

The call for transformational leadership in the last decade has focused on two assumptions (Leithwood, 1994): First, the means and ends for school restructuring are uncertain. The focus on leadership practices intended to directly influence instruction, which is the focus of instructional leadership, is not enough to cause significant change in schools; rather, the focus on employee motivation and commitment complements the direct practices and leads to significant change in schools. Second, school restructuring requires first order changes which affect the growth of students and classroom instruction, and second order changes which seek to increase the capacity of school personnel to produce first-order effects on learning (Leithwood, 1994). While instructional leaders focus on producing first order changes, transformational leaders promote second order changes by creating the conditions under which others are committed and motivated to work (Hallinger, 2003; Leithwood, 1994). According to Hallinger (2003), transformational leadership is a type of shared or distributed leadership in which the principal stimulates change through bottom-up participation and in which authority and influence are not necessarily allocated to people occupying formal administrative positions; rather, power is attributed by members of the organization to whoever is able to inspire their commitments to collective aspirations (Leithwood & Jantzi, 1999). In doing so, transformational leaders can be directive and authoritarian, or participative and democratic based on the context in which leadership is practiced (Leithwood & Jantzi, 2005).

Review of Empirical Literature

This section presents a review of the international and Arab region empirical literature that sheds light on the impact of leadership on school outcomes and its

contribution to effective schools, as well as it explores the perspectives of teachers and principals on the practices of an effective school leader. The section is followed by one that presents a model that the researcher proposes; one that has been developed from literature and that reflects the researcher's stand on effective leadership.

Studies on the Impact of Leadership on School Effectiveness

There is abundant literature that highlights the effectiveness of different models of leadership, particularly the instructional and transformational, on teachers' job satisfaction (Shead, 2010), their performance (Somech, 2006; Walker & Slear, 2011), professional growth (Yager et al., 2011), overall school improvement (Hallinger & Heck, 2010a, 2010b) and organizational performance (Lempesis, 2009; Marks & Printy, 2003; Muijs, 2011). Hallinger and Heck (1998, 2010a) distinguish between four types of leadership effects on school outcomes: (1) direct effects on student learning; (2) reciprocal effects, where through the process of mutual effects between the principal and the teacher, outcomes are affected; (3) mediated effects, where change in leadership is the driver for change in student learning, and (4) reversed mediated effects in which changes in learning outcomes cause changes in leadership. At the same time, Hallinger and Heck (1998 & 2010a) conclude that change in leadership produces mediated effects on school outcomes but fails to have direct influence on student learning and achievement. A conclusion contended by Robinson et al. (2008) who reveal that both instructional and transformational leadership have positive impact on student achievement; however, the former has a direct impact whereas transformational leadership works indirectly through influencing the school culture, social networks, people's behaviors and teacher practices (including planning, pedagogical or instructional quality and teacher efficacy) (Leithwood, Harris & Hopkins, 2008;

Leithwood & Jantzi, 2005; Leithwood, 1994). Moreover, transformational leadership positively influences four psychological states of teachers: commitment; attitudes and/or behavior; tendency to adhere to demands for orderliness, and satisfaction (Leithwood et al., 1999, in Stewart, 2006), all of which play a role in affecting the school outcomes.

The impact of instructional and transformational leadership has been the focus of the study by Larsen (1987) who investigated the degree to which principals in high and low-achieving schools implement specific instructional behaviors and studied the effect of these behaviors on achievement. Larsen (1987) used a questionnaire which includes the 29 “most important instructional leadership behaviors” derived from a literature review and administered to elementary school principals and teachers in California. After comparing the frequency of the behaviors between high and low-achieving schools, Larsen (1987) revealed that, from the teachers’ perspectives, high-achieving school principals demonstrated ten instructional leadership behaviors (including goal communication, frequent classroom visits...) more frequently than did low-achieving school principals. Findings emphasize the assumption that principals who demonstrate more instructional behaviors have more positive influence on school achievement. Similar findings have been inferred from Andrews and Soder’s study (1987) which examined the relationship between principal leadership and student academic achievement in Seattle elementary schools. Their study (1987) highlighted the staff’s perceptions of principal leadership in terms of the principal as (a) a resource provider, (b) instructional resource; (c) communicator and (d) visible presence. Findings revealed that the principal impacted the academic performance of students, particularly low achievers; in addition, students’ equivalent gain scores in strong leader schools were “significantly greater in reading and mathematics than those of students in schools

rated as having lower average or weak leaders” (p. 9). This according to the authors emphasizes the significance role of the principal in shaping school outcomes.

A study by Miller, Goddard, Goddard, Larsen and Jacob (2010) examined the relationship between teachers’ collaborative practices and student achievement and highlighted the principal’s role in facilitating such a relationship. In schools where the principal provided instructional leadership, findings revealed higher rates of teacher collaboration and the more time teachers spent collaborating on instruction, the greater their student learning. Findings in Miller et al. (2010) demonstrate a significant direct effect of instructional leadership on teacher collaboration and of collaboration on student achievement. This too was demonstrated in Blase and Blase (2000) where teachers revealed that communication with principals enhanced their motivation and affected them emotionally, cognitively, and behaviorally. Blase and Blase (2000) surveyed over 800 American teachers who identified and described principals’ characteristics which they believed enhanced classroom instruction. Teachers described effective principals as instructional leaders who integrate collaboration, peer coaching, inquiry, and reflection and encourage open communication for the purpose of promoting professional dialogue among educators. Findings in the above studies confirm the notion that the most influential effect of leadership concerns the principal’s role in shaping the school’s mission (Hallinger, 2009). In addition, the principals’ effects on classroom instruction are primarily indirect and operate through the school’s culture (Hallinger, 2005) by creating conditions that have a positive impact on teacher practices and student learning (Hallinger, 2009).

Studies on Perspectives of Teachers and Principals of Effective Leadership

Plenty of studies investigated the perspectives of principals and/or teachers of effective principal leadership and identified it as managerial, instructional, transformational, transactional, or a combination of different models.

Managerial leadership as effective. Principals participating in Daresh et al. (2000) and Trnavcevic & Vaupot (2009) regarded managerial leadership as effective. Daresh et al. (2000) surveyed principals who had an understanding of the complex nature of principal leadership and asked them for their perceptions of the characteristics of effective school principals and of the components that should be included in an effective principal preparation program. Principals responded that technical skills influenced by human relations or legal mandates are the most important aspects of a principal's job. Results of Daresh et al. (2000) were consistent with those of Trnavcevic and Vaupot (2009) in which Slovenian principals viewed effective principals as leaders who take care of financial and legal issues and who have good communication skills: they "organize and monitor tasks within their schools, support smooth processes taking place, focus on buildings, equipment and finances, and cooperate with and achieve a 'balance' between teachers, students and parents." (p. 93). Findings of Trnavcevic & Vaupot (2009) came from a group of inexperienced principals who have not yet been assigned leadership positions.

Instructional leadership as effective. A number of studies explored principals' actual practices in successful schools in order to highlight the form(s) of leadership underlying effective practices of these principals. Pavan and Reid (1990) examined the instructional leadership behaviors manifested by principals of five of the most effective elementary schools in the district of Philadelphia by studying principals'

and teachers' perceptions of the frequencies of the most exhibited principal behaviors described in the Principal Instructional Management Rating Scale (Hallinger & Murphy, 1985). Findings revealed that participants highly valued practices including *developing and enforcing academic standards, framing school goals* and *supervising instruction*.

In another study by Gurr and Drysdale (2005), the authors examined successful principal practices in efficacious schools in two states in Australia by studying the staff's perceptions on how principals contribute to the school's success. Participants from both states from which the data were collected showed remarkably similar instructional practices of principals including: setting and sharing the school vision, building individual capacities, promoting a culture of collegiality, collaboration and trust, allowing shared decision making, and catering for teaching and learning outcomes, etc. (Gurr & Drysdale, 2005).

A study by Walker and Slear (2011) investigated teacher perceptions of principal behaviors that predict teacher efficacy. Teachers with less than fourteen years of experience identified behaviors like *modeling instructional expectations, communication* and *consideration* as predictors of teacher efficacy. On the other hand, teachers with more than fifteen years of experience regarded *inspiring group purpose* as an influencing behavior. Walker & Slear (2011) interpreted their results with a well-grounded assumption that teachers with more than fifteen years of experience have gained a deep understanding of the way a school operates and regard promoting a collaborative environment as the most effective principal practice that leads the school to the accomplishment of its goals.

Another study by Blase and Blase (2000) revealed two dimensions of instructional leadership which teachers considered effective: (1) *promoting reflection*

which entails making suggestions, giving feedback, modeling and using inquiry; and (2) *promoting professional growth* through supporting collaboration efforts, developing coaching relationships among educators, etc. Teachers highly valued both instructional dimensions and believed they positively affected them emotionally, cognitively and behaviorally (Blase & Blase, 2000).

In a different context, a study conducted in Turkey (Yavuz & Bas, 2010) investigated the perceptions of elementary school teachers of the principals' instructional leadership behaviors in Turkey. Teachers in the study highlighted five instructional leadership behaviors they believed were effective: (1) identification of the school purpose; (2) managing instruction; (3) evaluating students; (4) providing support to teachers; and (5) establishing a regular learning-teaching environment. Teachers added that as instructional leaders principals should: (1) adopt supportive and encouraging roles for teachers and students; (2) communicate effectively with students; (3) contribute directly to students' development by participating actively in the instruction process; and (4) reward successful students in different ways (Yavuz & Bas, 2010).

Transformational leadership as effective. Teachers, principals and superintendents in schools for visually impaired students revealed their perceptions of the most essential behavioral qualities for effective leadership (Oyinlade et al., 2003). Participants highlighted characteristics that are both transactional (good listening skills, honesty and good ethics, courage/ firmness, fairness) and transformational (motivation, participative decision making, good interpersonal skills...); however, the majority of the behavioral leadership qualities were transformational in nature (Oyinlade et al., 2003).

Transformational and instructional leadership models as effective. Both transformational and instructional characteristics were emphasized in Harris et al. (2003) and Blase (1987). In Harris et al. (2003) teachers, parents, students and school staff conceived of effective school leadership as entailing tasks pertaining to management, building human relations, stressing on values, developing the school's vision and promoting teachers' professional development. As such, participants, especially teachers, perceived of an effective principal as someone who sets the vision, gives directions, makes tough decisions, delegates authority, takes care of managerial aspects, motivates the staff and promotes personnel development. In Blase (1987), teachers visualized an effective principal as someone who possesses a great sense of morale, has advanced problem-solving skills and knowledge expertise, manages his/her time effectively, motivates staff members and enhances the possibility of interaction between teachers and others (Blase, 1987). Similarly, in Yu (2004), effective principals were perceived as people who share a common vision, consult and collaborate with school members, challenge teachers to participate in research, support professional development, inspire trust, delegate instructional leadership and participate indirectly in instructional processes (Yu, 2004). Results in Yu (2004) were obtained by interviewing principals and teachers in schools administered by the council of Protestant Christian churches in Hong Kong.

Studies Comparing Teacher and Principal Perspectives

Teachers' perceptions were compared indirectly to those of the principals in three studies: Yu (2004), Poirier (2009), and Pavan and Reid (1990). Yu (2004) judged that the principal and teacher views were generally similar in all the schools participating in her study sample. In every school, principals and teachers identified

common themes with high and moderate agreement (Yu, 2004). Similarity between their views on the leadership roles of principals verifies, according to Yu (2004), that the “principals had been leading the school in the way that they perceived” (p. 166).

Pavan and Reid (1990) compared teacher and principal views of principal leadership using items included in Hallinger’s scale (Hallinger & Murphy, 1985). It was evident that there was discrepancy on some subscales, for principals gave high importance to items like *developing academic standards, framing school goals, evaluating instruction, coordinating curriculum, providing incentives for learning* and *communicating school goals*. On the other hand, teachers ranked the items in a different order based on the way they perceived their importance starting with *evaluating instruction*, followed by *framing and communicating school goals* and *monitoring student progress*.

Poirier (2009) examined the differences between principal and teacher perceptions of instructional leadership in an elementary school in Canada. Teachers pointed to the significance of establishing professional aspects, carrying out actions that enhance positive learning environments, coaching teachers and organizing staff meetings. The principal on the other hand identified behaviors such as: setting high expectations for learning, informing staff members about what happens in school, answering questions about learning, and providing new instructional ideas. They also stressed the importance of acquiring personal characteristics such as compassion and empathy. Both the principal and teachers suggested that the principal should be visible at school, as well as he/she should establish school goals in collaboration with parents and staff and should take care of discipline and managerial duties (scheduling, budgeting, etc.) (Poirier, 2009).

The various studies that have been reviewed in this section highlight that school practitioners mainly teachers and principals view effective leadership as managerial, transactional, instructional, transformational, or a combination of more than one form. However, most of the studies conducted in the West do emphasize instructional and/or transformational aspects of leadership, which is not surprising considering the substantial influence both models have on student learning and on school performance whether directly or indirectly as studies have revealed.

Studies on School Leadership in the Arab World

Despite the relative scarcity of research in the Arab region and its questionable quality (Al-Amine, 2001), a growing interest in conducting educational research among Arab scholars left a number of studies, mainly in the form of Master theses and Doctoral dissertations, dealing with the issue of school leadership. Searching Arabic databases such as the Arab Educational Information Network - Shamaa (www.shamaa.org), yielded a number of research studies which tackled the concept of leadership in various ways, most of which have been descriptive of leadership styles and behaviors of principals in the institutions in which they led (Hajal-Chibani, 2010; Wazen, 2007; Al-Ghufeili, 2008; Al-Mekhlafi, 2008). Few studies explored teacher or principal perspectives of effective leadership practices of principals; however, no attempt was made to compare perspectives on leadership. This section is dedicated to present the studies conducted on school leadership in the Arab world.

Studies on leadership in the Arab world explored the preferred leadership roles of principals (Yehia, 2009; Al-Sobei'i, 2009) and the leadership styles prevailing among school principals as perceived by teachers and/or principals (Al-Rashdi, 2010; Al-Fuhaidi, 2009; Muhafza, 2010). Findings of these studies reveal a variety of leadership

styles practiced by principals including autocratic, democratic, *laissez-faire*, participatory and transformational. A great number of studies were dedicated to examine the relationship between principal leadership styles and teachers' creativity and motivation (Ismail, 2008; Al-Saraira, 2012), teachers' organizational commitment and job satisfaction (Al-Harahsha, 2008; Al-Rashidi, 2010; Al-Omar, 2009; Al-Fuhaidi, 2009; Muhafza, 2010; Al-Mekhlafi, 2008), and teachers' moral spirit (Al-Omar, 2009). Some studies did not reveal any significant relationship between the leader's style and the school culture (Al-Fuhaidi, 2009) whereas significant relationships were found between certain styles of leadership and teachers' job satisfaction and commitment (Al-Rashidi, 2010; Muhafza, 2010). Further, a number of studies purposed to evaluate the leadership practices of principals and assess the degree to which they apply specific aspects of the transformational, participatory, and moral leadership models (AbuTina, 2008a; Abdeen, 2012; Al-Omar, 2009; Al-Ghamidi, 2010; Al-Karala, 2008).

Two studies which directly relate to the purpose of this study are that of AbuTina (2008b) and Sherif (2009). AbuTina identified the preferred leadership styles of principals as perceived by teachers receiving an Excellence Award for Teaching and concluded that teachers highly preferred transformational and transactional aspects of principal leadership. Sherif (2009) delineated the effective leadership behaviors of primary school principals based on the total quality standards. Based on these standards, Sherif (2009) argued that an essential requirement for principals would be to hold meetings with teachers and parents, encourage gifted students, provide rewards, support professional development of staff members, provide instructional resources and engage in the evaluation of textbooks. Therefore, according to Sherif (2009), effective principals are required to take part in instructional supervision.

Despite the many studies on leadership, very few adopted a qualitative methodology focusing on developing a grounded theoretical understanding. An exploratory qualitative study by Akkary and Greenfield (1998) examined the role responsibilities of Lebanese school principals from the perspective of the role occupants and identified the contextual factors that shape their work. The study highlighted similarities and differences in the role and work context of Lebanese secondary principals and their counterparts in North America and in other countries in the Middle East. It was found that secondary principals in Lebanon regard themselves as the main people responsible for all aspects of the school functioning including managing the school staff and assigning responsibilities for them. In addition, principals are alleged to have a moral responsibility in service of the community. The study described the principals' role behaviors as including establishing effective communication and relations with supervisors, teachers, students, parents and the external community, supervising the school staff, managing students' academic and discipline problems, implementing policies, managing administrative functions, planning instruction and acting as change agents (Akkary & Greenfield, 1998). Thus, unlike their Western counterparts, principals were concerned with the managerial and political responsibilities more than the instructional dimension of their role.

Given the research that has been conducted on school leadership in the Arab world, it can be concluded that most studies were descriptive of the leadership styles of principals whereas others focused on assessing their leadership behaviors. Among all the studies that were conducted in the Arab world on the topic, very few accounted for perspectives of principals and teachers on effective leadership or for the differences or similarities between their perspectives. Most importantly, with the exception of Karami-

Akkary (2013), in the context of Lebanon no study compared Lebanese conceptions of effectiveness with Western conceptions, which is the aim of this study.

Researcher's Theoretical Position

The literature reviewed in this chapter offers a deep understanding of the concept of leadership and details how effective leadership is defined and perceived by school principals and teachers in Western and Arab cultures. Based on the review, studies on leadership conducted by prominent scholars in the West (Hallinger, 2003, 2005, 2009; Hallinger & Heck, 1998, 2010a, 2010b; Leithwood 1994; Leithwood & Duke, 1999; Leithwood & Jantzi, 1999, 2005; Leithwood & Riehl, 2003) as well as studies that explored teachers' and principals' perspectives of the concept emphasize the conception of an effective leader as someone who is both an instructional and transformational leader of the school.

In the section herein, the researcher presents her conceptual understanding of effective leadership based on the reviewed international literature. Her framework offers an integrated model that includes a combination of instructional and transformational leadership characteristics.

Effective Leadership from an Integrated Perspective

Although a variety of conceptual models have been discussed in educational leadership research, two models have dominated: the instructional and the transformational (Sun & Leithwood, 2012). In the 1980s, instructional leadership gained recognition as an effective leadership model that directs the principal's focus and attention to student achievement. However, researchers criticized this conception as it was considered restrictive and not encompassing of the other roles principals are

expected to play besides improving instruction as the main mean to impact student achievement (Hallinger, 2003). Scholars then shifted their attention to transformational leadership which emerged as a complementary model to instructional leadership. Scholars assert that when these two leadership models coexist, the influence on school performance is substantial (Marks & Printy, 2003). The notion of integrated leadership is one possible answer to settle the discourse between these two leadership constructs. Consequently, adopting an approach that integrates both instructional and transformational leadership models may reflect more comprehensively the complexity of the principal's role while maintaining its promises to positively impact learning for both teachers and students.

From an instructional leadership viewpoint, Hallinger & Murphy (1985) suggest a framework which assumes that the development of the academic core of the school is a key leadership responsibility of the principal. Their model proposes three dimensions of the instructional leadership construct: defining the school's mission, managing the instructional program, and promoting positive school learning. From a transformational leadership perspective, Leithwood and Jantzi (1999) propose a model which entails seven dimensions: building school vision and establishing school goals; providing intellectual stimulation; offering individualized support; modeling best practices and important organizational values; demonstrating high performance expectations; creating a productive school culture and developing structures to foster participation in school decisions (p. 49).

The Theoretical Profile

The below model is constructed based on the models proposed by Leithwood and Riehl (2003) and Hallinger (2003), and represents the researcher's standpoint and

adopted framework on effective leadership. The integrated comprised the following dimensions and characteristics:

Sets directions. This dimension comprises the following characteristics:

- Identification and articulation of a school vision that embodies the best thinking about teaching and learning; inspiring others to reach for ambitious goals; helping people create shared meanings and clear understandings about students and learning.
- Communicating and sharing the school vision clearly and convincingly, framing issues in ways that leads to productive discourse and decision making.
- Establishing school goals while fostering the acceptance of these goals among staff, promoting cooperation among staff members and assisting them to work towards common goals.
- Setting high performance expectations: communicating expectations while at the same time helping others see that what is being expected is in fact possible despite the challenging nature of the goals being pursued.
- Monitoring organizational performance: Assessing the performance of the school along multiple indicators, possessing the skills required for gathering and interpreting information and collecting systematic evidence, as well as skills required for inquiry, reflection and asking critical questions.

Develops people. This dimension addresses the following aspects:

- Providing intellectual stimulation: encouraging reflection and challenging staff to examine assumptions about their work; helping teachers master the complexities of necessary changes.

- Offering individualized support: providing opportunities for individual learning; promoting professional development; showing respect for staff and concern about their feelings; providing incentives to promote change.
- Modeling best practices and important organizational values: maintaining high visibility; setting an example for staff that is consistent with the school goals and values; developing people's capacities and enthusiasm for change.

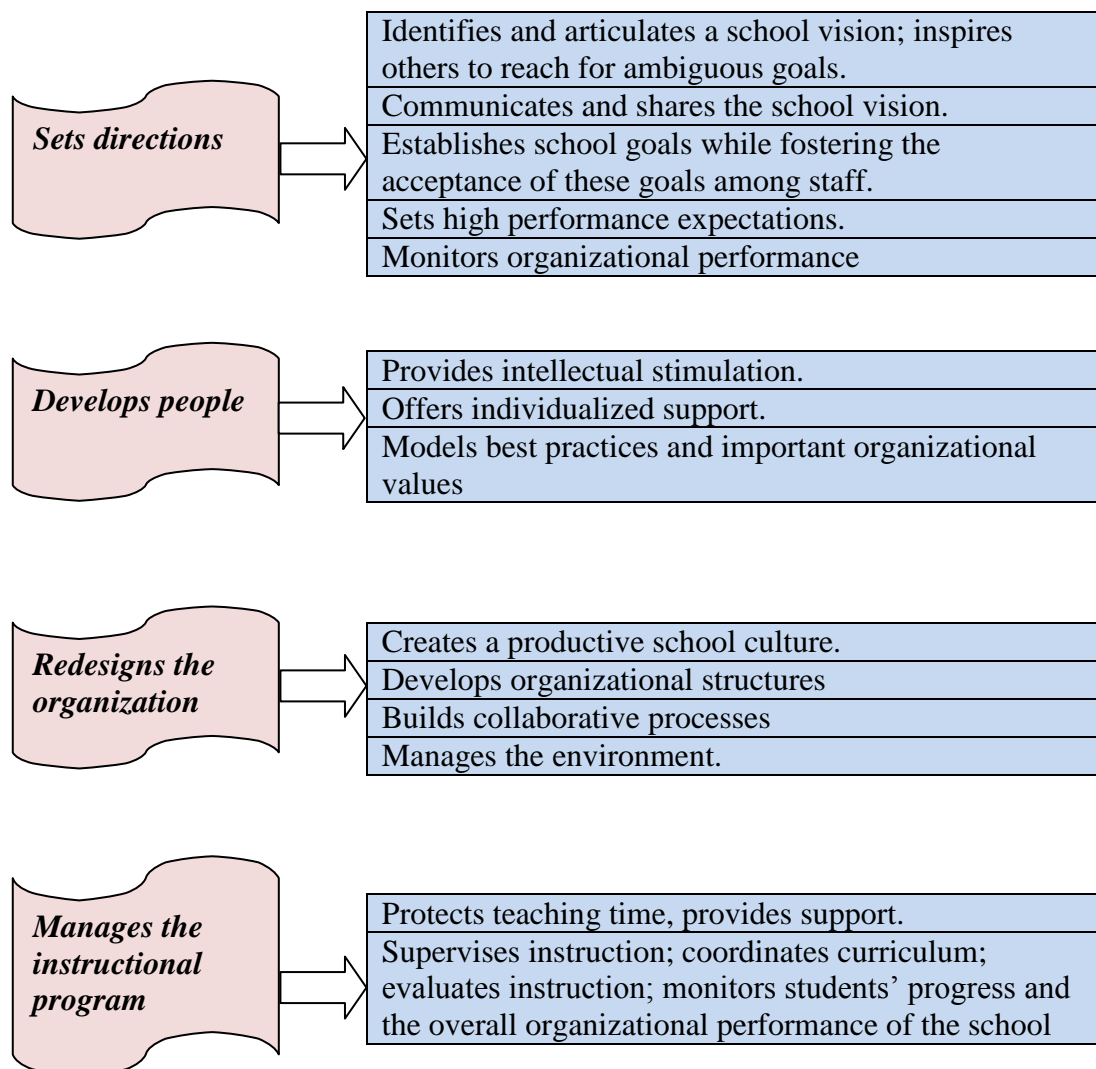
Redesigns the organization. This dimension includes the following:

- Creating a productive school culture that embodies shared norms, values, beliefs and attitudes that promote mutual caring and trust among all members; setting a context within which goals are pursued.
- Developing or modifying organizational structures including how tasks are being assigned and performed, the acquisition and allocation of resources, and all the operating procedures of the school; directing structural changes that establish positive conditions for teaching and learning.
- Building collaborative processes: fostering participation in school decisions, cooperating and consulting with school staff; providing discretion for teachers to make necessary decisions on curriculum and instruction; establishing positive conditions for teaching and learning.
- Managing the environment: building productive relations with parents, community members, business and government liaisons and others to foster shared meanings, garnering support, and establishing inter-organizational relationships.

Manages the instructional program. This dimension comprises the following:

- Protecting teaching time, preventing distractions to staff's work, providing teaching support.
- Coordinating and supervising instruction and curriculum; working with the school staff on evaluating instruction; monitoring students' progress and the overall organizational performance of the school.

Figure 1
Theoretical Profile of an Effective School Leader



Many researchers (Akkary and Greenfield, 1998; Dimmock & Walker, 2000; Hallinger, 1995; Hofstede & Hofstede, 2005; Karami-Akkary, 2013) have raised the issue of the ‘portability’ of knowledge in educational administration and the limitation of transferring these ideas to a context that differs from the culture from which these ideas originated. Getzels, Lipham and Campbell (1968) revealed significant differences in how the traits of leaders are perceived across nationalities (Hallinger, 1995). According to Getzels et al. (1968), “cultural values shape followers’ perceptions of leaders” and these perceptions vary across cultures (Hallinger, 1995, p. 5). As predicated by Hallinger (1995), culture shapes the community context within which the school is located by defining the dominant value orientations and behavioral norms. For example, in the American culture, there is high normative value for cognitive reasoning, and thus people highly value individual achievement which determines ‘best practices’. On the other hand, in the Asian culture, community spirit and collective practices are regarded as ‘best practices’. Akkary and Greenfield (1998) concluded that the role responsibilities of the Lebanese principals presented unique characteristics that reflect the cultural context and were completely absent in the Western role. Consequently, the model of effectiveness constructed for this study by integrating two models which have been proven to be effective in the West has not been used to frame the research questions or to set pre-conceived categories to organize the data collected. Rather, the study followed a qualitative methodology whereby this conceptual model has been held provisionally during the data analysis until categories and characteristics of effective leadership have been derived from the data collected from participants during the interviews. The researcher’s priority was to capture the perspective of the study participants ensuring that the results are grounded in their experiences in the Lebanese

cultural context. Then the theoretical model has been consulted to situate the findings of this study in light of the western literature on effective leadership. The constructed conceptual model was then compared to the emerging grounded profile, and notable differences have been discussed.

Chapter Summary

Multiple conceptions of leadership have been reviewed in this section, and have reinforced the complexity of the concept and of the principal's role in schools. Literature has revealed that strong leadership is one essential component of effective and successful schools. Although different models of leadership have been studied, the primary models which were extensively researched over the past few decades were the instructional and transformational models. Both gained recognition as effective models due to the positive impact they have on school outcomes and on the overall organizational performance. Principals play various leadership roles in their schools and giving them a single role in an effort to improve student performance will be dysfunctional for the principal (Hallinger, 2003). This is why a number of scholars argue that both components of leadership are needed (Hallinger, 2003; Marks & Printy, 2003; Robinson et al., 2008). Characteristics of principals that are instructional and/or transformational have been identified in this review.

Literature on leadership in developed communities as well as in the Arab states has been visited to explore how this concept has been tackled in such a context. In Arab countries, studies were mostly descriptive of the leadership styles of in-service principals whereas a few aimed at evaluating principals' practices. Studies conducted in more developed countries revealed that teachers and principals have shown preference to instructional and transformational aspects giving less emphasis to transactional and

managerial forms. Very few studies compared Lebanese perspectives of leadership, or analyzed Lebanese and Western-based conceptions of the concept to identify commonalities and differences. This study will fill in the gap in literature.

At the end of the review, the researcher has delineated a set of characteristics of effectiveness in a theoretical profile. The model has been constructed and based on Western literature, yet it has been provisionally held till after the data has been collected and analyzed. Gaining insight into the perspectives of Lebanese practitioners of effective leadership and comparing the emerging grounded conceptions with conceptions in the West constitute the focus of this study. The next chapter details the research methodology.

CHAPTER 3

METHODOLOGY

This study investigates the conceptions of Lebanese teachers and principals on effective leadership of school principals and identifies the alignment between their conceptions. The study also aims to analyze Lebanese conceptions based on a Western-based model that has been constructed from literature and which combines instructional and transformational leadership characteristics. The section below details the research questions, justifies the use of the grounded theory methodology approach, and describes its procedures and tools.

Research Questions

Two questions have been investigated in this study, these are:

1. How do Lebanese teachers and principals conceive of effective leadership of school principals?
2. To what extent is there alignment between principals' and teachers' conceptions of effective leadership of school principals?

Research Design

Babchuk (2011) suggests that researchers' choices and enactment of approaches "hold profound implications for the research process and its outcomes, and should be predicated on informed decision-making at all phases of the research." (p. 383). In what follows, the researcher chooses the paradigm, the perspective and the

methodology of the study. Based on these choices, data collection and analysis techniques are derived.

Paradigm Choice

This study employs a qualitative research design in order to gain an understanding of the phenomenon of effective leadership of school principals as explicated by Lebanese teachers and principals. The qualitative research is based on a philosophy called *interpretivism* which assumes that “reality is constructed by the individuals who participate in it” (Gall et al., 2010, p. 343). Greenfield, as cited in Boyan (1978), argues that “educational organizations are not objective phenomena regulated by general laws; rather, they are mental constructs that reflect the perceptions and interpretations of their members” (p.3). However, although as the researcher of the study I adopt a constructivist perspective, I do not necessarily agree with extreme constructivism; rather I believe that within the constructive (subjective) view, one might be able to look for patterns that can be made generalizable in a certain social context. The constructivist paradigm provides a strong reason to why researchers adopt qualitative and interpretive methods of inquiry. A major purpose of the qualitative research is to gain an understanding of the meanings people attribute to social phenomena (Gall et al., 2010). It allows researchers to “get at the inner experience of participants, determine how meanings are formed through and in culture, and discover rather than test variables” (Corbin & Strauss, 2008, p. 12).

Perspective Choice

The perspective chosen for this study is the symbolic interactionist perspective, “a theoretical perspective that assumes society, reality, and self are constructed through

interaction and thus rely on language and communication” (Charmaz, 2006, p. 7). Symbolic interactionism was originally presented by George Herbert Mead and later developed by Blumer (1969). According to Blumer (1969), this perspective is based on the notion that people respond to reality based on their social understanding of it; in addition, they attribute meanings to things and these meanings are derived from people’s social interaction. Symbolic interactionism assumes that “interaction is inherently dynamic and interpretive and addresses how people create, enact, and change meanings and actions” (Blumer, 1969, p. 7). Additionally, the symbolic interactionist perspective provides a rationale that supports the focus of the study on revealing practitioners’ constructions of the concept of effective leadership as a means to gain understanding about how they perceive its nature. For this study the symbolic interactionism perspective was used as a philosophical assumption underlying the study’s design and not as a tool for analysis. The study does not study dynamic interaction per se; its results rather reflect the views of participants on effective leadership which are assumed to be constructed through participants’ social interactions in the natural world.

Methodology Choice

With regards to the choice of the methodology, the study is designed based on the guidelines of the grounded theory originally developed by Glaser and Strauss (1967). As explicated by Corbin and Strauss (2008), the assumptions that underlie the grounded theory methodology are rooted in symbolic interactionism and highlight the notion of the world as a place where humans “shape their institutions; they create and change the world around them through action/interaction” (p. 6). This methodology is

different from the other approaches used in social sciences research; instead of originally starting from a pre-determined hypothesis, the researcher starts with data collection and focuses on the development of concepts and theoretical propositions grounded in the initial data, using an inductive process to develop theoretical understanding through the researcher's observations and interactions (Charmaz, 2006; Merriam, 1998). As such, this methodology aligns with the paradigm and perspective of choice of this study and serves its purpose to capture the conceptions of teachers and principals on effective leadership in the Lebanese context.

The grounded theory procedures allow the researcher to maintain awareness of the culture during data collection and analysis. The researcher uses this methodology to construct analytic codes from the collected data, specify their properties, define relationships that might exist between them and generate abstract concepts and categories while taking into consideration the particular contextual characteristics of the setting (Charmaz, 2006). The study's researcher strictly relied on the concepts and terms used by the participants as the main source of data. Data analysis was guided by a conceptual integrated model of leadership (theoretical profile) which has been constructed from available literature and which represents the researcher's own stand. However, the constructed theoretical model was held provisionally till after the formation of conceptual categories which emerged from analyzing the field data, then was compared to the categories emerging from the collected data to highlight similarities and/or differences that can be attributed to organizational, social and/or cultural factors of the Lebanese context.

One unique feature of grounded theory is the concept of *theoretical sampling*, which, according to Corbin and Strauss (2008), is a "method of data collection based on

concepts/themes derived from the data. The purpose of theoretical sampling is to collect data from places, people and events that will maximize opportunities to develop concepts in terms of their properties and dimensions, uncover variations, and identify relationships between concepts.” (p. 143). Such a method is thus “responsive to the data rather than established before the research begins” which makes sampling flexible (Corbin & Strauss, 2008, p. 144). Within the scope of this study, the grounded theory methodology has guided both the data collection and analysis processes.

Study Design

This study has employed an interpretive case study design for the purpose of developing conceptual categories (Merriam, 1998). According to Merriam (1998) the researcher identifies the case, which is the unit of analysis that is to be investigated, and then within each case, he/she visits numerous sites and interviews several people to collect rich data about that single case. The case study has been used for its importance in offering a means of in-depth investigation of the phenomenon of effective leadership using multiple methods and different sources of data.

Study Site and Participants

Study Site

In this study, data were collected from twelve schools located in the Greater Beirut. Beirut, the capital of Lebanon, encompasses a variety of schools that serve students from different backgrounds; in addition, it has the highest concentration of all schools and universities (Educational system Overview, retrieved from:

<http://education.stateuniversity.com/pages/827/lebanon-educational-system-overview.html>) thus making them fairly representative of the schools in Lebanon. The

selected schools fall under three main categories based on CERD's (Center for Educational Research and Development) classification of schools in Lebanon, depending on the type of school (private vs. public) and the type of organization (private or private-free) (Yaacoub & Badre, 2012). The researcher selected four public, four private and four private-free schools as a sample for the study. CERD suggests a fourth category which encompasses the UNRWA schools for Palestinian refugees; however, these schools have not been included in the study sample since they do not serve Lebanese teachers and principals and exclusively serve the Palestinian community. The unique cultural characteristics of these schools put them beyond the scope and focus of this study.

The three selected categories comprise the majority of schools in Lebanon (Yaacoub & Badre, 2012). Under each category, two medium and two large schools have been randomly selected, thus a total of six medium and six large schools have been chosen as participants. The size of the school has been considered an important criterion affecting the selection process due to its empirically-proven influence on a number of school variables (Gong, 2005; Slate & Jones, 2005). A study by Slate and Jones (2005) reveals that the size of the school affects variables such as economic efficiency, curricular diversity, student achievement and teacher quality; which ultimately affect school leadership. As part of this study, the researcher has chosen medium and large-sized schools as participants. Medium-sized schools have been considered as schools that serve between 300 and 800 students while large-sized schools enroll more than 800 students on campus. This was based on the assumption that principals who lead medium and large sized schools have gained complex experience which would enrich their views on the practices that characterize effective leadership. Characteristics such as the level

of the school or whether it is secular or religious or not were not targeted in the selection process; however, the researcher has ensured their representation in the sample. An overview of the background of every participating school as well as a brief introduction of every principal and teacher participant is provided in the appendix (see appendix E, F, G).

Table 1
Demographic Data of Participating Schools

School	School code	Type	Location	Number of students	School Size	Principal's gender
School 1	PubLF-1	Public	Greater Beirut	1114	Large	Female
School 2	PubLM-2	Public	Greater Beirut	855	Large	Male
School 3	PubMF-3	Public	Greater Beirut	344	Medium	Female
School 4	PubMM-4	Public	Greater Beirut	313	Medium	Male
School 5	PriLF-5	Private	Greater Beirut	1291	Large	Female
School 6	PriLM-6	Private	Greater Beirut	1671	Large	Male
School 7	PriMF-7	Private	Greater Beirut	734	Medium	Female
School 8	PriMM-8	Private	Greater Beirut	781	Medium	Male
School 9	PrFrLM-9	Private -free	Greater Beirut	1168	Large	Male
School 10	PrFrLM-10	Private -free	Greater Beirut	998	Large	Male
School 11	PrFrMF-11	Private -free	Greater Beirut	378	Medium	Female
School 12	PrFrMM-12	Private -free	Greater Beirut	381	Medium	Male

Selection of Participants and Population Characteristics

The population of this study consists of full-time/tenured female and male principals and teachers working in public, private and private-free schools located in the greater Beirut. The researcher chose full time/tenured school principals and teachers because they have made a commitment both to the profession and to the school as the main players in the school; as such, they constitute the best source of information about effective school leadership. Teachers and principals participating in the study have been chosen to be experienced individuals who have gained five or more years of practical experience. Consequently, they have had sufficient time to develop adequate expert knowledge of all the aspects of a principal's job and have gained an understanding of its complexity. In addition, they have had the time to reflect on their experience and to construct their conceptions of the principal's role and the aspects that would make this role effective. From each school, one principal and one teacher have been selected, thus a total of twelve teachers and twelve principals were selected as participants. The teachers' sample included experienced classroom teachers, heads of divisions, instructional supervisors, and coordinators. The gender of the principals constituted another criterion affecting the selection process due to the extensive literature that noted variations in leadership views and practices across gender (Christman & McClellan, 2008; Spillane & Hunt, 2010). Seven male principals and five females have been chosen as participants. Principals were equally represented from public and private school categories; however, the researcher has faced difficulty in finding female principals of private-free schools in Beirut, who possess more than five years of experience and who were willing to participate in the study. For this reason, the researcher resorted to a male principal of a large school who fit the criteria set; hence, two male principals of private-

free large schools have been selected. Teachers have been randomly chosen from the specified school categories regardless of their gender. Neither the level that the teachers and principals serve nor the age of the participants affected the selection process; however, these demographic details were collected to enrich the data analysis. Tables 2 and 3 provide a clear picture of the sample and the participants.

Table 2

Principals' Distribution

<u>Type</u>	Public		Private		Private-free	
<u>Number of schools</u>	4		4		4	
<u>Size of School</u>	Large	Medium	Large	Medium	Large	Medium
<u>Number of schools</u>	2	2	2	2	2	2
<u>Number of principals</u>	2	2	2	2	2	2
<u>Female/Male</u>	1/1	1/1	1/1	1/1	0/2	1/1

Table 3

Teachers' Distribution

<u>Type</u>	Public		Private		Private-free	
<u>Number of schools</u>	4		4		4	
<u>Size of School</u>	Medium	Large	Medium	Large	Medium	Large
<u>Number of schools</u>	2	2	2	2	2	2
<u>Number of teachers</u>	2	2	2	2	2	2

As such, the participating principals and teachers in this study represent public, private and private-free schools from the Greater Beirut. The schools from which the participants were selected have an average size of 860 students (minimum of 313, maximum of 1671). Of the principals participating in the study, the oldest was 67, the youngest 43, and the average was 55 years. Of the teacher participants, the oldest was 60 years old, the youngest 31, and the average was 45 years old. The number of years that the principals spent in leadership positions ranged between 9 and 31 years, with an average of 20 years. The total number of years that the teachers spent in teaching ranged between 5 and 37, with an average of 21 years. Table 4 summarizes the demographics of the participants in the study.

Table 4

Demographics of participants

<u>Location</u>	School Type	Student enrolment	Age of Principals	Years in position	Age of Teachers	Years in position
<u>Greater Beirut</u>	4 public	313 Min	43 Min	9 Min	31 Min	5 Min
	4 private	1671 Max	67 Max	31 Max	60 Max	37 Max
	4 private-free	850 Mean	55 Mean	20 Mean	45 Mean	21 Mean

Data Collection Procedures

This study is exploratory and descriptive in nature; it aims to produce a thick description of the concept of effective school leadership as conceived by practitioners (principals and teachers) in the Lebanese context. To do that, the researcher aimed to (a) build a compiled profile - for each of the two groups of participants - which includes their conceptions of effectiveness, (b) compare conceptions across both compiled profiles, (c) build one accumulated profile – the grounded profile – which includes

conceptions of leadership effectiveness based in the perspectives of more than ten participants, and (d) compare the emerging Lebanese conceptions depicted in the grounded profile with the Western-based conceptions depicted in the theoretical profile in order to draw conclusions on aspects of effectiveness that are culturally shaped. The researcher employed individual interviews with open-ended questions as a method for data collection. The first set of individual interviews was done to collect data from all interviewees. Most of the interviews were done in Arabic, so the researcher - being bilingual - had to translate the data into English in order to prepare it for coding. Following the individual interview with each participant, an individual profile was built highlighting the areas that have been focused on by the participant and including excerpts from the participant's responses (see appendix H for a sample of individual profiles). The researcher sought to validate the data obtained from each participant, so she showed almost each participant their respective profile and asked for their feedback on its content. The second set of individual interviews was done after the themes have been generated so as to ensure member checking of the findings. The researcher originally planned to conduct focus group interviews to ensure triangulation; however, the busy schedules of the participants did not allow that to take place; this necessitated opting for another set of individual interviews after the data was analyzed to do an additional member check. During the individual interviews, participants were probed to share specific incidents and examples from practice to illustrate their views.

Individual Interviews

Within the qualitative paradigm, there are numerous possible methods to collect data including interviews, observations, videos, documents, diaries, memoirs,

focus groups, document and media analysis, extensive field notes, etc. (Corbin & Strauss, 2008; Gall et al., 2010). The researcher used individual semi-structured interviews with open-ended questions as tools for data collection. According to Corbin and Strauss (2008), the most data dense interviews are those that are unstructured and not dictated by any pre-determined set of questions. Mishler (1986) states that questioning and answering are ways that “depend on culturally shared and often tacit assumptions about how to express and understand beliefs, experiences, feelings, and intentions” (Corbin & Strauss, 2008, p. 28). Each initial individual interview took about 60-75 minutes with each participant; whereas the second interview took an average of 20-30 minutes. In the first phase of data collection the researcher conducted a total of twelve individual interviews with the principals and another twelve with the teachers. The researcher posed the questions and had the participants provide their own definitions and reveal their in-depth understanding of the phenomenon under-study. Probes and follow-up questions have also been used in the interview (See appendices A and B for the list of Individual Interview Protocol questions).

Individual Interviews Aimed at Member Checking

In order to enhance the trustworthiness of the study, the researcher ensured triangulation of the data, which entails the use of multiple sources of data and the collection of information from varied groups of participants to confirm the results that have emerged (Merriam, 1998). Initially, the researcher had planned to employ focus group interviews as another data collection tool, during which participants were expected to sit in an interactive group setting in which they would feel free to present their views and discuss answers with other members. However, due to the busy

schedules of the participants, they were not able to agree on an allocated time to conduct the focus group interview. For this reason, the researcher conducted a second set of individual interviews with a total of seven principals and eight teachers selected randomly. Participants were asked to provide their feedback on the characteristics of effectiveness that have been generated and to suggest any modifications they find necessary to any of these characteristics. Thus, the second set of individual interviews with the participants centered on soliciting the participants' views on the generated data and confirming its representativeness based on their views and experiences. (See appendices C and D for the list of member checking interview questions).

Data Analysis

Qualitative Analysis

In qualitative research, analysis involves looking at key points of the collected data and forming abstract concepts, a process commonly referred to as *coding* (Corbin & Strauss, 2008). According to Charmaz (2006), coding means attaching labels to segments of data that depict what each segment is about; each label “categorizes, summarizes and accounts for each piece of data” (p. 43). Coding involves interacting with the data using different techniques “such as asking questions about the data, making comparisons and so on, and in so doing deriving concepts that stand for this data, then developing those concepts in terms of their properties and dimensions” (Corbin & Strauss, 2008, p. 66).

In this study, the researcher coded the data and analyzed it using the ‘interpretational analysis technique’ which is the process of closely examining and grouping elements in order to fully describe, explain or evaluate the phenomenon being studied (Gall et al., 2010). For data analysis, the researcher followed the afore-

mentioned procedures as well as the guidelines of the constant comparative method (Merriam, 1998) which includes comparing conceptually similar incidents or segments of data to determine similarities or differences; these segments were grouped together on a similar dimension under a certain theme or category. As stated by Corbin and Strauss (2008) “this type of comparison is essential to all analysis because it allows the researcher to differentiate one category/theme from another and to identify properties and dimensions specific to that category/theme” (p. 73). The arrangement of the patterns between data helps develop a conceptual understanding of the characteristics of effective leadership in the context of the Lebanese principalship that is in line with building grounded theory (Merriam, 1998). Processes such as reading transcripts, condensing statements to derive themes, and then categorizing and interpreting themes were done to address the research questions. Data that has been collected through individual interviews with each school principal and teacher were hence coded and categorized. To protect the privacy of the cases and of the participants, each of the twelve schools has been given a special number (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12) and coded in a way that shows the type of the school (Pub: public, Pri: private, and PrFr: private-free), the size of the school (M: Medium, L: Large), and the gender of the principal (F: Female, M: Male). Participants too have been coded by adding the letter P to the code of the school if it’s the principal of the school or the letter T if it’s a teacher, for example: Pub.LM2-P refers to a male principal of a public, large school 2 whereas PrFrMF11-T refers to a teacher of a private-free medium school 11 whose principal is a female. Following the transcription of participants’ responses, themes were drawn and a profile which includes these themes was built for every principal and teacher. Results were later validated by participants who sat for a second interview during which they

thoroughly observed and provided their feedback on the themes that have been generated. Moreover, the researcher made certain that the terms used by the participants have been revealed in the results by taking excerpts from the participants' dialogue while generating themes.

Data collected have been exposed to different layers of analysis. First, responses of every principal and teacher, which were captured through interviews, have been transcribed and coded by attaching labels to segments of data. Then, concepts were derived from data, which allowed the formation of categories for every participant (teacher or principal). Themes (main categories) and sub-themes were generated after comparing the categories and observing their properties; these themes were gathered in the form of a profile for each participant (see appendix H for a sample of individual profiles).

After individual profiles were generated based on the data collected from each principal and teacher interview, the researcher sought to generate a compiled profile to capture the perspectives of the principals participating in the study, and another accumulated profile for teacher participants. The researcher thus engaged in an extensive comparison of the themes and sub-themes generated from the individual interviews from each group of participants. Themes that have been included in the accumulated profile of principals are those which have been reported and emphasized by five or more principals. Similarly, themes which were included in the teachers' compiled profile have been emphasized by five or more teachers. The reason for that was to highlight the themes that ensured a representation of the perspectives of most participants. It is noteworthy that the majority of the themes and sub-themes (around 92% of the themes generated by the principals and 77% by teachers) in each compiled

profile have been reported by seven or more respondents. Data analysis proceeded with the development of a grounded profile by comparing the themes in teachers' and principals' compiled profiles. The grounded profile that has been generated includes the characteristics of effectiveness that have been common across both compiled profiles as well as those which were unique to each yet reported by a sufficient number of participants.

At the final step of analysis, the researcher compared the emerging characteristics of effectiveness included in the grounded profile to the elements of effectiveness in the theoretical profile constructed from western literature so as to situate the views of the participants on effective leadership in light of the Western-based themes of effectiveness and to highlight the cultural dimensions of these characteristics. Thus, analysis of the content of the data was done by following seven steps: (1) coding of the data; (2) formation of concepts; (3) grouping of concepts together under themes and categories; (4) organization of the data according to themes; (5) development of a profile; (6) comparative case analysis where principals' themes were compared and contrasted to those of teachers'; and (7) comparison of the emerging characteristics of effectiveness with those included in the integrated model constructed from the Western literature.

Quality Criteria

Data generated from the study have been largely defined by the participants' perspectives. The researcher took multiple measures to ensure its validity: (1) the perspectives of principals and teachers have been documented in the form of accumulated profiles, and (2) participants were asked to reflect on the transcribed data

before forming the big profiles. What follows is a presentation of the quality criteria that the study adopted, together with the measures that have been taken to abide by these criteria.

Validity. According to Merriam (1998), “one of the assumptions underlying qualitative research is that reality is holistic, multi-dimensional, and ever-changing; it is not a single, fixed, objective phenomenon waiting to be discovered” (Merriam, 1998, p. 202). Merriam (1998) states that “internal validity deals with the question of how research findings match reality. How congruent are the findings with reality? Do the findings capture what is really there?” (Merriam, 1998, p. 201). To enhance internal validity, Merriam suggests six strategies: triangulation, member checks, long-term observation, peer-examination, participatory or collaborative modes of research, and minimizing researcher’s biases through clarifying his/her assumptions at the outset of the research (Merriam, 1998, p. 204, 205). Triangulation is the process of collecting data about the phenomenon from different sources including data from various groups of participants and sites to compare results produced by more varied methods collect information (Merriam, 1998). In this study, three measures have been taken to ensure internal validity of the findings. It has been achieved through triangulation of the data and the use of member checks where almost each participant was provided with a profile which includes their own perspectives along with excerpts they provided on the topic of effective leadership. In addition, as recommended by Shenton (2004), the researcher has stated her theoretical stance and assumptions on effective leadership through developing the integrated model. She also developed an early familiarity with the culture of participating organizations before the data collection took place which has been achieved through preliminary visits to the study sites.

Reliability. According to Merriam (1998), “reliability refers to the extent to which research findings can be replicated” (p. 205) which could be problematic in social sciences considering that the human behavior is never static. This is why, it is suggested that researchers think about the *dependability* or *consistency* of the results (Merriam, 1998). As Merriam states, “rather than demanding that outsiders get the same results, a researcher wishes that, given the data collected, the results make sense” (p. 206). To ensure consistency of the results with the data, Merriam (1998) suggests three techniques: clarifying the investigator’s position through a detailed explanation of the assumptions of the researcher, triangulation by using varied sources to ensure that the findings reflect the data collected, and audit trail through describing in detail “how data were collected, how categories were derived, and how decisions were made throughout the inquiry” (Merriam, 1998, p. 206, 207). To ensure reliability, the researcher used individual interviews as member checks for the purpose of strengthening the reliability of the findings. In addition, she stated explicitly her theoretical stand on the concept of effective leadership by adopting a Western-based model constructed from literature. Finally, the researcher kept a field journal noting the steps that she took to collect the data and describing her reasoning throughout the data analysis process.

External validity. External validity is the extent to which the results of one study can be made generalizable and applicable to other situations (Merriam, 1998). To ensure that the study findings are generalizable, Merriam (1998) suggests three strategies: providing rich thick description of the research situation and context, describing typicality of the program/event/individual..., or using several sites, cases and situations to maximize diversity (p. 207, 208). Data collected in this study have come

from a diverse number of schools (twelve) of different type and sizes. Experienced teachers and principals from both genders have been included in the sample in attempt to represent variations in the population of the study. Also, the researcher has provided a thick description of the school from which the participants were selected, the characteristics of the participants, and the population from which the participants were selected (see appendix E for a detailed view of the backgrounds of the study participants).

Limitations of the Study

This study has some limitations that need to be recognized. First, the study has been conducted to complete the requirements of a Master's degree in educational leadership; therefore the size of the sample and number of participants were limited by the time and resources available for this kind of study. Second, the fact that most of the interviews were conducted in Arabic, a language different from the one used to report the study, created a burden on the degree to which the results could be confirmed or supported by the participants. The researcher had to translate the participants' views into English in order to code them and generate concepts and categories which reflect their views.

Third, the fact that the participants could not sit in for a focus group interview has made this study lose an essential criterion that allows participants to interact together, and at the same time allows the researcher to capture the interactions that take place between participants, which adds richness to this study. As a result, the study relied on the interview technique as the primary source of data, which is a limitation by

itself, given that sometimes individuals may not be able to express orally their views on a certain topic.

CHAPTER 4

RESEARCH FINDINGS

This study aimed to explore and compare the perspectives of twelve principals and twelve teachers from Lebanese schools on the subject of effective leadership. It has had a three-fold purpose: (1) identify the perspectives of teachers and principals of effective leadership characteristics of school principals; (2) compare the perspectives of teachers with those of their principals on what constitutes effective leadership; and (3) analyze Lebanese teachers' and principals' conceptions of effectiveness by comparing them to effective instructional and transformational leadership characteristics included in a model that has been constructed from literature.

This chapter reports the findings of the study presented under five sections: the first includes an overview of all the results of the study as presented in two separate tables which include the frequency of responses of each group of participants for each characteristic (category) across all main variables including gender of principals as well as the size and type of the school. The second presents an accumulated profile of effective leadership characteristics and practices as proposed by the principal participants; the third includes the profile generated from teachers' responses; the fourth reports comparisons between teachers' and principals' perspectives and reveals the emerging differences; and the final section concludes by proposing a 'grounded profile' that captures all the perspectives of the participants in the Lebanese context.

Characteristics of Effective Leaders: Principals and Teachers' Responses

Participating public, private, and private-free school principals and teachers were asked about their conceptions of successful and effective school leaders. After data have been collected through individual semi-structured interviews, the analysis involved coding the participants' responses and generating concepts which led to major themes and sub-themes of characteristics that participants believed leaders should demonstrate. The responses of each principal and teacher have been organized first in tables (see tables 5 and 6) in the form of themes and sub-themes. The frequency of each theme was counted reflecting the number of participants that mentioned this theme in their responses. The second step of analyzing the data consisted of building an individual profile including the leadership characteristics and practices as have been proposed by each participant (see appendix H for examples). The second layer of analysis was done per each group of participants and involved comparisons of the themes and sub-themes across individual profiles of participants in each group. The aim was twofold: (a) to identify the themes which were repeatedly reported by principals and by teachers – themes which had high frequency of responses by participants in each group; and (b) to note any emerging differences across the main sample characteristics (gender, type, size of school) that were used to select the participants for the study. The third step of analysis aimed to build a compiled profile for each group of participants which includes effective leadership characteristics/practices as have been proposed by the participants themselves. Analysis of the results in these tables shows that there are no noticeable variations between the responses across school type, size, and gender. In what follows, the compiled profiles of principals' perspectives and those of teachers' are presented.

Table 5
Frequency of Responses of Principal Participants

Frequency of Responses of Principal Participants								
	Responses of Principals Based on Gender		Responses of Principals Based on Size of School		Responses of Principals Based on Type of School			
	Principals N=12	Male Principals N=7	Female Principals N=5	Medium schools N=6	Large schools N=6	Public N=4	Private N=4	Private- Free N=4
Possesses Special Personal Traits	11	6	5	6	5	3	4	4
Demonstrates high levels of integrity	11	6	5	5	6	4	4	3
Possesses humane decisiveness	10	6	4	5	5	3	3	4
Is patient and tolerant	2	1	1	0	2	1	1	0
Is emotionally stable	1	1	0	0	1	0	0	1
Is charismatic	1	1	0	0	1	1	0	0
Demonstrates Positive Attitudes	11	6	5	5	6	4	3	4
Is approachable	9	5	4	4	5	4	3	2
Observes thoroughly and listens carefully	8	4	4	3	5	2	3	3
Is open-minded	6	2	4	2	4	1	3	2
Is comfortable taking risks	5	3	2	2	3	0	2	3
Possesses Strong Cognitive Skills	9	5	4	3	6	2	4	3
Applies Broad Knowledge Base in Practical Domains	12	7	5	6	6	4	4	4
Has an extensive knowledge base	12	7	5	6	6	4	4	4
Has practical experience in teaching	12	7	5	6	6	4	4	4
Possesses management skills	12	7	5	6	6	4	4	4
Establishes and Maintains Effective Relations with the School Community	12	7	5	6	6	4	4	4
Establishes effective relations with teachers	12	7	5	6	6	4	4	4
Establishes effective relations with students	8	5	3	5	3	1	3	4
Establishes positive rapport with parents, superiors and the external school community	11	6	5	6	5	3	4	4
Fosters a healthy climate	6	3	3	4	2	1	3	2

Designs the School systems	10	5	5	5	6	2	4	4
Shapes the school's mission and vision	10	5	5	4	6	3	4	3
Sets the school's long and short term plans	8	4	4	2	6	2	3	3
Participates in developing the school's organizational structure and setting its rules and regulations	7	4	3	3	4	0	4	3
Promotes Continuous Professional Development	10	6	4	5	5	3	4	3
Monitors Teachers' Instruction	11	6	5	6	5	4	4	3
Oversees the implementation of the curriculum	5	2	3	2	3	1	2	2
Monitors students' learning	7	3	4	3	4	2	3	2
Recruits and inducts new teachers	6	3	3	4	2	2	2	2
Builds Teams, Distributes Responsibilities, and Delegates Tasks	10	5	5	4	6	4	3	3
Builds Trust with School Staff and Motivates School Members	10	5	5	4	6	4	3	3
Conducts Continuous Evaluations of the School Programs	8	3	5	3	5	3	3	2
Plans and Manages the School Budget and Ensures the Proper Supply of Resources	8	4	4	3	5	2	3	3
Sets and approves the school budget	8	4	4	3	5	2	3	3
Approves the necessary resources	8	4	4	3	5	2	3	3
Protects the School from the Surrounding Political Turmoil and Enforces School Regulations	7	5	2	2	5	2	3	2
Initiates and Implements Change	6	1	5	3	3	2	3	1
Involves teachers in generating ideas for initiating change	6	1	5	3	3	2	3	1
Plans the desired change, collects evidence-	5	1	4	3	2	1	3	1

based data, and evaluates it
Copes wisely with teachers' resistance

5

2

3

2

3

3

1

1

Table 6
Frequency of Responses of Teacher Participants

	Frequency of Responses of Teacher Participants					
	Responses of Teachers Based on Size of School			Responses of Teachers Based on Type of school		
	Teachers N=12	Medium schools N=6	Large schools N=6	Public N=4	Private N=4	Private- Free N=4
Possesses Special Personal Traits	12	6	6	4	4	4
Demonstrates high levels of integrity	12	6	6	4	4	4
Is assertive	10	6	4	4	2	4
Is patient and tolerant	4	1	3	2	1	1
Is emotionally stable	4	3	1	1	2	1
Is charismatic	3	0	3	1	1	1
Demonstrates Positive Attitudes	9	5	4	2	4	3
Is humble and approachable	9	4	5	3	4	2
Is open minded	6	3	3	2	2	2
Observes thoroughly and listens carefully	2	1	1	0	0	2
Possesses Strong Cognitive Skills	6	3	3	0	4	2
Possess Theoretical and Practical Knowledge	11	5	6	4	4	3
Has an extensive knowledge base	11	6	5	3	4	4
Has practical teaching experience	12	6	6	4	4	4
Establishes Effective Relations with the School Community	12	6	6	4	4	4
Establishes effective relations with teachers	12	6	6	4	4	4
Establishes effective communication with students	1	1	0	0	1	0
Establishes effective communication with parents, superiors and the external school community	9	4	5	4	2	3
Promotes Continuous Professional Development	9	4	5	4	4	1
Monitors Teachers' Instruction	9	5	4	3	2	4

Oversees the implementation of the curriculum	2	0	2	0	1	1
Monitors students' learning	2	1	1	0	1	1
Inducts new teachers	4	3	1	2	1	1
Plans and Manages the School Budget and Ensures the Supply of Resources	9	6	3	2	3	4
Builds Teams, Distributes Responsibilities, and Delegates Tasks	7	3	4	1	3	3
Builds Trust with School Staff and Motivates School Members	7	3	4	1	2	4
Initiates and Implements Positive Change	7	3	4	2	4	1
Involves teachers in generating ideas for initiating change	3	0	3	0	2	1
Conducts research and carefully plans the desired change	5	2	3	0	4	1
Copes with teachers' resistance	5	2	3	1	3	1
Sets School Structures and Guidelines	6	3	3	1	4	1
Works with school staff on shaping the school's mission and vision	6	3	3	1	4	1
Sets the school goals and plans	4	1	3	2	1	1
Builds structure and develops the internal school policies	5	3	2	0	2	3
Protects the School from the Surrounding Political Turmoil and Enforces School Regulations	6	4	2	2	2	2
Conducts Continuous Evaluations of the School Programs	5	3	2	0	3	2

Cumulative Profile of Effective Leadership from the Principals' Perspectives

The first profile presented herein is that of principals. The profile was built by incorporating only the characteristics that have been proposed by five or more principals. The reason was to highlight the themes that had agreement in quantity between participants of each group and to highlight the quality of the characteristics and their perceived essentiality and importance by participants. The principal participants identified specific characteristics and practices of effective school leaders; the practices and characteristics are illustrated in figure 2.

Figure 2

Characteristics of effective leaders as proposed by principal participants

Possesses Special Personal Traits
<ul style="list-style-type: none">• Demonstrates high levels of integrity• Possesses humane decisiveness
Demonstrates Positive Attitudes
<ul style="list-style-type: none">• Is approachable• Observes thoroughly and listens carefully• Is open minded• Is comfortable taking risks
Possesses Strong Cognitive Skills
Applies Broad Knowledge Base in Practical Domains
<ul style="list-style-type: none">• Has an extensive knowledge base• Has practical experience in teaching• Possesses management skills
Establishes and Maintains Effective Relations with the School Community
<ul style="list-style-type: none">• Establishes effective relations with teachers• Establishes effective relations with students• Establishes positive rapport with parents, superiors and the external school community• Fosters a healthy climate
Designs the School systems
<ul style="list-style-type: none">• Shapes the school's mission and vision• Sets the school's long and short term plans• Participates in developing the school's organizational structure and in setting its rules and regulations
Promotes Continuous Professional Development
Monitors Teachers' Instruction
<ul style="list-style-type: none">• Oversees the implementation of the curriculum• Monitors students' learning• Recruits and inducts new teachers
Builds Teams, Distributes Responsibilities, and Delegates Tasks
Builds Trust with School Staff and Motivates School Members
Conducts Continuous Evaluations of the School Programs
Plans and Manages the School Budget and Ensures the Proper Supply of Resources
<ul style="list-style-type: none">• Sets and approves the school budget• Approves the necessary resources
Protects the School from the Surrounding Political Turmoil and Enforces School Regulations
Initiates and Implements Change
<ul style="list-style-type: none">• Involves teachers in generating ideas for initiating change• Plans the desired change, collects evidence-based data, and evaluates it• Copes wisely with teachers' resistance

According to the principal participants, effective leaders are people who (a) possess special personal traits, (b) demonstrate positive attitudes, (c) possess strong cognitive skills; (d) applies broad knowledge base in practical domains; (e) establish and maintain effective relations with the school community; (f) design the school systems; (g) promote continuous professional development; (h) monitor teachers' instruction; (i) build teams, distribute responsibilities, and delegate tasks; (j) build trust with school staff and motivate school members; (k) conduct continuous evaluations of the school programs; (l) plan and manage the school budget and ensure the supply of resources; (m) protect the school from the surrounding political turmoil and enforce school regulations; and (n) initiate and implement change.

Possesses Special Personal Traits

Eleven out of the twelve principals asserted that an effective school leader should display specific personal characteristics and emphasized two: integrity and decisiveness.

Integrity. Eleven principals noted that an effective leader should demonstrate integrity which was portrayed as a combination of trustworthiness, honesty, transparency, credibility, respect and fairness. Male and female principals in large and medium schools equally stressed this aspect; according to them, leaders who have integrity are reliable, follow through on commitments and keep their promises. A large, private-free school principal (PrFrLM10-P) explained that the words of an effective leader should be consistent with her actions; he stated:

A leader should demonstrate high levels of authenticity with the people she works with, be it students, parents, teachers and/or her directors by taking actions that are consistent with what she says.

Having integrity also includes showing respect which was mentioned by ten principals; one large, private school female principal (PriLF5-P) stated:

“The leader should respect every person at school and expect their respect in return; however, she doesn’t force respect, they do it unintentionally.”

Further, two private-free school principals stressed on the leader’s commitment and believed that it should be reflected in her belief in the school vision and translated in the leader’s actions at school. Fairness too was stated by four principals who asserted that an effective leader should treat employees equally and with great kindness.

Humane decisiveness. ‘Assertiveness’ or ‘decisiveness’ was the second most commonly mentioned trait; 10 out of the 12 principals contended that an effective leader should be ‘assertive’ yet at the same time should maintain some flexibility. One male principal of a large, private-free school (PrFrLM9-P) affirmed:

An effective school leader shouldn’t be hesitant nor should she change her mind every now and then, because it is human beings whom she looks after and works hard to develop.

Another male principal of a large, public school (PbLM2-P) stated that a leader should be flexible when maintaining the regular climate or ensuring certain gain for the school as is the case when she accommodates a teacher. Additionally, two principals emphasized that a leader should be patient and tolerant; she should have the capability to embrace problems that emerge and to tolerate teachers’ delay – or their resistance sometimes as stated by a male principal of a medium-sized, private school (PrMM8-P). The principal contended though that the leader should be decisive when a particular occurrence might cause disturbance or affect the general school atmosphere. Accordingly, there seems to be an agreement among principals that an effective leader

should be flexible yet firm and decisive when applying the law or when taking vital decisions.

Demonstrates Positive Attitudes

Eleven out of the twelve principals emphasized that an effective school leader should demonstrate positive attitudes and viewed that as essential to leadership.

According to the principals, a leader with positive attitudes should be pleasant and approachable, open-minded, a thorough observer of the school, a careful listener and a risk taker.

Is approachable. Nine out of the twelve principals asserted that an effective leader should foster a positive school environment and should be pleasant and approachable by all school workers including teachers. In addition, two principals revealed that a leader should have a positive attitude when coping with any school issue. One female principal of a medium-sized school (PrFrMF11-P) stated that a leader should be humorous and fun to be around; she should also smile a lot because such an attitude gets people motivated and on the run to get things done efficiently.

Observes thoroughly and listens carefully. Eight out of twelve principals emphasized that as a reflection of holding positive attitudes, an effective leader should be a good observer and a careful listener to people at school. A female principal of a medium-sized school (PriMF7-P) emphasized that not only does she hear people, but listens to them attentively and closely monitors everything taking place at school. The principal (PriMF7-P) explained:

An effective leader doesn't just sit behind her desk and step away from the real practices taking place at school; rather, she observes and anticipates problems. As the leader, I try to keep a keen ear to what happens outside my office so that I know what's going on at school.

Is open-minded. Six out of twelve principals stated that an effective leader should be open to new ideas and proposals for change; she should accept constructive criticism and allow people to pinpoint the weak areas in her personality. In addition, according to a female principal of a large, private school (PriLF5-P), a good leader should be aware of the strong and weak aspects of her personality and should communicate openly these aspects to her school staff.

Is comfortable taking risks. Five out of twelve principals stated that an effective leader should be comfortable taking risks whether through taking them or through showing encouragement to team members and school staff who are risk takers.

Possesses Strong Cognitive Skills

Nine out of twelve principals pointed out that effective leaders possess a wide range of cognitive skills. According to the principals' perspective, a leader is 'the head of the pyramid' at school and should have advanced cognitive skills including problem solving and critical thinking skills, and rationality (or logic). "She should be wise and insightful and should have developed the ability to think critically and reflect meticulously on situations" as one female principal of a large, public school (PbLF1-P) expressed.

Applies Broad Knowledge Base in Practical Domains

All the twelve principal participants agreed that an effective leader should have the ability to put her broad knowledge base into practice while leading the school personnel, interacting with people from different backgrounds and specialties, and taking decisions that are vital for the progress of the school. One female principal of a

large, private school (PriLF5) emphasized that a school leader should be able to apply into practice the theoretical knowledge she has gained. Principals highlighted three aspects when discussing the leader's scope of knowledge: the extensiveness of this knowledge, the teaching experience and her managerial skills.

Has an extensive knowledge base. All the twelve principal participants agreed that an effective school leader needs to possess extensive knowledge; however, they seemed to disagree on the nature and the source of that knowledge. Five principals from private and private –free schools (four of whom were females) believed that effective leaders should have formal degree or training in education. One female principal of a private school (PriLF5-P) stated that an effective leader of a school cannot but have an educational background otherwise the school won't be able to progress; she added: “the school is an educational institution and must be led by someone who is an educator same way a bank is best led by someone who is a businessman”. Another female principal of a medium-sized, private-free school (PrFrMF11-P) expressed that a leader with a background in education is “better capable of comprehending the educational matters of the school faster than people with other non-educational backgrounds such as business”. Although it is imperative to consult with people with expertise, principals contented that a leader should have enough knowledge required to understand school matters on her own and should be willing to seek that knowledge through workshops. One large, private-free male school principal (PrFrLM10-P) stated:

At times, the leader may be required to propose solutions for students' behavioral problems. Although she may consult with experts in the field, she should have gained the necessary knowledge and should be willing to learn about how to deal with responsibilities that emerge on regular basis.

Seven out of twelve principals – most of who were males – did not associate between effectiveness and having formal training in education. For instance, two principals expressed that leaders who are specialized in fields such as languages, chemistry, mathematics, history, etc. could make effective school leaders. One male principal of a large private school (PriLM6-P) stressed that engineers make “good school leaders because they have developed systematic ways of thinking about the future and have acquired necessary skills.” Another male principal of a private-free school (PrFrLM9-P), one with a Master’s degree in Business Administration, stated that a school leader doesn’t have to have a background in education as long as she recruits educational experts who would take on the process of supervising instruction and educational matters at the school in consultation with the school leader. However, the principal did emphasize that the leader has more chances at being effective had she gained practical experience in managing an educational institution. Lastly, a male principal of a medium-sized public school (PbMM4) disregarded a leader’s formal training and insisted that the practical experience a leader gains through teaching is considered as the most important constituent of effective leadership. According to him, regardless of the degree obtained, a leader must have been a teacher and experienced what teaching is about. He stated:

A principal with no degree but with teaching experience is better qualified to be a good and effective school leader than someone who has a doctoral degree in education but has never practiced the real act of school teaching. The real practice greatly defeats theories.

Moreover, all the twelve principals agreed that a leader should possess broad knowledge in different fields in order to be able to communicate effectively with school coworkers specialized in different fields. Eight principals (from private and private free

schools) expressed that it is adamant that a leader be knowledgeable in every domain, be it in technology, finance, accounting, psychology, etc. and that she never ceases to learn. They explained that a leader with a broad knowledge has the ability to analyze critical issues and to discuss different school-related matters with school professionals. Further, according to them, knowledgeable leaders obtain more ‘credible’ authority based on expertise instead of gaining it solely from having a formal authoritative position. The principals also believed that knowledge should not only be theoretical but practical as well, and should revolve around the physical structure and the human component of the school, as one female principal of a large, private school (PriLF5-P) explained:

An effective leader should take the first 5 to 6 months to get acquainted with her school staff: She should go around every building, talk to every teacher, administrator, technician, and to cleaners. She should get to know the duties, responsibilities and the job description of everyone during this phase.

Has practical experience in teaching. All the twelve principals highly stressed that having adequate experience in teaching is an essential requirement of effective leadership because it gives the leader the practical knowledge needed to handle school-related matters successfully. According to a female principal of a medium-sized, private school (PriMF7-P), a leader who is both a principal and a teacher at the school would most likely reflect on situations from both perspectives. Principals seemed to agree that an effective leader should have knowledge about the most recent learning theories and instructional methods. This knowledge was perceived as critical and necessary to solve any problems and to deal with emerging challenges. One medium-sized, public school principal (PbMF3-P) stated:

An effective leader with experience in teaching has developed copious knowledge about the best ways to communicate with students, and how the latter acquire knowledge and become self-learners. A leader who has been a teacher is aware of the effective ways by which students develop the necessary skills needed to acquire, process, and apply information correctly [...]. An effective leader is also well informed about how these skills interrelate in various subject matters and across different grade levels. Moreover, she has sufficient knowledge about curriculum: its scope and sequence, and how curricular themes could be interrelated across subject matters, etc.

Another medium-sized, private-free school principal (PrFrMM12-P) stated:

“How can a leader attend teachers’ classes, or point out to weak aspects in their instruction if the former isn’t at least cognizant of the general strategies by which this or that subject could be taught, or if the leader isn’t knowledgeable of the content of the subject matter?”

Possesses broad range of management skills. All twelve principals expressed that the effective leader possesses a broad range of technical skills, and emphasized social skills, team building and coordinating skills as required for effective leading. All the school principals highly stressed that a leader should develop communication skills needed to create positive relationships with the internal and external school community. Eight principals emphasized the need that effective leaders possess team building skills that allows them to develop teams of professionals and to delegate tasks and responsibilities. These skills allow the leader to work as part of a team and to make people work harmoniously together. Finally, three principals stated that a leader must have the ability to manage more than one task at a time in an effective and timely manner.

Establishes and Maintains Effective Relations with the School Community

All the twelve principals highlighted that an effective leader should maintain positive rapport with the internal school community comprised of teachers, students, parents and with the external community including the principal’s directors, ministry

representatives, educational and civil organizations. It is worth mentioning that principals of schools located in low socio-economic communities emphasized this aspect more than others.

Establishes effective relations with teachers. All the twelve principals particularly public school principals highlighted this aspect. A female principal of a large, public school (PbLF1-P) explained: traditional public school principals have less control over hiring and the conditions of employment than do private and private-free schools and thus a public school leader has to consult with the ministry at most occasions. Thus, according to the principal, it is best to make up for that loss of control by developing strong relationships with school staff so that they get motivated to follow the leader's orders. A male principal of a medium-sized, public school (PbMM4-P) elaborated:

For the most part, in public schools, it is easy for teachers to call in pretending that they are sick and not show up at school for a few days. At my school, no teacher would ever do that, and this is because of the good relationships I have with them. I try my best to make teachers feel comfortable by catering for their needs. It is this good relationship between the leader and the school staff that leads to an effective teaching/learning process.

According to all twelve principals, building relations with teachers involves participating in their social events, listening to their concerns and ideas, and attempting to solve their problems and satisfy their needs. Consequently, principals contended that an effective leader must be visible at school and should leave her door open, to a certain extent, to teachers who decide to share their problems with her. In addition, all the principals agreed that an effective leader should conduct regular meetings with school staff to discuss school-related matters and explore ways to improve the school performance.

Establishes effective relations with students. Eight out of twelve principals believe that an effective leader has to have good relationships with students. One male principal of a medium-sized public school (PbMM4-P) stated:

“It is needless to say that students who love their teachers will perform well in the respective subject matter. Students’ passion for learning stems from their love and respect to their teachers, school supervisors, and their principal, and it is this passion that leads them to success.”

Thus, a leader should cater for the wellbeing and comfort of students and should build trustful relations with them by listening to their concerns and even their complaints about their teachers. Two principals of medium, private-free schools (PrFrMF11-P and PrFrMM12-P) provided similar concrete examples of their own relations with students. One of them (PrFrMF11-P) stated:

As a leader, I converse with students about any matter because eventually I want them to develop the same language we all speak at school. I even ask them whether they have any thoughts to share with me about their teachers’ performance in class because I believe they are the most honest and truthful source of evaluation for teachers. However, during our conversations, I make sure they are being objective when reporting to me about their teachers’ behaviors.

Establishes positive rapport with parents, superiors and with the external school community. Eleven out of twelve principals considered this aspect to be a very important component of effective leadership. Some principals of public and private-free schools emphasized that at the core definition of leadership is the ability to build positive relationships, based on mutual respect and trust, with parents and with the outer school community including universities, Ministry representatives and the leader’s directors or superiors. Four principals explained that a leader needs to make parents feel that their children are well catered for and that the primary aim of the school staff is to serve students. One female principal of a large, private school (PriLF5-P) stated:

An effective leader makes parents believe they are the school's partners: she informs them of almost everything taking place at the school, takes their suggestions into consideration, listens attentively to their concerns, and organizes regular meetings with them to discuss emerging problems or school issues.

Three principals shed light on the need to educate parents and to train them on effective ways of dealing with their kids through exposing them to workshops, and regarded that to be an essential role of the leader's. Four principals contended that a leader should communicate with parents belonging to a poor or 'rough' community, one male principal of a large, private school (PriLM6-P) stated:

When a school is located in a 'rough' neighborhood, most of its students are shaped by these conditions. So during the first couple of her principalship years, a leader must give a great deal of time trying to understand their environment. As the leader to this school, many times, I used to notice very rough relationships characterized by violence going on between students and their parents. This necessitated intensive training for parents and continuous negotiations with them. Parents should feel that the leader takes their concerns seriously in order to earn their trust.

Eleven out of twelve principals discussed the leader's role in connecting the school to its larger community by establishing good relationships with universities and organizations and maintaining effective relations with the Ministry representatives, the leader's directors and/or the school owners to inform them of the changes taking place at the school. A female principal of a large, public school (PbLF1-P) described:

My public school developed mainly because of the connections I made with the school community. I had volunteer teachers from important universities and reputable schools tutor underachieving students at my school. Of course, this wouldn't have been feasible hadn't the Ministry representatives provided their consent to bring on these volunteers. Such support from the community had positive impact on students.

Fosters a healthy climate. Six out of twelve principals, four from medium schools and two from large schools, emphasized that an effective school leader should

build a healthy climate within the school by transforming it into a place which fosters feelings of respect, warmth, care, understanding and trustworthiness. Such a climate is conducive to teachers' and students' motivation and their commitment to learning and is viewed to have a positive impact on students' performance and the general school outcomes. To foster such a climate, a leader should make sure that all the team members feel safe and protected, and as one principal (PrFrMF11-P) added, should 'work towards a common goal'. When discussing this last point, a female principal of a medium, private-free school (PrFrMF11-P) stated:

An effective leader should transform the school vision into a set of practices that are shared among all school staff. These practices constitute guidelines that describe effective ways by which the school staff communicate with each other and with students and parents.

Moreover, few respondents (two out of twelve principals) emphasized that, in order to build a healthy climate at school, an effective leader should communicate and build ownership of the school vision among staff. Both principals whose schools belong to two different religious institutions contended that an effective leader should instill in the staff a commitment to the school vision so that they work on achieving it willingly.

Designs the School systems

Ten out of twelve principals emphasized that an effective leader should set general organizational guidelines for the school through shaping its mission and vision, setting its plans, building its structure and developing the school's protocol which includes the rules and regulations.

Shapes the school's mission and vision. Ten out of twelve principals believed that an effective leader is a visionary person who participates in setting the school

mission and vision by collaborating with her superiors and sometimes with school members including teachers, coordinators, administrative supervisors and/or heads of divisions – as a few principals emphasized. The vision provides the guidelines along which the school plans would be designed. Five principals emphasized that an effective leader should express and communicate a vision that is shared among school members. One female principal of a medium, private-free school (PrFrMF-P11) stressed that a leader should make the school staff adopt that vision, she explained:

An effective leader should make achieving the school mission and vision a common priority to all staff members and should guide them towards achieving that general purpose.

Sets the school’s long and short term plans. Eight out of twelve principals (six from large schools and two from medium schools) emphasized that a leader should work with team members on setting the long and short term plans of the school. Together they identify the strategies and set the criteria of evaluation used to check whether goals have been achieved. A female principal of a medium-sized private school (PrMF-P7) illustrated how an effective leader approaches planning; she stated:

Every goal put down has to be well thought of so that it caters for the child’s psychological, mental, emotional and physical needs. Any plan should be aligned with the vision of the school and should ultimately aim at educating and developing the child holistically on these four levels.

When describing the planning process which the leader engages in, one male principal of a large, private-free school (PrFrLM10-P) stressed that a leader should work collaboratively with team members on setting the school goals and on developing the general educational plan:

Teachers work with their subject coordinators and the heads of divisions on setting the strategic, long term instructional plans based on their areas of expertise and the subject matters they teach. They also develop timelines and implementation plans to achieve the set objectives. As the

leader, I work with my team comprised of heads of divisions and heads of academic departments on setting the general school plan based on the plans of all teachers and coordinators at the school.

With regards to the educational plan of the school, five principals illustrated that effective leaders should set plans that include the general guidelines that ought to be the focus of the school for one or more academic year(s). A male principal of a large, public school (PbLM2) described how a school leader sets and implements the plan:

An effective leader works with her team members on setting the school plan and meets with teachers and coordinators to discuss the strategies needed to implement it. An effective leader conducts hot discussions with teachers and may accept or reject the adjustments they suggest, and then she sets deadlines to implement it and starts to hold people accountable. Once the plan is approved, a leader does not allow teachers and/or coordinators to make radical changes to the plan, and they are bound to implement it given that the whole school team had already provided their consent. Thus the process of convincing teachers takes place during planning and not during implementation.

However, one large, private school principal (PriLM6-P) emphasized that an effective leader should be flexible with teachers if they choose to adapt the approach used to achieve the goals based on the needs of those whom they are serving. He stated:

An effective leader should be aware of the differences occurring between people: their backgrounds, feelings, behaviors and abilities. [...] She should clarify the goals, plans and even the laws yet provide freedom to teachers and school staff to adapt their approach based on the needs of individuals.

Participates in developing the school's organizational structure and in setting its rules and regulations. Seven out of twelve principals from private and private-free schools highlighted this aspect. The principals: three from medium schools and four from large schools asserted that an effective leader should develop the school's organizational structure by developing its organigram and by delineating the job requirements and descriptions of members in key positions. Additionally, the principals

focused on the important role a leader plays in developing the school's protocol which includes the set of rules, guidelines and procedures which ensure the proper functioning of the school. These guidelines include information about teachers' and students' code of conduct: teachers' and students' responsibilities, the relationships between teachers and students, expectations from students, the reward system, etc. Principals of public schools stressed that effective leaders should be cognizant of all the rules and regulations set forth by the Ministry because public schools usually have predetermined set of policies imposed by the ministry. According to private school principals, leaders of schools belonging to bigger mother institutions should effectively participate in developing the school's protocol and should be given authority to amend outdated laws or rules whenever necessary.

Promotes Continuous Professional Development

Ten out of the twelve principals asserted that effective leaders seek professional development for themselves and for the staff they work with, thus providing continuous opportunities for all school members to learn and grow professionally. One female principal of a private school (PriLF5-P) believed that the staff's professionalism should be at the top list of a leader's priorities. According to the principals, ensuring personal professional growth requires that the leader develops a strong passion for learning and seeks to develop adequate knowledge about new domains that are crucial for the school. One female principal of a large private school (PriLF5-P) emphasized that an effective school leader must be willing to learn 'the secrets' of the job through receiving training in order to develop sufficient knowledge needed to manage all the related aspects and to develop her leadership skills.

Furthermore, principals revealed that the leader should provide ongoing learning opportunities for teachers to grow professionally by exposing them to relevant workshops. According to them, an effective leader should: (a) work with school coordinators and heads of divisions on inducing new teachers; (b) attend conferences and workshops on regular basis and share with staff the relevant information received during these workshops; (c) continuously search for professional development opportunities; (d) prepare workshops and pre-service training; and (e) encourage teachers to exchange ideas about efficient instructional strategies.

As one venue to promote teachers' professional development, five out of twelve principals highlighted the importance of empowering teachers and those who have gained professional expertise (coordinators, heads of divisions) by helping them tap the utmost of their potentials and give them some freedom to take necessary decisions. A large, private-free school principal (PrFrLM10-P) explained:

An effective leader works on empowering the school staff by giving them the freedom they need to fulfill their responsibilities. In addition, the leader should employ 'school based management'; decisions must be taken by people working at the school because who else is capable of taking appropriate decisions better than the people who are part of this school and who work towards its improvement?

Monitors Teachers' Instruction

Most principals (eleven out of twelve) strongly emphasized that effective leaders should be involved in instructional supervision and should follow closely on teachers to observe how the latter carry out instruction in class. Yet at the same time, principals contended that it is impossible for any principal to know about all subject matters across different levels and saw a role for coordinators in supervising details of instruction as the latter have professional instructional expertise. Principals contended that a leader

monitors instruction by conducting extensive meetings with subject coordinators and teachers of every department to see whether the objectives that have been set at the beginning of the year (whether by the academic school staff or enforced by the Ministry of Education and Higher Education – MEHE) are being met. According to them even though it is academic coordinators who supervise all the instructional details, a leader should attend classes so as to observe teachers’ performance, classroom management, interaction with students, language proficiency, etc. A male principal of a large, private-free school (PrFrLM9-P) stated:

A school leader isn’t obliged to judge teachers’ delivery of the content knowledge; however, she does observe how a teacher interacts with students and how she gets ideas across to them. The leader also monitors the teacher’s instructional strategies, questioning techniques, classroom management, etc. Both the leader and the coordinator work together to cover all aspects of teachers’ instructional performance in class and provide continuous feedback for improvement.

A female principal of a medium sized, private-free school (PrFrMF11-P) stated:

As the school leader, I find it efficient to visit teachers in class so that I see how they interact with students. One time I visited a science teacher’s class and found that she wasn’t using any manipulative tools. I interrupted her class and asked students to supply me with any vegetables/fruits they might have to aid in explaining the lesson. Following the class session, I gave some comments to the teacher and asked the coordinator to follow up on the implementation of these and to keep me updated.

Furthermore, six out of twelve principals asserted that an effective leader should provide freedom to coordinators and teachers to plan their instruction in ways they find convenient; however, they contended that a leader should read unit plans and should provide comments, if any, to improve the planning process. According to the principals, an effective leader ensures coordination between academic departments by encouraging teachers to exchange ideas about efficient instructional strategies. Moreover, five

principals saw handling the cases of struggling and incompetent teachers as a main part of the practices of a leader. As the principals explained, effective leaders take charge of these cases in terms of informing the teacher and closely monitoring her performance after issuing a warning to that teacher to improve her work. They also take it upon themselves to provide guidance to these teachers on how to enhance their performance. According to the principals, had the latter not improved her performance after being exposed to workshops, the leader takes a decision to fire the teacher in consultation with the subject coordinator(s).

According to the principals, supervising instruction involves three underlying practices: (a) overseeing the implementation of the curriculum, (b) monitoring students' learning, and (c) recruiting and inducing new teachers.

Oversees the implementation of the curriculum. Five out of the twelve principals (from the three types of schools) emphasized that an effective leader should be involved in implementation the curriculum. According to two principals, the leader should be well informed about the scope of the curriculum – the units and chapters of every subject matter – and its sequence: the order of the units and chapters. One female principal of a medium-sized public school (PbMF3-P) stated:

An effective leader should hold meetings with teachers and coordinators to discuss the central units/themes in every subject matter: they discuss when it is the best time to present these units to students and whether these units necessitate that students learn specific prerequisites in other subject matters. The leader should ensure that teachers of different subject matters coordinate together to cater for students' learning and to cover the pre-requisite themes and chapters. The leader should also discuss how themes interrelate within the same discipline and how different subject matters could be thematically integrated. Thus, the leader doesn't intervene with how a certain subject shall be taught; but makes sure that the units and chapters of a curriculum are well distributed and aligned across different levels and disciplines.

Monitors students' learning. Seven out of twelve principals emphasized this area and believed that it is an essential aspect of the role of effective leaders as it reflects and pertains to the school's performance. According to two principals (PriLF5-P) and (PrFrLM10-P), an effective leader should be actively involved in evaluating instruction in working with team members on setting policies and procedures such as inducing a new grading system or introducing new ways of writing assessment tests. Furthermore, almost all the seven principals emphasized that a leader should collect information about students' learning through observing their assignment copybooks and test records, etc. A female principal of a medium-sized public school (PbMF3) explained in detail the nature of her monitoring activities:

As a leader, I look at the 'horizontal' and 'vertical' competencies that students master. Horizontal competencies are general and inform me about students' skills across all subject matters, such as their ability to write in a neat and clear handwriting, etc. Vertical competencies are more subject-related and provide information about students' acquired knowledge and skills in a specific subject matter." As for students' test records, an effective leader should investigate the reasons behind their scores. A leader then conducts meetings with heads of divisions, heads of academic departments, teachers and/or parents to discuss such questions in detail.

Another male principal of a large, private-free school (PrFrLM9-P) stated:

An effective leader doesn't just rely on coordinators' feedback to get information about instruction; she requests samples of students' exam sheets to check their acquired skills.

Recruits and inducts new teachers. Six out of twelve principals (four of medium and two of large schools) emphasized that an effective leader should be involved in hiring new teachers, and with the help of her team members, should develop specific criteria to induct them into the school teams. According to the principals, the

leader may delegate the process of orienting teachers to coordinators and/or heads of divisions to inform teachers about the regulations and policies of the school. Two principals noted:

An effective leader works with the new team members on: (a) familiarizing teachers with the school rules and the educational policy, in addition to the work mechanisms, the reward and retribution policy of the school, etc. (b) attending novice teachers' classes to observe their performance the first time they are in class; and (c) providing mandatory workshops for teachers to ensure their progress and professional growth.

As for novice teachers, two principals emphasized that a leader should be especially caring for new teacher learners. A female principal of a medium sized, private-free (PrFrMF11-P) stated:

A leader should be willing to help novice teachers. It is expected that new teachers will stumble and fall more than once, but a leader, with the help of her coordinators and heads of divisions, must help these teachers get back on their feet, till they learn to become independent.

Builds Teams, Distributes Responsibilities and Delegates Tasks

Ten out of twelve principals (four from medium and six from large schools) believe that building teams is one of the most important aspects of effective leadership. According to the principals, a school leader has excessive work responsibilities and so she can't solely manage all details; therefore the process of building teams and delegating tasks to people with the right expertise becomes a crucial requirement, and principals saw a critical contribution from the leader in making that happen. One female principal of a medium-sized, private school (PriMF7-P) stated:

An effective leader acts like a maestro when leading her team; she makes team members work harmoniously towards achieving the objectives that have been set. In turn, these members are leaders for the teams they are working with, mainly constituted of the body of teachers and students. An effective leader is both a team leader and a member who has great

knowledge of the qualifications of her team members and assigns them key positions and responsibilities.

Most of the principals emphasized that an effective leader should build a direct team composed of academic and administrative staff, including heads of divisions, heads of academic departments (subject coordinators), social workers, accountants, information technicians, secretaries, heads of housekeeping departments, etc. The team covers a wide array of responsibilities given the various specializations that its members encompass.

A number of principal participants stressed that a very important aspect of effective leadership is the leader's ability to delegate tasks to individuals. They believe that a leader of an educational organization should train people so that they are able to do tasks on their own. Three principals emphasized that successful leaders prepare other leaders who would have the adequate knowledge, necessary skills and the needed competencies to lead the school and take on specific tasks whenever necessary. On the other hand, only a few principals (two out of twelve) noted that a leader should be willing to share part of her authority with some team members who are highly qualified and well prepared to take decisions in specialized fields, yet these decisions should not conflict with the decisions made by the leader nor should they surpass the general school guidelines.

Builds Trust with School Staff and Motivates School Members

Ten out of twelve principals emphasized that effective leaders are those who succeed in building trust among school members by taking time to establish strong relations with them. Principals agreed that the leader should listen to staff's concerns and should make them feel that she cares for their comfort and well-being because they

are the center of the educational process. Further, according to the principals, the leader should understand teachers' motives and cater for their needs to build their capacities so that they develop deep interest in their work through feeling productive.

Motivating teachers was yet another point emphasized by the twelve participating principals. According to them, motivation takes different forms like showing appreciation to teachers' work, complimenting or saluting their efforts, celebrating their success, offering financial rewards, etc. Furthermore, only one male principal of a large private-free school (PrFrLM10-P) portrayed an effective leader as someone who is inspirational, he stated: "a leader should inspire the staff and make them work willingly towards shared goals". In addition, a leader was portrayed as someone who models best practices and sets a great example for teachers and other staff to follow. A male principal of a medium, private school (PriMM8-P) stated:

A leader can't ask people to stay at school for a late hour to do school-required tasks while she goes home early. The latter should demonstrate decent behavior and should be willing to "walk the talk"; that is, do what she requests from her staff.

Additionally, four principals stressed on the leader's role in motivating students. One female principal of a medium, private school (PriMF7) stated that effective leaders should influence positively students and teachers and leave positive imprints in them. According to them, effective leaders find the time to highlight students' academic and behavioral accomplishments and salute students' efforts by encouraging them to ameliorate their performance. A large private-free school principal (PrFrLM10-P) stated:

"Sometimes all it takes is just a simple smile followed by words like 'WOW! You did excellent!' [...] or 'I expect better results next term, you can do it!' Such words leave a great impact on students and make them feel that they really *can* do it."

Conducts Continuous Evaluations of the School Programs

According to eight out of twelve principals, an effective leader should conduct continuous evaluations of the school performance and should collect data throughout the year. One female principal of a public school (PbMF3-P) explained:

At the beginning of the year, an effective leader should meet with the team members and evaluate with them how things went the previous year. Together they identify what went wrong and decide what needs to be done in that regards. Evaluation should always precede setting any plans or goals for the new scholastic year.

Therefore, effective leaders are people who conduct general evaluations for the school with the involvement of other school members. They use the results to decide upon general guidelines to use when planning for the next scholastic year or of improvements of a specific program. A male principal of a large private school (PriLM6-P) stated:

In order to measure the school effectiveness, one should measure and compare the input and the outcomes of the school. Looking at the percentage of students' success in the official results is a false indicator because it measures only one aspect - the output. Some schools only accept elite students in grades nine or twelve and reject weak students. Such schools aren't necessarily effective. However, a school whose students score 10 over 20 at the beginning of the school year and a 13 or 14 over 20 by the end of the year is surely a successful school. Thus, it is important to take a look at students' input at the beginning of the year and compare it to their outcome at the end of the year to see their progress. This is mostly done over a period of 3 to 5 years in education. The second measure of success to observe whether the students who have graduated have become leaders in their fields; that is to see whether the vision of the school has been achieved. This is another great indicator of the school's success.

Plans and Manages the School Budget and Ensures the Proper Supply of Resources

According to eight of twelve principals – five from large schools and three from medium schools – effective leadership involves setting and approving of the school budget and approving of the needed resources. One male principal of a large, private-free school (PrFrLM10-P) stated:

“A leader should accomplish the day-to-day administrative and managerial tasks and should be in charge of improving the school’s financial, social and psychological environments.”

All eight principals agreed that an effective leader should assign a team of accountants who take on financial operations; she then closely monitors the work of the committee and takes the necessary legal and financial decisions.

Sets and approves the school budget. Eight out of twelve principals, four males and four females, believe that an effective leader should set the school budget based on the recommendations of every team member who in turn sets the budget of the department he/she is responsible for. When asked whether the leader should be in charge of financial supervision at the school, one male principal of a large, public school (PbLM2-P) stated:

The educational plan of the school can’t be put to action without a budget. An effective leader has to set and manage the school budget; otherwise the plan can’t be implemented as it should be. When she is in charge of the budget, the leader puts the necessary plan accordingly and is held accountable for its proper implementation.

Another male principal of a large school (PrFrLM10-P) explained the process of setting the general school budget that represented what other principals described:

The best means of setting the budget of the school is by having every staff member propose a small budget for his/her department depending on what they need as resources and/or equipment. This way each school member presents what is needed for his/her department and then sets an estimated budget for it. An effective leader thoroughly checks these proposed budgets and gives her consent on providing the required resources. She then sets the overall budget of the school by taking the staff's suggestions into consideration.

Approves the necessary resources. According to eight out of twelve principals, an effective leader ensures that the school budget is mainly dedicated to distributing the necessary resources on different facets of the school functions such as: maintaining buildings, ensuring opportunities for professional development, providing textbooks, equipment, etc. One male principal of a large, private school (PriLM6-P) expressed that a main part of a leader's role is to continuously think of and look for creative ways to secure financial resources or funds for the school; he stated:

A leader should think of ways to secure funds for her projects. People who provide funds have authority and can use it against people; they can simply reject the whole project because they don't want to fund it. At this school, I involved students in recycling and then we sold tanks and bottles in exchange for money. Rather than resorting to the school owners for money, I always think of new projects that would secure money for the school.

Protects the School from the Surrounding Political Turmoil and Enforces School Regulations

Seven out of twelve principals – five males and two females – highlighted this aspect and asserted that effective leaders should act as guardians for the school. The respondents – two from public schools, three from private and two from private-free schools belonging to larger institutions – believe that leaders should seek to enforce the school regulations by refraining from giving special favors to those who break the law and by protecting the implementation of these policies from interferences by politicians.

A female principal of a large, public school (PbLF1-P) highly stressed this aspect and explained how interferences in the school might affect its outcomes; she stated:

A leader should prevent any outside party from interfering in school-related matters such as teachers' recruitment, students' enrollment, their upgrading to new classes, etc. For instance, if a student fails at the end of the year, he/she shall stay in the same class and not be raised to an advanced one! No one can convince me otherwise, no matter what!

Two principals of schools belonging to larger institutions contended that a leader of a school belonging to a bigger institution may be obliged sometimes by her superiors to provide favors to parties so as to maintain positive relations between the mother institution to which the school belongs and these parties. Both principals emphasized that in such situations, an effective leader may want to compromise without breaking the rules. Two principals provided very similar concrete examples of the situation, one of them stated (PriLM6-P):

Sometimes, I get a call from my superiors at the mother institution asking me to promote a student to a new level or to register a new student who may not necessarily be up to the standards upon which we accept students at our school. Given that my superiors at the institution requested that I look more into this kid's profile, as a leader I try to study more his/her situation. I might ask the teachers to provide this student with remedial sessions and after that have them (teachers) repeat the exam for him/her to see if he/she succeeds. This way if the student fails, I would have solid proof that he/she shouldn't get promoted, and if she does succeed then the parties who requested his/her promotion in the first place would know that I put some extra effort to study this student's situation.

When asked about how a leader can enforce school regulations, one private-free principal (PrFrMM12-P) stated: "a leader shouldn't accept it if teachers come late to school in the morning! It is against the law and it shouldn't be possible". Another female principal of a large public school (PbLF1-P) stated: 'School comes first' and so a leader shouldn't be flexible when it comes to abiding by the school rules and

regulations. Most principals emphasized that effective leaders enforce discipline by forbidding any discourse in politics within the school; only one male principal (PriLM6-P) of a large private school stressed on the leader's job in opening channels of communication with students to promote their awareness about politics and political issues they encounter on daily basis.

Initiates and Implements Change

Based on the interview data, six out of twelve principals, five of whom were females, revealed that one of the most important aspects of a leader's job is her ability to initiate change in the school environment. A private school principal (PriMF7-P) stated: "The school can't be stagnant; an effective leader has to work with her team on inducing positive change for the purpose of improving the school's overall performance." Principals perceived of an effective leader as someone who addresses change by (a) involving staff in generating ideas for initiating change; (b) planning the desired change, collecting data about it and evaluating it; and (c) coping with teachers' resistance.

Involves teachers in generating ideas for initiating change. Six principals highlighted this aspect. According to them, as a change agent an effective leader should convince teachers of the value of continuously looking for new ideas and should solicit their opinions. A large, private school female principal (PriLF5-P) further elaborated:

If a leader comes from an educational background, she can excel in this domain. An effective leader should convince teachers and the school staff of the importance of inducing change and of the benefits it might have on students and the school outcomes. Change could be proposing a new curriculum, policy, a grading system or a new instructional strategy or method, etc. Sources from which new ideas may emerge vary; it could be through workshops or conferences or through reading about new educational trends, etc.

According to the principals, inducing change at school requires conducting extensive meetings with team members to discuss the anticipated challenges. A medium-sized, private female principal (PriMF7-P) provided an example of a project that was positively implemented at her school:

At our school, we noticed that students don't value the things they have and that they are losing their human touch. So after extensive discussions with team members, we developed a mandatory program that involves students in social activities and obliges them to do community service. All the team members worked on delineating the objectives that students should attain by being part of the program and on identifying the activities that should be included. It was a joined effort among all team members and parents were informed of the objectives of the program before implementing it.

Plans the desired change, collects evidence-based data, and evaluates it. Five out of twelve principals – most of who were from private schools – stressed that an effective leader work with team members on planning for the change before implementing it. A public school female principal (PbMF3-P) stated: A leader should propose or accept a new concept or idea after anticipating its effects. The change process necessitates outlining the long and short term goals of the project, putting short-term stops in order to evaluate the project, and developing a detailed strategy and a timeline for implementing this change.” The public school principal (PbMF3-P) further explained how change should be led:

“When inducing a new project, an effective leader first studies the location of the project. That is she asks: is the school a suitable place to conduct such a project? What are the negative or positive aspects about the location? The leader should focus on the points of strength; she asks: How could we improve what we already have? Then, the leader works with the team members on setting short term objectives and making stops to evaluate what has been achieved so far.

The principal (PbMF3-P) also provided an example of a project which included the placement of students with disabilities into the general education classroom (inclusion). She described how she carefully planned that change for three years before it was implemented. She explained:

As the school leader, I had to pave the way for the project by discussing it with students, teachers, parents, administrators as well as with ministry representatives. I exposed them all to workshops so that we would all learn about ways we can deal effectively with students with disabilities. Some parents even rejected the idea of having their children communicate with people with disabilities and threatened to remove their kids from school. I said 'Ok, so be it'! I was highly convinced about the importance of this program. We held events that address the issue of 'people with disabilities'. With time, students and teachers and even parents, were extremely excited about the idea and were highly supportive.

Principals emphasized that a main part of the leader's role is to evaluate the change and to ensure that it is serving its stated purpose. One female principal (PbMF3-P) explained:

When inducing change, the leader should set allotted stops to evaluate how the project plan is being implemented and whether the set goals are being achieved. Based on the data collected, the leader and the team members either move forward with the project or they change and/or adjust the original plan in order to eventually attain the goal(s) of the project.

Copes wisely with teachers' resistance. Five out of twelve principals pointed out that when implementing change, a leader will be faced with resistance. The principals proposed various ways of dealing with it; two of them emphasized that effective leaders should motivate their teachers and encourage them to adopt the new change. One female principal of a public school (PbMF3-P) suggested that effective leaders work on the new project with teachers who are excited about it until other teachers get eager and more enthusiastic to get involved, she stated:

It's very reasonable to have people resisting the idea of change; however, there's always a group of teachers who are willing to try it. An effective leader should make use of those people and should work with them, and soon afterwards, other teachers will develop interest.

Two other principals from large, private schools emphasized that a leader should introduce new ideas in appealing ways to teachers and use various convincing approaches. Both principals also agreed that an effective leader should resort to authority if she failed to convince people of the need to induct a certain change that is assumed to have positive influence on school outcomes.

Cumulative Profile of Effective Leadership from Teachers' Perspectives

Teachers, like principals, identified a number of traits, attitudes and behaviors that school leaders should demonstrate so that they can be portrayed as effective. The characteristics they revealed were very similar to those suggested by the principals.

Figure 3 illustrates the characteristics proposed by teacher participants.

Figure 3

Characteristics of effective leaders as perceived by Teacher participants

Possesses Special Personal Traits
<ul style="list-style-type: none"> • Demonstrates high levels of integrity • Is assertive
Demonstrates Positive Attitudes
<ul style="list-style-type: none"> • Is humble and approachable • Is open minded
Possesses Strong Cognitive Skills
Possess Theoretical and Practical Knowledge
<ul style="list-style-type: none"> • Has an extensive knowledge base and practical teaching experience • Possesses management skills
Establishes Effective Relations with the School Community
<ul style="list-style-type: none"> • Establishes effective relations with teachers • Establishes effective communication with parents, superiors and the external school community
Promotes Continuous Professional Development
Monitors Teachers' Instruction
Plans and Manages the School Budget and Ensures the Supply of Resources
Builds Teams, Distributes Responsibilities, and Delegates Tasks
Builds Trust with School Staff and Motivates School Members
Initiates and Implements Positive Change
<ul style="list-style-type: none"> • Copes with teachers' resistance
Sets School Structures and Guidelines
<ul style="list-style-type: none"> • Works with school staff on shaping the school's mission and vision • Builds structure and develops the internal school policies
Protects the School from the Surrounding Political Turmoil and Enforces School Regulations
Conducts Continuous Evaluations of the School Programs

Based on teachers' perspectives, effective leaders (a) possess special personal traits including integrity and assertiveness, (b) demonstrate positive attitudes, (c)

possess strong cognitive skills; (d) possess theoretical and practical knowledge; (e) establish effective relations with the school community; (f) promotes continuous professional development; (g) monitor teachers' instruction; (h) plan and manage the school budget and ensure the supply of resources; (i) build teams, distribute responsibilities, and delegate tasks; (j) build trust with school staff and motivate school members; (k) initiate and implement positive change; (l) set structures and guidelines for the school; (m) protect the school from the surrounding political turmoil and enforce school regulations; and (n) conduct continuous evaluations of the school programs.

Possesses Special Personal Traits

All the twelve participating teachers agreed that an effective leader should possess a set of indispensable personal traits including integrity and assertiveness.

Integrity. Teachers stressed that effective leaders should demonstrate high levels of integrity by being respectful to people and to school rules and policies, being fair with the school staff, and by being honest, trustworthy and highly committed to making the school a place where all school members feel safe, warm and protected. Moreover, the teachers stressed that an effective leader models best practices and sets a good role model for teachers and students. One private-free school teacher (PriMM8-T) added that a leader with integrity should be able to confess the mistakes she makes and to apologize without showing any weakness in personality, she stated:

A leader should express remorse when she is mistaken with a student or with a teacher; such a behavior illustrates great strength in personality and sets a model for students/teachers to do similar actions.

Assertiveness. The second most commonly mentioned trait by teachers (ten out of twelve) was assertiveness. Teachers believed that effective leaders should be

assertive and unyielding especially with people who break the law and violate school regulations. A teacher of a medium, private-free school (PrFrLM11-T) stated: “At some points the leader should say: ‘this is how things need to go’ and the final say has to be hers.”

Demonstrates Positive Attitudes

Based on teachers’ responses, nine out of twelve teachers highlighted a set of attitudes which effective leaders need to demonstrate. They believed an effective leader should be humble and approachable, open-minded, and an attentive listener and observer of the school.

Is humble and approachable. Nine out of twelve teachers asserted that an effective leader should be ‘humble’, ‘approachable’ and ‘down-to-earth’; she should not boss people around nor should she treat them with superiority. Teachers emphasized that a leader should be willing to consult with people such as teachers or parents and take their advice whenever needed.

Is open-minded. Six teachers revealed that an effective leader should be open to new ideas and adaptable to change. In addition, she should listen to people’s thoughts and should conduct extensive meetings so as to explore different perspectives before taking critical decisions. Two teachers strongly emphasized that an effective leader should have good listening skills to attend carefully to teachers, and parents. A private-free school teacher (PrFrMF11-T) stated that one of the most effective characteristics is the leader’s ability to listen to staff, share their concerns and help them solve their problems.

Possesses Strong Cognitive Skills

Based on the results, six out of twelve teachers emphasized that a leader should possess advanced cognitive skills required to grasp ideas and problems rapidly, propose solutions to them, make coherent connections, distinguish between rational and irrational talk, and deal with any challenges that might emerge. According to the teachers, an effective leader should be rational and wise and should possess sophisticated problem solving skills. A teacher of a medium-sized, private school (PriMF7-T) added that a principal should be insightful; he explained:

“By talking with a person, a leader should be able to identify whether he/she is trustworthy, qualified, honest or transparent, etc.” She should be able to understand to a great extent the body language of people and can assess situations accurately.

Another private school teacher (PriLF5-T) favored leaders who are less emotional and more rational; she stated:

A leader shouldn't let her emotions affect her decisions. Women are passionate and have the tendency to be biased whereas men are more rational and, in my opinion, make better leaders than women.

Possesses Theoretical and Practical Knowledge

Based on the results, eleven out of twelve teachers asserted that an effective leader should have broad theoretical knowledge base, particularly in education, which allows the leader to cope efficiently with the challenges that emerge on regular basis. Teachers also emphasized that a leader should have expertise in teaching, learning and leading and should possess specific management skills required to grasp all the different school aspects and to communicate effectively with all the members of the school community. Teachers discussed three aspects under this category: the leader's broad knowledge base, teaching expertise, and managerial skills.

An extensive knowledge base. Eleven out of twelve teachers stated that an effective school leader must have wide knowledge in various fields including leadership, management, psychology, accounting, and education. They also stressed that effective leaders should complete multiple training programs and workshops to acquire that knowledge. One large, private school teacher (PriLF5-T) stressed that an effective leader needs to possess a scientific background since scientific people are very systematic in their work. One teacher (PriLM6-T) from a large, private school emphasized that a leader should have earned multiple degrees in various fields or a degree in multi-disciplinary studies to have wide background knowledge required for leading an educational institution.

One teacher (PrFrLM9-T) who is also the instructional supervisor at a private-free school emphasized that an effective school leader should have a strong knowledge base in management or business administration in order to handle all the managerial duties at the school. According to him, an effective school leader, whom he referred to as the *school manager*, can't be an instructional leader at the same time, because these two domains don't overlap. He stated:

“School managers and instructional leaders have different and, sometimes, opposite characteristics and qualifications.” An effective school leader should delegate the educational process to a team of educators who execute and supervise all aspects related to instruction at the school. The leader thus takes on the process of managing the school and doing all the administrative tasks.

Practical teaching experience. Eleven out of twelve teachers emphasized that an effective school leader should be an educator who possesses practical teaching experience. One medium, private school teacher (PriMF7-T) contended that leading a school differs from leading any other organization; since teaching is central to the school goals, the leader must be an educator in order to be able to respond to their

teachers' needs. One teacher from a large, private-free school (PrFrLM10-T) stated that an effective leader should be able to understand deeply the mission of teaching and what it is like to be in a classroom setting. The same teacher (PrFrLM10-T) explained:

An effective leader must have a teaching background so that she can understand what a teacher struggles through in class. She should be cognizant of teachers' workload and the frustrations they face. When a leader knows what it is like to be a teacher, she sets realistic deadlines and becomes more credible. For example, a simple 'may you be well' or 'may your efforts be rewarded' addressed to a teacher feels sincere coming from a principal who has previously been a teacher.

Management skills. All the twelve teacher participants focused that an effective leader should have management skills needed to make effective interaction with people and to get ideas across to them. Six teachers emphasized that a leader should have team building skills required to form teams, delegate tasks to people with expertise, and to make team members work harmoniously together.

Establishes Effective Relations with the School Community

All the twelve teacher participants asserted that an effective leader should open channels of communication with all the layers of the educational institution including teachers, parents, and the outer school community. As one private-free school teacher (PrFrMM12-T) stated: "a leader doesn't sit behind her desk and give orders but interacts with people and listens to them."

Establishes effective relations with teachers. All the teacher participants highly stressed that an effective leader develops close relations with teachers by participating in their social activities, listening to their concerns and attempting to solve their problems; in addition, she conducts regular meetings with teachers to discuss

school-related matters such as parents' complaints, instructional problems, and students' achievement.

Further, though one teacher (PriMM8-T) mentioned that an effective leader follows up on students' academic, social and psychological needs and problems, most teachers did not see that effective leaders should have direct or extensive communication with students because, as some of them stated, students tend to abuse this relationship. All five teachers contented that students should report their problems to teachers and supervisors and that an effective leader should only interfere on two occasions: (a) when teachers and administrative supervisors and/or heads of divisions fail to solve students' problems, and (b) when things get out of hand and might have an impact on the general school climate. However, two teachers did emphasize that effective leaders should establish direct connection with students to be able to discuss their life-related matters in order to widen their knowledge about the society in which they live and about the world in general, as one private-free school teacher stated (PrFrMF11-T).

Establishes effective communication with parents, superiors and the external school community. Nine out of twelve teachers highlighted this aspect and asserted that effective leaders maintain strong relations with parents and with people from outside the school including the directors at the mother institution, Ministry representatives and other parties from the community. According to eight teachers, an effective leader meets with parents and discusses with them their concerns as well as different school-related matters including the quality of education at the school, the values being taught, the discipline policy, the books used, the instructional strategies being employed, and the extracurricular activities. Nonetheless, three teachers

contended that it's not the sole responsibility of the leader to communicate with parents, and that effectiveness can be reflected in the ability of the leader to delegate to teachers, administrative supervisors and heads of divisions. One medium-sized public school teacher (PbMF3-T) stated:

An effective leader should communicate with parents on two occasions: (a) during the registration of new students, where the leader communicates with parents to learn about students' social backgrounds; and accordingly, the leader makes "a wise decision on whether to accept students or not"; (b) when students cause major problems at school, the leader calls on parents to address these problems and to pledge on behalf of their children not to cause more problems.

Further still, all nine teachers especially public school teachers stressed the leader's important role in building effective communication with the outer community including the leader's superiors, school district supervisors, universities, and the town's municipality. Public school teachers emphasized that a leader should develop good relationships with the district supervisors and the Ministry representatives and should keep them updated on any change being proposed or made at school. This is illustrated in what one teacher of a large public school (PbLF1) stated:

At our school, the principal has great relationships with the school community and with educational institutions, which has had an influential positive influence on the school and on students' academic achievement. For example, we have volunteer teachers from important universities and reputable schools in Beirut tutor underachieving students at the school by providing remedial sessions to students.

Another private school teacher (PriMF7-T) stated:

"Opening up the school to those institutions is solely the leader's responsibility". An effective leader should initiate effective partnerships with reputable universities and other organizations if these partnerships are assumed to serve the students and the school as a whole.

Promotes Continuous Professional Development

This aspect of leadership entails providing ongoing learning opportunities for school staff to grow professionally. Nine out of twelve teachers emphasized this aspect and asserted that an effective leader delegates the process of looking up workshops to subject coordinators who are more knowledgeable about teachers' performance in classes and are better able to suggest the required workshops for them. According to teachers, a leader contributes to the development of teachers by (a) identifying the needs of teachers and deciding upon relevant workshops that they need to attend, (b) conducting workshops and pre-service training introducing new instructional ideas, and (c) encouraging teachers to exchange visits among each other and to discuss ideas about efficient instructional strategies and educational concepts.

Further, five out of twelve teachers focused that the leaders themselves should set personal targets and should never cease to learn and develop their knowledge. This is why leaders should attend workshops and should keep up to date on leadership theories, management policies and other related topics.

Moreover, six out of twelve teachers highlighted the leader's role in empowering teachers and encouraging them to grow professionally. One private-free school teacher (PrFrLM10-P) described that effective school leaders provide teachers with opportunities to take charge especially inside their classes; she stated:

Teachers should be given authority inside the classroom. They should be the masters of their classes; any teacher has the right to do what she finds convenient and serves students' learning: She can adopt, accommodate and/or adapt the material, propose any instructional strategy, set meetings with the parents to discuss students' performance in class, etc. Even in the playground, she can go around students and do anything she finds convenient.

Monitors Teachers' Instruction

Nine out of twelve teachers emphasized the leader's role in monitoring teachers' instructional performance. They asserted that effective leaders monitor teachers' instructional performance by attending their classrooms in order to check their classroom management and their interaction with students. According to one private-free school teacher (PrFrMF11-T), an effective leader should "know how to supervise instruction, yet she shouldn't be responsible for it". Teachers believe that leaders are required to follow up on the teaching and learning process by constantly meeting with coordinators to discuss matters of instruction and to get feedback about the process. One private school teacher (PriMF7-T) described in detail how the process takes place at his school:

The head of academic departments are subject coordinators who are in charge of a group of teachers (team of teachers) who teach that subject matter for different grade levels. Coordinators put with teachers the general instructional plan and then they follow up on its implementation – they supervise the methods of instruction, planning, exam preparations, assessment procedures, etc. An effective leader oversees the work of academic coordinators and makes sure that they execute their job effectively.

One private school teacher (PriMM8-T) stated - and another private-free school teacher (PriFrMM12-T) agreed:

Even though coordinators provide feedback about teachers' performance in class, a leader must attend classes and even make drop-visits to observe teachers' instruction. A leader should also observe teachers from outside the class, when they are not aware of her presence. This is the best way to know how a teacher 'truly' performs in class.

Besides attending classes, teachers believe an effective leader should observe teachers' unit plans to see the statement of the goals, and how their plans reflect measurable and behavioral skills and objectives, etc.

Plans and Manages the School Budget and Ensures the Supply of Resources

Analysis of the results has shown that nine out of twelve teachers highlighted following up on financial operations and supplying adequate resources as key to effective leadership. They viewed a leader as someone who establishes a committee of accountants and financial experts to take on the school's financial operations. Based on teachers' perspectives, the leader supervises the committee's work and takes imperative financial decisions based on careful consideration and study; in addition, she sets the school budget and supplies the needed resources and equipment that ensure the proper functioning of the school.

Builds Teams, Distributes Responsibilities, and Delegates Tasks

According to the interview data, seven out of twelve teachers viewed building teams as one of the most important aspects of effective leadership. They asserted that a leader should initiate people into the team and make them work harmoniously together; according to them, a leader should set the general guidelines, propose changes and delegate to team members - after they had been properly trained - the process of handling important details based on the guidelines set.

In fact, all seven teachers agreed that almost every big task should be carried out and executed by a team of professionals who have expertise in different domains. An effective leader chooses her team members thoroughly, distributes chores and responsibilities to them, follows up on tasks, makes sure that things don't drag behind, and holds members accountable for whatever they are in charge of. A private school teacher (PriMF7-T) explained:

An effective leader must be cognizant of the qualifications of the team members and must have the spirit of an educator in that she acts as their guide.

The teacher (PriMF7-T) described how an effective leader leads the school teams:

The leader should build a team of professionals which includes heads of divisions, heads of departments and heads of support departments including the libraries, laboratories, busses and transportation, maintenance, material management, publications, human resources, etc. Each of the team members has expertise in specialized domains and ensures a proper communication among all parties. Given that the leader can't manage to take care of all details within the school, she delegates specific tasks to her team members and follows up on their work.

Few teachers (two out of twelve) even believed that a leader should share part of her authority with people who have gained professional expertise and have been well trained to take decisions. Three teachers emphasized that a leader should prepare another leader for the school; one medium-sized, private school teacher (PriMF7-T) explained:

“A leader cannot delegate authority to people and then shadow these persons by following up on them step by step and by correcting their mistakes every now and then; this behavior doesn't allow people to grow.” An effective leader is an educator; if she decides to delegate a task to a person, she should trust that person and let him/her stumble in order to learn and grow. In addition, “an effective leader nurtures leaders”; if she is absent, things won't affect how smoothly work is carried out at the school because she has already established a strong system where everyone knows their part and executes it very well.

Builds Trust with School Staff and Motivates Teachers

Seven out of twelve teachers – four from large schools – believe that building trust with team members is an essential requirement. They asserted that team members deserve their leader's trust since they were originally assigned that position based on their high qualifications. Furthermore, teachers strongly agreed that an effective school

leader highly values the people she works with and is generous in providing benefits, incentives and rewards to teachers. Rewards may take various forms: great appreciation for teachers' work and acknowledgement of their efforts, financial bonuses, etc. so that teachers feel comfortable and financially satisfied.

Initiates and Implements Change

Of the twelve teachers interviewed, seven (four from large and three from medium schools) reported that an effective leader should initiate positive change at the school by proposing and/or welcoming new ideas that aim to improve the school's overall performance and by coping with teachers' resistance to change. According to five of the teachers, an effective leader conducts studies before implementing any change so as to investigate whether the desired change will have a positive impact on the school. A large, private-free school teacher (PrFrLM10-T) stated:

When planning for a certain change, the leader and the team members should conduct extensive studies to investigate the feasibility of the project, the measures that should be taken to ensure that students and teachers will embrace it, the expectations from teachers, how training will go about, etc.

Copes wisely with teachers' resistance. Five out of twelve teachers stressed that before implementing any change - or during this process - a leader should anticipate the challenges that might arise and should be willing to cope with them. Teachers' resistance was one of the many challenges highlighted by teachers. One private school teacher (PriLF5-T) stated:

The best way a leader can deal with teachers' resistance is by showing them the importance of such a change and by discussing with them its benefits. If she fails to convince them of its importance and its need, then

the leader should impose that change in school and set deadlines for its implementation.

Four teachers, two of large private-free schools (PrFrLM10-T and PriFrLM9-T)

and two of large public schools (PbLF1; PbLM2) added:

It's very reasonable to have teachers resist the idea of change; however, an effective leader should make use of other people; she should work with the elite and little by little expand the team she is working with. After some time, teachers will develop a sense of competition and will become excited about that change.

One private-free school teacher (PrFrLM10-T) shared the same view through providing an example of a project introduced at her school, one in which the principal was ineffective in preparing teachers for the change:

The principal and his team decided to include interactive white boards in school. Normally, such a decision necessitates the involvement of all teachers; however, we were left out, our leader didn't consult with us. Additionally, white boards were introduced in classrooms before teachers acquired the proper training on how to use them. I would have found it more efficient if our principal started by conducting a needs study prior to conducting any change.

Sets School Structures and Guidelines

Six out of twelve teachers - four of whom from private schools – stated that effective leaders set general guidelines for the school by shaping its vision and mission, building school structure and setting internal school policies.

Works with school staff on shaping the school's mission and vision. Six out of twelve teachers emphasized that an effective leader works with staff members and professionals on developing and sharing the school vision. Public school teachers however focused less on this aspect. One private school teacher (PriLF5-T) provided a concrete example of the case in her school:

One efficient way of setting the school vision is to have the school leader invite all teachers and staff members to participate by providing

suggestions of their perception of the vision. Once our school principal asked all teachers to express their own vision for the school and then conducted a general meeting to which all teachers were invited to share their suggestions. Following our meetings with the leader, we managed to agree on one general vision that incorporated most of teachers' vision suggestions.

Teachers working at schools belonging to larger institutions addressed how leaders of such schools should be like. According to these teachers, an effective leader of a school belonging to a larger institution should participate in shaping the school policies and regulations in collaboration with the directors at the institution. One private-free school teacher (PrFrLM10-T) stated that an effective leader should share the vision with all school members and even with parents because this should be considered as an essential criterion upon which parents decide to enroll their kids at school. The teacher (PrFrLM10-T) explained the process an effective leader should follow while developing the school's vision:

A committee or a team should be formed for that purpose; it should include professionals from various backgrounds: information specialists, language teachers, coordinators, heads of divisions, etc. All members participate in identifying the general purpose and the values that need to be reflected in the vision.

Builds structure and develops the internal school policies. Five out of twelve teachers highlighted this aspect; they explained that an effective leader should set the internal school policies and regulations or at least be aware of them had they been previously developed by the school founders or by the Ministry – as is the case in public schools. The school policy should include general guidelines that ensure the proper functioning of the school such as information about academics, the discipline policy, expectations of teachers and students, teachers' rights and responsibilities, etc. One private-free school teacher (PrFrLM10-T) explained how a leader effectively develops the discipline policy of the school, she stated:

The leader and her team members should set the spring board for discipline and then teachers and coordinators execute it out. Its execution is a joint effort, all staff members should speak one common language or a common core in terms of what is expected from students. The leader then shares these rules, laws and expectations with all staff and with students and parents.

Two private school teachers emphasized building enabling and functional school structures. One teacher (PriLF5-T) provided a concrete example by explaining how her leader developed what she described as ‘constructive hierarchy’ at the school:

An effective leader should establish a solid school system that is clear to all. At our school, the leader has established such a system and teachers feel very comfortable about it. Teachers report to their coordinators in case they face any problems. Coordinators on the other hand communicate with the heads of divisions who in turn, consult with the principal about specific issues. The organigram of the school is clear and very efficient, and every person occupies their role with certain discretion.

Protects the School from the Surrounding Political Turmoil and Enforces the School Discipline

Six out of twelve teachers highlighted that ideally a leader should be able to protect the school from any political conflicts taking place in the country. Teachers stressed the importance of enforcing discipline within the school by applying the school policies and regulations and by protecting the school from any interference from outside parties: An effective leader doesn’t give in to political requests, and her political or religious affiliation doesn’t take over her feelings of belongingness to the school she is leading” stated one public school teacher (PbMM-4). Teachers highly stressed that an effective leader should model the enforcement of the law and highlighted that she shouldn’t accept any outside interferences in school matters that can lead to breaking the school policies and laws. The response one private school teacher (PriMM8-T) stated reflects this point:

A leader mustn't be hesitant when it comes to enforcing policies; rather determined and unyielding. For example, if the law states that no one at school is supposed to discuss politics, then whoever disobeys the law must be punished! There is a reason for why the law is there, it is to provide order. When it comes to applying the law, it's not acceptable that the leader backs out or accepts interference from any party concerning the measures taken for those who do not abide by the law.

Conducts Continuous Evaluations of the School Programs

Of the twelve participating teachers, five – from private and private-free schools – stated that an effective leader should work with school staff on conducting thorough and comprehensive assessments of the school programs by collecting data on all staff performances throughout the year. Teachers agreed that a leader should (a) monitor students' achievements to see whether there has been any improvement in their scores following the implementation of a certain instructional strategy, and (b) look at the reports provided by coordinators on teachers' performances to decide whether or not to renew for certain teachers. A large, public school teacher (PbLF1-T) stated:

Usually at the end of the school year, a comprehensive evaluation of teachers' performance must take place and the leader should decide whether to renew for certain teachers or give them other tasks. A good leader should focus on the positive and negative aspects in teachers' work; if a teacher isn't so efficient, a leader might want to give her administrative tasks if available. However, a good leader should never hang on to a teacher if he/she isn't up to the acceptable standards in teaching. A leader should take certain beneficial measures that aim to improve the school's performance.

Comparison between Teachers' and Principals' Profiles

Cross-Case Data Analysis: A General Comparison of the Two Profiles

Data collected from the various participants have been presented in two compiled profiles which include effective leadership practices of school leaders as suggested respectively by principal and teacher participants. In this section, data are examined across these two profiles so as to compare teachers' and principals' perspectives and to identify the similarities as well as highlight the differences in their views. The researcher has also proposed a "grounded profile" which captures the perspectives of the study participants in the Lebanese context.

The sample of the study has comprised twelve principals and twelve teachers from twelve schools located in the Greater Beirut. Schools chosen for the study have been large and medium sized schools divided equally between public, private and private-free. The participants in the study are experienced teachers and principals who have more than five years of professional experience. Participants were selected based on the school type and size as well as the gender of the principal so as to ensure great representation in the sample and to capture any differences that might exist between participants' perspectives on effective leadership based on these variations. The data was analyzed using the constant comparative method.

After analyzing the data the researcher did not find notable differences between the answers of the participants based on the variations in the school size and type; however, there were few places where there were indications of minor discrepancies across the characteristics of the sample. These discrepancies were observed within the principals' responses in areas pertaining to: (1) establishing effective relations with the school community, where public and private free school principals stressed this aspect

more than private school principals; (2) developing the school organizational structure and setting its rules, where principals of private (and private-free) schools stressed this aspect more than principals of public schools; (3) protecting the school from the surrounding political turmoil, where male principals emphasized this aspect more than female principals, and large school principals more than medium school principals; and (4) initiating and implementing change, where female principals emphasized this aspect more than male principals. In addition, minor discrepancies were spotted within teachers' responses in areas pertaining to: (1) possessing cognitive skills, where teachers of private and private-free schools stressed this aspect more than public school teachers; (2) conducting evaluations of the school programs, where teachers of private and private-free schools stressed this aspect more than public school teachers; and (3) managing budgets and ensuring resources, where teachers of medium sized schools emphasized this aspect more than large sized schools (See tables 5 and 6).

In what follows, the researcher presents a 'grounded profile' emerging from the Lebanese context, which captures all the participants' perspectives. The grounded profile is built by comparing the themes (and subthemes) across both profiles (principals' and teachers') and by taking into consideration the characteristics that have been common across both profiles and which have been mentioned by ten or more participants. The researcher claims that these themes, given the agreement on them by teachers and principals, have been considered meaningful to participants. Other characteristics mentioned by less than ten participants were left out of the profiles not because they are considered not important but because they need further research to ensure their representativeness of both the principals' and teachers' perspectives.

Table 7

A Cross-Case Comparison between teachers' and principals' profiles of the perceived characteristics of an effective school leader

Themes	Principals N=12	Teachers N=12
Possesses Special Personal Traits	11	12
Demonstrates Positive Attitudes	11	9
Possesses Strong Cognitive Skills	9	6
Possess Broad Theoretical and Practical Knowledge Base	12	11
Establishes and Maintains Effective Relations with the School Community	12	12
Monitors Teachers' Instruction	11	9
Promotes Continuous Professional Development	10	9
Builds Teams, Distributes Responsibilities, and Delegates Tasks	10	7
Builds Trust with School Staff and Motivates School Members	10	7
Plans and Manages the School Budget and Ensures the Proper Supply of Resources	8	9
Initiates and Implements Positive Change	6	7
Designs the School systems and Sets Guidelines	10	6
Protects the School from the Surrounding Political Turmoil and Enforces School Regulations	7	6
Conducts Continuous Evaluations of the School Programs	8	5

Table 8

A Cross-Case Comparison between teachers' and principals' profiles of the perceived sub-characteristics of an effective school leader

Sub Themes	Principals N=12	Teachers N=12
Demonstrates high levels of integrity	11	12
Possesses humane decisiveness	10	10
Is approachable	9	9
Observes thoroughly and listens carefully	8	-*
Is open minded	6	6
Is comfortable taking risks	5	-
Has an extensive knowledge base	12	11
Has practical experience in teaching	12	11
Possesses management skills	12	12
Establishes effective relations with teachers	12	12
Establishes effective relations with students	8	-
Creates productive relations with parents, superiors and the external school community	11	9
Fosters a healthy climate	6	-
Oversees the implementation of the curriculum	5	-
Monitors students' learning	7	-
Recruits and inducts new teachers	6	-
Sets and approves the school budget	8	9
Approves the necessary resources	8	9
Involves teachers in generating ideas for initiating change	6	-
Carefully plans the desired change, collects evidence-based data and evaluates it	5	5
Copes with teachers' resistance	5	-
Shapes the school mission and vision	10	6
Sets the school's long and short term plans	8	-
Builds school systems by developing the internal school policies	7	5

* Category is non-existent (none or less than 4 respondents mentioned it)

Comparison between Teachers' and Principals' Themes

Based on the comparative analysis, at the level of every participating school there appeared to be many areas of similarity between the teacher and the principal, who reported identical characteristics of leadership effectiveness. In fact, the great alignment between teachers' and principals' perspectives is a major finding emerging during data analysis. Teachers and principals agreed on a great number of characteristics of effectiveness; however, they seemed to differ on some sub characteristics where there appeared to be differences in the weight of their responses reflecting nuances in the way they perceived the nature of these characteristics.

All participants seemed to agree that a leader should possess personal attributes regarded as 'indispensable' for school leadership; these attributes include specific personal traits, attitudes, skills and broad knowledge. In addition, more than half of the number of participants conceived of effective leadership as comprising: establishing effective relations with the internal and external school community, monitoring teachers' instruction, providing professional development opportunities, building teams, assigning responsibilities, delegating tasks, building trust and motivating school members, managing the school resources, initiating change and protecting the school from the surrounding political turmoil. However, there appeared to be a few notable differences in the sub-themes of some categories such as 'designing school systems and setting guidelines' and 'conducting continuous evaluations of the school programs' (see table 7) for which there was disparity in the weight of responses between principals and teachers. Next presented is a detailed presentation of the results of the cross-case comparison between principals' and teachers' perspectives (cumulative profiles).

Possesses special personal traits. There was great alignment between teachers (eleven) and principals (eleven) that personal traits, predominantly integrity and decisiveness, are essential requirements of effective leadership. A leader with integrity was described by most respondents as someone who is highly respectful to people and to school rules, is truthful, trustworthy and committed to making the school a place to which all school members feel they belong. Teachers (ten) and principals (ten) also perceived of an effective leader as someone who is ‘assertive’ or ‘decisive’; he/she enforces discipline at the school yet maintains some flexibility in behavior whenever the need calls for it.

Demonstrates positive Attitudes. Eleven principals and nine teachers agreed that an effective leader should demonstrate a number of positive attitudes including approachability, open-mindedness, ability to attend to people and to school issues and the willingness to take risks. Principals and teachers agreed on the need for a leader to be approachable and open-minded. They used terms like down-to earth, humble and visible to express an approachable leader. Six teachers and six principals emphasized that an effective leader should be open-minded in that she acknowledges new ideas and proposals for change, accepts criticism, and is willing to explore multiple perspectives before taking decisions.

On the other hand, there appeared to be slight discrepancies between teachers and principals on two characteristics: listening to people and taking risks. Principals (eight out of twelve) stressed more than teachers (two out of twelve) that effectiveness entails listening to different parties and being a thorough observer of the school. Further, while five principals highlighted that an effective leader must be willing to take

risks that have a positive impact on the school, teachers did not mention this aspect nor did they give any additional attitudes of leaders.

Possesses broad knowledge base. This aspect was strongly emphasized by almost all the study participants (eleven teachers and twelve principals) who strongly associated between leadership effectiveness and possessing broad knowledge. Respondents thought of effective leaders as knowledgeable individuals capable of interacting with people from different backgrounds and of taking decisions in various school fields including education, management, finance, etc. According to teachers and principals, effective leaders possess theoretical and practical knowledge which they gain through university education, formal training (attending workshops) in various fields, and through practice that they gain as teacher practitioners and then as principals. However, discrepancies emerged between teachers' and principals' perspectives concerning the nature of university education gained by the leader. While most teacher participants valued leaders with educational backgrounds and/or degrees, principals were less selective and believed that effectiveness isn't necessarily restricted to people who have a background in education. Some principals, especially those who they themselves do not possess an educational background, didn't stress this aspect although they did acknowledge the value of a leader possessing a knowledge base in education.

As part of the leader's knowledge base, the study participants also discussed a number of skills including communication and team building skills which they considered essential to leadership. All the participants (twelve teachers and twelve principals) highly stressed the communication skills needed to build effective relations inside and outside of the school, and to convince people of the leader's ideas and thoughts. In addition, principals (nine) and teachers (seven) alike expressed that

effective leaders should possess team building skills which, according to them, include the ability to build teams of professionals, assign tasks to people with expertise and make team members work harmoniously together.

Possesses strong cognitive skills. Six private school teachers compared to nine principals conceived of an effective leader as someone who possesses advanced cognitive skills including problem solving and critical thinking skills, intelligence, and rationality. According to both groups of respondents, effective leaders should be able to grasp ideas and school matters quickly and to devise solutions to emerging problems.

Establishes and maintains effective relations with the internal and external school community. This characteristic was emphasized by all teachers (twelve) and principals (twelve) participating in the study and was considered an essential requirement of leadership effectiveness by all participants, especially by principals of schools located in low socio-economic status communities. Teachers (twelve) and principals (twelve) perceived of effectiveness as entailing building flourishing relations with teachers by participating in their social events, listening to their concerns and complaints and catering to their needs. Further, eleven principals and nine teachers believed that it is solely the leader's responsibility to establish trustful relations with students' parents, principals' superiors and with different surrounding organizations.

Differences between teachers' and principals' views on effective leadership were apparent with regards to maintaining relations with students. Teachers did not entirely support the idea of the principal developing relationships with students and believed that it should be mainly delegated to other school staff including heads of divisions. However, eight principals emphasized that an effective leader should develop direct relations with students so as to motivate them to achieve better results and to use

the access to their views as a means to be informed about teachers' instructional performance in classes.

Another area of difference was apparent with regards to the leader's role in fostering a healthy school climate, which was mentioned by six principals yet not brought up by any teacher. Principals respondents stressed that a main part of the leader's role is establishing a healthy school climate characterized by feelings of care and understanding so that the staff members feel safe and productive. In addition, two principals of schools belonging to private religious institutions emphasized that effective leaders reinforce the staff's feelings of belongingness to the school through organizing events and participating in their social activities. Only one of the principals emphasized that effective leaders should instill in staff the school vision and should encourage them to work towards achieving the school's common purposes, a point not mentioned by any other participant.

Promotes continuous professional development. There was alignment between principals (ten) and teachers (nine) on this aspect, as they both conceived of leadership effectiveness as entailing providing teachers with multiple opportunities for professional development. Furthermore, teachers and principals alike stressed that an effective leader should seek personal professional development to acquire more knowledge and should set attainable goals to enhance her skills and develop professionally.

Some discrepancies emerged with regards to the leader's role in designing professional workshops for teachers. Teachers focused that - based on coordinators' recommendations and feedback - effective leaders should assign a number of workshops for teachers to attend on yearly basis to improve specific areas in their practice and

performance and to acquire new skills. On the other hand, most principals emphasized that although academic coordinators are in charge of organizing internal workshops for teachers, leaders should supervise the content of these workshops so as to approve the budget allocated for teachers' professional development. Further, some principals stressed more than teachers that effective educational leaders should be involved in looking up workshops for teachers and should personally prepare training sessions for them to enhance their skills and have them acquire new strategies.

Monitors teachers' instruction. This aspect was emphasized by both principals and teachers. Based on the responses of eleven principals and nine teachers, leadership effectiveness includes monitoring closely the instructional process taking place at the school, supervising the implementation of instruction and checking whether and how learning is happening. Both teachers and principals viewed effective leaders as people who read unit plans, and attend classes so as to monitor teachers' instructional performance, and their interaction with students. Most teachers stressed that the process of instructional supervision should be mainly delegated to academic coordinators. Yet, principals believed that effective leaders have a main role in ensuring coordination between teachers and academic coordinators across different cycles and levels, implementation the curriculum and setting its objectives, monitoring students' learning, and recruiting and inducing new teachers. Principals thus saw more than teachers a role for the leader in being involved directly in monitoring instruction by reporting several aspects or dimensions related to this category. Yet, both teachers and principals gave the leader a legitimate 'right' to be involved in instructional details as much as she (the leader) finds convenient.

Designs the school systems and sets its guidelines. Eleven principals and only six teachers asserted that effective leadership entails setting general guidelines and general school systems. Principals and teachers, with varying weights, reported that this can be achieved through shaping the school's vision and mission (nine principals compared to six teachers), setting the school plans and goals (eight principals compared to four teachers), and/or developing the school organizational structure and setting its rules and regulations (internal policy/ school protocol) (seven principals compared to five teachers).

According to teachers and principals alike, effective leadership comprises building a clear school system and developing – or participating in developing – clear policies and structures, such as developing its organigram and identifying the job responsibilities, which ensure the proper functioning of the school.

In addition, both teachers and principals emphasized that setting the school vision and mission is considered a structural aspect and constitutes the basis upon which the school philosophy is built. Teachers agreed that to be effective, the act of setting the school vision should be a joined effort and should take place by having the leader collaborate with her team members comprised of coordinators or heads of divisions and of specific teachers chosen solely by the principal. On the other hand, principals emphasized that effective leaders should share the vision with school members once it is set, yet only two principals gave weight to the important role a leader plays in developing the staff's sense of commitment and belonging to the school through adopting that vision and making it their main focus and concern. In addition, principals were more focused on the leader's role in sharing with the school members the general

guidelines, modeling professional ethics and clarifying the rules and regulations so that teachers and students don't disrespect or break the law.

Eight principals compared to only four teachers focused on the leader's role in setting the school goals and developing the general strategic plan. While principals believed that an effective leader should be responsible for setting general plans in consultation with the leader's team whereas teachers saw a greater role for academic coordinators and heads of division in the planning process.

Builds teams, distributes responsibilities and delegates tasks. This aspect was emphasized by ten principals and seven teachers who believed that building teams of professionals, assigning responsibilities and delegating tasks to key people at the school are key characteristics of effective leadership. For the most part, teachers and principals had similar perspectives on this aspect; they stated that it is impossible for a school leader to handle all the different tasks at the school, and that she should build a team of professionals who take on different functions. In addition, a few teachers and principals stressed that a school leader should prepare another leader for the school.

There was however some discrepancy noted between teachers and principals: first, concerning the scope of authority granted to teachers, except for a few principals, most principals were reserved about the idea that a leader should give teachers a wide range of authority to make choices on the pretext that it might conflict with the leader's decisions even if it had to do with teachers' work in class. Teachers on the other hand stressed that an effective leader should provide teachers and coordinators, who are instructional experts, a broad range of authority that allows them to take necessary instructional decisions.

Builds trust with school staff and motivates teachers and students. Ten principals compared to only seven teachers described an effective leader as someone who trusts people working at the school especially her team members given that the latter have been chosen to be part of the team due to their high qualifications and credentials. Both groups of participants regarded building trust with school members as an aspect of effectiveness; however, there seemed to be discrepancy between teachers and principals concerning rewards and incentives provided to students, for four principals emphasized this point compared to only one teacher. Respondents contended that an effective leader should reward students who set good examples to their friends and possess high morals and values, and may acknowledge students' efforts and positive behavior as a way of motivating them while teachers did not mention this aspect and were more focused on linking the leader effectiveness to providing rewards to teachers.

Plans and manages the school budget and ensures the proper supply of resources. Eight principals and nine teachers focused on the importance of the managerial aspect of principalship and identified it as an important part of effective leadership. Teachers and principals agreed on two practices under this category: setting – or approving - the school budget and providing and approving of adequate resources. Respondents who pointed at the aspect believed that effective leaders should delegate details of management to teams of accountants and professionals; however, they should supervise the work of these teams, take the necessary financial and legal decisions, and should pick up and approve things at the end.

Initiates and implements change. Almost half the number of respondents highlighted initiating and implementing change at school as a characteristic of effective

leadership where six principals and seven teachers mentioned this aspect. There was alignment between principals and teachers on initiating change as a salient aspect of effectiveness.

Five principals and five teachers believed that effective leaders who seek change should properly plan for it before implementing it. Moreover, five principals compared to four teachers pointed out to a very important challenge that faces leaders when imposing any changes at the school: teachers' resistance. Teachers and principals had similar views on the ways an effective leader should deal with teachers' resistance; they stressed that leaders should work with enthusiastic teachers who show excitement about the change. Those leaders then try making other teachers adopt that change in positive means. Except for a few principals, principals and even teachers pointed that the leader should resort to authority and impose the change when she fails to make people willingly adopt it.

Despite the alignment between teachers' and principals' perspectives on the salience of initiating and implementing change as an effectiveness characteristic, yet discrepancies occurred with respect to the practices reflecting this characteristic. What was surprising was that only three teachers compared to six principals revealed that an effective leader should involve teachers in generating ideas for change. Moreover, the three teachers only focused on the notion that an effective leader should not enforce any change unless she convinces her teachers of its importance and prepares them well for it by providing adequate training. In addition, they pointed out that an effective leader should encourage teachers to initiate change themselves. On the other hand, principals' responses were more elaborate and included that as change agents, effective leaders

should always look for projects that aim to improve the performance of the school and should discuss these ideas with teachers and other school staff.

Protects the school from the surrounding political turmoil and enforces school regulations. Teachers and principals seemed to share views concerning this characteristic of effectiveness since seven principals compared to six teachers reported it. These respondents focused on the leader's role in enforcing school regulations and preventing any political discourse among school members in order to maintain discipline and order at the school. According to teachers' responses, the effective leader, especially in Lebanon, is one who withstands the challenge of protecting the school from the surrounding political mayhem in the larger community.

On the other hand, principals focused on the effective leader's ability to protect the school from any outside interventions; this, they explained, could be done by preventing – as much as she can – any interference from political parties in the internal school decisions through implementing and enforcing school policies and through communicating with superiors to safeguard the school.

Conducts continuous evaluations of the school programs. Teachers and principals had aligned views concerning this characteristic although more principals (eight) emphasized it than teachers (six). Respondents that pointed at this characteristic conceived of effective leadership as comprised of evaluating the school performance and its programs throughout the year, and of leading a team of professionals who conduct regular evaluations of the school and provide recommendations for improvement.

Grounded Profile of Effective School Leadership

To sum up, the grounded profile of an effective school leader includes fourteen main (general) characteristics adopted from teachers' and principals' profiles and built based on their perspectives. Most of these characteristics are manifested in a number of practices (sub-themes) and have been selected for inclusion in the grounded profile based on the frequency of responses of participants. The characteristics mentioned by a total of ten or more participants (out of twenty four) were perceived as essential and were organized in the grounded profile based on the weight of responses.

Based on the perspectives of principal and teacher participants, an effective leader was described as someone who: (a) possesses special personal traits; (b) demonstrates positive attitudes; (c) possesses strong cognitive skills; (d) possesses theoretical and practical knowledge; (e) establishes and maintains effective relations with the school community; (f) monitors teachers' instruction and their recruitment and induction; (g) promotes continuous professional development; (h) designs the school systems; (i) builds teams, distributes responsibilities and delegates tasks; (j) builds trust with school staff and motivates school members; (k) plans and manages the school budget and ensures the proper supply of resources; (l) initiates and implements positive change; (m) conducts continuous evaluations of the school programs; and (n) protects the school from the surrounding political turmoil and enforces school regulations. Figure 4 is a schema of the profile of an effective school leader that is grounded in the experiences of Lebanese principals and teachers.

Figure 4

Grounded Profile of the characteristics of effective school leaders

Possesses Special Personal Traits
<ul style="list-style-type: none">• Demonstrates high levels of integrity• Possesses humane decisiveness
Demonstrates Positive Attitudes
<ul style="list-style-type: none">• Is approachable• Is open minded• Observes thoroughly and listens carefully
Possesses Strong Cognitive Skills
Possesses Theoretical and Practical Knowledge
<ul style="list-style-type: none">• Has an extensive knowledge base• Has practical experience in teaching• Possesses management skills
Establishes and Maintains Effective Relations with the School Community
<ul style="list-style-type: none">• Establishes effective relations with teachers• Establishes positive rapport with parents, superiors and the external school community
Monitors Teachers' Instruction and Their Recruitment and Induction
Promotes Continuous Professional Development
Designs the School Systems
<ul style="list-style-type: none">• Shapes the school's mission and vision• Sets the school's long and short term plans• Participates in developing the school organizational structure and in setting its rules and regulations
Builds Teams, Distributes Responsibilities, and Delegates Tasks
Builds Trust with Team Members and Motivates School Members
Plans and Manages the School Budget and Ensures the Proper Supply of Resources
<ul style="list-style-type: none">• Sets and approves the school budget• Approves the necessary resources
Initiates and Implements Positive Change
<ul style="list-style-type: none">• Plans the desired change, collects evidence-based data, and evaluates it• Copes wisely with teachers' resistance
Conducts Continuous Evaluations of the School Programs
Protects the School From the Surrounding Political Turmoil and Enforces School Regulations

CHAPTER 5

DISCUSSION, CONCLUSION AND IMPLICATIONS

This study uses a qualitative research design and methods to collect and analyze data for the purpose of building two compiled profiles which respectively portray the perspectives of principals and teachers of the characteristics of an effective school leader, and proposes a cumulative profile that is grounded in the perspectives of both groups of participants. The study has a three-fold purpose: (1) identify teachers' and principals' perspectives of effective leadership of school principals; (2) delineate similarities or differences between the views of teachers and principals of the concept; and (3) identify similarities or differences between the emerging perspectives of leadership grounded in the Lebanese culture – as depicted in the grounded profile on one hand, and Western perspectives depicted in the theoretical profile (developed from Western literature and proposed in chapter two of this study) on the other. This chapter discusses the results of the research questions of the study and presents the conclusion and recommendations. The first section discusses the leadership characteristics and practices that have been generated by Lebanese principal and teacher participants and the degree of alignment between their perspectives. The second section compares the study's grounded profile with the theoretical profile constructed from Western-based literature. The third section highlights the characteristics of effectiveness that emerged as unique to the Lebanese context, and the last section concludes the study with implications for practice and recommendations for further research.

Discussion of the Characteristics of Effectiveness in the Grounded Profile

Participants in the study, comprised of school principals and teachers, shared their understanding of the characteristics of an effective school leader as entailing exceptional attributes and skills, ability to build strong human relations and healthy climates, proficiency in setting and managing organizational structures, effectiveness in guiding instructional processes, evaluating and managing administrative tasks and resources, inducing school improvements, and guarding the school from political interferences. Presented next is a discussion of the differences between the perceptions of principals and teachers. In addition, the emerging characteristics will be compared to results from similar studies conducted in Western and Arab contexts.

Broad Knowledge and Exceptional Personal Attributes

Both principals and teachers seem to agree that an effective leader is one who possesses exceptional personal attributes. He/she is someone who demonstrates high levels of integrity, has an encouraging attitude, exceptional skills, wide knowledge, and sufficient teaching experience. As such he/she becomes the main reference at the school, the one who is perceived as having solutions to a multitude of problems and the one to whom all people resort for consultation and advice. The fact that this characteristic is equally emphasized by teachers and principals points at its salience as a characteristic of effectiveness and reinforces the image of the effective leader as the classic “complete leader” (Ancona, Malone, Orlikowski, & Senge, 2007).

The Lebanese grounded conception of effectiveness as reflected by the mentioned characteristics bears similarities with results from studies conducted in Arab contexts as is the case in Sabri (2008) in Iraq and Al-Ali (2011) in Jordan. In Sabri (2008), integrity and honesty were at the top list of characteristics which teachers and

principals believed school leaders should possess. Similar results were obtained in studies conducted in Western cultures such as in Tennessee, USA (Campbell, 2011) where characteristics as care, respect and good listening skills were appreciated by teachers participating in Campbell's (2011) study. In addition, Oyinlade et al. (2003) showed that intellectuality, knowledge, practical experience, and good ethics were among the top ten leadership characteristics as revealed by principals and superintendents in schools for students with visual impairment (Oyinlade et al., 2003).

Ability to Build Strong and Effective Human Relations

Both groups of respondents are found to regard building strong interpersonal relations with teachers, parents, superiors and the external school community as crucial to effective leadership. Effective human relations entails listening to teachers' and parents' feelings and concerns, building mutual trust with them, addressing their problems, and communicating with the principal's superiors before making any major decisions. When compared against literature in the Arab region and the West, this emerging characteristic of effective leadership seems to bare similarities with findings in Habli (2006), Al-Ali (2011) and Karami-Akkary (2013) as well as in Campbell (2011) and Harris et al. (2003). In Habli (2006) for example, involving the parents and securing outside support was viewed by teachers as an effective practice of leadership. Similarly, in Campbell (2011), participants revealed that one core characteristic of effective principals is the sense of community that they build by participating in the school's community (whether the internal community or the external one which extends to parents).

However, at close examination, the conceptions of participants in the grounded profiles reveal two aspects worth-mentioning. First, though both teachers and principals

view establishing relations with school community as an important aspect of effectiveness, participants' responses reveal discrepancies in their views with regards to building relations with students: while principals advocate for building relations with students on the basis that students provide reliable information about teachers' performance, most teachers do not see it as an effectiveness characteristic worthy of being mentioned. Second, although all the study participants conceive of building relations with school community as essential to effective leadership, yet participants in schools located in societies characterized by low Socio-Economic Statuses (SES) and in rural neighborhoods of Beirut have emphasized this aspect more than others. These findings point to a potential influence that the school location might have on participants' conceptions of leadership effectiveness. In fact, this seems to be confirmed by Karami-Akkary (2013) and Campbell (2011). Karami-Akkary (2013) found that principals of schools located in rural areas and small towns interact more personally with families of their students by exchanging social visits and participating in social occasions. Also, Campbell (2011) showed that "perceptions of communication with family members are more positive in low SES percentage schools than in higher SES percentage schools" (p. 77).

Proficiency in Establishing and Managing Organizational Structures

The grounded conception of leadership effectiveness highlights participation in setting the school's vision, mission and goals, building teams, assigning responsibilities, developing - from scratch - rules and regulations, and communicating clear expectations from students and teachers. Establishing and managing organizational structures does not seem to be in line with findings in Western studies, yet it does emerge as an essential part of the Lebanese principalship as revealed by Karami-Akkary (2013). This

might be due to the fact that a great number of private Lebanese schools are family-run businesses (Akar & Mouchantaf, 2013) which lack clear organizational structures. As such, building structures – in consultation with superiors – is perceived to be an expected role of school leadership in Lebanon and a sign of its effectiveness.

While teachers' and principals' perspectives of effectiveness highlight managing organizational structures, yet there seems to be a notable difference between teachers and principals in the importance they accorded to it as well as in the practices they associated with setting the school's vision, goals and plans. This discrepancy might be the result of the fact that principals aspire to view themselves as having a role in setting the vision and developing strategic plans for the school whereas teachers see their principals more realistically as executives responsible for implementing and communicating a vision set forth by the Ministry or by the founding institution.

Effectiveness in Guiding Instructional Processes

Based on the grounded perspectives of teachers and principals, an effective school leader monitors teachers' instructional practices, attends classes, checks examinations, observes unit plans, provides teachers with professional development opportunities, and recruits and inducts new teachers. Based on the results of this study, principals have voiced, with stronger emphasis than teachers, a conception of a leader as someone who micro-manages teachers' instructional performance and monitors curriculum implementation and students' learning. Teachers on the other hand seem to value the input of coordinators more than principals and think it best if such practices were delegated to coordinators.

The instructional dimension as a characteristic of effectiveness has been mentioned in studies conducted in the West (Gurr & Drysdale, 2005; Harris et al., 2003;

Pavan & Reid, 1990; Yavuz & Bas, 2010) as well as in the Arab region (Habli, 2006; Yehia, 2009; Sherif, 2009). In Harris et al. (2003) participants emphasized practices such as setting and communicating a school vision, supervising instruction and curriculum development and implementation, delegating tasks to teachers, promoting professional development, identifying teachers' weaknesses and remedying them, etc. Similarly, in the Arab region, Sherif (2009) revealed that holding meetings with teachers and parents, encouraging gifted students, supporting professional development of staff members, providing instructional resources and engaging in evaluation of textbooks were perceived to be essential requirements of effective principals.

Evaluating, Managing Administrative Tasks and Resources

Based on the grounded profile, an effective leader is someone who sets and approves budgets and resources, conducts summative assessments of the school, manages daily administrative functions, and takes legal and financial decisions. Both teachers and principals have agreed on considering the managerial characteristics as key to leadership effectiveness. When examined against available literature on school leadership, findings revealed commonalities with results of Karami-Akkary (2013) and Akkary and Greenfield (1998) on Lebanese principals. In Karami-Akkary (2013), principals revealed that an essential part of the principalship was to engage in administrative day-to-day tasks and functions. On the other hand, in Western communities, practitioners shyly regarded effective principals as people who take care of financial and legal issues, monitor tasks within their schools, support smooth processes taking place, and focus on buildings, resources and finances (Daresh et al., 2001; Oyinlade et al., 2003; Trnavcevic & Vaupot, 2009).

Inducing School Improvements

According to principal and teacher participants, an effective leader is one who advocates change at the school, implements new projects, encourages teachers to try out new ideas such as new instructional strategies and induces minor improvements within the confines of the existing school structures. Comparisons with literature revealed similarities with Karami-Akkary (2013) in Lebanon and Slater et al. (2006) in the West. In Karami-Akkary (2013) principals viewed change as a set of minor improvements induced at the school level and that concentrated mostly on the physical plants and resources; this resonates with the limited scope of change that was mentioned in the responses of participants of this study. While in Slater et al. (2006) change was also perceived as an important theme of leadership, its scope was broader with participants referring to two kinds of change: the one induced in the higher levels of an organization, and the one that emerged within the organization.

Principal and teacher participants agreed that effective leaders plan for change before inducing it and cope with teachers' resistance, yet discrepancies emerged between both groups of participants with regards to the involvement of teachers in change. The fact that fewer teachers than principals linked effectiveness to the leader's role in involving teachers in change could be attributed to the limitations in practice where most efforts at change in Lebanese schools seem to be initiated only by people in formal leadership positions - typically at the top - with no expected contribution from those in lower positions of the school hierarchy (Karami-Akkary, 2014).

Guarding the School from Political Interferences

Based on the views of principals and teachers, an effective school leader, in the context of Lebanon, protects the school from outside politicized interference in making

violations to the school laws and policies and refrains from giving special favors that might violate the school regulations. Teachers and principals had aligned views about the leader as the guardian who enforces the laws as a way to deal with such challenges. This characteristic of effectiveness was also found to be an integral part of the role of Lebanese principals in Karami-Akkary (2013) and Akkary & Greenfield (1998) studies. The emphasis on this characteristic can clearly be attributed to the politicized context that Lebanese school principals are forced to operate in.

Comparing the Grounded Profile to the Theoretical Profile

In this section, the perspectives of Lebanese principals and teachers on effective leadership, as summarized in the grounded profile, are compared against the dimensions and aspects of leadership outlined in the theoretical profile constructed for this study. The aim behind comparing both profiles is to see whether or not – and to what extent – Lebanese and Western-based conceptions on effective leadership align, as well as to depict specific cultural dimensions that might have shaped the Lebanese perspective. The theoretical profile, which combines two dominant conceptions of effective leadership – transformational and instructional, is considered to reflect the views of prominent Western scholars of what constitutes effective leadership based on both their theoretical and empirical research in the field of educational administration (Hallinger, 2003; 2005; Leithwood & Riehl, 2003). According to the theoretical profile, characteristics of effectiveness fall under four main dimensions: (a) setting directions, (b) developing people, (c) redesigning the organization, and (d) managing the instructional program. The comparison of the grounded conception with the theoretical conception on leadership effectiveness reveals both areas of similarities and of

differences. The discussion herein examines the similarities and differences across both profiles on each of the four dimensions of the theoretical profile.

Setting Directions

According to the theoretical profile, *setting directions* is viewed as leaders establishing a common moral imperative which drives people's work and leads them to move together towards achieving excellence in their organization (Leithwood, Day, Sammons, Harris & Hopkins, 2006). Based on this, the Western conception of leadership effectiveness entails: building a shared school vision that emphasizes excellence in teaching and learning, creating shared meanings of this vision among members of the school community, establishing and fostering the achievement of school goals, monitoring organizational performance, and setting high performance expectations (Leithwood & Riehl, 2003; Leithwood et al., 2006).

The results of the study reveal that while Lebanese school practitioners associate leadership effectiveness with setting directions, yet they conceive of it narrowly as mostly the sole responsibility of the leader, and as comprising setting the school's operational rather than strategic goals, and on closely monitoring the implementation of the school programs as the main mean to safeguard moving the school in one direction.

Building a shared vision that emphasizes learning. According to the theoretical profile, an effective leader builds a vision, sets goals that embody “the best thinking about teaching and learning”, and engages in dialogue with the rest of the school community to help create shared meanings about these goals (Leithwood & Riehl, 2003, p. 3). Based on this conception, the focus on building shared meaning stems from the belief that by doing that, this shared meaning becomes the main compass

to guide school members to move in the direction towards achieving the school vision. Moreover, in the theoretical profile, an effective leader is perceived to have an essential role in ensuring that the set school goals are shared: he/she develops school goals, fosters their acceptance among school members, and assists members to work towards achieving them (Leithwood & Riehl, 2003; Leithwood et al., 2006). As such, setting goals and designing plans are seen as a collaborative effort involving back and forth discussions between the leader and the team members who voice teachers' views and concerns. Monitoring focuses on the extent to which the goals are shared and are being achieved rather than on whether specific steps have been followed.

On the other hand, the focus on the role of the leader in building a vision that is shared to ensure moving in one direction and its salience to effectiveness does not emerge in the responses of the participants in the Lebanese context although they did mention building the school vision as an aspect of effective leadership. Analysis of the participants' responses reflects that they conceive of setting the vision as a 'must do' procedural measure which a leader should complete simply because a school ought to have a vision. At best, setting directions is translated in deriving operational goals to a strategic vision that is bureaucratically imposed from the top of the school governance hierarchy. Moreover, Lebanese principals and teachers don't seem to conceive of effective leaders as the ones who make sure that this vision encompasses the best thinking of teaching and learning. With few exceptions, participants completely ignored this aspect.

Moreover, the results of this study do not convey that participants conceive of effective leadership as comprising the creation of shared meanings about excellence of schooling and learning with the school members. Their conceptions reflect the

exclusivity rather than the distribution of leadership. They consider that teachers are not well prepared to participate in the process of setting the vision. Most of their responses mainly reflect that teachers have no role in setting directions at their schools, and that it is the exclusive responsibility of leaders at the top of the hierarchy. Participants' responses also reveal that they view setting directions as mainly consisting of designing school procedures and enforcing regulations that preserve conformity of practices as a way to ensure the school's smooth functioning.

While in the theoretical profile an effective leader is perceived to have an essential role in collaboratively constructing shared school goals, in the grounded profile effective leaders are viewed as those responsible to discover on their own – sometimes with the help of their few select team of advisors or consultants – what is best for the school, formulate the goals and objectives clearly, set procedures towards these goals, and make sure that the latter are followed accurately by all members of the school organization. With very few exceptions, there has been no indication in the responses of either teachers or principals that they associate effectiveness with the practice of collectively constructing these goals, or to that matter of requiring and facilitating dialogue and the construction of shared meanings prior to adopting these goals. Moreover, they do not seem to conceive of creating shared meanings of the goals and the vision with the staff as key practice to guarantee that there is clearly set directions for the school, as is advocated in the leadership effectiveness characteristics reflected in the theoretical profile.

Monitoring organizational performance. Across both profiles, an effective leader is perceived to have an essential role in monitoring organizational performance. In the theoretical profile, this includes gathering systematic evidence about the school to

assess its performance on multiple levels: performance of teachers and students, the implementation of school programs, and the overall school effectiveness (Leithwood et al., 2006; Leithwood & Riehl, 2003). However, differences are found between the two conceptions (Western and Lebanese) in relation to the practices that this monitoring is conceived to include. On one hand, according to the theoretical conception, effective leadership comprises assisting teachers to understand their organizational destination (vision and goals) and the reasons behind pursuing the vision, as well as keeping their focus on the learning outcomes to ensure that the school as an organization is heading in the right direction of achieving the vision. On the other hand, the grounded conception reflects monitoring practice as a process of inspection, micromanaging the teachers' implementation procedures of school programs towards achieving the school objectives. With very few exceptions, Lebanese practitioners regard close monitoring of the teachers' performance as a sign of effectiveness as the only tool that leaders can use toward achieving organizational goals.

Setting high expectations. While the Western theoretical conception of effective leadership includes setting high performance expectations, inspiring school members to reach high levels of performance (aspire to excellence), and encouraging them to see that the challenging goals being pursued are in fact achievable (Leithwood & Riehl, 2003), the emerging Lebanese conception fails completely to reflect this aspect. In the Lebanese context, the conception of leadership effectiveness seems to involve setting directives to be followed, and ensuring that teachers complete their prescribed tasks without much concern to challenging them to aim for excellence. A careful look at the principals' responses points at a prevailing general mistrust among Lebanese principals in the ability of their teachers to excel. At several points in their

responses, principals noted the importance of having coordinators and heads of divisions follow up on teachers' instructional practices, employment of new strategies, planning, their implementation of change, and the way they interact with students. Some principals, even teachers, pointed at the importance of frequent unannounced visits to observe teachers' performance – even doing it secretly from behind their classrooms' doors – to make sure teachers are doing their job and following directives. As they related these examples, excellence seemed to be the last thing to cross their minds both as a goal and a potential for teachers to attain.

Developing People

The second dimension of effective leadership as depicted in the theoretical profile is *developing people*. According to the adopted theoretical conception this area entails providing opportunities that cater for teachers' professional needs and that stimulate their learning and thinking. It entails building teachers' capacities through providing intellectual stimulation, offering individualized support, and modeling best organizational practices and values especially learning (Leithwood et al., 2006; Leithwood & Riehl, 2003). While effectiveness conceptions of Lebanese participants value developing the human resources of the school, they neglect to associate it with offering individualized opportunities for teachers based on their needs. Instead, they seem to be focusing on building positive relations with teachers as the means to stimulate their commitment, and on modeling general professional ethics as conduit to help them develop their abilities. The areas of similarity and those of differences revealed across both profiles under this dimension are presented below.

Individualized capacity building. Based on the Western theoretical conception, developing people entails building teachers' capacity and helping them become

intrinsically motivated to learn and develop their professional capabilities by offering learning opportunities that stimulate their thinking and address their personal professional needs. The theoretical conception emphasizes an effective leader as someone who encourages teachers to reflect on their practices and helps them work through the challenges and the complexities they face as part of their jobs.

While Lebanese practitioners participating in the study emphasize providing professional development opportunities for teachers as an aspect of leadership effectiveness (a main theme entitled ‘promoting professional development’ is included in the grounded profile), there seems to be discrepancy between the views of the principals and those of their teachers regarding the effective leader’s role in promoting professional development. While teachers highlight this area and believe that effective leaders attempt to improve teachers’ professional performance while addressing their needs - asserting that this aspect is a responsibility of their direct supervisors, most principal participants don’t see this aspect as part of what effectiveness entails, and do not point to the leader’s role in attending to the individual needs of teachers. According to these principals’ responses, professional development of teachers is restricted to providing the resources that will allow teachers to attend a number of workshops on annual basis based on what they as leaders perceive their teachers need to improve their performance in different areas.

Despite the limited view of leadership effectiveness when it comes to building teachers’ capacity, Lebanese participants’ views include an aspect that was not noted in the constructed theoretical conception: that of working on building the capacity of the parents as an aspect related to the dimension of developing people. According to the participants, being effective as a leader entails understanding the parents’ needs and

educating them so that they can more adequately help their children learn. Many believe that providing the resources needed to offer workshops and training sessions to parents is an important aspect of effective leadership as it helps create shared meanings with them about all aspects of instruction taking place at the school.

Role modeling. Based on the Western theoretical conception, an effective leader models best organizational values and practices especially lifelong learning. Similarly, Lebanese participants' views show that they associate leadership effectiveness with role modeling (as in being role models for their teachers), as well as with valuing personal growth and learning. While the theoretical conception of effectiveness emphasizes a leader who reflects best organizational values and models the school vision, the results show that there is discrepancy in the importance given to that aspect between teachers and principals and among principals participating in the study. On one hand, a number of principals of schools belonging to religious institutions emphasize that a leader should model the image of an educator for that school and should demonstrate the vision and values of the school, yet the remaining principals' responses barely addressed this aspect.

In addition, discrepancies exist between the theoretical and grounded profile when it comes to the aspect of role modeling that effective leaders are expected to do. While Lebanese principals associate a high value for learning and advocate that leaders set personal developmental goals to pursue – in line with the theoretical model conception of effectiveness – they do not seem to include in their views that a component of effective leadership would be to model that learning in front of their staff. Instead, what participants mainly emphasize in role modeling is merely restricted to set an example for teachers of abiding by professional ethics including enforcing discipline,

high respect for the laws and commitment to the organization. These seem to be aspirations in the Lebanese context, stressing that effective leadership must include encouraging teachers to be decent professionals and to conform to school rules and regulations which are considered basics of practice and thus are conceded facts in Western cultures. In the contrary, these practices seem to be indeed widely considered as needed in the prevailing lawlessness and politicized bureaucracy (Karami-Akkary, 2013) of the Lebanese culture.

Redesigning the Organization

According to the Western theoretical conception, redesigning the organization is the third broad dimension of effective leadership and entails two aspects: (a) possessing the ability and the power to redesign the organization and make transformative and structural changes, and (b) enabling the school to function as a professional learning community through (1) creating a professional, collaborative and productive school culture which embodies shared values and in which all members of the school take responsibility for student learning, (2) managing the environment to serve student learning, and (3) developing or modifying organizational structures and building collaborative processes (Leithwood et al., 2006; Leithwood & Jantzi, 1999; Leithwood & Riehl, 2003). The results of the study do not reveal a clear focus on this dimension as conceived in the Western-based model. While the study's results show conceptions of effectiveness to include improving the organization as key responsibility of the leader, there is no evidence that Lebanese participants' conceptions of effectiveness include the ability to redesign or to induct changes that can transform the organization.

Restructuring for change. While the theoretical profile portrays an effective leader as someone who redesigns the organization by critically examining structures and

initiating changes that enhance individual performance and establish positive conditions for teaching and learning (Leithwood & Riehl, 2003), the results of the study do not provide any evidence that the grounded conception includes these aspects. With few exceptions, the majority of participants were rather focused on portraying the leader's role as an 'executive' responsible for implementing and communicating school policies set forth by the Ministry or by the founding institution. Change in that context meant coming up with ideas that can help them best execute the directives of these policies. This finding is in line with Karami-Akkary's study (2013) where principals' accounts on their role as change agents in their schools did not go beyond the principals making technical changes that fell short of challenging professional norms, or existing policies as transformational change entails.

Fostering a professional learning community. According to the Western theoretical conception, an effective leader enables the school to function as a professional learning community where the focus is on facilitating professional collaboration among all school members through building structures and processes that enable this collaboration, and through promoting students' learning by bringing together everyone – including members of the community – to serve the learning process. According to the theoretical conception, an effective leader develops structures and processes that foster collaboration among school members such as instituting practices and processes whereby teachers form committees, are assigned group projects, and have schedules which allow them to meet with colleagues and with the leader on regular basis (on weekly or bi-monthly basis) to discuss the implementation of new instructional strategies.

On the other hand, for most respondents, the conception of effectiveness does not convey the centrality of fostering collaboration and facilitating the interaction of school members toward building a collaborative learning community. The study participants seem to believe that the role of effective leaders is merely to invite school members especially teachers to collaborate together rather than conceiving of their role as key to provide structures and processes that facilitate this collaboration. Rather, they view their role as merely encouraging teachers to discuss instructional matters among each other and to exchange visits to each other's classes. There was no mention of the changes and procedures that principals, as effective leaders, need to introduce to the school organization to ensure the effectiveness of these interactions.

Moreover, principals' responses did not include that they themselves should engage with teachers in dialogue on different school related matters to be effective in their role as leaders. Although many respondents mentioned the term 'collaboration' in the context of their work with their teachers, yet their understanding of it seems to be merely geared towards building effective communication/relations with teachers as a mean towards convincing teachers and school staff of the leader's ideas, rather than engaging in authentic exchange of ideas and expertise with those teachers.

However, a notable similarity between the two profiles is found in viewing the leaders as actively engaged in bringing together people who can contribute to the learning including members from the school community such as parents, the government and other organizations and businesses (Hallinger, 2003; Leithwood et al., 2006; Leithwood & Riehl, 2003) as a means toward building professional learning communities. The participants' responses highlighted that effective leaders play a major role in building relations with the school community including parents, civil

organizations and universities, and identified two facets in which the effective leader can bring the community to contribute to and facilitate the teaching/learning process through: (a) principals bringing in civil communities' volunteers to give remedial sessions to students with learning difficulties; and (b) taking initiatives to encourage and support parents to conduct fundraising campaigns to increase the school's resources. Fulfilling these tasks by leaders is conceived as an evidence of their effectiveness and a major venue in their opinion to positively impact the learning process at their school.

Managing the Instructional Program

According to the Western theoretical conception, an effective leader is viewed as an instructional supervisor, who monitors the instructional program at the school through protecting teaching time, preventing distractions to staff, coordinating the curriculum, supervising its implementation, monitoring and formatively assessing teachers' instructional performance, and monitoring students' progress (Hallinger, 2003). Thus according to the theoretical profile, effectiveness entails providing all the organizational conditions that facilitate the process of instruction making it the main priority at the school.

Similar to the western conception, Lebanese participants' views of effective leadership emphasize the leader's role in supervising instruction. However, their view of this aspect of the role and the tasks associated with it reflects a narrower conception than the one expected from their Western counterparts. Based on the participants' responses, effectiveness in this dimension focuses almost solely on the leader providing summative evaluations on teachers' instructional performance. Moreover, their responses have revealed a limited scope for that evaluation. Most participants'

responses highlighted attending teachers' classes as the main task of effectively supervising instruction while only few participants stressed the leader's evaluative role as comprising evaluating teachers' planning for instruction, or their ability to work in collaborative teams. In addition, while the theoretical perspective conceives of effective leadership as including monitoring of the implementation of the curricular plan through focusing on its learning outcomes; the grounded conception reflects the leadership role as restricted to micromanaging teachers' work and inspecting the extent to which they are conforming to prescribed directives.

Grounded Profile Compared to Theoretical Profile: Aspects Unique to the Lebanese Context

The grounded theory approach guiding this study has allowed in conceptualizing the field data while accounting for the participants' constructions and the specific contextual characteristics of the study setting. The constant comparative approach used in comparing the Lebanese grounded conceptions of effective school leadership to the understanding reflected in Western literature (theoretical profile) has revealed areas of similarity and a number of interesting differences. It has also allowed the researcher to identify aspects of effectiveness that seem to be unique to the Lebanese context and shaped by its social and cultural characteristics. Three aspects of effectiveness that emerged from the data collected and as unique to the Lebanese context are presented and discussed. These are: (1) effectiveness as exceptional personal traits; (2) effectiveness as 'bureaucratic maneuvering; and (3) effectiveness as protecting the school from organizational corruption.

Effectiveness as Exceptional Personal Traits

The first unique aspect of leadership effectiveness presents effective Lebanese school leaders as people who possess special innate personal traits and attitudes, exceptional skills, broad knowledge, and extensive practical expertise. They are also capable of communicating with all individuals from a variety of backgrounds and expertise, and of handling all school matters and its multitude of challenges. Lebanese practitioners seem to still be holding a conception of the leader as a ‘superhero’, an exceptionally talented role model, and a parent figure. According to them, effective leaders should be the ‘know it all’ at their school, ones with the answers to almost all problems to whom all school members resort for advice and decisions. Findings of this study also reveal the view that because of their exceptional disposition, effective leaders are ones who use these special skills to take care of others. A view very much in line with the results from Karami-Akkary (2013) in which principals perceived their role as ‘parental figures’ well positioned to be the sole decision makers in their school. Such a conception of leadership effectiveness reflects the paternalistic-culture, high power concentration (Hofstede & Hofstede, 2005) characteristic of Lebanese societies where people accept as a norm granting unlimited authority to those in leadership positions. As such, it comes as no surprise that effective leaders are those who possess exceptional qualifications that will allow them to successfully fulfill the high expectations of this care-taking parental, all-knowing figure.

In Western literature, a conception of leadership effectiveness that focuses on the quality and breadth of the traits that a leader possesses dates back to the 1920s when the Great Man and trait theories (Zaccaro et al., 2004) used to prevail as models of effective leadership. Since then, conceptions of leadership effectiveness have evolved

drastically to include new dimensions such as the instructional, distributive, participative and transformational (Hallinger, 1992), many of which have been empirically proven to be effective. Though possessing special personal traits still seems to be appreciated by practitioners in the West, yet it constitutes a minor aspect of leadership effectiveness that no longer serves to ensure labeling a leader as such. Moreover, while the Western leadership literature is filled with calls to abandon the view of the “complete leader” (Ancona et al., 2007), the results of this study reveal the Lebanese conceptions of effectiveness as still dominated with long lists of traits and exceptional ‘heroic’ abilities that leaders should master to be viewed as effective.

Effectiveness as ‘Bureaucratic Maneuvering’

Lebanese conceptions seem to highlight the practice of leadership within the confines of the set parameters of the bureaucratic system, where leadership effectiveness is dictated not by initiative as much as it is prescribed by the expectations of the formal position of being a bureaucratic executive. While Western conceptions emphasize participative (Spillane & Hunt, 2010) and transformational aspects of leadership (Leithwood, 1994), the Lebanese conceptions of effective leadership seem to be dominated with what can be described as ‘bureaucratic maneuvering’, a unique aspect pertaining mostly to organizational and instructional management. Though participants’ views of effectiveness have included building the school vision, advocating for change, motivating teachers and showing support to their needs, yet further analysis of their answers reveals that their conceptions do not seem to tap the transformational meaning behind these terms as advocated by Leithwood & Riehl (2003). Rather than leading the process of constructing shared meaning of the school goals, and of inspiring teachers to develop their own meaning of what their school

vision is about and to build their ownership of what it requires to be achieved, the grounded conception of building the vision reflects bureaucrats mostly concerned with imposing a vision on their followers, that in most cases is not even their own. For Lebanese principals, effectiveness is portrayed as the ability of the leader, single handedly, to build or adopt the vision of their school and to derive its goals. As such, their main goal becomes one of finding ways to communicate these as prescribed directives to the rest of the school community. This is far from the expectations of the transformational model of setting the vision in the Western-based conception that comprises inspiring the school members to create shared meanings of the vision as a way to ensure they all move in the direction of achieving it.

In addition, the Lebanese conception reflects a view of effectiveness that comprises a limited role for the leader in organizational improvement and change. The participants' understanding of leading change seems narrower in scope than what is portrayed in the Western literature and does not exceed it being sporadic improvements that are administered within the confines of the existing structures and that do not threaten the current practices, norms, and policies. This is in stark contrast with the Western view of transformational leadership that promotes effectiveness as introducing critical change that redesigns the organization and challenges norms and underlying assumptions as a means to strengthen the learning process.

Moreover, there seems to be no indication by Lebanese participants that they view effective leaders as the ones who value their staff's potentials and believe in their ability to rise to any task they feel inspired to do. Their responses reflect a view of effectiveness that is focused on managing those staff members as "bureaucratic-

workers” expected to perform the basic minimum rather than taping their highest potentials.

Effectiveness as Guarding the School from Organizational Corruption

Historically, ever since the Ottoman Empire and French colonization, Lebanon has not been able to “lessen the sectarian divisions and the social inequalities” that affect its society, rather it “has reproduced and reinforced these elements which lead to the quasi collapse of the Lebanese state during the civil war and political instability until nowadays” (Frayha, 2009, p. 1). The politically unstable situation in Lebanon has left an immense negative impact on its educational system: on one hand, in public schools, “most of the decisions of the Ministry are based on political rather than educational considerations and do not involve the views of the practitioners at the school level” (Akkary, 1997, p. 33); on the other hand, in private schools, there is wide, direct interference from politicians in school decisions; thus making both public and private schools subject to the influence of sectarian and political connections which outgrow the importance of professional qualifications (Akkary, 1997). In this context, school leaders face the challenge of being capable of protecting the school from the societal corruption that is reflected in political interferences in school decisions, such as selecting teachers based on political recommendations rather than professional qualifications, or requesting the promotion of certain failing students because of ‘special considerations’ based in their political alliances and religious affiliations.

As such, an effective leader in the Lebanese context is one who succeeds in ensuring that the school laws are respected; inspecting the implementation of these laws, prohibiting any form of interference in school decisions by not giving in to

external pressures, and enforcing school rules and regulations without offering any ‘favors’ to political or religious requests or demands so as to prevent, as much as possible, corruption at the school. This conception of effectiveness seems to be in line with the Lebanese principals’ views of their role responsibilities that an essential part of their jobs as principals is to deal with the socio-political conditions surrounding the school devoting a great amount of time and effort to manage the demands of politicians (Karami-Akkary, 2013). Effectiveness, as conceived by the Lebanese practitioners, seems to be an obvious result of the mentioned contextual conditions. Rather than stressing on modeling professional practices as a characteristic of effectiveness, respondents would label as effective the leader who can maintain basic ethical standards of practice at their schools.

The uniqueness of this aspect to the Lebanese context is due to the fact that in Western societies, communities and institutions are characterized by the prevalence of the rule of law where policies and ethical standards are followed as norms of practice that are rarely challenged or broken. Work ethics are basic expectations to win membership in any institution. Thus, leadership effectiveness in these contexts is mainly concerned with the leader’s ability to enforce high-quality professional practices, rather than to face the challenge of ensuring abidance by the policies and laws of their institutions.

Conclusion: Cultural Dependency of Leadership Effectiveness

This study explored the concept of leadership effectiveness from the perspectives of experienced Lebanese principals and teachers. The main goal was to develop a grounded, context-based model that reflects Lebanese principals' and teachers' perspectives of leadership effectiveness and to compare: (a) perspectives of leadership across the study participants, and (b) Lebanese conceptions on effective leadership with an adopted Western-based model that includes both instructional and transformational leadership characteristics.

The study used the grounded theory methodology to develop a model of leadership effectiveness. Data were collected using individual interviews with twenty four participants representing public, private and private-free schools. Data were analyzed using the constant comparative approach where the researcher began analysis with the first data collected and constantly compared the properties of concepts and categories among data sets as they emerged. Two compiled profiles have been generated in this study, the first included the principals' views and the second the teachers'. Then a combined profile – the grounded profile – was built comprising characteristics that were prevalent in the responses of ten or more participants. Similarities and differences between principals' and teachers' profiles have also been discussed. The themes of the grounded profile and the points of intersection and/or differences between the grounded and theoretical profiles have been identified and discussed. This next section concludes the study by highlighting the cultural dependency of the dimensions of leadership effectiveness, explicating the implications of its findings and presenting recommendations for practice and research.

At first glance, the conception of effective leadership depicted in the grounded model appears to be in line with the Western based conception; however, a closer examination of the meanings attributed to the emerging characteristics of effectiveness reveals culturally-based differences across both profiles.

In fact, the differences in characteristics of effectiveness found in this study confirm what has been asserted by Hallinger (1995) that culture - as the source of values that people share in a society - shapes the preferences of leaders and the nature of interactions between leaders and school members. It also confirms that leadership is not a context-free concept and that, as proposed by Getzels et al. (1986), “cultural values shape followers’ perceptions of leaders and that these perceptions will vary across cultures” (Hallinger, 1995, p. 5). In Lebanon, the organizational culture within which school leaders work is shaped by a system that is bureaucratic, authoritative and highly politicized (Akkary, 1997). As in other power concentrated societies, organizational power within Lebanese schools is distributed unequally between members of the school; privileges are exclusive to people in authority positions, and practices such as collaboration and cooperation are not valued and difficult to attain (Hofstede & Hofstede, 2005). Moreover, a highly politicized context dominates Lebanese educational institutions justifying the constant interferences of political and religious leaders in decisions related to the daily functioning of the school. Within the cultural context of the existing educational system, it is not surprising to find unique aspects of how Lebanese practitioners conceive of leadership effectiveness. Characteristics of effectiveness as conceived by the Lebanese participants in this study reflect a leadership model based in possessing interpersonal skills and exceptional personal traits, and dominated by managerial practices both organizational and instructional. Because of

these unique aspects characterizing leadership conceptions in Lebanon, an effective leader within this model can best be described to be perceived as a “hero parent”; someone who bears the responsibility of making all decisions, directs their subordinates on what they are supposed to do, and uses different leadership styles to achieve organizational goals, a view which although doesn’t necessarily match with what the West considers effective, yet it seems to be working and needed in light of the Lebanese cultural context. Principals’ responses reveal that they set high expectations of themselves as leaders believing they should be people with high level of skills, traits, and knowledge. In contrast, they set basic (low) expectations of teachers portraying them as having low professional standards for skills and work ethics. Principals seem to use this view to justify the paternalistic and authoritative approach they use as leaders of schools. Interestingly, teachers’ responses show that they too believe in the discrepancy in expectations and accept it as a norm of practice.

Moreover, the parental view of the leadership role leads principals to focus on building relationships with teachers as a means to improve those teachers’ compliance - as less qualified subordinates - with their directives, rather than a venue to build professional dialogue with equally capable colleagues. While teachers disagree with being on the receiving end, and express their belief that an effective leader is one that reaches out to their teachers and allows them to express their views contributing to the decision making process, they do not seem to refute the systemic lack of power distribution, and still welcome having a leader who knows it all, and on whom they all depend to make all decisions and direct action.

In addition, the dominance of the bureaucratic organizational arrangements in Lebanese schools (Akkary, 1997) is clearly reflected in the results of this study. These

reveal that conceptions of leadership effectiveness still revolve around being effective managers rather than being visionaries and transformational change agents. Based on the grounded conception, both teachers and principals agree that being an effective leader means working within the confines of the existing system and steering away from challenging its policies, norms or deeply held professional beliefs. The transformational notion that Western conception of leadership introduces is practically non-existent, and is replaced by a view of effectiveness that can be described as resilient and skilled bureaucratic maneuvering.

Consequently, within the boundaries of the Lebanese cultural context, Western views and practices of leadership that include participative decision making, collaboration, distributive and transformational characteristics, and that highlight the notion of the school as a professional learning community present a major challenge to be adopted by Lebanese school principals and might come at stark contrast with some deeply held societal norms and beliefs. In a learning community there is no room for “heroic” principals, high power concentration, and a relationship of dependency between leaders and their followers. Though the grounded model reflects more accurately the participants’ conceptions of effective leadership, it leaves Lebanese principals short on setting performance standards of effectiveness in line with those widely accepted in the international literature.

On a final note, the comparative analysis in this study that took the Western model as its frame of reference to point to unique aspects might give some readers the impression of adopting a "deficit model. However, the discrepancies in leadership views between the West and Lebanon were identified to highlight areas that the researcher believes are worthy of being reflected upon. Meanwhile, the researcher remains very

open to accept the fact that the current beliefs about leadership effectiveness depicted in the grounded model might actually work in our Lebanese schools in light of the cultural context. For that, further study on the effectiveness of these characteristics when applied in practice on student learning and organizational performance and climate are needed.

Implications

Arab researchers and practitioners are criticized for adopting practices and programs generated in Western countries and fail to critically examine the applicability of the imported programs to their local contexts. Many initiatives to introduce these imported practices are viewed as “plagued by a desire to imitate international educational trends perceived as the panacea to catch up with modernization” (Akkary & Rizk, 2011, p. 25). Moreover, studies reflecting perspectives of practitioners on effective school leadership and accounting for its context are rare in the context of Lebanon. It is hoped that this study will be a step forward towards building an indigenous knowledge base on educational leadership that is grounded in the Lebanese context and hence can inform its practices. The following section presents the study implications on practice and offers recommendations for further research.

Implications for Practice

This study can inform practice in three main areas: (a) setting standards for effective school leadership; (b) developing formal tasks and responsibilities for the principal role; (c) designing in-service and pre-service training programs for principals.

Setting national standards for effective school leadership. This study can prove useful for Lebanese policy makers concerned with setting national standards for

effective educational practice. Policy makers can benefit from both the outcome of this study- the grounded profile - as well as the methodology it followed to develop national standards and criteria of effective practice that takes into consideration the perspective and experiences of practitioners. The first step is to review the available international literature, compile a “theoretical” model that is empirically based and adopt it as a frame of reference to what is perceived as best practice by the international research community. The second step is to generate a grounded profile that captures the prevailing views of educational practitioners. The third step will then be to invite policy makers to examine the discrepancies observed between the Lebanese and international models so as to make informed decisions on what to adopt or modify depending on the requirements of the Lebanese context. In addition, the involvement of principals in the process of developing the national standards, or the formal job responsibilities, as well as developing the procedures for putting these tasks into practice becomes imperative as it ensures that these policies are relevant to the realities of the school needs and to the work context of principals. Following these steps, extensive debates are needed to reach consensus on whether to use the standards of effectiveness that reflect the local culture or whether to push for a paradigms’ change by adopting practices that are internationally proclaimed as effective. As policy makers try to address such a challenge and figure out answers to the raised problematic, they should pay attention to the fact that the standards to be selected need to be attainable.

Developing formal tasks and responsibilities for principals. The formal role expectations and job responsibilities of the principal in both public and private schools are narrow in scope and not representative of what the principals actually do in schools (Akkary, 1997) or what makes their role effective. Policy makers can benefit from the

results of this study so as to set formal task expectations and delineate job responsibilities for school principals that highlight the various dimensions of the role. This study proposes going beyond what has been recommended by Akkary (1997) and invites policy makers to set not just job responsibilities but delineate best practices expected to enhance student learning and promote school success. For example, as this study found, the managerial and instructional demands and the interpersonal characteristics are currently over represented at the expense of transformational practices. Principals should be reminded that in order to be effective leaders, their role should not be limited to managerial work but should include inducing and promoting positive changes that are carefully planned. In addition, being an effective school leader requires extensive knowledge base and training, as well as the principals' involvement in instructional supervision, developing teachers and monitoring/evaluating their performance. It also requires close interaction with the parents and the school community, and the ability to establish effective relations with teachers and to solve school problems.

In Lebanon, the highly politicized context resulted in an accumulation of policies that do not necessarily reflect the needs of school practitioners or are not directed towards improving learning. Therefore, revisiting the current job description in light of the results of this study will be a major step towards professionalizing the principal role and its responsibilities.

Developing principal preparation programs. The study at hand provides the groundwork or framework that captures the conceptions of Lebanese practitioners on effective leadership. Developing principal preparation programs at universities needs a close examination of the context and of the conceptions to be adopted as platform

underlying the design of the program. The results of this study provide rich insight to university professors in charge of designing principal preparation programs, and of coaching pre-service and in-service principals, on the prevailing school practitioners' views of effectiveness. Awareness of the prevailing views of effectiveness among current practitioners and the discrepancy between these views and the models in Western literature can help those professors to decide whether these conceptions need to be reinforced or modified. It can also help them to anticipate many of the challenges they might face while working with their student-principals.

First, the program should be designed while taking into consideration both the culturally grounded conceptions and the prevailing effectiveness characteristics in the international literature. Because of the cultural uniqueness of the Lebanese context, it is crucial to critically examine the portability of ideas and see if they can be adopted/adapted and implemented in this context (Hallinger, 1995). Questions asked about the prevalent international conceptions of effectiveness should include: Does the Lebanese context require leaders who are able to induct change or not? And what conception of change is to be adopted – the culturally-grounded conception which focuses on structural improvements? Or the western one which advocates for more transformative change? In addition, should leadership programs prepare leaders who can handle politicians' requests or people who should challenge and change this notion? These questions and a lot more need to be addressed when developing training programs. As such, thoughtful and conscious decisions on the leadership platform to be adopted as basis for the principal preparation program courses' content and activities should be made.

Second, the fact that many of the Western conceptions of leadership effectiveness constitute a paradigm shift in how the role is conceived in the Lebanese context will necessitate an additional effort both from the university professors and their students to face the resistance that this kind of shift will induce. Third, this study can inform professors in charge of internship courses as they choose their cooperating principals; guiding them to engage in dialogue to make sure to align their conceptions of effectiveness with those adopted by the university program.

Recommendations for Further Research

Given the insufficiency of research on effective leadership in the Lebanese context, and its questionable quality (Al-Amine, 2001), this study constitutes a step towards a much needed research agenda in this field. The study adds to the existing body of literature and elucidates the phenomenon of effective leadership as perceived by practitioners in the field, especially with the scarcity in studies that examine people's understandings of concepts pertaining to leadership. Additional research needs to build on the current study. The next step would be (1) to identify principals who have been perceived to be effective in Lebanese schools and use the criteria or characteristics of effectiveness which emerged from this study so as to check the extent to which these principals have these characteristics and (2) to investigate whether their leadership practice influences student learning, teachers' satisfaction, and the school climate. Such kind of research empirically validates (or refutes) whether these criteria are in fact effective in the context of Lebanese schools.

Moreover, building on the current study and following the same categories [type, size, gender], further research needs to include a larger sample of participants so as to

represent the regional diversity in Lebanon [rural, urban; south, north, mountain of Lebanon], especially that unique characteristics have been found between principals' views of the principalship in rural and urban settings (Akkary & Greenfield, 1998; Karami-Akkary, 2013) which might also be translated into their views of effectiveness. Research can also examine leadership in new contexts: small-sized schools, private and private-free schools that have foreign affiliation, etc.

In addition, more in-depth comparative research is needed in order to validate and/or refute the conclusion that this study reached regarding the lack of differentiation between the perceptions of teachers and principals in these schools, or across participants in public and private schools, or in medium and large schools.

Further research can also be conducted to investigate the views of school governors and ministry directors, and even parents and students of effective leadership so as to have a wider picture of how effective leadership is perceived by key school players in Lebanon.

Following setting national standards for effectiveness and developing quality criteria for principal evaluation, additional research should be targeted towards examining principals' practices at schools so as to examine the extent to which they bring their perceived model of effectiveness into practice. This might be of great value to policy makers to help identify the discrepancies that might exist between principals' espoused theory and their theory-in-use (Argyris and Schön, 1974). Theory-in-use is a model which describes the beliefs and assumptions that underlie a "particular pattern of organizational behavior, together with the consequences of those behaviors" (Robinson, 2001, p. 4). While a theory-in-use (what we do) is implicit in organizational practice, an espoused theory (what we say) is explicit in its self-descriptions (Robinson, 2001).

Espoused theory thus describes the words which convey what people do or what they would like others to think they do:

When someone is asked how he would behave under certain circumstances, the answer he usually gives is his espoused theory of action for that situation. This is the theory of action to which he gives allegiance, and which, upon request, he communicates to others. However, the theory that actually governs his actions is this theory-in-use. (Argyris and Schön, 1974, p. 6)

As this study focused on the espoused theory of participants by giving a limited-in-scope snapshot of the perceived dimensions of effective leadership, it recommends that further research be targeted towards examining principals' practices at schools. This could help identify gaps between their espoused and in-use theories, or inconsistencies among the actions that comprise their theories in use. Examining the discrepancies between both theories (espoused and in-use theories) may help school principals reflect on their practices and/or change their conceptions. This reflective action will lead to further research that aims to identify (a) whether the theory-in-use is effective in accomplishing goals, and (b) whether the goal to be achieved needs to be altered or possibly even rejected in the light of experience.

APPENDIX A

INDIVIDUAL INTERVIEW PROTOCOL FOR PRINCIPALS

Two individual interviews will be conducted with the principal of each of the participating schools; the first will be conducted in order to understand the principal's conception of effective leadership of school principals while the second aims at member checking the principal's responses. During the first interview, I will present myself and the purpose of my topic to the principal. The duration of this interview will be around 60-75 minutes. The following list of questions will guide the interview:

1. From your perspective, how do you define an effective school leader? Please describe someone who you think is an effective school leader.

Possible probes: What traits, behaviors and attitudes do you think they have? Can you provide examples of situations where you thought you or someone you know was effective as a leader?

2. Describe any specific characteristics that a school leader should possess that would make him/her effective in the Lebanese context.

Possible probes: What should a principal in Lebanon be like in order to be effective in this context? Why? As you try to answer the question, please take into consideration the context of Lebanese schools as places where various cultural, religious and community backgrounds come together.

3. Please comment on the excerpt below:

Michelle, an Assistant Principal at a high school, discussed her efforts to support and evaluate teachers:

“This year I was in a [struggling teacher's] classroom a lot and gave her some very concrete things that should be improved. And no, [she] hasn't improved them and yes, I did fire her. I know in my heart that I did the right thing. My evaluations are thorough. So now I've ruined a relationship I've had with a teacher. She doesn't like me anymore.

What is this firing going to really mean? Is it going to influence her teaching? Are we going to have a better teacher at the end of the year? I hope so. But I hope it isn't just a mechanism where I destroyed a relationship with a teacher and left her feeling unsupported..." (Cann & Hernandez, 2012, p. 57).

Possible probes: Do you think what the principal did is considered an effective act of leadership? Why or why not? Explain.

4. What should be the main responsibilities of a school principal so that he/she is perceived as an effective leader?

Possible probes: How should an effective leader handle the managerial responsibilities? Instructional responsibilities?

5. How should an effective school leader deal with the key players at his/her school and in the outer community?

Possible probes: should he/she deal with students? Teachers? Parents? The community? His/her supervisor(s) if any? The Ministry of Education & Higher Education? If yes, how?

6. Assume a school is part of a highly bureaucratic system characterized by strong pressures towards uniformity and resistance to radical change (Mulford, 2008), and by centralization of budgeting and/or curriculum. In your perspective, how would effective leadership be like in such a context?

Possible probes: If you think a leader should promote change within his/her school, how should this change be administered by him/her so that this principal would be considered an effective leader? Give examples.

7. How should an effective leader deal with the continuous challenges he/she faces at school? Give examples.

Possible probes: How should a leader deal with students' behavioral problems? Teacher resistance? Please explain.

APPENDIX B

INDIVIDUAL INTERVIEW PROTOCOL FOR TEACHERS

Two individual interviews will be conducted with each teacher participating from each school; the first will be conducted in order to understand the teacher's conception of effective leadership of school principals while the second aims at member checking the teacher's responses. During the first interview, I will present myself and the purpose of my topic. The duration of this interview will be around 60-75 minutes.

The following list of questions will guide the interview:

1. From your perspective, how do you define an effective school leader? Please describe someone who you think is an effective school leader.

Possible probes: What traits, behaviors and attitudes do you think they have? Can you provide examples of situations where you thought someone you know was effective as a leader?

2. Describe any specific characteristics that a school leader should possess that would make him/her effective in the Lebanese context.

Possible probes: What should a principal be like in order to succeed and be effective in this context? Why? As you try to answer the question, please take into consideration the context of Lebanese schools as places where various cultural, religious and community backgrounds come together.

3. Please comment on the excerpt below:

Michelle, an Assistant Principal at a high school, discussed her efforts to support and evaluate teachers:

“This year I was in a [struggling teacher's] classroom a lot and gave her some very concrete things that should be improved. And no, [she] hasn't improved them and yes, I did fire her. I know in my heart that I did the right thing. My evaluations are thorough. So now I've ruined a relationship I've had with a teacher. She doesn't like me anymore.

What is this firing going to really mean? Is it going to influence her teaching? Are we going to have a better teacher at the end of the year? I hope so. But I hope it isn't just a mechanism where I destroyed a relationship with a teacher and left her feeling unsupported..." (Cann & Hernandez, 2012, p. 57).

Possible probes: Do you think what the principal did is an act of effective leadership?

Why or why not? Explain.

4. What should be the main responsibilities of a school principal so that he/she is considered an effective leader?

Possible probes: How should an effective leader handle the managerial responsibilities?

Instructional responsibilities?

5. How should an effective school leader deal with the key players at his/her school and in the outer community?

Possible probes: should he/she deal with students? Teachers? Parents? The community?

His/her supervisor(s) if any? The Ministry of Education & Higher Education? If yes, how?

6. Assume a school is part of a highly bureaucratic system characterized by strong pressures towards uniformity and resistance to radical change (Mulford, 2008), and by centralization of budgeting and/or curriculum. In your perspective, how would effective leadership be like in such a context?

Possible probes: If you think a leader should promote change within his/her school, how should this change be administered by him/her so that this principal would be considered an effective leader? Give examples.

7. How should an effective leader deal with the continuous challenges he/she faces at school? Give examples.

Possible probes: How should a leader deal with students' behavioral problems? Teacher resistance?

APPENDIX C

MEMBER CHECKING INTERVIEW PROTOCOL FOR PRINCIPALS

The aim of this interview is to seek your reaction to the conclusions I reached after analyzing the data I collected from the individual interviews with all the principal participants. I already presented to you - in the form of an individual profile - the main characteristics of effective leadership which you personally highlighted during our first individual interview. Now I will present to you - in the form of a cumulative profile - the conclusions I reached after analyzing the data from all principal participants. I am interested in your views and your feedback to clarify discrepancies and to highlight the major areas that you think should be performed by an effective school leader. This interview will take around 20-30 minutes. Kindly provide your input on the following questions:

1. From your perspective, how would you define an effective school leader in the Lebanese context? Describe the characteristics that he/she should possess.

Possible probes: What traits, behavior and attitudes should school leaders in Lebanon have? As you try to answer the question, please take into consideration the context of Lebanese schools as places where various cultural, religious and community backgrounds come together.

I will present next the results obtained from the individual interviews with the principals and the teachers. The results include collective codes and initial categories that do not refer to specific individual interviews; rather they reflect the themes the

investigators generated after analyzing the individual interviews. I present hereby checklists and tables including all the themes generated by principals and those generated by teachers;

2. Please comment on the findings concerning the categories formerly generated by you, the principals. Do you think the generated categories are representative of your own views on the phenomenon of effective principal leadership in Lebanon?

Possible probes: Do you agree with all the categories? Do you have anything to add? Do you recommend changing anything? There was a category added by the principals concerning delegation of authority, what does this category mean to you?

3. Please comment on the findings concerning the categories generated by the teachers. How would you interpret such results?

Possible Probes: Do you agree with the results generated by the teachers? Why? Why not? Give examples.

4. Please comment on the commonalities and differences between teachers' and principals' profiles that were generated from the findings of the individual interviews.

Possible probes: How would you interpret such results? What accounts for such differences/similarities? Can you make sense of the findings?

Concluding Question: Would you like to add anything? Do you think there is something that we have missed?

APPENDIX D

MEMBER CHECKING INTERVIEW PROTOCOL FOR TEACHERS

The aim of this interview is to seek your reaction to the conclusions I reached after analyzing the data I collected from the individual interviews with all the teacher participants. I already presented to you - in the form of an individual profile - the main characteristics of effective leadership which you personally highlighted during our first individual interview. Now I will present to you – in the form of a cumulative profile – the conclusions I have reached after analyzing the data from all teacher participants. I am interested in your views and your feedback to clarify discrepancies and to highlight the major areas that you think should be performed by an effective school leader. This interview will take around 20-30 minutes. Kindly provide your input on the following questions:

1. From your perspective, how would you define an effective school leader in the Lebanese context? Describe the characteristics that he/she should possess.

Possible probes: What traits, behavior and attitudes should school leaders in Lebanon have? As you try to answer the question, please take into consideration the context of Lebanese schools as places where various cultural, religious and community backgrounds come together.

Next I will present the results obtained from the individual interviews with the principals and teachers. The results include collective codes and initial categories that do not refer to specific individual interviews; rather they reflect the themes the

investigators generated after analyzing the individual interviews. I present hereby checklists and tables including all the themes generated by teachers and those generated by principals;

2. Please comment on the findings concerning the categories formerly generated by you, the teachers. Do you think the generated categories are representative of your own views on the phenomenon of effective principal leadership in Lebanon?

Possible probes: Do you agree with all the categories? Do you have anything to add? Do you recommend changing anything?

3. Please comment on the findings concerning the categories generated by the principals. How would you interpret such results?

Possible Probes: Do you agree with the results generated by the principals? Why? Why not? Give examples.

4. Please comment on the commonalities and differences between teachers' and principals' profiles that were generated from the findings of the individual interviews.

Possible probes: How would you interpret such results? What accounts for such differences/similarities? Can you make sense of the findings?

Concluding Question: Would you like to add anything? Do you think there is something that we have missed?

APPENDIX E

BACKGROUND OF PARTICIPATING SCHOOLS,
PRINCIPALS, & TEACHERS

Backgrounds of the Participating Schools

Type	School Code	Background of the School
Public	PubLF-1	School 1 is a large public school located and established in Beirut in 2003. As per the Lebanese Educational Guide for General Education (2011 – 2012), school 1 is a mixed-gender school that includes English and French sections from nursery till grade 9. It accommodates 31 English sections and 15 French sections, 1114 students, 12 administrators and 74 teachers on campus. The school’s vision stresses the importance of educating children so that they become citizens capable of interacting effectively with other members in the society. The vision also stresses on developing children who are capable of adapting in any society and who can keep pace with the technological advancements in the global world.
Public	PubLM-2	School 2 is a large public secondary school located in the Greater Beirut. As per the Lebanese Educational Guide for General Education (2011 – 2012), school 2 is a mixed-gender school that includes English and French sections for only the secondary cycle. It has a total of 30 English sections and 6 French sections, 855 students, 24 administrators and 84 teachers on campus. The vision stresses on developing good citizens who are capable of communicating effectively with members in the society and who can keep pace with the technological advancements in the world.
Public	PubMF-3	School 3 is a medium-sized public secondary school located and established in Beirut in the 1950s. As per the Lebanese Educational Guide for General Education (2011 – 2012), school 3 is a mixed-gender school that includes English and French sections of Kindergarten and of cycles 1, 2 and 3. It has a total of 11 English sections and 11 French sections, 344 students, 9 administrators and 38 teachers on campus. The school’s vision stresses on keeping pace with technological developments and on creating a culture where students and teachers communicate respectfully with each other, and seek to build their capacities, advance their skills,

		develop their competencies and acquire knowledge.
Public	PubMM-4	School 4 is a medium-sized public school established in Beirut. As per the Lebanese Educational Guide for General Education (2011 – 2012), school 4 is a co-educational school that includes 13 English sections of cycles 1, 2 and 3. It has a total of 313 students, 7 administrators and 25 teachers on campus. The school’s vision emphasizes the development of individuals who are able to keep pace with technological developments and who seek to develop their skills and competencies and become self learners.
Private	PriLF-5	School 5 is a large private school that belongs to a privately owned foundation. It is an Anglophone, co-educational K – 12 school established in 1986 and located in Beirut. As per the Lebanese Educational Guide for General Education (2011 – 2012), the school includes more than 51 sections, and accommodates 33 administrators, 117 teachers and more than 1290 students coming from the middle class society. Students at School 5 are brought up in a school environment that values Islamic beliefs and principles. According to its stated mission and vision, School 5 is dedicated to educating the whole child/student through emphasis upon academic excellence, athletic participation, aesthetic appreciation and social interaction. The school equips its students with physical, socio-emotional, cognitive and aesthetic skills/intelligences and with the knowledge required for the students’ success in post-secondary education and later on in the workplace.
Private	PriLM-6	School 6 is a large private school that belongs to a privately owned religious and charitable foundation. It is a co-educational K – 12 school established in 1992 and located in Beirut. As per the Lebanese Educational Guide for General Education (2011 – 2012), the school includes more than 57 sections, and accommodates 34 administrators, 110 teachers and more than 1671 students. The organization stresses on educating children through instilling in them values such as honesty, responsibility, honesty and respect. The organization seeks to promote human development that produces a unique individual who not only consumes success but constantly reflects on situations and devises ways that promote excellence and creativity. The school provides its students with services needed so that they are better able to succeed and develop in society.
Private	PriMF-7	School 7 is a medium-sized private school that is one of a set of 3 Greek Orthodox Schools in Beirut whose mission is to serve the members of the surrounding communities and the nation in general, without discrimination, in the fields of education and teaching. The schools thus aim to build the personality of a human being who believes in God, belongs

		<p>to the nation, and is active in society. The school whose staff members have been chosen to participate in this study aspires to help learners construct a character that is able to face the challenges of the twenty first century through transforming them instead of just transmitting knowledge to them. The school's educational philosophy is based on the belief that education should be tackled with a Holistic Approach where the learning process integrates the body, the mind and the spirit, and hence helps learners relate information to their acquired knowledge and lived experiences. As per the Lebanese Educational Guide for General Education (2011 – 2012), school 7 is a mixed-gender K – 12 school that has a total of 34 English sections, 734 students, 25 administrators and 73 teachers on campus.</p>
Private	PriMM-8	<p>School 8 is a private medium-sized school that belongs to a privately owned religious foundation which was established in 1969. It is a co-educational K – 12 school established in Beirut in 1974. The school was first recognized as an elementary and middle school then was later developed as a high school. As per the Lebanese Educational Guide for General Education (2011 – 2012), the school includes 39 sections, and accommodates 11 administrators, 73 teachers and about 781 Muslim students. Besides its focus on ensuring a whole education for the student, the school mainly focuses on religious education, particularly Islamic education through organizing events for Quran recitation and through implanting the Islamic values in children. The school's vision emphasizes three main concepts: (a) Ensuring the development of an integrated personality is through balancing it individually and collectively, (b) faith develops passion for knowledge and curiosity to know about the universe; and (c) mental and physical activities are social part of the educational process. Thus the school is dedicated to educating a self-confident child while supporting his/her scientific and expressive potentials, and instilling in him/her the mere values of Islam. The school provides extra-curricular to cater for students' physical and cognitive development.</p>
Private-free	PrFrLM-9	<p>School 9 is a private-free large school located in one of the suburbs of Beirut characterized by low economic statuses of families. It was established in 2006 with a total of 800 students joining its campus. As per the Lebanese Educational Guide for General Education (2011 – 2012), school 9 is a mixed-gender school that includes English and French sections of grade levels: KG and cycles 1 and 2. It has a total of 28 English sections and 11 French sections, 1168 students, 6 administrators and 39 teachers on campus. According to the principal, the school has grown</p>

		significantly in the last couple of years. It comprises, by the end of 2013, about 2250 students ranging from KG till Grade 9.
Private-free	PrFrLM-10	School 10 is a private-free school that belongs to one large religiously-owned institution. It was established in Beirut in 1931. Its mother institution provides many social services that range from vocational, educational and healthcare intuitions. The services of the mother institution are spread in the South, North, Bekaa, Beirut and Mount Lebanon. The school's vision stresses on the importance of educating a child while instilling in him the values of forgiveness, equality and moderation, and raising him to be open to the global world. As per the Lebanese Educational Guide for General Education (2011 – 2012), school J is a mixed-gender school that includes English sections of grade levels: KG and cycles 1 and 2. It has a total of 34 English sections, 998 students, 22 administrators and 54 teachers on campus.
Private-free	PrFrMF-11	School 11 is a medium sized private-free school that belongs to one large Islamic Association. It was established in Beirut in 1931. Its mother institution is a charitable humanitarian association that aims at developing human beings and enabling them to build a country and cope with modernization through knowledge and faith in accordance with the principals of Islam. The institution provides social, educational and healthcare intuitions. It aims at educating the child and teenager, assuring health care and protection for the human being and taking care of women and the elderly through various projects that cope with the needs of society. The services of the mother association are spread in the South, North, Bekaa, Beirut and Mount Lebanon. The school's vision stresses on the importance of educating the child holistically and that every child has the potential to learn and succeed. As per the Lebanese Educational Guide for General Education (2011 – 2012), school 11 is a mixed-gender school that includes French sections of grade levels: KG and cycles 1 and 2. It has a total of 17 French sections, 378 students, 11 administrators and 28 teachers on campus.
Private-free	PrFrMM-12	School 12 is a medium sized private-free school located in a suburban area of Beirut characterized by low economic statuses of families. It is one of two schools belonging to the same owner who is also the principal of the school. The school was established in 1956 by the father of the current principal. As per the Lebanese Educational Guide for General Education (2011 – 2012), school 12 is a mixed-gender school that includes English sections of grade levels KG and cycles 1 and 2. It has a total of 16 English sections, 381 students, 2 administrators and 13 teachers on campus.

Backgrounds of the Participating Principals

Type	School Code	Background of the Principal
Public	PubLF-1	The principal of Public School 1 is a female principal who graduated with a Bachelor's degree in English Literature. She has been a school principal for 15 years in all and for 11 years at the current school. The principal has been exposed to workshops and courses in leadership provided by the Center for Educational development in the Ministry of Education and Higher Education in Lebanon. Furthermore, she has been a teacher of English language for more than 20 years.
Public	PubLM-2	The principal of Public school 2 is a 45 year-old male principal who holds a Doctoral degree in Ecology. He has been the principal of school 2 for 10 years; however, he has not been exposed to any training prior to becoming a principal for the school. He has more than 20 years of teaching experience and currently teaches science courses for undergraduate students at the university level.
Public	PubMF-3	The female principal of school 3 is 63 years old. She earned a diploma in education. She has been a principal for more than 20 years at the current school. She has also acquired a teaching experience that extends 20 years. The principal has undergone several workshops and training in the area of school administration both in Lebanon and other countries.
Public	PubMM-4	The principal of school 4 is a 63 year-old male principal. He graduated with a Bachelor's degree in Arabic Literature. He has been the principal of the current school for a total of 31 years and a teacher for 12 years. The principal has not received any courses in leadership nor has he been exposed to any workshops in the field of educational administration prior to starting his position as a principal.
Private	PriLF-5	The principal of School 5 is a 55 years old female principal who graduated from a university in Beirut with a Master's degree in Education, with an emphasis in TEFL - Teaching English as a Foreign Language. She has held the position of a principal at the current school for over 15 years. Prior to working at the current school, she was a secondary school teacher for seven years. Moreover, principal 5 has worked as a university

		<p>instructor for 13 years and has more than 10 years of experience teaching students at the pre-university level. The principal has not received any previous training in the field of administration before starting her work as a principal at the current school.</p>
Private	PriLM-6	<p>The principal of School 6 is 57 years old. He holds a Bachelor's degree in Chemistry and a Master's degree in Science education with a minor education in psychology from the American University of Beirut. The principal completed PhD courses in Multi-referential educational systems from Universite Paris X and then completed courses in Information and communication, general education and library information and documentation. He has been a school principal for 14 years in all; for the last 6 years, he has been working at the current school. Prior to starting his job in administration, the principal did not receive formal training in the field of educational administration; however, he received in-service training in principalship and leadership at the mother institution to which the school belongs while practicing his principalship at school. The principal also has a total of 13 years of experience in teaching Chemistry and Physics for 9th graders and secondary level students.</p>
Private	PriMF-7	<p>The principal of school 7 is a 50 year-old female principal. She graduated with a Master's degree in Physiology and a BS in Chemistry from the American University of Beirut. She has been the principal for the school for 4 years. Prior to that, she has been a director for 8 years in the school network; in charge of the academic departments for all 3 schools. Being a director at the school network is a phase that prepares one to be a leader. She has also been a director of the Information Technology department and a director for the upper elementary and secondary divisions whose job was to supervise that the teams of those divisions are working harmoniously across all the three schools in the School Network.</p>
Private	PriMM-8	<p>The principal of School 8 is 54 years old. He graduated with a Bachelor degree (B.S.) in Chemistry from the Lebanese University. He has been the principal of the current school for 9</p>

		years. In addition, he has gained almost 21 years of experience in teaching. Prior to being a principal, he has been exposed to workshops and training sessions in different topics in educational psychology and students' learning difficulties.
Private-free	PrFrLM-9	The principal of school 9 is a 39 year old male. He graduated with a B.S. in Marketing and received a Master's degree in Business Administration from the Lebanese American University. In 2006, he founded the school and became its owner and principal ever since. Prior to being a principal of the current school, he had been a co-principal for 5 years for another school belonging to his family. During his 5-year practice as a co-principal, he was trained on how to manage and lead a school. The principal had been a secondary Economics teacher for 3 years.
Private-free	PrFrLM-10	The principal of School 10 is a male principal who is 67 years old. He graduated with a Teaching Diploma in English and American Literature from a university in Beirut then got his master's degree in the field. He has worked as an assistant principal for the current school for over 8 years and a principal for the school for only one year. As an assistant principal, he used to set strategic and procedural plans and supervise the process of teaching and learning and curriculum design. Prior to working at the school, he worked as a school supervisor for UNRWA when he received a diploma in school supervision. As part of his work with UNRWA, he had been responsible for curricular development and teacher training by organizing workshops and seminars to ensure professional development for teachers. Furthermore, the principal at school 10 had been a teacher for over 21 years.
Private-free	PrFrMF-11	The principal of School 11 is a 49 years old female principal. She graduated with a Bachelor degree in Sociology, earned a Teaching Diploma and is now pursuing her master's degree in Education. She has worked as a cycle director (head of division) for 12 years during which she was responsible and a leader for different cycles at the school. She has been the principal of the current school for over 3 years. The principal has been exposed to intensive courses in leadership at the Principal Training Center for International Principals, USA. Furthermore, she had been a

		teacher for over 15 years.
Private-free	PrFrMM-12	The principal of private-free school 12 is a 43 year-old male principal. He graduated with a B.A. in History from the Lebanese University. He has been a principal of the current school for 23 years and has worked as a teacher for 5 years. The principal has not received any courses in leadership nor has he been exposed to any workshops in the field of educational administration.

Backgrounds of the Participating Teachers

Type	School Code	Background of the Teacher
Public	PubLF-1	The teacher at public school 1 is a 40 year-old female. She graduated with a Bachelor's degree in Chemistry; however, she has been teaching Math for 9 th graders for 10 years at the current school. Her total teaching experience extends 12 years. The teacher assists the school principal by taking on certain administrative tasks such as preparing lists and reports.
Public	PubLM-2	The teacher at school 2 is a 31 year-old female teacher. She graduated with a Teaching Diploma in English Language and Literature from the university. She has been an English teacher for secondary grade levels for 6 years, 4 at the current school.
Public	PubMF-3	The teacher at public school 3 is a female teacher, coordinator and supervisor. She graduated with a Bachelor's degree in French Literature and completed one year of master's courses in the same domain. The teacher has more than 37 years of teaching experience; she has been teaching French Language for Grade 9 for 18 years at the current school, as well as a coordinator for 17 years and a middle school supervisor for two years.
Public	PubMM-4	The female teacher at school 4 is a Math teacher for the third cycle. She earned a diploma in teaching all disciplines of the first cycle. Currently, she teaches Mathematics for sixth and middle school grades. Her teaching experience exceeds 35 years, 2 of which have been gained at the current school.
Private	PriLF-5	The teacher of School 5 is a 37 year-old female. She graduated from the American University of

		Beirut with a Bachelor degree and a teaching Diploma in Chemistry. She is both a secondary school teacher and a coordinator at the current school. She has been a teacher for middle and secondary grade levels for 15 years at the school. She has also been a coordinator for the same grade levels for a number of years.
Private	PriLM-6	The teacher of School 6 is a 33 year-old female. She graduated from the Lebanese University with a Teaching Diploma in Math and Science Elementary Education. She has been a Math teacher at the school for a total of 15 years, teaching grades 3 through 9; in addition, she has been the Math coordinator for Cycle two for thirteen years and the Head for KG and Cycle 1 divisions for three years all at the current school.
Private	PriMF-7	The teacher at school 7 is a 47 year-old male. He graduated with a B.S. and a Teaching Diploma in Physics from one of the universities in Beirut. He has been a physics teacher for the secondary cycle for more than 20 years, eight of which have been gained at the current school. In addition to being a physics teacher, he is also the head of the physics department (physics coordinator) for the secondary cycle at the current school and was, for 5 years, the head of the secondary division.
Private	PriMM-8	The teacher of School 8 is a female teacher and coordinator. She graduated from a university in Beirut with a Bachelor degree in Mathematics. She teaches secondary and middle school mathematics at the school and she is also a coordinator for mathematics at the current school. She has been a teacher for middle and secondary grade levels for 17 years in total and for 15 years at the current school. She has also been a coordinator for the same grade levels.
Private-free	PrFrLM-9	The teacher of school 9 is a 60 year old male who works as a Chemistry coordinator and supervisor for all grade levels at the school and as an instructional supervisor for all subject matters at the complex of schools to which school 9 belongs. He graduated with a B.S. in Chemistry and then completed one year of his master's program in the same field. The supervisor at school 9 previously worked with the Lebanese Ministry of Education and Higher Education on developing the Lebanese national curriculum in chemistry and on developing the national school

		textbooks in Chemistry. Moreover, he had provided training for chemistry teachers and coordinators of different Lebanese schools. The coordinator has been working at the current school for a total of 15 years; however, his experience in the field of coordination extends 36 years
Private-free	PrFrLM-10	The teacher at school 10 is a 37 year-old female teacher and coordinator. She graduated with a Teaching Diploma in Teaching English as a Foreign Language (TEFL) and then received her Master's degree in the same domain. Currently, she is pursuing her doctoral degree in TEFL from the Lebanese University. She teaches English Language at school 10 for secondary grade levels. She has been a coordinator for English Language for middle and secondary divisions for 5 years and a teacher for 15 years, 8 of which have been gained at the current school. Teacher 10 has also been a lecturer for English language at the Lebanese University for 13 years.
Private-free	PrFrMF-11	The teacher of School 11 is a 46 year-old female. She graduated from the Lebanese University with two Bachelor degrees; one in French Literature and another in Journalism and News Agencies. Elementary Education. She has been a teacher for a total of 20 years and for one more year at the current school where she also works as a coordinator.
Private-free	PrFrMM-12	The teacher of private-free school 12 is a 32 year-old female teacher. She graduated with a B.A. in English Literature from the Lebanese University. She has been an English teacher for 5 years, two of which she has taught grades 7, 8, and 9 (third cycle) at the current school. In addition, she is currently an English coordinator at the school.

APPENDIX F

PRINCIPAL'S BACKGROUND FORM

Age:

Gender:

Degree:

Specialization:

University/Institute:

Phone Number:

Years of experience as a school principal in total: -----

Years of experience as a school principal at the current school: -----

Have you received previous training in the field of educational administration before you started work?

Yes No If yes, Please explain: -----

Have you had previous experience in teaching before working as a principal?

Yes No If yes, please specify the number of years: -----

APPENDIX G

TEACHERS' BACKGROUND FORM

I kindly ask you to answer the below questions. Please note that, during the focus group discussions which will be carried on later, there will be no link to verbatim data collected in this form or during the individual interviews.

Age:

Gender: Male

Female

Subject Area:

Grade level:

Degree:

Specialization:

University/Institute:

Years of teaching experience in Total:

Years of teaching experience at the School:

Phone Number:

APPENDIX H

SAMPLE OF INDIVIDUAL PROFILES

Profile 1

Code of the School: PbMF3

Size of the School: Medium (M)

Type of the School: Public (Pb)

School Number: 3

Principal's Gender: Female (F)

Characteristics of an Effective Leader as Suggested by the Principal

Based on the data derived from the individual interview with the principal of school 3, an effective school leader has been perceived to:

Possess Broad Knowledge Base

According to the principal of school 3, an effective school leader has developed the adequate knowledge that would make her capable of running the school and leading the school staff effectively. The principal believes any effective leader should possess adequate knowledge base, practical experience, and management skills.

Possess an educational background and practical teaching experience.

According to the principal of school 3, an effective school leader has developed broad knowledge in education, academics and management. To her, a leader should have gained practical experience in teaching as well so that she knows all about the teaching-learning process". She explains:

An effective leader - with experience in teaching - has developed copious knowledge on the most efficient ways of communicating with students and on the various ways students acquire knowledge and become self-learners: She knows how students master skills needed to gather, process, and apply information correctly [...]. A leader is well informed about how these skills interrelate in various subject matters and across different grade levels. Moreover, an effective leader has sufficient knowledge about the curriculum: its scope and sequence across all grade levels, how curricular themes could be interrelated across different subject matters, etc. A leader is also knowledgeable about ways used to assess students' learning and to measure their progress. Thus, an effective leader should have developed such wide knowledge base in education so that she is able to "guide the group of teachers at the school

towards using teaching methods that reflect the student-centered approach.”

Possess management skills. The principal believes that an effective leader has excellent communication skills; time management skills; the important skill of delegating responsibilities; and team building and team leading skills.

Enforce School Guidelines

Principal 3 believes that a leader should work with her team members on developing the school goals and plans as well as she should enforce discipline within the school by making sure that students and teachers abide by the law through providing rewards and incentives for people who respect the rules and punishing those who disobey them.

Work with team members on setting the strategic goals and plans.

Following setting the vision of the school, an effective school leader works with school members on making plans (strategic and yearly) which include the work mechanisms; i.e. how the plan will be achieved and on setting the criteria of evaluation before the implementation of the plan.

Build Teams, Assign Responsibilities and Delegate Tasks

From the principal’s perspective, this aspect is considered the most essential aspect of leadership and involves assigning responsibilities to school staff and building teams. She states: “in small schools where students’ number don’t exceed hundred students, a leader can successfully lead the school and manage all details all by herself, however, when it’s a large or medium sized school, there has to be teams.” According to her, “the team is composed of administrators, teachers, and coordinators; it also includes cleaners, guards, etc. an effective leader makes sure she assigns right people in the right positions so that they can manage their jobs effectively; in addition, she convinces each member about the reason behind delegating a particular task to him/her.” The principal adds:

An effective school leader is responsible for every single detail within the school such as buildings’ maintenance, financial and instructional supervision, curriculum management, etc. A principal, no matter how effective she is, can’t handle all these tasks alone, and so she needs to delegate specific responsibilities to people who are assigned key positions. Also, an effective leader is able to see when a teacher might pull off an administrative task more effectively than he/she could handle teaching academics. The decision of building teams requires diligence and consideration and an effective leader should be able to do it when she knows the qualifications of every school member. After building her team, the leader should then follow up on the implementation of every task and make sure that everything goes smoothly.

Build Trust with School Staff and Motivates Teachers and Students

According to the principal, building a team and assigning each member responsibilities cannot be done if there was no trust built between the leader and the team members. In addition, an effective leader should motivate teachers by appreciating, complimenting and honoring their efforts; she also works on inspiring teachers and making them feel that their work provides great value to the tasks being done.

The principal has stressed on the importance of motivating students as well; according to her, one way of motivating students and encouraging them to achieve better is to nominate classes to receive the “best class” award. This activity could be done each month and could be of great impact on students.

Establish Effective Communication with the Internal and External School Community

According to the principal, an effective school leader establishes effective communication with different layers within and outside of the educational institution including teachers, students, parents and the outer school community.

Establish effective communication with teachers and students. According to the principal, an effective leader communicates with teachers, students, administrators, and her team of professionals at the school. “She can build a student council which takes on the responsibility of representing the whole student body and voicing students’ needs, wants and concerns to the principal” she states.

Create productive relations with parents & the outer community. According to the principal, a very important component of effective leadership is the leader’s ability to open channels of communication with parents, the Ministry of Education and Higher Education, and the outer community. She explains by providing an example of how things go at her own school.

“My public school developed and flourished mainly because of the connections I made with the civil community; they were very supportive. I had volunteer teachers from important universities and reputable schools tutor underachieving students at my school, especially when the new Lebanese curriculum came out and we were obliged by the Ministry to implement it, these institutions were very supportive and teachers volunteered to provide remedial sessions to students and to teach them essential skills and competencies. Of course, that wouldn’t have been feasible had I not asked the directors at the ministry for their permission to bring on those volunteers.” She explains that any effective leader should establish great relationships with the Ministry or any party providing supervision over her work.

Create Effective Change at School

The principal at school 3 believes that an effective school leader should initiate change in order to improve the school's overall performance. According to her, an effective leader (a) carefully plans the desired change, and (b) copes wisely with teachers' resistance to it.

Carefully plan the desired change. According to the principal, a leader works with team members on conducting research before implementing any change: "Any change should be well planned for; it should have long and short term goals and there should be stops for evaluation, a timeline put to work accordingly, and a work mechanism put which describes how and what each member is entitled to do." She further explains:

The first thing that should be done as new change is introduced is (a) study the school's location where the project shall be implemented. That is to say: is it suitable to conduct the project at that specific place? What are the negative or positive points about the location? Perhaps the fact that there is no playground at the school could hinder the implementation of the plan, etc. After studying the location and getting over the areas of weakness, the leader focuses on the points of strength: How can we improve what we already have? Following that, the leader works with the team members on (b) setting short term objectives and (c) making stops to evaluate what has been achieved so far.

Principal 3 has provided an example of a change inducted at her school, which includes the placement of students with disabilities into the general education classroom (inclusion). "Such a change was carefully planned for three years before its implementation":

I had to pave the way for it by discussing the project with students, teachers, parents, administrators as well as with the ministry. I exposed them all to workshops so that we all learn about how we can properly deal with students with disabilities. Some parents even rejected the idea of having their children communicate with people with disabilities and threatened to remove their kids from school. I said 'Ok, so be it'. I was highly convinced about the program and its need. We held events that address the issue of 'people with disability'. With time, students and teachers, even parents, were extremely excited to the idea and the first time that little blind girl came to school was a time I cannot forget. She was amazingly welcome and felt at great ease. Students were all helping her and giving her all the support she could need.

Cope wisely with teachers' resistance. The principal believes that any effective leader has to anticipate the challenges that may arise when inducing changes within an educational organization. "It's very reasonable to have people resist the idea of change; however, there's always a group of teachers who are willing to try this change and who

get more excited about it.” An effective leader makes use of these people and works with them, soon afterwards, it will spread, and it has happened before; teachers develop a sense of competition and start wanting to try it out.

Promote Professional Development

This aspect of leadership entails providing ongoing learning opportunities for school staff to improve their academic performance. According to principal 3, an effective leader ensures that every teacher at the school is exposed to relevant workshops to improve her performance. To do that, a leader assigns academic coordinators to look for professional development opportunities that are of interest and benefit to teachers.” She adds: “a leader also fetches professionals from outside of school to hold workshops at school for teachers or administrators for one or more days.” According to the principal, in order to prepare people for a certain change inducted at the school, a leader may involve students and parents as well. This was the case when the principal of school 3 inducted a new program that aimed to merge regular students at school with students with special needs and disabilities. Such a program could not have been inducted positively had all the school community been completely prepared for that change. In addition, according to the principal, effective leadership entails providing herself with multiple opportunities to learn and grow professionally. Thus, an effective leader values learning and seeks to develop adequate knowledge needed to improve a person’s performance on multiple levels.

Manage Teachers’ Instruction

According to principal 3, it’s impossible for any school principal to know about all subject matters across different levels. However, as mentioned, she should have broad knowledge about how the teaching-learning process should go and how it should be implemented. The principal states that an effective leader should delegate the process of supervising instruction of subject matters to coordinators and should personally manage how teachers carry out the process of instruction within the classroom, oversee the implementation of the curriculum and should monitor students’ achievement.

The principal has stressed that an effective leader should visit teachers’ classes to observe their performance: “she observes if the lesson is carried out smoothly and whether teachers are able to get their ideas across to students.” An effective leader enters classes with the subject coordinator, and they both agree on ways to follow up on teacher’s performance in case it needs improvement. Additionally, the leader and the coordinator work together on providing continuous feedback to teachers concerning their instructional performance. If a teacher was incompetent, she should be informed of the negative aspects of her performance and guided on how to improve them. In addition, a leader should expose teachers to instructional workshops to improve their

professional performance. In case teachers' performances have not improved after being exposed to workshops, the leader takes the appropriate decision to fire her, in coordination with the subject coordinator.

Oversee the proper distribution of the curriculum. According to principal 3, an effective leader should familiarize herself with the curriculum of every subject matter and develop knowledge about how the curriculum is aligned across all levels; i.e. she should know how the themes emphasized by the curriculum develop across grade levels. According to the principal:

An effective leader holds regular meetings with teachers and coordinators to discuss the central units/themes in every subject matter: they discuss when it is the best time to present these units to students and whether these units necessitate that students learn specific prerequisites in other subject matters. The leader should ensure that teachers of different subject matters coordinate together to cater for students' learning and to cover the pre-requisite themes and chapters. The leader should also discuss how themes interrelate within the same discipline and how different subject matters could be thematically integrated. Thus, the leader doesn't intervene with how a certain subject shall be taught; but makes sure that the units and chapters of a curriculum are well distributed and aligned across different levels and disciplines.

Monitor students' achievement. An essential aspect of a leader's job is to monitor students' achievement states the principal. She could collect information about the achievement of students by checking their assignment copybooks and their test records, etc. She states:

As a leader, I look at the 'horizontal' and 'vertical' competencies that students master. Horizontal competencies are general and inform me about students' skills across all subject matters, such as his ability to write in a neat and clear handwriting, etc. Vertical competencies are more subject-related and provide information about students' acquired knowledge and developed skills in a specific subject matter." As for students' test records, an effective leader should investigate the reasons behind their scores. For example, why were students' grades under average in this subject matter or why did they score high on that test in that subject matter? A leader then conducts meetings with teachers and coordinators to discuss such questions in great detail.

Manage financial matters and supply resources. According to the principal, an effective leader actively works on following up on financial operations within the school. "She should build a committee composed of accountants, auditors and a financial expert who could follow up on the financial matters within the school. The leader then supervises the committee's work and takes imperative decisions." When working on financial matters, an effective leader (a) sets the school budget and (b) provides the needed resources.

Set the school budget. The principal believes that an effective leader “sets the school budget based on the recommendations of every team member who in turn sets the budget of the department he/she is responsible for”. The leader also meets with the financial officer or treasurer of the financial committee to decide on the budget needed for the proper functioning of the whole school. She further explains:

The best way to set the school budget is to have each staff member propose a small budget for his/her department depending on what they need as resources and/or equipment. For example, the librarian specifies the books that should be purchased; the lab technician identifies the equipment and chemicals/agents needed in the laboratory, etc. Similarly, each school member presents what is needed for his/her department and then sets an estimated budget for it. The leader thoroughly checks the needs of the school members and provides her consent on providing the required resources. She then sets the overall budget of the school by taking into consideration the suggestions and recommendations of the administrators, heads of divisions, coordinators and teachers.

Provide adequate resources. Following setting the school budget, an effective leader works with team members on providing the adequate resources that the school needs. A great part of the budget is allocated to providing the necessary resources for the school such as providing buildings maintenance, ensuring the professional development of teachers, providing textbooks, laboratory equipment, audio visual tools, etc.

Conduct Continuous Evaluations for the School

An effective leader conducts continuous evaluations of the school performance. This is an essential aspect of leadership and it is done continuously throughout the year. The principal explains:

An effective leader builds a team and involves its members in making continuous evaluations. At the beginning of the year, a leader meets with the team members to evaluate how things went the past year. Together they identify what went wrong in the previous year and decide on what needs to be done in that regards. For example, it could be that, in the previous year, students across all levels faced some problems in Arabic language, so the leader and the team should develop ways to deal with these problems. She may propose that new extracurricular activities be prepared in the Arabic language, or certain activities organized to encourage the use of language. Perhaps they could find it best if Arabic language teachers meet with, other teachers to coordinate on how to improve students' language skills. Evaluation should always precede setting any plans or goals for the new scholastic year.

Thus, according to the principal, the team members conduct a general evaluation of the school at the end of the year and decide on general guidelines to use when planning for the new school year. Furthermore, evaluation is conducted when new

projects are inducted. She adds: when inducing a planned change, the leader should “set allotted stops to evaluate how the project plan is being implemented and whether the set goals are being achieved.”

Profile 2

Code of the School: PriLF5

Size of the School: Large (L)

Type of the School: Private (Pri)

School Number: 5

Principal's Gender: Female (F)

Characteristics of an Effective Leader as Suggested by the Principal

Based on the data derived from the individual interview with the principal of school 5, an effective school leader has been perceived to:

Possess Essential Personal Traits

From the view point of the principal, an effective leader is patient, trustworthy and respectful. On the last aspect, she explains: "she should respect every person at school and expect them to respect her in return; she doesn't force respect however, they do it unintentionally." She adds: "a good leader should be aware of the strong and weak traits of her personality and should be able to communicate clearly those strong aspects to the school staff". On the other hand, an effective leader allows the school staff to "pinpoint the weak aspects of her personality so that she improves them". Thus an effective leader accepts criticism and conducts self-appraisal to improve her performance at the school.

Possess Educational Knowledge Base and Management Skills

According to the principal, an effective school leader has developed sufficient knowledge and crucial skills that would make her capable of making effective communication with different types of people and take crucial decisions for the school.

Possess adequate knowledge base. According to the principal, an effective leader must be an educator: she should have a degree in education, and adequate practical experience so that she is able to understand the needs of teachers. "The school is an educational institution and must be led by someone who is an educator same way a bank is best led by someone who is a businessman" states the principal. She adds: "An effective leader takes on different roles: she could be an educator (including a special needs educator), an administrator, a consultant, a social worker, etc." Also, she should have extensive knowledge in all matters required within the school: "sometimes, she needs to take decisions about buildings' maintenance, or is asked about what architectural design is best for a new building being constructed on campus." In

addition, a leader should have the required skills which would make her capable of dealing with different types of people with various backgrounds: the educated, the uneducated, the ignorant, the skillful, etc. She further discusses this point:

Gaining the required knowledge takes time [...]. An effective leader should take the first 5-6 years to get familiar with the school and the people. She should go around every building within the school, talk to every teacher, administrator, technician, and even talk to the cleaners. She should get himself acquainted with every single person on campus; their duties, responsibilities, job description. Moreover, she should be visible a lot, mingle with people, maybe take coffee with teachers in the lounge and go around the school buildings, rooms and playgrounds to see whether everything is up to the acceptable standards.

Design the School Systems

The principal believes that an effective leader should be a visionary person who works with team members on (a) setting and sharing the vision and mission of the school on regular basis; (b) setting achievable strategic goals and yearly plans; and (c) developing the school policies.

Set and share the vision and mission. The principal has emphasized that “an effective leader works with heads of divisions and the school coordinators on setting and on adjusting and reviewing the school’s mission and vision whenever needed.” She adds: “She then conducts meetings with the school staff to explicitly state this vision to them and to agree on the methods of implementation so as to reach the stated purpose.”

Set achievable strategic goals and yearly plans. According to the principal, an effective school leader works actively with the team members on setting the strategic goals and yearly plans of the school. She states:

Given her background in education, a leader may suggest an idea or a concept to be implemented by the staff. She then conducts meetings with the school staff to introduce the long term goals and short term objectives and discusses how they can do their planning accordingly.

Develop the school’s organigram and set the school’s protocol. According to the principal, an effective leader works with team members on setting or reviewing the internal school policy. Even if the school belongs to a mother institution, an effective leader must have freedom to set the policy of the school where at the same time reporting back to her directors in the mother institution about the policies and decisions taken at her school. One of the leader’s responsibilities is to prepare a protocol which describes the nature of the relationship between school administrators, teachers, parents and the outside community. She may then organize meetings with teachers and parents and other concerned parties to discuss these relationships.

Establish Effective Communication with the School Community

According to the principal, an essential characteristic of a good leader is her willingness to establish effective communication with the school staff. “She establishes trust with them so that they are able to approach her with any problem they may encounter and to talk about it openly”. The principal further explains this:

The leader should have an open door policy. Her office should be open to whoever is willing to talk to her, be it parents, teachers or students. She is attentive to their concerns and feelings. She helps out in any problem they face, whether it is a work-related problem or one that is social or personal. She makes people believe that she is willing to do all what he can to help them out.

Create productive relations with parents & communities. A good leader maintains good relationships with parents based on mutual respect and trust: she makes parents feel that their children are in good hands, that the school teachers and staff mainly aim to serve their children. From the principal’s perspective, an effective leader listens attentively to parents’ concerns and holds meetings with them to inform them of the school new policies and other updates about the school. Parents constitute a source from which the leader gets feedback about the school. Moreover, an effective leader connects the school to its environment and establishes good relationships with universities. Also the leader should possess outstanding communication and convincing skills to get ideas across clearly.

Provide Ongoing Professional Development Opportunities for Teachers

The principal highlighted this aspect of leadership the most; it entails providing ongoing learning opportunities for school staff to improve their academic performance. According to the principal, an effective leader: (a) works with school coordinators and heads of divisions on inducing new teachers; (b) regularly attends conferences and workshops and shares with staff the relevant information received during these workshops; (c) continuously searches for professional development opportunities for teachers; (d) prepares workshops and pre-service training for them; (e) provides manuals for the new ideas that are being implemented; and (f) encourages teachers to sit in groups to exchange ideas about efficient instructional methods and strategies.

Value learning. In order to be able to do all what has been mentioned, an effective leader should have a high value for learning and should be willing to learn about new domains and matters that are vital for the ongoing of the school. The principal further explains:

Sometimes, a school leader is required to take decisions about, for instance, which carpenter or which plumber to recruit. At other times, she has to shift, in a very short period, from one contact of communication to another; that is she might have a meeting with a

university professor and half an hour later she might want to meet with an electrician to renew a contract, or maybe with a parent to discuss the situation of a child. Thus any leader must have the willingness to learn “the secrets” of this job in order to develop sufficient knowledge that would help him manage all the different aspects related to it.

Builds Teams of Professionals

This aspect of effective leadership involves empowering teachers and encouraging those who have gained professional expertise and who are now in key positions to take essential and necessary decisions with regards to instruction, finance, budgeting, etc. The principal explains:

After the first phase (5-6 years) has elapsed, the leader has now gotten to know the potentials of every person and accordingly has built a team of professionals who have occupied key positions at the school, such as those who are subject coordinators and heads of divisions. Then, she can start the process of delegation of responsibilities by providing authority to people and by allowing them to take appropriate decisions and to implement these decisions accordingly. At this phase, the leader mainly supervises the work of the staff members and works with them on inducing making planned changes to improve the school’s overall outcomes.

Creates Change at School

The principal believes that one important aspect of a leader’s job is her ability to create positive change in the school environment. “Change is inducted in a way that the community members are able to see its benefits by comparing its effects before and after its implementation.” From the principal’s point of view, as an effective change agent, a leader regularly looks up for new effective ideas to implement at school. The principal elaborates:

“Coming from an educational background, this is a school leader’s field”. However, a leader can’t enforce change unless she convinces teachers and the school members of its importance and of the benefits that such a change might have on students’ performance and on the school’s general outcomes. Change could be a new curriculum, a new policy, a new grading system, new instructional strategy or method, etc. Sources from which new ideas may emerge could vary: The leader may attend a workshop or a conference and find that a certain concept may be of benefit to the school, and thus might choose to implement it. In any case, conducting any change requires combined efforts from all members at the school.

The principal adds that the leader should plan carefully for the desired change and cope wisely with teachers’ resistance:

Plan carefully for the desired change. According to the principal, a leader should study the project before proposing or implementing it. She might want to read more about it, about its effects, or how it is to be implemented; in addition she may want to organize sessions to discuss this new project with the team of professionals at school. The ultimate aim should be to create change that positively affects students' achievement and the school's overall performance.

Cope wisely with teachers' resistance. According to the principal, any leader who is willing to inducte changes within an educational organization normally encounters resistance. She explains:

To cope with this resistance, an effective leader should: (a) understand teachers' concerns and their reasons for resistance, (b) organize intensive meetings with coordinators and teachers to convince them of the importance of change, (c) conduct hot discussions about the implementation process, (d) encourage teachers to attend workshops, and (e) prepare manuals and disseminate them to teachers and coordinators.

Further still, the principal emphasized that an effective leader may resort to authority given to her to enforce positive change in certain cases when teachers are being too resistant to imply any change that is expected to induce positive effects on students' academic performance.

Supervise the Teaching and Learning Process

According to the principal, an effective school leader supervises the teaching-learning process by monitoring teachers' instruction and managing the curriculum. A leader monitors instruction by conducting extensive meetings with subject coordinators and teachers at each department to see whether the objectives that have been set at the beginning of the year are being met, and to check whether teachers have any difficulties in planning or whether they propose any modifications. The principal states:

In the first phase of leadership, a leader visits teachers in class, she informs teachers ahead of time, particularly new teachers, of her intentions to attend classes to observe their instruction. After the first phase has elapsed, the leader mainly focuses on the feedback of coordinators and heads of divisions about teachers' instruction. In addition, a leader encourages communication between teachers across departments by allowing them to exchange ideas about efficient instructional methods and strategies.

Manage the curriculum. According to the principal, an effective leader should engage in the process of curricular design and implementation. For example, she might propose making adjustments to the curriculum by inducing new objectives based on careful thought and consideration. In addition, she might set a general policy for evaluating instruction by working with the team of professionals at the school (coordinators and heads of divisions) on inducing a new grading system and on the most

efficient ways of writing assessment tests and preparing quizzes that best measure students' performance.

Manage the School Budget and Provide Adequate Resources

According to the principal, an effective leader actively works on providing the necessary resources for the school and on setting the general budget of the school in collaboration with team members.

Sets and approves the school budget. According to the principal, during the first 5-6 years of being a school principal, an effective leader learns about setting budgets and handling financial matters. As the second phase starts, and after she has become acquainted with the managerial duties and responsibilities, she delegates such responsibilities to qualified people who are in key positions.

Conducts Thorough Annual Assessments of School Programs

According to the principal, at the end of each year, a leader works with school staff on conducting a thorough evaluation of the school's performance. She explains:

At the end of the school year, a leader might need to terminate contracts with some workers, renew contracts with others, assign administrative tasks for teachers who might not be so efficient in teaching, and make sure to provide all the resources which people need to get the job right. An effective leader also provides regular maintenance for the buildings and the classrooms, and ensures that the physical buildings are properly equipped.

Profile 3

Code of the School: PriMF7

Size of the School: Medium (M)

Type of the School: Private (Pri)

School Number: 7

Principal's Gender: Female (F)

Characteristics of an Effective Leader as Suggested by the Principal

Based on the data derived from the individual interview with the principal of school 7, an effective school leader:

Possesses Essential Personal Traits and Attitudes

From the view point of the principal, an effective leader is flexible yet firm at the same time. A leader should be an attentive listener and observer for everyone and everything at the school. The principal adds that an effective leader should set a good model for others and should act what she preaches. She should also take initiatives that seek to improve the school's performance. In addition, an effective leader should have an open eye on how things are going within the school. She doesn't just hear people, she listens to them attentively; she observes and closely monitors everything. She further states:

An effective leader doesn't just sit behind her desk and step away from the real practices taking place at school; rather, she observes and anticipates problems. As the leader, I try to keep a keen ear to what happens outside my office so that I know what's going on at school.

Has Broad Knowledge Base

According to the principal, an effective school leader has developed adequate knowledge and fundamental skills that would make her capable of leading the school staff effectively.

Possesses an educational background and teaching experience. According to the principal, "having an educational background is of great help, yet it's not a must given that I don't have it, and I don't think it's an obstacle if I don't have it." She adds:

A leader should ask people about things she doesn't know; she should read a lot and attend relevant workshops in order to learn more. "It's fine if she doesn't know about all matters, yet it's very unacceptable if she stays ignorant about what she should learn and know about."

On the other hand, the principal believes that an effective school leader should have experience in teaching: it helps her know learners more. This knowledge helps her

become an authentic planner and a positive change agent. She states: “When you have been a teacher, you evaluate things differently; you have a better perspective. Besides, teaching is a way out!” According to the principal, if a leader is both a principal and a teacher at the school, it helps her step out of the shoes of a principal for a while and think of things from the perspective of a teacher.

Possesses management skills. According to the principal, an effective leader should have (a) communication skills needed to interact with school staff; (b) evaluation skills so that she is able to judge and evaluate specific situations, (c) team building skills which allow her to build teams and make people work together harmoniously. In addition, a leader should have the ability to delegate tasks and responsibilities to people who have gained professional expertise in different fields.

Sets Guidelines for the School

This, according to the principal, entails: (a) setting the vision and mission for the school and (b) setting school plans and goals.

Works with team members on setting and sharing the school mission and vision. From the perspective of the principal, an effective leader works with team members on setting the mission and vision which constitute the general guidelines for the school and for the staff. If the school belongs to a wider institution, the leader should work with her directors on setting the vision of her school.

Works with team members on setting the school goals and plans. The principal emphasized that an effective leader should work with team members on setting the strategies and target plans needed to stabilize the school and attain its vision and mission. Any plan put down has to be for the ultimate aim of developing the child holistically on those four levels, and should be aligned with the vision of the school. She states: Every goal and every plan put down has to be well thought of so that it caters for the child’s psychological, mental, emotional and physical needs.

Establishes Effective Communication with the Internal and External School Community

Establishes effective relations with teachers and students. The principal believes that an effective leader has to have good communication with all school members including the teachers and students. She has to be visible at the school so that she is better able to leave positive imprints in students. According to the principal, a leader walks around in school, talks to students in playgrounds, observes their behavior if she can, and compliments their work and positive behavior.

Creates productive relations with parents & communities. According to the principal of school 7, a leader builds excellent partnership with parents and creates

productive and efficient relationships with the school community. A leader is both flexible and firm in her relationships with the school community. She welcomes parents anytime they have concerns and want to discuss problems or issues concerning their kids. The principal provides examples from real practices at her school as she tries to explain her idea on partnership:

An effective leader makes parents believe they are the school's partners: she informs them of almost everything taking place at the school such as the school projects, goals, even the underlying objectives of social activities taking place at the school. She takes parents' suggestions and feedback into consideration. This makes parents feel they are heard. For example, on Civil Day at school, we ask students to come to school without wearing any school customs; however, the objective behind developing such an activity is to teach students how to dress in a proper manner and in an elegant way. Once parents are informed of the objectives of every activity, they help school members towards achieving the set objectives.

Principal of School 7 also emphasized the importance of establishing productive relationships with universities. Such a relationship could be enhanced when the leader opens channels of communication with the universities by engaging the school in projects conducted at universities and participating in studies conducted by university researchers.

Further still, according to the principal, an effective leader is very considerate with the community organizations that surround the school. She elaborates by providing an example about her school:

We have a hospital near the school, thus we have to be very careful so that our school staff or school busses don't make any loud noise or any crowded gatherings near the school so that people who rush into the hospital don't get delayed. Also, when we make events at the school, we have to be careful not to be loud so that we don't cause any unintentional harm to hospital patients. Additionally, an effective builds good relationships with Non-Governmental Organizations in the community.

She further explains:

Students at this school are obliged to do community service by spending designated amounts of time doing voluntary work in organizations that provide social services. Thus, as the leader for the school, I make sure I build good and productive relationships with various organizations for the purpose of facilitating students' work.

Last but not least, according to the principal, an effective leader communicates with her directors to inform them of all changes taking place at the school. She reports big issues and problems facing the school and provides her proposition of the problem being faced.

Fosters a healthy climate. According to the principal, an effective climate is built by all school staff. An effective school leader encourages teachers and all staff members to build it by giving meaning to the laws, rather than by simply putting down the rules and enforcing school members to abide by them. An effective leader builds an enabling structure when she: (a) establishes effective communication with teachers and students; (b) builds teams and assigns responsibilities, (c) builds trust and motivates all school members; and (d) creates productive relations with parents & communities.

Builds Teams and Assigns Responsibilities

The principal defines an effective leader as someone who acts like a maestro in that she is able to lead her team and make them work harmoniously towards achieving the objectives that have been set for the school. In turn, these team members are leaders for the teams they are working with. The indirect teams are the body of teachers and students within the school. She believes that an effective leader is a team leader and member who (a) has great knowledge of her team members and assigns each person the right job, and (b) knows how to make people work to their fullest potentials. Her knowledge of people's potentials and capacities and her understanding of how they behave around one another makes the leader better able to build such a team. The principal refers to real practices to provide further explanation:

As a leader, my direct team consists of heads of divisions (cycles), heads of departments who include: subject coordinators, heads of the financial department, the Registrar, the house keeping department and the human resources department, etc. All of those people are assigned key positions at the school and they are people responsible for teams of teachers or workers who operate within the school.

The principal adds:

Effective leadership involves putting the right person in the right place and making sure they do their jobs to their fullest potential. Every job has its own requirements and people should be assigned on how well they fit such requirements. For example, the head of the registrar is the school's encounter with whoever comes to school as a new learner. Thus, the leader should make sure that the person assigned such a key position should be nice around people, honest and transparent and has good communication skills etc. An effective leader delegates such a job to the person whose characteristics and qualifications make him/her the most suitable for such a position. In addition, if this person has certain personal problems or is under stress, the leader tries to shift this person's focus and release his/her stress so that he/she performs their job efficiently.

Builds Trust with School Staff and Motivates Teachers and Students

According to the principal, this is an essential aspect of effective leadership; a school leader has to always show appreciation to school members and motivate them. Also, she establishes trust with her team, so she delegates to them responsibilities that she believes they will do effectively. The principal adds: Even though the principal motivates staff members to a great extent, she is never utterly satisfied; she always asks for more from team members. If things are going fine, she always triggers them to do things better!

Initiates and Implements Positive Change at School

According to the principal of school 7, inducing change is an essential component of leadership. “The school can’t be stagnant; an effective leader has to work with her team on inducing positive change for the purpose of improving the school’s overall performance.” She adds: effective change addresses the well-being of the people at the school and leaves positive and influential imprints in them in one way or another. An effective leader thus (a) involves staff in making change at school; (b) conducts research about the desired change.

Involves teachers in making change. According to the principal, teachers have to be involved in making change at the school. She states:

At the end of every year, a broad evaluation is conducted at the level of every department and is followed by suggestions and/or recommendations for improvement. Teachers, coordinators, students, heads of divisions, or the leader may suggest some changes that need to be done. Those ideas are further discussed at the level of every department and every division where teachers and other staff members provide recommendations. Then, the leader discusses such ideas with all team and decides upon the plan needed to induct such a change.

Conducts extensive meetings to discuss the desired change. According to the principal, an effective leader conducts regular and extensive meetings with her team members to discuss the problems or challenges faced or anticipated from implementing the change and to reflect on teachers’ feedback about it. She provides an example of a project that has been inducted at her school as she tries to explain her point:

At our school, we noticed that students don’t value the things they have and that they are losing this human touch. So we all sat down and discussed this problem and came up with this program called: Youth Stewardship Program (YSP). We brainstormed ideas and decided that students need to be involved in social activities that would help them create awareness about what they’ve been offered and give more value to things they possess. As a leader, I sat with the team members and we devised a plan of implementing this program. The plan focused on the objectives that we want students to attain after being part of such a

program. Some of the reasons that were behind devising the program were to teach students how to make a choice, how to conduct field studies, how to write a proposal, how to present a mini project proposal and how to defend their work.

The principal provides another example of a change done at the system level:

At school, we have the position of an assistant HOD (Head of Division). The person who is assigned such a position is someone who mostly does leg work; he/she works on administrative matters and does routine work. Usually, whoever occupies such a position has previously been a good teacher at the school. And so, moving from being a teacher to being an assistant HOD could be somewhat frustrating given that the type of work doesn't really provide a chance for the person to be creative or to feel very productive. As a leader and a team member, I discussed it with the team and we decided on making changes to the tasks of an assistant HOD; so we worked with the heads of divisions on having them delegate important tasks they do to their assistants so that the latter would feel more productive, creative and contributing to the school.

Provides Opportunities for the Development of Teachers

Effective leadership entails providing all school members including herself with multiple opportunities to grow professionally. A leader values learning and seeks to develop adequate knowledge needed to improve a person's performance on multiple levels. According to the principal, a leader sets personal goals and challenges herself to accomplish these new fulfilling goals. She explains by providing an example from her real practice:

I once had the challenge of providing a morning assembly to preschoolers. During the assembly a principal discusses specific topics with children. Although I have been a teacher before, I have never really taught children at such a young age. The difficulty was to let them understand what I wanted to say. The first time I presented a story to those kids, I resorted to their teacher for feedback, and she did inform me of certain areas to improve. With time I was able to develop my skills of addressing pre-school kids. I was willing to go for such a challenge and to prove to myself and to my school staff that I can do it once I set my mind to it.

The principal believes that a leader works with the teams at school on providing workshops for teachers to ensure their progress and professional growth. According to her, workshops are either done internally or externally; that is outside of school depending on teachers' needs. However, workshops are chosen based on an appraisal form filled out by the head of divisions after consulting with academic heads of departments and with the respective teachers who require professional development.

Shares authority. According to the principal, building a team and trusting that its members are qualified to lead their own teams incorporates delegating part of the authority that the leader has to them. She refers to real practice to explain:

In my school, the Head of Division (HOD) is the principal of his/her division, he/she has the full authority to take any decision he/she finds convenient except for the financial and legal matters. In turn, whatever happens at the level of that division is the HOD's responsibility.

Supervises Instruction

The principal believes that the process of instructional supervision should be mainly delegated to the heads of academic departments, as they are the people who have professional expertise in instructional matters. However, an effective leader reads unit plans to be informed about what is being taught and how. For example, if the vision focuses on developing students' technological skills, the unit plan has to reflect that. According to her, the heads of academic departments and divisions are the people who observe teachers' unit plans from a specialized point of view. The leader attends classes to check on students' academic levels and their performance in class such as students' language proficiency. The leader could also walk around in the playgrounds to talk to students and to see whether they have proficiency and fluency when speaking the language.

Monitors students' achievement. According to the principal, an effective leader monitors student achievement by conducting meetings with heads of divisions and heads of academic departments to investigate reasons underlying students' achievement.

Manages Budgets and the Proper Supply of Resources

According to the principal, managing the financial and legal matters of the school and making financial and legal decisions is the sole responsibility of an effective leader. "She is the one who gives legal permissions and sets financial budgets."

Conducts Continuous Evaluations for the School Programs

According to the principal, evaluation of the school performance is done continuously through collecting cumulative data throughout the year about academics (teachers, students, curriculum, etc.), maintenance of buildings, the required resources, the results of change that has been inducted, etc.

Profile 4

Code of the School: PrFrLF11

Size of the School: Large (L)

Type of the School: Private-Free (PrFr)

School Number: 11

Principal's Gender: Female (F)

Characteristics of an Effective Leader as Suggested by the Principal

Based on the data derived from the individual interview with the principal of school 11, an effective school leader:

Possesses Essential Personal Traits

From the view point of the principal, an effective leader has a strong personality and possesses substantial personal characteristics. She is (a) an attentive listener; (b) honest and transparent; (c) firm and decisive in situations which require her to take important decisions; (d) respectful; (e) trustworthy and (f) someone who is humorous and smiles a lot. On her last point, the principal asserted that it's important that a leader has a positive attitude which gets people motivated and on the run to do things effectively.

Has Developed Broad Knowledge Base and Fundamental Skills

According to the principal of the school, an effective leader has developed broad knowledge that would make her capable of effectively running the school and working with school teams. Thus, she should possess an educational background and fundamental skills.

Possesses an educational background. The principal of school 11 believes that a school leader with an educational background comprehends school matters faster than people who come from other backgrounds (such as business). She believes that a degree in educational administration and a background or experience in teaching provide the necessary ingredients for a principal's job. The principal of school 11 argues that leaders with educational background are better capable of comprehending the educational matters of the school faster than people with other non-educational backgrounds (such as business).

Has developed managerial skills. According to the principal of school 11, an effective leader possesses excellent communication and convincing skills so that she can get ideas across clearly. Additionally, she is a good planner and an efficient problem solver.

Provides School Guidelines

Principal 11 believes that an effective leader is a visionary person who expresses and communicates a vision that is shared among school members (teachers, subject coordinators, heads of cycles or sections, Information technicians, social workers, consultants, etc.) According to her, an effective leader works with team members on (a) setting the mission and vision of the school and communicating it to the school staff and to parents and (b) setting yearly plans for the school.

Actively engages in setting the vision. The principal defined an effective leader as someone who engages with the school community in setting the vision and mission of the school. She involves school members deeply in the school's mission and vision that the latter become the staff's concern and their own case. She adds:

This is the common ground of all members in the school; it is their 'common language'. An effective leader makes achieving the school's mission and vision the common priority of all staff members and guides them in that direction so that everything or every action taking place at school serves to achieve that vision. She adds: the leader develops their sense of belonging and promotes their feelings of commitment, concern, and care about the school through developing a proper school climate where everyone feels safe and cared for.

Works with school staff on setting the strategic and yearly plans. According to the principal, a basic role of an effective leader is to engage the school team members including the heads of the cycles (divisions) and coordinators in the planning process by working on setting the strategic and yearly plans of the school. Teachers work with their subject coordinators and heads of divisions on putting yearly plans and on developing timelines to achieve the objectives they set. An effective leader sets the general plan of the school based on the plans of all teachers and coordinators in the school. This plan also includes the resources needed for the school and for every department, the workshops required to ensure teachers' professional development in specific areas, and other school related matters (example: the number of teachers that the school seeks to recruit and induct, the changes required for every department, the actions that should be taken so as to achieve future objectives, the projects that the school will be participating in, etc.)

Establishes Effective Relations with the Internal and External School Community

This aspect of leadership has been perceived by the school principal to be very essential to leadership. It involves developing relations with teachers and students, building productive relations with parents and the outer school and by developing and fostering a healthy school climate.

Builds effective relations with school members. The principal believes that one essential characteristic of a good leader is having strong relations skills with all

school members and being able to get ideas across clearly to them. According to the principal, a leader listens to the concerns, ideas and feelings of teachers, coordinators, workers and students, etc. According to the principal, a leader is very humanitarian: she takes care of teachers and other staff, listens attentively to their concerns and attempts to solve their problems. In addition, a leader discusses instructional and academic issues and school-related matters with teachers, coordinators, and heads of divisions by conducting meetings with them. She further explains:

At my school, I make weekly meetings with coordinators and heads of divisions to check up on how the instructional plan that has been set at the beginning of the year is being implemented and to get updates about teachers and students.

According to the principal of school 11, an effective leader builds a trustful relationship with students: “She listens to their concerns and tries to solve their problems.” The principal provides an example of her own relationship with students:

I converse with them about any matter because eventually I want them to develop that same common language we speak at school though I know this takes time. I ask them whether they have any thoughts to share with me about their teachers’ performance in class because students are the most honest and truthful source of evaluation of teachers. However, during our conversations, I make sure I teach them how to be objective when reporting to me about certain matters or about their teachers. For example, telling me ‘this teacher gives us a lot of assignments’ is very different from saying: when I ask that teacher to re-explain a certain point, he/she re-explains it using the same original way of instruction’. I let them know that the former doesn’t necessarily have a negative connotation, whereas I take the second into deep consideration.

Creates productive relations with parents & communities. An effective leader establishes healthy and productive relationships with parents, based on mutual respect, care and trust. “She tries to understand how parents think so that she develops effective ways of communicating with them. She listens attentively to their concerns, understands the backgrounds they come from, and attempts to solve any problems with them.” She adds: Both parties should speak the same language in order to be able to work together towards achieving the school goals. To do that, an effective leader conducts workshops or sessions to train parents on effective ways they can use to deal with their kids and learn how to follow up on their academic and behavioral performance.” The leader also works on ‘developing their emotional intelligence’ in addition to introducing different theories of learning to create awareness of the type of education that their kids are exposed to in school.

Furthermore, an effective principal ensures a proper communication with the mother institution by informing the directors there of any important changes made. “She should respect her directors and make sure that they respect her back and her decisions.” In addition, an effective leader connects the school to the outer community by ensuring

its participation in projects and other activities. Thus a school leader maintains productive relationships with different parties such as other schools and universities in the area, etc.

Fosters a healthy climate. According to the principal, this area entails building the appropriate climate within the school by transforming it into a place which fosters feelings of respect, care and understanding. “She makes all the team members feel safe and protected, and encourages them to speak one *common language*.” When discussing this last point, the principal of school 11 states: after involving all members in setting the school vision, the latter is then elaborated into a set of practices which are shared among all school staff. The practices constitute guidelines that depict the kind of relationships and/or communication occurring between the school staff and students and with the outer school community. She further explains about the development of common language by giving the below example:

For example, if a teacher addresses a parent in an inconvenient manner in the presence of other teachers, the latter, who have heard the way that teacher addressed the parents, will develop the same feeling and the same reaction of resentment.

Thus, according to the principal, the school vision constitutes the ground that describes effective ways that school members ensure communication with each other and with the school community. To develop a common language in school, a leader: (a) reinforces feelings of belongingness and commitment to the school; (b) establishes effective communication with school staff; (c) builds teams and assigns responsibilities; (d) builds trust and motivates school staff and students, and (e) creates productive relations with parents & the outer school community.

Builds Teams, Assigns Responsibilities, and Delegates Tasks

This aspect of effective leadership involves building teams or working with already-established teams on school-related matters. According to the principal, the leader involves all school members in teamwork: “teachers, coordinators, heads of divisions, cleaners, technicians, social workers, etc. are all part of the school team”: The principal adds:

At our school, I have my team which is made of heads of divisions and subject coordinators and we all work together on school matters and make the necessary decisions. “They are not underneath me, they are my supporters.” In addition, subject coordinators handle the academic duties whereas heads of divisions have both managerial and academic responsibilities and follow up on the work of coordinators which makes it easier for me as a leader.

According to the principal, an effective leader assigns each member specific job responsibilities depending on their qualifications and on emerging situations. From her viewpoint, it is best when a leader applies ‘situational leadership’. She explains:

“Depending on the situation, I might decide to delegate authority to team members whereas in other situations, I might use coaching instead.” For example, a school belonging to our mother institution once closed and we had to transfer all of its students and make them join our school. The other students had a somewhat lower socio economic status (SES) than our students’ SES. Under such circumstance, I decided to delegate to the head of the pre-school division the process of following up on students’ behavioral problems and orienting teachers to cope with the challenges emerging from such a situation. My decision was taken because the head of the pre-school division was very well qualified and had experience with the pre-school age group. In the same vein, I decided to use coaching with other heads of divisions so that we are better able to cope with the emerging problems.

The principal adds that effective leadership involves empowering teachers and encouraging the school staff to take on challenges and initiatives and to present new ideas. “A good, successful leader actively shares authority with certain team members. She doesn’t have all the needed knowledge about all school matters, and so she can’t take appropriate decisions about instruction or so without consulting with the people who are experts in the field. She further explains:

In this school, each person is given certain authority to fulfill his/her responsibilities and to take appropriate decisions based on careful thought; however, they do consult with me first. I always encourage them to take initiatives and to make positive changes based on research.

Builds Trust with School Staff and Motivates Teachers

The principal described an effective leader as someone who builds a climate of understanding and trust among school members: she makes workers feel safe and respected and gives worth to their work; in addition, she instills in staff the school vision so that they work on achieving it willingly not because a leader or any external party is evaluating them but because they care about the institution, believe in its vision and feel committed to it and involved in it as if it were their own. Such a climate makes everyone feel warmth at school so that they all work together towards accomplishing the school goals and engage in what is considered beneficial for the school. According to the principal, the leader also motivates teachers by showing appreciation to their work and making them feel that she cares for them and their wellbeing. She also participates in social activities and celebrates their success. She gives the below example:

Based on students’ suggestions, we decided once to celebrate our teachers while celebrating secondary students who were about to graduate from the school. For this matter, we organized a gathering to which students, parents, teachers, coordinators and other school staff were invited. During the celebration, each student at the secondary level presented a rose to one teacher at the school. The choice of the teacher

was made by students regardless of the grade level that student teaches. It was a good way to show appreciation to teachers.

Create Effective Change at School

The principal of school 11 believes that an effective school leader initiates change and encourages team members and school staff to take initiative. “She makes school staff feel safe towards proposing initiatives based on careful consideration and reflection.” The principal contends that teachers or leaders need to conduct research about the desired change before taking any decision to implement it. She explains by providing a personal example:

I would welcome any suggestions from coordinators or teachers about new instructional strategies or new book series, etc. such that they justify the reasons behind their proposed change in the form of a detailed report indicating the needs of that change and its anticipated effects. Then we meet together, discuss it and take the necessary action.

Cope wisely with teachers’ resistance. The principal mentioned the resistance of teachers as an emerging challenge when implementing change. According to her, a good leader works on motivating those teachers and encouraging them to adopt any change.

I would ask a resisting teacher to plan out a lesson using a new instructional strategy or a new grouping technique. I would invite the school teams including coordinators, heads of divisions and some teachers to attend her class so that we can all learn from her experience in applying that change.

Promotes Professional Development

The principal highlighted that one of the main effective aspects of a school leader is to provide ongoing learning opportunities for school staff and to constantly look for efficient ways to improve teachers’ performance. According to principal K, an effective leader: (a) works with school coordinators and heads of divisions on inducing new teachers; (b) regularly attends conferences and workshops and shares with staff the relevant information received during these workshops; (c) continuously searches for professional development opportunities for teachers; (d) encourages coordinators and teachers to organize workshops at school; and (e) promotes teachers to sit in groups to exchange ideas about efficient instructional methods and strategies.

Supervises Instruction

A main component of an effective leader’s job is supervising the process of teaching and learning. “It is subject coordinators who are mostly responsible for this

process” states the principal; however an effective leader conducts regular meetings with coordinators and heads of divisions to get feedback about the teaching-learning process.

Inducts new teachers. According to the principal, an effective leader coaches and orients new teachers with the help of subject coordinators and heads of division. In addition, she stresses that effective leaders should show their staff - especially new teachers - that they care about them and are willing to help them: “it is expected that new teachers fall, but we will help them stand up and they will fall again and we will help them again till they learn to be independent and efficient.” What matters most is that a teacher is well informed about what teaching means and how it should go about, because “any child can learn, but it takes a good teacher to reach every child no matter what his potentials are and teach him/her effectively” states principal 11.

The principal of school 11 further states that an effective leader delegates the job of monitoring teacher’s performance in class to coordinators; however, she may want to use walk-through strategy and visit a couple of classes just to see how students and teachers interact with each other. The principal elaborates:

Teachers in my school still think that if I drop-visit their class, I will be evaluating them where in fact, this is not my purpose. The only reason behind my visits would be to see this interaction between teachers and students. I want them to feel very secure when I visit their classes, but they don’t yet and that’s why I’ve done it only twice so far. Once I attended a class and observed a science teacher’s class. I found that the teacher was explaining about food and wasn’t using any manipulative tools. I interrupted her class and asked students to supply me with any vegetables/fruits that they have to aid in explaining the lesson. Following the class session, I gave some comments to the teacher and asked the coordinator to follow up on the implementation of these.

Manages Financial Matters and Ensures the Proper Supply of Resources

According to the principal, specifying the budget of the school is part of planning. The principal believes that the general school budget should be determined based on the recommendation of the heads of division, coordinators and teachers who make annual plans for their respective departments, and accordingly indicate the budget they need to implement their plans. An effective leader thus overlooks the planning process, provides the required amounts of money and supervises that the money is being well spent.

Conducts Continuous Evaluations for the School Programs

The leader looks for different parties to evaluate the performance of the school: parent councils, ministry representative, mother institution directors, etc. Internal

evaluation of the school performance is done continuously through collecting cumulative data throughout the year about academics (teachers, students, curriculum, etc.), buildings, the required resources, the results of any change that has been inducted, etc.

Profile 5

Code of the School: PbLM2

Size of the School: Large (L)

Type of the School: Public (Pb)

School Number: 2

Principal's Gender: Male (M)

Characteristics of an Effective Leader as Suggested by the Teacher

Based on the data derived from the individual interview with the teacher at school 2, an effective school leader:

Possesses Essential Personal Traits

From the view point of the teacher at school 2, an effective leader is: (a) humble: she should not boss people around or treat them with superiority; rather close and approachable; however, she should at the same time be at a certain distance with people especially teachers and students; (b) decisive: capable of making the right decisions; and (c) open to new ideas and adaptable to change. She should have a strong personality characterized by all what has been mentioned so that she is able to cope with all the emerging challenges.

Has Developed Broad Knowledge Base and Managerial Skills

According to the teacher at school 2, an effective leader has developed broad knowledge that would make her capable of effectively running the school and working with school teams. Thus she should possess (a) an educational background and (b) has developed communication skills.

Possesses an educational background. The teacher at school 2 believes that a school leader should have a degree in education and should work on pursuing higher studies (Master's or Doctoral degrees) in leadership. She believes that a degree in educational administration and a background or experience in teaching provide the necessary ingredients for a principal's job. An experience in teaching makes her cognizant of teachers' challenges and of their needs and interests.

Has developed communication skills. The teacher emphasized that a leader possesses excellent social and communication skills to be able to make effective interaction with people inside and outside of school.

Establishes Effective Relations with the Internal and External School Community

According to the teacher, an effective school leader builds effective relations with teachers and students, and with parents and the outer community.

Establishes effective communication with teachers. The teacher at school 2 has stressed the importance of having the leader develop good relationships with teachers and the school staff. She states: “she should interact with coordinators, teachers and administrative supervisors, etc. Teachers feel her presence: She is visible in different occasions but to a certain extent; she participates in social activities taking place at school, listens to teachers’ concerns and attempts to solve their problems. In addition, she conducts regular meetings with school staff to discuss matters of instruction and other school-related issues.

As for the relationship between the leader and the students, teacher 2 believes that there shouldn’t be extensive communication with students and that she should be at some distance with them. Students should communicate with their teachers and with administrative supervisors. The principal interferes when things get out of control such as when there is a big clash between students or when the teachers and administrative supervisors fail to solve students’ problems.

Creates productive relations with parents and the community. A good leader maintains good relationships with parents based on respect and trust. According to the teacher, it is teacher and administrative supervisors who deal with parents concerning their child’s performance and behaviors. If parents ask to talk to her, she should listen to their concerns. In case a leader has directors who supervise her work, she should communicate with them continuously and put them in the picture of what changes are taking place at the school. In turn, the leader’s directors should respect her decisions and provide autonomy to make choices based on what the leader finds best for the school.

Builds Teams and Assigns Responsibilities

According to the teacher at school 2, this is an important aspect of effective leadership; it involves building teams of professionals and assigning responsibilities to school staff that have qualifications and expertise in specific domains. The team members help her manage different tasks required from her within the school. Consequently, an effective leader delegates specific tasks to people with expertise and assigns them responsibilities.

Motivates School Staff

The teacher has stressed that an effective leader has to greatly motivate teachers and other school members; she caters for teachers’ needs and interests and appreciates their efforts so that they are more committed and productive at school.

Promotes Teachers' Professional Development

This aspect of leadership entails providing ongoing learning opportunities to teachers to improve their academic performance. According to the teacher, it is mainly the job of subject coordinators to look for relevant workshops to improve teachers' performance; however, an effective leader supports and encourages professional development and approves providing multiple opportunities for teachers to learn and grow professionally. In addition, an effective leader seeks to develop wide knowledge needed to lead the school staff efficiently through getting exposed to different workshops and training

Manages Instruction

According to teacher 2, an effective leader has already developed broad knowledge about how the teaching-learning process should go and how to supervise its implementation. She states: "she should be involved in the how the instructional process is carried out at school, as well as she should monitor teachers' instructional performance by conducting meetings with all teachers and coordinators to discuss different instructional matters such as making examinations, lesson planning and preparations, teachers' performance in class, curriculum adjustments, etc."

Manages financial matters and the proper supply of resources

According to the teacher, an effective leader actively works on following up on financial operations within the school; she sets the school budget and assigns a team or committee of accountants and financial experts to take on all financial operations and issues within the school. An effective leader heads the committee and supervises its work. She then ensures the supply of all the needed resources.

Profile 6

Code of the School: PriMF7

Size of the School: Medium (M)

Type of the School: Private (Pri)

School Number: 7

Principal's Gender: Female (F)

Characteristics of an Effective Leader as Suggested by the Teacher

Based on the data derived from the individual interview with the teacher at school 7, an effective school leader:

Possesses Essential Personal Traits

From the view point of the teacher, an effective leader is insightful: “by talking with a person, she is able to identify whether that person is trustworthy, qualified, honest or transparent, etc.” In addition, she is able to understand to a great extent the body language of people and can assess situations accurately. Other personal traits include: decisiveness and flexibility. Additionally, an effective leader has decent manners, sets a good example for teachers and students and practices what she preaches.

Possesses Educational Background, Practical Experience and Managerial Skills

According to the teacher at school 7, leading a school in an effective manner differs from leading any other kind of company or organization. Since teaching is part of what the school is about, its leader should be an educator and a teacher. He states: “Leading, directing or following up on a group of educators has to have a sense of educating attached to it”; she should have an adequate teaching experience because she is required to teach, train or coach the team members whom she works with in order to initiate them into the team. The teacher here distinguishes between being an educator and a teacher, he further elaborates his idea:

A leader who is an educator is someone who has taken education as a profession and has gotten so involved in the educational process that it's become part of who she is and what she wants. Thus, an effective leader must have the spirit of an educator so that she is better able to deal with teachers and other employees who are part of the education process, and to be responsible for them.

Possesses management skills. According to teacher 7, an effective leader has developed: communication skills that allow her to make effective interaction with people; evaluation skills needed to assess certain situations wisely; skills of delegation

to delegate tasks and responsibilities to people she works with; and team management skills so that she can make people work together effectively.

Sets Guidelines and Designs School Systems

From the perspective of the teacher, an effective leader works with team members on setting the mission and vision of the school which constitute the general guidelines for the staff. “In an institution which has already established its mission and vision, an effective leader works on revising the vision and on inducing changes based on what is necessary and in the best interest of the school as a whole” the teacher explains.

Builds Teams, Delegates Responsibilities and Shares Authority

The teacher defines an effective leader as a team player who allows other team players to do their job efficiently. “She leads because she can create a team that can work together effectively” he stated. She leads because she knows so much to the extent that she sets the general guidelines and makes big and necessary changes here and there and delegates to team members the process of handling important details based on the guidelines she set. “An effective leader works on initiating people into the team”, the teacher has explained the process in detail:

When new employees start their work at the school, an effective educational leader takes on the process of training and coaching them to do work efficiently. This is done for a limited period of time (3-6 months). Once that period is over, the leader starts holding these employees accountable. An effective leader must be cognizant of the qualifications of the team members and must have the spirit of an educator in that she acts as their guide.

The teacher has provided a clear and elaborate description of how an effective leader deals with the school teams. For clarification purposes, the teacher has downsized the process of team management by describing how one head of division effectively manages his/her team. Here too the teacher presents real practices derived from his school as he considers it *effective*.

The head of division (HOD) manages his/her division by being responsible for three different teams within that division: the teachers, students and parents. The head of division is in charge of students’ education; he/she ensures a good communication with parents who are at the other side of the educational process. In the same vein, the head of division should build and foster the team spirit attitude within that division. To build such a team spirit, he/she brings students together, is visible and always around them, and follows up on teachers to make sure that they too work for the purpose of building students’ team spirit. Consequently, the head of division delegates part of his/her authority to

teachers in classrooms so that the latter feel empowered to do what they think is convenient and to work towards achieving that common spirit. In the same manner that the head of division delegates to teachers, the leader delegates to her team members and follows up on their work. Her team members constitute of: heads of divisions, heads of departments and heads of support departments including the libraries, laboratories, busses and transportation, maintenance, material management, publications, human resources, etc. and ensures a proper communication among all parties.

Creates Productive Relations with the Internal and External School Community

According to the teacher at the school, as has been mentioned, communication with parents is part of the many tasks of the heads of divisions. “Only in cases when parents ask to speak with the principal in person that the latter meets with parents.” The teacher adds: “when the person delegated to communicate with parents does not execute his/her job efficiently, it means that the person filling that position is not qualified to take on that job. An effective leader should thus reconsider keeping that person in that position.”

On the other hand, the teacher stressed on the importance of building effective communication with the community, mainly universities and educational institutions. He adds: "Opening up the school to those institutions is solely the leader's responsibility". The teacher gives an example of how his school initiated a so-called 'effective' partnership with 2 reputable universities in Beirut:

Our school is located near two reputable universities so our leader thought about developing partnerships with them. They provide facilities to our students and we provide services in return. Such kind of partnership is for the benefit of both parties. Furthermore, our school principal maintains good relationships with other social institutions and non-governmental organizations which are places where our school students do community service and charity work.

Creates Effective Change at School

According to the teacher at the school, inducing change is an essential component of leadership. “She should be open-minded and should listen to and look into any suggestions from team members about change.” She should conduct extensive and constant research and propose new ideas to improve the school's performance. She should also encourage team members to conduct research before promoting any ideas.

Conducts extensive meetings to discuss the desired change. The teacher provides a detailed example of a change that has been conducted at the school which he regards as effective:

In grade 11, we used to have two sections: the literary and the scientific. In grade 12, students choose either track: the scientific including Life Sciences or General Sciences, or the literary which includes Humanities or Sociology and Economics. After sometime, we realized that our grade 11 students were not fully prepared to succeed in sociology and economics section in grade 12; that is, the curriculum of grade 11 didn't cater for the pre-requisites that would allow students to succeed in the literary track in grade 11 and in sociology and economics section in grade 12. Such an issue was posed by a coordinator of sociology and economics and it presented a problem because a lot of our students usually choose this track in grade 12. So, we held extensive meetings to discuss this situation during which we revised the curriculum and brainstormed ideas. We finally suggested that we close the grade 11 literary section and open a new grade 11 class which we called: Sociology and Economics. We changed the number of hours for math, sociology and economics and added material for the three subject matters that should be studied in grade 11. We thought this would prepare grade 11 students very well to specialize in sociology and economics in grade 12. Our decision was based on extensive research concerning the number of hours that should be added, where to get those hours from, the material, the grades distribution, the mechanism we will use to implement such a change, etc.

According to the teacher, any change at school requires extensive meetings to discuss all the associated details and repercussions. Following these meetings, the decision to implement the proposed change is made in Faculty Board meeting which includes representatives of all the departments within the school as they all constitute part of the educational process.

Provides Ongoing Opportunities for the Development of all School Members

Effective leadership entails providing all school members with multiple opportunities to learn and grow professionally. Thus, an effective leader values learning and seeks to develop adequate knowledge needed to improve a person's performance on multiple levels: "She constantly reads about school management or educational systems". In addition, an effective leader seeks to provide opportunities for professional development of employees and caters for their learning through sharing authority and empowering individuals.

Empowers individuals. The teacher stressed on the importance of building a team, delegating specific responsibilities to its members and sharing with them some of the leader's authority so that they can do these tasks effectively. According to him, sharing authority is very tightly associated with professional development and with effective leadership. He states:

"A leader cannot delegate authority to people and then shadow these persons by following up on them step by step and by correcting their

mistakes every now and then. This behavior doesn't allow people to grow." An effective leader is an educator and so if she decides to delegate a task to a person, say the Head of division, she should trust the latter, let him/her stumble and learn from his/her mistakes in order to grow. In addition, "an effective leader nurtures leaders"; if she is absent, things won't affect how smoothly work is carried out at the school because she has already established a strong system where everyone knows their part and executes it really well.

Manages Teachers' Instruction

The teacher believes that the process of instructional supervision should be mainly delegated to the heads of academic departments as they are the people who have professional expertise in instructional matters. However, they provide the leader with continuous feedback about the process. According to him, an effective leader follows up on the teaching and learning process by constantly meeting with heads of departments to discuss matters of instruction. He describes in detail how the process takes place at his school:

There is an academic department (physics, chemistry, mathematics, etc.) for every subject matter taught per division. The head of every academic department is a subject coordinator who is in charge of a group of teachers who teach that subject matter for different grade levels; those teachers constitute a team. The head of department deals with the team members depending on their specialty and reports back to the principal. He/she supervises and follows up on instructional matters such as the methods employed by teachers, their planning, and exam preparations, etc. He/she puts with teachers (team members) the general instructional plan and meets regularly with them to follow up on its implementation.

The teacher adds:

The principal's job is to oversee the work of the heads of departments and make sure that they work effectively with the heads of divisions at school. It is the leader's responsibility to follow up whether the instruction of every subject matter is implemented according to the plan.

The teacher provides the below example:

If students do not do well in a certain subject, scenarios may vary. An effective leader's job is to investigate the underlying reasons behind students' achievement with teachers, heads of departments and heads of divisions. Could it be that the exam was harder than it should be? Or was it the teacher who didn't teach the content well? or maybe something happened in class at the time of the test"! Depending on the reason, the leader takes a final decision. Such questions provide opportunities for re-evaluation and maybe amendments in instructional methods or in curricular objectives, etc.

Inducts new teachers. According to the teacher, an effective leader oversees the process of induction of new teachers and sets the general guidelines to execute this process. Here again, the teacher explains how *mentorship* takes place at his school:

Every new teacher at the school requires orientation in order to comprehend her assigned tasks and how they are expected to be conducted. At my school, we agreed to develop a *mentorship* program. Mentorship is the process by which an experienced school teacher mentors a new teacher about matters required from the new teacher. The mentor also informs the latter (mentee) about the school rules, regulations, policies, etc. They both sit together and discuss the tiniest details. After a certain period of time, the mentor fills out a checklist about the mentee's performance and provides recommendations, such as her need to undergo workshops, etc. Then a plan of action is put with the teacher on what needs to be covered and an orientation program is prepared so that mentee is better inducted into the school.

Manages Financial Matters and Ensures the Proper Supply of Resources.

According to the teacher, an effective leader actively works on following up on financial operations within the school. “She has a team in charge of financials; however, she sets the school budget and oversees how the team works.”

As for the supply of resources, an effective leader leads teams (support departments: lab technicians, librarians, maintenance, material management, etc.). Each team works with the respective heads of divisions and departments on enlisting the resources needed for every department. The principal sets the budget of the school based on the recommendations of the heads of divisions and various departments.

Conducts Continuous Evaluations for the School

Evaluation of the school performance is done continuously through collecting cumulative data from the respective teams about everything related to the educational process.

Profile 7

Code of the School: PrFrLM10

Size of the School: Large (L)

Type of the School: Private-Free (PrFr)

School Number: 10

Principal's Gender: Male (M)

Characteristics of an Effective Leader as Suggested by the Teacher

Based on the data derived from the individual interview with the teacher at school 10, an effective school leader:

Possesses Essential Personal Traits

From the view point of the teacher, an effective leader is: (a) charismatic: “She has charisma that makes her the center of attention and makes everyone look at her as soon as she walks into the room” states the teacher; (b) assertive and decisive: “at some points the leader should say: ‘this is how things need to go’ and the final say has to be hers”; (c) an attentive listener; (d) patient; and (e) open to new ideas and flexible with and is adaptable to change.

Has Developed Theoretical and Practical Knowledge and Managerial Skills

According to the teacher, an effective school leader has developed broad knowledge that would make her capable of effectively running the school and leading the school staff. Thus she should possess (a) adequate knowledge base and (b) managerial skills.

Possesses an educational background. According to the teacher, an effective school leader should have a background in teaching rather than in administration. She should be able to judge what it is like to be in a classroom setting; someone who deeply understands the mission of teaching, thus, according to the teacher, the best combination is to be an educational administrator, having both the education and administration backgrounds. She further explains:

An effective leader must have a teaching background so that she can understand what a teacher struggles through in class. She should be cognizant of teachers' workload and the frustrations they face. When a leader knows what it is like to be a teacher, she sets realistic deadlines and becomes more credible. For example, a simple ‘may you be well’ or ‘may your efforts be rewarded’ addressed to a teacher feels sincere coming from a principal who has previously been a teacher.

The teacher adds:

A leader with an educational background should master the subject matter which is the field of her specialization (such as: Language, mathematics, etc.). However, she should have general knowledge in other disciplines. Then, she delegates to subject coordinators the process of designing and implementing the curricula of specific subject matters based on their expertise in that area.

Possesses managerial skills. According to the teacher, the most important skills that an effective leader should have are: (a) communication and convincing skills; i.e. she should be able to “get ideas across clearly”; (b) the important skill of delegating responsibilities and sharing authority; and (c) decision making skills.

Sets School General Guidelines

This entails: (a) setting and sharing the school mission and vision; (b) setting the strategic goals and plans; (c) developing the school policy and general guidelines.

Works with team members on setting and sharing the school mission and vision. From the perspective of the teacher, an effective leader sets the mission and vision of the school. The leader then shares the vision with all members in the school and even with parents, for this constitutes the essential ground on which they base their decision to enroll their kids at school. On the process of setting the vision and mission, the teacher elaborates:

A committee or a team should be formed for that purpose; it should include professionals of various backgrounds; for example, an IT should be there to discuss how the vision would be translated into a logo; language teachers participate in translating and phrasing the vision; and coordinators and/or heads of divisions. All team members participate in identifying the general purpose and the values that need to be emphasized and reflected in the vision.

Sets the long and short term goals and plans. The teacher emphasized that an effective leader should work with team members on setting the strategies needed to attain the vision and mission. Goals emphasize general concepts such as ‘computer or digital literacy’, ‘lifelong learning’, or ‘effective communication’ around which the school vision evolves. The principal and team members then brainstorm ideas on what every school member should do to achieve the set goals. She further explains:

To set the general plan of the school, the leader asks: What must staff do? How shall activities be planned to ensure the accomplishment of the goals? These and other questions help set the general plan of the school.

The teacher explains that after strategies are set, they are then shared with the rest of the school staff including teachers, administrators, the mother institution, and even parents.

Develops the school policies and sets general guidelines. School policies include the general guidelines that ensure the proper functioning of the school. According to the teacher, an effective school leader works with team members on developing a guide for students. The latter includes information about academics, discipline policy, etc. such as: how the reward/punishment system works, what is expected from students, information about tuition, etc.

The leader and her team members set the spring board for discipline, and teachers and coordinators then execute it out. Its execution is a joint effort, all staff members should speak one common language or a common core in terms of what is expected from students. The leader then shares these rules, laws and expectations with all staff and with students and parents.

Establishes effective Relations with Teachers and Students and the Outer School Community

The teacher highly stressed on the importance of having the leader “open channels of communication with all the layers within the educational institution” including teachers, students and administrators. “She interacts with ‘co-principals’ who are the heads of cycles or divisions at the school, coordinators who are ‘the middle layers’ providing the link between the principal and the teachers, administrators such as librarians, technicians, supervisors, etc. and with students. As for the relationship between the leader and the teachers, the teacher believes that a leader’s door should be open to every teacher or worker within the school simply because those people have the right to work within the educational institution itself.

Concerning the relationship between the principal and the students, the teacher has stated that students should not have direct communication with a leader because they tend to abuse this relationship/communication sometimes. She explained:

I’ve seen what it is like for students to have the freedom to go into a principals’ office and discuss matters of concern to them. Rather than having students communicate directly with a leader, building a student council is a more effective means of communication. A student council includes students who are representatives of the concerns and problems of students and who work on forwarding those concerns to teachers who in turn pass them on to co-principals and eventually to the school leader.

According to the teacher, student councils can report different issues of concern to the principal, for example: too many exams in a one day or the type of food offered in the cafeteria, etc. She adds: “The leader could be at the center of the teaching material in language sessions. Teachers of language could encourage students to prepare petition letters, letters of attestation, or letters of complaint which can be addressed to the leader.” Other means of communication could be through the use of bulletin boards at school to express

general concerns of students. The last resort is to have students communicate directly with the principal.

Creates productive relations with parents & communities. According to the teacher, opening channels of communication is not limited to school staff and students; it also includes making effective interaction with people from outside the school such as: parents, people at the mother institution and other community members. A good leader maintains good relationships with parents based on respect and trust.

An effective leader listens to parents' complaints and concerns and discusses them with teachers. She also welcomes parents who are willing to discuss any issues of concern such as: the quality of education in the school, the values being taught, the books used, the instructional strategies employed, the discipline policy, and the extracurricular activities, etc.

The teacher has added that in order to establish effective relations with the community surrounding the school, the leader has to know about the Lebanese mentality; she should be open to and aware of different mentalities so that she is better able to communicate with them. Even with the people at the mother institution, she should know when to report back to them, any big change taking place within the school should be consulted with the mother institution and then implemented at the level of the school.

Builds Teams, Distributes Responsibilities and Tasks

According to the teacher, this aspect of effective leadership involves assigning responsibilities to school staff and building teams. Almost every big task is carried out and executed by a team which includes professionals who have expertise in different domains thus providing multiple viewpoints. A teacher could be there, a parent, a head of cycle or even a student could be asked to be part of the team. Once the leader properly chooses the team members, she then "divides chores, assigns specific tasks and responsibilities, follows up on tasks, ensures that things don't drag behind and holds members accountable for whatever they are in charge of." The teacher elaborates her point by providing an example of a team responsible for setting the vision in her school:

A committee or a team was built to set the vision of the school; it included professionals with multiple backgrounds who have different viewpoints: An information technician was there to develop the logo of the school and language teachers to translate the vision of the school. In addition, teachers, coordinators and heads of cycles, having rich teaching backgrounds, were also part of the team. The team members sat together to brainstorm ideas and come up with the school vision.

Further, according to the teacher, an effective school leader involves everyone in decision making and shares parts of her authority with them.

Teachers are given authority inside the classroom. They are the masters of their class; any teacher has the right to do anything and serves students' learning: she can adopt, accommodate and/or adapt the material, the instructional strategy used; she can use any strategy, she can set meetings with the parents to discuss students' performance in class. Even in the playground, she can go around students in the playground and do anything she finds convenient.

Builds Trust with School Staff and Motivates Teachers

According to the teacher, a school leader has to have good will; "the very first thing for building trust is to always assume there's a good will." The leader should address everyone equally in the early beginning and with time gets to know people properly and trusts them accordingly. She gives worth to the people she is working with, she appreciates their efforts and motivates them.

Creates Effective Change at School

Teacher at school 10 believes that an effective school leader initiates change whenever needed. "Change could be the result of one word stated by a student or a teacher or the principal." According to her, an effective leader: (a) involves teachers in making change, (b) plans carefully for the desired change, and (c) copes with the emerging challenges.

Involves teachers in making change. "A leader who induces change in a school should not assume that everybody at the school will embrace this change because it is beneficial," states the teacher, "an effective leader should prepare for any change before inducing it."

Plans for the desired change. The teacher focused on the importance of conducting research before implementing any change. An effective leader sits down and starts writing the things that need to be done. She explains by providing an example of a change that took place at her school:

A change is done at multiple levels within the school. It could be the cafeteria. A teacher could say: 'I don't really want this kind of junk sold at the school cafeteria, let's teach out kids to appreciate an apple or a banana.'

When planning for any change, the leader works with team members on finding answers to questions like: 'Is it feasible? If yes, how? How would we be able to do it? How would we make students embrace such kind of change? Would teachers be ready and willing to accommodate? How would teachers help out? How should teachers of science, of physical education, of languages get involved? How much time does training them take?' These and other questions become rational questions which all staff members should be considering when planning for a change.

The teacher has provided another example of a change inducted at her school.

The principal and his team decided to include interactive white boards in school. Normally, such a decision necessitates the involvement of all teachers; however, we were left out. Moreover, white boards were introduced before teachers were trained on how to use them. An effective school leader would carry out such a change by conducting a needs study beforehand, and trying to answer questions like: ‘what is it that I have? What is it that I am asking my staff to have? Who needs to be involved? How many? Over what period of time? How will I convince the teachers of the importance of such a change? What are the tools? What mechanism should be used? How would evaluation of the project be done? When will I start the evaluation? What criteria shall I use while evaluating?’ according to the teacher, these questions and a lot more are valid and need to be well thought of prior conducting any change.

Copes wisely with the emerging challenges. The teacher believes that any effective leader has to anticipate the challenges that may arise when inducing changes within an educational organization. She states: “a leader has to make use of other people. She should work with the elite, and then spread the team she is working with. It becomes an infection and teachers develop a sense of competition and feel excited to try it out themselves.”

Promotes Professional Development

Effective leadership entails providing all school members including herself with multiple opportunities to learn and grow professionally. Thus, an effective leader values learning and seeks to develop adequate knowledge needed to improve a person’s performance on multiple levels. According to the teacher, an effective leader works with the teams at school on providing workshops for teachers to ensure their progress and professional growth. According to her, an effective leader delegates the process of looking up workshops to subject coordinators who are more knowledgeable about teachers’ performance in classes and thus are better able to provide the necessary workshops to ensure their teachers’ development. A principal provides coordinators with opportunities to (a) attend workshops and report back to colleagues about what has been learned; (b) prepare reading groups where teachers of every department are encouraged to meet every other week or so to read about certain concepts or trends in education and about specific material, such as proactive learning. During those meetings, teachers are encouraged to reflect and share their thoughts about the material under study and to discuss ways of putting it to action in class.

Supervises Teachers’ Instructional Performance

The teacher believes that the process of instructional supervision should be mainly delegated to the coordinators who have professional expertise in instructional

matters. However, according to teacher 10, an effective leader looks at unit plans prepared by teachers: “she looks at unit plans to see the statement of objectives, how measurable and behavioral objectives are reflected in the plan.” In addition an effective leader visits teachers’ classes to observe their performance. “She observes if the lesson is carried out smoothly, if it is student centered or not, she looks at classroom management, time management, at the questioning technique employed by the teacher. She also observes how cooperative learning is being implemented in class, how, say ICT skills are being focused on, etc.” The teacher focused on the importance of overseeing curriculum implementation, inducing new teachers, and monitoring student achievement.

Oversees curriculum implementation. According to the teacher, a good leader should hold ‘hot discussion sessions’ with teachers and coordinators when they revise the curriculum. She should supervise the scope and sequence of the curriculum across different grade levels and should decide with teachers and coordinators upon the textbooks that best serve the curriculum. Once that is set, she should then oversee the curriculum implementation.

Inducts new teachers. When discussing the induction of new teachers, the teacher emphasized that an effective leader, with the help of subject coordinators and heads of sections, inducts new teachers and provides them with the necessary orientation to learn more about the organization. “She observes novice teachers’ performance by visiting his/her class two or three times per semester and provided her recommendations of things that need to be improved.”

As for the novice teacher, a leader works with the coordinator on orienting them, visits their classes two to three times per term, particularly in the first term. She then meets with the coordinator and work together on evaluating teachers’ performance. According to the teacher, “even though coordinators may provide feedback about teachers’ performance in class, a good leader should observe teachers’ instruction and make sure that they feel observed. Teachers should always be informed about when the principal may drop by.”

Monitors students’ achievement. According to the teacher, an effective leader monitors students’ achievement by conducting meetings with coordinators and teachers to investigate reasons underlying students’ achievement. The teacher added: “some questions that could be asked by the principal when observing their grades in a specific subject matter are: why do we have so many failing grades in this domain of subject? Do we need to work on language proficiency? Shall we focus on language proficiency in the elementary cycle?” etc. These provide opportunities for reflection.

Manages Budgets and Supplies Resources

Although the teacher mentioned this aspect as an important aspect of leadership effectiveness, yet she provided very little information about it. According to her, an

effective leader actively works on following up on financial operations within the school. “She should set the school budget but delegates managerial duties to people in key positions” states the teacher. According to her, maintenance of school buildings, the resources that need to be provided and the equipment that ensure the proper functioning of the school are all followed up on by the leader.

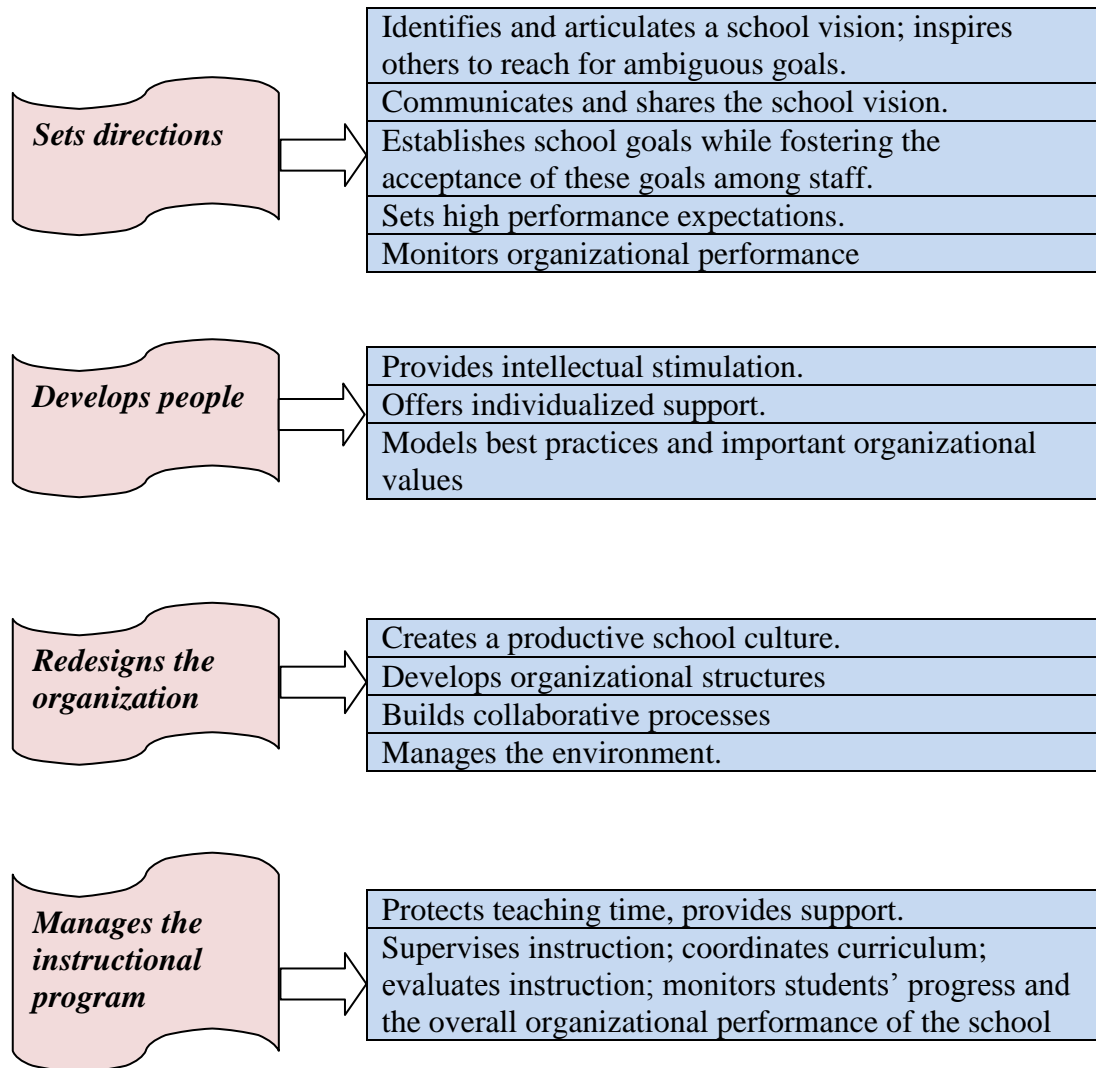
Conducts Continuous Evaluations for the School

Evaluation of the school performance is done continuously through collecting cumulative data throughout the year about academics (teachers, students, curriculum, etc.), maintenance of buildings, the required resources, the results of change that has been inducted, etc.

APPENDIX I

THEORETICAL PROFILE OF AN EFFECTIVE SCHOOL

LEADER



APPENDIX J

GROUNDED PROFILE OF AN EFFECTIVE SCHOOL

LEADER

Possesses Special Personal Traits
<ul style="list-style-type: none">• Demonstrates high levels of integrity• Possesses humane decisiveness
Demonstrates Positive Attitudes
<ul style="list-style-type: none">• Is approachable• Is open minded• Observes thoroughly and listens carefully
Possesses Strong Cognitive Skills
Possesses Theoretical and Practical Knowledge
<ul style="list-style-type: none">• Has an extensive knowledge base• Has practical experience in teaching• Possesses management skills
Establishes and Maintains Effective Relations with the School Community
<ul style="list-style-type: none">• Establishes effective relations with teachers• Establishes positive rapport with parents, superiors and the external school community
Monitors Teachers' Instruction and Their Recruitment and Induction
Promotes Continuous Professional Development
Designs the School systems
<ul style="list-style-type: none">• Shapes the school's mission and vision• Sets the school's long and short term plans• Participates in developing the school organizational structure and in setting its rules and regulations
Builds Teams, Distributes Responsibilities, and Delegates Tasks
Builds Trust with Team Members and Motivates School Members
Plans and Manages the School Budget and Ensures the Proper Supply of Resources
<ul style="list-style-type: none">• Sets and approves the school budget• Approves the necessary resources
Initiates and Implements Positive Change
<ul style="list-style-type: none">• Plans the desired change, collects evidence-based data, and evaluates it• Copes wisely with teachers' resistance
Conducts Continuous Evaluations of the School Programs
Protects the School From the Surrounding Political Turmoil and Enforces School Regulations

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