Re-Visioning the Development of Head Teachers in Jeddah: Seeing Head Teachers Professional Learning through a New Lens

BY

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DECLARATION

I certify that, all the material in this thesis represents my own work and that no material is included that has been submitted for any other award or qualification.

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ABSTRACT

This study investigates the perceptions of head teachers in the city of Jeddah regarding their professional development and support needs. It presents their views on the training they have received and determines to what extent this has fulfilled their professional learning and support needs. It identifies appropriate forms of professional development to meet head teachers' ongoing professional learning and support needs, and propose a new model to re-vision the professional learning, development and support of head teachers. This is important as there is little literature or research on head teacher professional development within the Saudi educational context. A systematic review of the literature was conducted to identify global trends in head teachers' preparation and professional learning. This study employed mixed methods approach with a qualitative-dominant sequential explanatory strategy. A semi-structured questionnaire was designed based on the Rae Guide and this was distributed to 54 head teachers, in the city of Jeddah. Forty eight questionnaires were returned. Following this, semi-structured interviews were conducted face to face with 18 head teachers in the city of Jeddah. An evaluation model was adopted in order to identify the head teachers' perceptions of the training they had received and the professional learning opportunities they would like to receive, based on Kirkpatrick's model (1994).

The thematic analysis indicated that head teachers perceived the training they had received to be poor as it did not fulfil their needs entirely. In addition, a number of professional learning and support needs were identified by the head teachers that were not addressed by their previous training, such as communications technology and using technology in management, planning skills, and evaluation of teachers' performance. Responses from head teachers on their professional learning needs and concerns revealed nine themes, including a perceived lack of moral support, the absence of a preparatory programme, lack of training, absence of any financial reward, shortage of staff, absence of qualified presenters such as coaches, the cultural influence and the nature of their daily job, such as being deemed operational managers rather than leaders.

A number of elements emerged as important in shaping head teacher professional development, such as culture, values and context. The findings were utilised to design the Proposed Leadership Development Model (PLDM) to address three main factors: the head teachers' perceptions of their training experiences, the professional development needs identified, and global trends in head teachers' preparation and development. The recommendations together with the PLDM are intended to guide and support the future policy of the Ministry of Education in Saudi, particularly in terms of the provision of preparation programmes and ongoing collaborative development for head teachers. The model may also be useful in terms of review of head teacher development needs in other contexts.

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CHAPTER 1: INTRODUCTION

1.1 Prologue

There is no doubt that education has great social importance in modern societies in terms of bringing about change and development. Effective management and responsible leadership are needed to manage educational change. Head teachers have a crucial role to play in leading and managing change and innovation in their region and specifically in their own educational institutions. However, the notion of management development for headships in Jeddah had been paid little attention until recently, when a project called the Education Development Project (EDP) was set up by King Abdullah. The King Abdullah project includes four main elements, and one of these elements, training, was accorded prime importance. The EDP provides training for all members of staff employed by the Ministry of Education, the education departments and affiliated schools, from teachers to administrators and supervisors.

School management is considered a vital part of the management of education at the macro level. However, at the micro level school managers are regarded as having the main responsibility for the educational process at their schools. The school is a learning organisation, created by the community to achieve its aims. It is the basic administrative unit within the educational system, representing the operational level of the educational system. This is regarded as the foundation of the educational system, and therefore, "schools are a reflection of the culture that they exist within but they are also a prime instrument for shaping and developing that culture" (Greenfield and Ribbins 1993 cited in Crawford, 2014: p. 15). The interactions and practices taking place within the school have an impact on administrators, teachers and students, and consequently on the creation of a school climate that is determined. This is done in accordance with the nature of the systemic relations that control the school, the effectiveness of educational management, and the degree to which responsible leadership is evident, in order to prepare for and manage the changes, and to develop the educational process. This study investigates the professional development and support available for head teachers in Jeddah and the perceptions of head teachers related to their development and support needs.

1.2   Rationale for the Study

The preparation and development of head teachers has become an issue of global interest, and a number of studies that have recently been carried out indicate the importance of the preparation and development of school leaders, which can make a difference to their leadership practices (Crow, 2006: Crow, Lumby and Pashiardis, 2008; Walker et al., 2013). Thus, it is essential to determine how school leaders learn and prepare for their jobs and also how they prefer to be supported while doing their jobs. The selection of the topic is justified on this basis, and the decision to examine the issue in the Saudi Arabian context is based on the following:

- Previous studies which have assessed training programme needs carried out in the Saudi educational context have generally ignored the head teachers' voice and perceptions regarding their professional learning and development needs.

- There are no preparation programmes designed specifically for school head teachers in the Saudi educational context. (see 2.3 on p. 9).

- There are currently several challenges facing the educational process in Saudi Arabia, such as globalisation, the knowledge explosion and economic competition. Hence, in the twenty first century, head teachers require additional skills in order to exercise educational leadership, and they need to be conscious and aware of the challenges and of their own professional learning needs.

- The number and type of professional development and support programmes provided for school head teachers during their service is inadequate; for instance, despite the fact that the government allocates a high budget for education projects, universities provide these programmes for one term only, which, in the 21st century, is insufficient for dealing with the new trends in leadership function.

Greenfield and Ribbins (1993) suggested that the preparation of educational leadership in the Middle East (Saudi Arabia being an example) should focus more on the functions of institutions and structures than on personal leadership characteristics. In other words, development programmes should be set up to accommodate the needs of school leaders, especially in Saudi Arabia, to keep pace with the new global trends. From my own experience, it is apparent that the Saudi educational context has particular characteristics

which add to the burden of head teachers, thus putting additional pressure on them. These characteristics have been summarised as follows:

- A fully centralised system
- Lack of school autonomy
- A flat managerial structure
- The head teacher's role being more a manager than a leader
- Dysfunction in relationships between head teacher and teachers
- A weak relationship between schools and the community (Alzaidi, 2008).

The characteristics of the Saudi educational system outlined above illustrate the constraints influencing the implementation of the head teacher role in Jeddah. The Saudi educational system is centralised and head teachers lack autonomy. A high level of dependency on the Ministry of Education and a lack of skills or the infrastructure necessary for the initiation and administration of development programmes limits the support available for head teachers.

1.3   Research Questions

The aim of this study was to provide answers to the following research questions:

1.3.1   Main research question

What are the perceptions of male school head teachers in the city of Jeddah about their professional learning, development and support needs?

This main question was answered through the following sub-questions:

1. To what extent have the head teachers' experienced training that:
   A. Is compatible with new global trends in head teachers' development?
   B. Meets head teachers' development needs, from their perspective?

2. What forms of professional learning, development and support for head teachers may be proposed, based on the head teachers' perceptions regarding the training they have received, and taking into account global trends in head teachers' development programmes?

1.4   Purpose of the Study

The purpose of this study was to design a proposal for a preparation and professional learning, development and support scheme for head teachers in Saudi Arabia, and to identify specific recommendations for the Ministry of Education there. This would be accomplished by carrying out the following tasks:

- Identifying the head teachers' perceptions of their professional learning, development and support needs.

- Making a theoretical contribution to the field by identifying the positive influences that culture, values and context have on promoting the development of head teachers and the ways in which culture also acts as an obstacle, hindering the development process.

- Re-visioning a new leadership professional learning, development and support model that may be useful for the review of head teacher development needs in other contexts.

1.5   Importance of the Study

Many studies have been carried out on the issue of professional learning, development and support needs among educators generally, and a few studies have specifically investigated this issue among head teachers, in either developed or developing countries. In the Saudi context, these studies have focused on identifying what the head teachers need, and then making comparisons between the contexts. This study, in contrast, is more comprehensive in terms of examining how head teachers perceive the training they have been offered and then comparing this with their perceived development needs and with global trends in head teacher development programmes. Most previous studies that have

been conducted in developed countries are based on international research (see p. 44-50), and are associated with the particular political, historical and cultural aspects of the countries concerned (Brundrett and Crawford, 2008). Thus, any study that attempts to investigate school head teachers' support needs in Saudi Arabia should take into consideration the reality of the Saudi educational context, and develop its own theoretical and methodological framework to suit this specific cultural and socio-economic background. This study will attempt to utilise the findings of existing studies, detailed in the relevant literature on head teachers' development. The significance of this study lies in the following:

- The study adds to the body of knowledge by exploring in depth the professional learning, development and support needs of male head teachers in Saudi schools in Jeddah. Although similar research was conducted by Alfawzan in the city of Riyadh (1989) and by Alsharari (2010) in the city of Alqurayat, there are differences between those earlier studies and this study, as critiqued on p.50.

- This study provided an opportunity for head teachers in Jeddah to express their views on training they have received and their professional learning, development and support needs.

- The findings of this study aim to help the Ministry of Education in Saudi Arabia to address the problem of professional learning, development and support needs by identifying the barriers which hinder the development process.

- The findings of this study are intended to inform further studies in other geographical areas of Saudi Arabia. It is hoped that they also have relevance for areas with similar circumstances, such as Greece, where the educational system is also centralised and there is an equally flat managerial structure. The findings of this study may be less relevant in the UK despite the UK educational system being centralised, due to differences in the professional learning, development and support needs of heads and the different organisational structure in UK schools, such as the existence of middle and senior leader roles. Some further cultural and values differences related to the nature of the context and the practice culture that influences responses to change are important issues to consider.

- The study aims to contribute to knowledge by re-visioning professional learning, development and support for head teachers in Jeddah.

1.6   Methodological Framework

A mixed methods approach was adopted for this sequential explanatory study. It was intended that this approach would address gaps in previous studies and identify areas for improvement in professional learning, development and support opportunities for head teachers in Jeddah. A wide range of relevant primary and secondary sources, published and unpublished, were also consulted. The core data for this study were obtained through semi-structured questionnaires and individual semi-structured interviews. The information was collected, tabulated in detail, and statistically evaluated. In this regard, there were two sequential levels of analysis: quantitative and qualitative. The combined results are discussed in detail, according to the conceptual framework.

Each stage of the analysis entailed a separate description of the specific methods employed. The coding details and data collection are presented in the appropriate sections or chapters and in the appendices, as required. Chapter Four addresses in detail the research design and the methodology used for distributing questionnaires among the head teachers who completed the programme within a University context. This also includes Kirkpatrick's (1994) model, utilised to identify their perceptions of the programme, and then identify the professional learning, development and support needs. The second tool used was semi-structured interviews; these were employed in order to give an in-depth understanding of the situation in the Saudi context.

1.7   The Structure of the Study

This study is organised into six chapters. Chapter One serves as an introduction, describing the background to the problem in question, and the purpose and significance of the study. In Chapter Two, the setting for the Saudi educational context is presented. Chapter Three contains a systematic review of the relevant literature on leadership

development and support, discussing existing definitions, leadership theories, leadership and professional learning, and the conceptual framework of this study. In Chapter Four, the methodology utilised in this study is described in detail. Chapter Five presents the findings from both the quantitative and qualitative aspects of the study. The final chapter comprises a discussion of the overall findings, conclusions, the Proposed Leadership Development Model (PLDM), and recommendations for further research. References and appendices are included at the end of the thesis.

CHAPTER 2:   CONTEXT OF THE STUDY

2.1   Introduction

In this chapter, a detailed critique of the context of the current study is provided. The chapter is divided into four sections; the aim of each of these sections is to familiarise the reader with the characteristics of the Saudi educational system, focusing on features such as the nature of headship, the roles and responsibilities of the school head teacher, and models of professional learning, development and support for school head teachers in Saudi Arabia.

2.2   Saudi Educational System

The general educational system in Saudi Arabia is divided into three main levels: primary level for six years from ages 6 to 12, followed by middle level for three years from ages 13 to 15, and finally secondary level for three years from 16 to 18. The first two levels are compulsory whereas the secondary level is optional. Public education comes under the umbrella of the Ministry of Education; two equivalent systems exist under this umbrella: the first for boy's education and the second for girls' education. There are three different types of secondary school: religious secondary schools, as represented by two schools in the city of Jeddah where this study was conducted; trade secondary schools, which are under the administration of the general authority for vocational and technical education and are represented by one school in Jeddah. The third type is the general education secondary school. This type of school includes both government and private schools, with both types being under the supervision of the Ministry of Education. One of the unique and distinctive features of the Saudi educational system is that there is no co-education in either higher or general education secondary education in Saudi Arabia has undergone a variety of improvements as part of its development. According to Alrasheed (2000), in 1975 the Ministry of Education introduced a system of comprehensive secondary schools. This was replaced by the latest plan for secondary level education, which was now to include one foundation year, and which is the same for all students; after that, students may choose from four areas of study. These areas are Arabic and Religious Studies, Technical Sciences, Administrative and Social Sciences and Applied Sciences. The study of basic subjects related to spiritual and cultural education is also compulsory for all students in all

departments. The responsibility for designing and drawing up an education policy and for creating targets for each level lies with the Ministry of Education, with the collaboration of the High Committee for Educational Policies. These two bodies put these policies into practice by translating them into action through the curriculum for each level. The objectives of secondary level education are grouped into three main categories: firstly, concern with developing religious beliefs, loyalty to the Kingdom and citizenship, and a sense of belonging to the Islamic and Arab nations; secondly, concern with the development of the students' abilities and scientific thinking; thirdly, the preparation of capable students for higher education or for national service. These targets and goals of secondary education indicate the role this level of education plays in preparing students for further and higher education and for the labour market. This in turn reflects the importance of the role of head teachers in secondary schools in meeting these high expectations, and in achieving the objectives and targets of the Ministry of Education in particular and the community in general.

2.3 Headship in the Saudi Educational Context

Head teachers in Saudi Arabia start work as ordinary teachers for a minimum of four years. After this, they are authorised to nominate themselves for the job of deputy head teacher. After working for another four years as a deputy head teacher they are then qualified to nominate themselves for the position of head teacher. Thus, any teacher can become a head teacher after working for eight years without having undertaken any particular professional preparation or in-depth development programmes for that post. Full details of both these conditions are to be found in appendixes 8 and 9 respectively. There are worrying consequences to this problem. Deputy head teachers tend to learn their role through unplanned or informal learning and by applying what they have learned from the head teacher. There is therefore no guarantee that their experience or knowledge is appropriate, innovative or developmental, and there is also a chance that it homogenises management staff, leading to a situation where all head teachers hold the same knowledge and values, without adapting to their students' or teachers' developmental needs. These issues indicate a lack of inspiration or innovative leadership; this in itself is obviously problematic, because the purpose of educational leadership is to lever students' learning and encourage positive educational outcomes (Schrum & Levin, 2013; Firestone & Riehl, 2005).

In addition, reflecting on that conditions for nomination for the positions of both deputy head teacher and head teacher on the basis of my own personal experience, there is an absence of opportunities for promotion to posts in middle management, such as those of head of department or subject leaders, as they are applied in the UK. It is apparent that individuals nominate themselves in order to fulfil their need for self-esteem. In addition, the conditions for nomination listed in appendixes 8 and 9 are highly simplistic and not based on leadership skills and competences or on trained headship experience. Additionally, there is an absence of professional preparation for leadership and a shortage of in-service development programmes after the head teachers have been selected for the post. Also worthy of note is the complete absence of any form of financial reward linked with promotion. In the Saudi context, the heads lacked the power to link teachers' performance and their salary; this is in contrast to the situation in the UK context, where the head teacher is able to raise a teacher's salary up to a certain level based on that teacher's performance. This, in turn, may create an incentive for teachers to strive to excel in their jobs in order to obtain the head's trust.

2.3.1 The roles and responsibilities of head teachers in the Saudi educational context

Article 14 of the disciplinary principles for middle and secondary schools issued by the Saudi Ministry of Education in 2000 outlined the role and responsibilities of secondary school head teachers. A full list of these roles is supplied in appendix 7.

Reflecting on the responsibilities, the role of the secondary school head teacher in Saudi Arabia is similar to that of other head teachers worldwide. However, the absence of the middle management role and the flat managerial structure mean that the role of the head teacher in the Saudi educational context is more that of a manager than that of a leader, since the daily management procedures in the Saudi context prevent the heads from developing their professional skills as they are responsible for many tasks that they are unable to delegate to others. This is a result of the organisation management structure in terms of the absence of a middle management role, while in the UK context, the head may delegate tasks to the deputy and other senior and middle

leaders in order to free time to focus on strategic development planning. An instructional leadership style which focuses on teaching and learning exists in the Saudi context as a result of this management structure, while transformational leadership is more desirable and possible in the UK.

In addition to explaining the role and responsibilities of the head teacher, in 2001 the Saudi Ministry of Education distributed a head teacher handbook. The aim of this book was to assist head teachers to carry out their administrative responsibilities and to increase their managerial capacity. The handbook discusses all aspects of the administrative issues which are identified as being the head teacher's responsibility, and which include school activities, student affairs, student counselling, the syllabus, learning resource centre, school catering, school timetables, teachers, administrative staff, retirement and holidays, head teacher's planning, councils and school committees, school meetings, administrative communication, school records, school files, school stores and inventory, school safety and security, accidents and legal cases, procedures for solving problems, school and community relationships, student assessment and staff assessment. If the role of the Saudi secondary school head teacher is compared with that of his UK counterpart, where the head teacher leads professionally in a context where there is a greater degree of school autonomy and decision making, it appears that the highly centralised Saudi educational system the head teacher role resembles that of a manager. In contrast the trend in developed countries is towards the head teacher leading professionally with varying degrees of autonomy and a clear vision to raise standards.

In Saudi Arabia, the developments in the role of the head teacher and the increase in the number of their responsibilities have been imposed by the Ministry of Education in a top-down manner. According to Darmanian (1989, cited in Fenech, 1994), head teachers are less able to impose their own personality and values on a school that is surrounded by a centralised education system than in systems where decision making is less centralised such as the Cyprus context (Orthodoxou, 2010). Where there is a high degree of autonomy there is an ability to make decisions whereas "centralised educational systems constrain local autonomy" (Fenech, 1994, p. 131).

2.3.2   Head Teachers' Authority in the Saudi Educational Context

Autonomy is essential in order for a manager to be able to make decisions regarding the running of any organisation, especially in the case of running the daily business. Within the current educational context this issue becomes vital, since head teachers require the power and authority to carry out their duties. Autonomy refers to the degree to which the head teacher has such authority. To a great extent, the structure of the organisation reflects the boundaries and limitations of authority. A decentralised structure is characterised by a high degree of school autonomy and authority, with higher management tending to delegate authority to lower level management, whereas the opposite is the case in a centralised system (Alzaidi, 2008). Despite the fact that the Saudi education system is highly centralised, in 2000 the former Minister of Education, Mohammed Alrasheed, tried to give school head teachers some autonomy by entrusting them with some of the powers and authority of the Ministry. According to Alagbari (2003), this represented a step towards the consolidation of trust between head teachers and the higher level of administration at the Ministry of Education. However, the idea was not fully put into practice owing to the high level of bureaucracy and the absence of an institutional system, this plan having been more or less a personal initiative taken by the then Minister. This led to a great deal of frustration among head teachers.

2.4   Development of School Head Teachers in the Saudi Educational Context

The Ministry of Education in Saudi Arabia describes training as the movement from theoretical knowledge to the development of models of thinking and patterns of action and changing the individual's behaviour and abilities which are necessary to do the work in order to achieve the desired goal, with the assistance of an effective trainer (Saudi Arabian Ministry of Education, 2004).

In Saudi Arabia there is no preparatory programme for aspiring head teachers, although when heads are appointed an in-service programme is available, but not compulsory, to assist them in their roles. This programme run within a university context and is provided by the Ministry of Education in cooperation with the Ministry of Higher Education. The Ministry of Education nominate school head teachers to

participate in this programme, while the Ministry of Higher Education provides the university programme. The programme lasts for one complete term in an academic year, and takes place twice a year. Head teachers who are nominated for the programme do not attend their schools during this period since the programme is full-time, so the Ministry of Education usually appoints the deputy head teachers to work as head teachers in their place. Therefore, these programmes provide an opportunity for the deputy head teacher to work as head teacher.

2.5   Conclusion

In order to place the research within its context, this chapter presented a critical overview of the Saudi educational system. It illustrates that the Saudi educational system has several distinctive characteristics: it is a highly centralised system, with limited decision making power and a lack of autonomy at school level, a flat managerial structure and a dominant bureaucracy, all of which impose challenges and pressures on the work of head teachers.

The chapter critically examines the nature of headship in the Saudi educational context, highlighting the conditions which must be fulfilled in order to become both a deputy head teacher and a head teacher. It outlines the roles and responsibilities of the school head teacher and of the authority possessed by the head teacher. Finally, a brief description of the in-service training programmes available in the Saudi Arabian context is provided

In the following chapter, the theoretical basis for the research is presented. The chapter also contains a critical review of the literature related to the development and support needs of school head teachers, along with a comparison between the professional learning and development programmes available in both the Saudi context and worldwide.

CHAPTER 3:   GUIDING LITERATURE

3.1   Introduction

This chapter presents a systematic review of the relevant literature, including research studies, discussion and findings. In order to provide a rich theoretical basis for this study, a wide-ranging literature search was conducted. Various types of literature were sourced and reviewed. These included books, articles, and research studies in the field of professional leadership development and learning and effective training.

Initially, key words relevant to the topic of professional learning and support programmes and leadership development such as leadership, learning, education, training, development needs, and continuous professional development were fed into internet databases and library catalogues. Relevant articles in journals and published papers were consulted on databases such as ERIC, School Leadership and Management, Educational Management Administration and Leadership, and Leadership and Policy in Schools. In addition, the National College for Teaching and Leadership in the UK has numerous publications and journals which benefitted this study. Previous studies in the field of development programmes were also sought through the British Library website: www.ethos.bl.uk/Home.do. The library catalogue provides a list of books and a diverse range of journals and previous studies in this field. The second step was to obtain these valuable references, including books and recent journals. These books and published papers were reviewed along with their references. This systematic literature search led to the identification of key literature which could be useful for the current study. These key areas and literature were used to underpin and then provide a conceptual framework for the research.

The review was conducted thematically according to the key areas of this study: leadership, school leadership, leadership theories, effective school leadership characteristics, leadership development and learning, continuous professional development, and development needs. Since a limited amount of research has been conducted on these themes in the Saudi context, a range of perceptions derived from studies conducted in different countries, the UK and the USA have been included.

3.2   Leadership and School Leadership

According to Rost (1991), over 221 definitions of leadership were provided in books and articles between 1900 and 1990. Since so many definitions of leadership have been published, it is useful to classify these concepts into broader categories. From the various definitions, Hackman (2006) identified the following four principal ideas:

A. Leadership is about who a person is. This is one of the traditional ways to conceptualise leadership. It focuses on the nature and identification of traits belonging to those who nominate themselves for leadership posts

B. Leadership is about how a person acts and deals with circumstances. This definition focuses on how leaders use their power. A leader can also be defined as someone who influences others

C. Leadership is about what a person does. The part played by leaders is highlighted in practical application, rather than in any theoretical definition

D. Leadership is about how a person collaborates with others. From this point of view, success is a collaborative effort between leaders and their followers, who create common objectives and then work together to achieve them.

The concepts of leadership derived from the field of business can be translated into the field of education. Bush and Glover (2003), in reviewing the broad literature on School Leadership for the National College for School Leadership, define school leadership as follows:

> Leadership is a process of influence leading to the achievement of desired purposes. Successful leaders develop a vision for their schools based on their personal and professional values. They articulate this vision at every opportunity and influence their staff and other stakeholders to share the vision. The philosophy, structures and activities of the school are geared towards the achievement of this shared vision (p. 5).

3.2.1   Leadership Theories

In order to understand the nuances of various leadership styles properly, a basic knowledge of leadership theory is needed. Leadership theory can be classified into

four broad areas: trait-based, transformational, situational, and path-goal oriented. The literature on leadership provides many options and approaches, some extolling the virtues of certain attributes in leaders, such as specific leadership traits, skills or styles, with others detailing scenarios which leaders may find themselves in, such as the benefits and detriments of being a leader, or when to exercise leadership. Other areas of the literature discuss the relationship between leaders and teams, looking at power relationships between leaders and followers alongside the notion of servant leadership. Power and context are important issues within leadership. Crawford (2014, p. 4) claimed that "three different aspects of leadership –the person, the place and the policy context– make up a narrative that is woven together over time". Therefore, context is a key issue for leaders because it is closely related to the culture and structure, and through that context leaders are able to deal with individuals and policy. Power is also linked to context and is about what people believe and how people influence on others. This section will critique theories related to traits, charisma, transformation, situation, contingency and path-goals.

3.2.1.1 Trait and Charismatic Theories

Initial attempts at formulating leadership theory focused on the traits or personal characteristics of leaders, essentially looking at certain in-born attributes that made good leaders. These so-called 'Great Man' theories viewed having traits such as intelligence, self-confidence, determination, integrity and sociability as being the means to lead effectively (Bass, 2008). One of the major pitfalls of this early form of thinking was that it was solely focused on the leaders; it has since been understood that followers _and their characteristics _have a significant impact on leadership (Hosking, 2007). Researchers looking into charismatic leadership, however, take a similar view to that of researchers investigating trait leadership, albeit with a more specific characteristic in mind. Proponents of charismatic leadership place a high value on the charisma of individuals who, by a mix of charm and sociability, can induce a strong sense of loyalty and camaraderie in their followers. This can make for incredibly effective leadership (Conger & Kanugo, 1988).

3.2.1.2   Transformational Leadership

Transformational leadership focuses on the deeply-held beliefs of leaders, with the application of certain values to create effective leadership; these include areas such as justice and integrity (Burns, 1978). Four key tenets of transformational leadership have been identified: idealised influence (charisma), inspirational motivation (vision and purpose), individualised consideration, and intellectual stimulation. These four ideals, when displayed in a leader, have a significant impact on followers, and when combined can result in extremely effective leadership (Bass & Avolio, 1990).

While adherence to these principles is vital in the running of a school, this alone does not make for an excellent leader. Rather than merely having vision and purpose, leaders need to excel and perform beyond expectations, constantly questioning the *status quo* and adapting it to best meet changing situations. In 2009, Cooper described how transformational leadership required several other processes to become effective. These processes included self-reflection, the analysis of school issues, and the confrontation of prejudices such as those involving race, gender, language, sexual orientation, class and ability. By doing this, Cooper argues, a leader becomes not only transformational in theory, but also has a massive practical transformational effect on a school. The past few years have seen an increasing amount of research into transformational leadership, with much of that research being informed by various notions of critical theory. While there is a general consensus amongst researchers of the importance of self-awareness, ideological clarity, and action based on principles, there has been in sufficient explanation of how to develop theory to deal with massively complex and intricate school systems in practice (Evans, 2007a; Marshall & Oliva; 2006, Theoharis, 2007).

3.2.1.3   Situational, Contingency and Path-Goal theories

Situational leadership theory examines how a leader deals with social events and happenings in the day-to-day running of a school. An effective leader should be seen as part of the system itself, defining the best ways to lead as the situation commands and developing a strong interdependency between themselves and their followers. This allows a situational leader to not only control the events of their own making, but

also those of others. Fiedler's (1967) contingency theory of leadership is a popular branch of situational theory. The theory posits that a leader's impact on performance depends not only on the leader's orientation, but also on certain contingency factors: leader-member relations, task-structure clarification, and the power position of the leader. A flaw in the theory lies in its assumption that a leader's manner of leadership is inflexible.

With regard to the 'Path-Goal' theory, one of the key roles of a leader is that of creating goals and paths which team members can easily follow and understand (Yuki, 2006). Path-goal theory focuses on this part of leadership and isolates four distinct behaviours which leaders should adopt for various situations: directive (leader commands followers), supportive (leader attends to needs of followers), participative (leader includes followers in the decision-making process), and achievement-oriented (leader sets high expectations for followers to meet). This theory demonstrates the importance of structuring the relationship between the effective leader and colleagues or team members.

These theories may be applied as various approaches in an educational setting. This was reviewed by Leithwood et al. (1999) in a critique of the leadership theories presented in journals in the USA, Australia and the United Kingdom over a period of eight years. The critique identified twenty concepts and allocated them to six comprehensive categories, as shown in Figure 1 below.
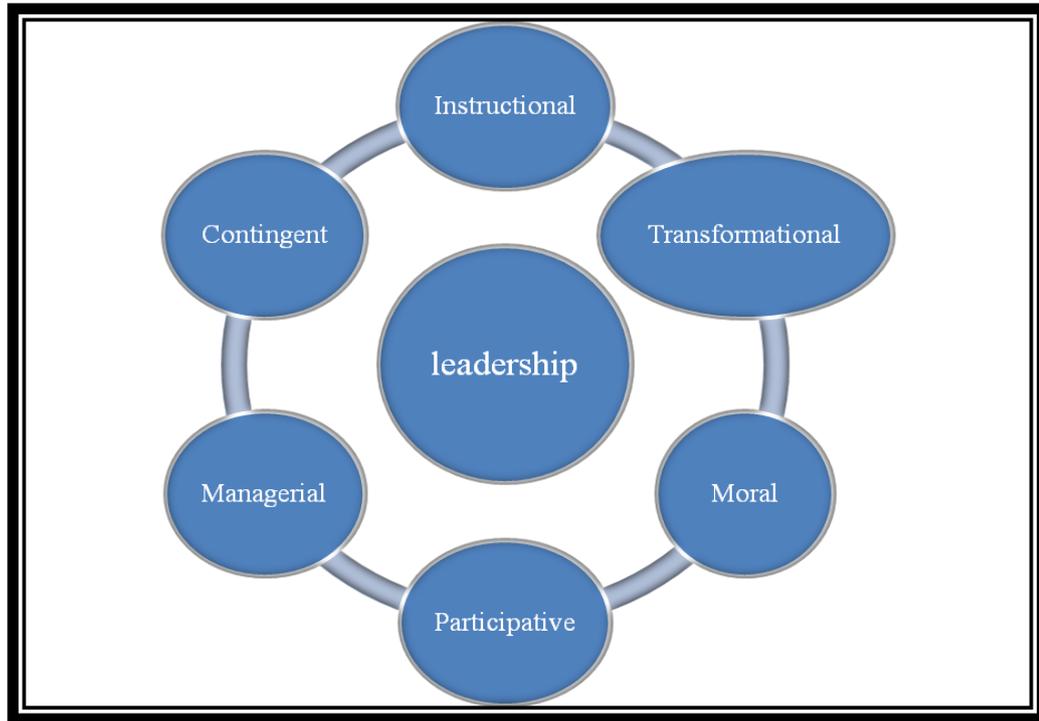
Figure 1 The six school leadership styles classified by Leithwood et al. (1999)

Leithwood et al. (1999) developed the concept of transformational leadership, as an appropriate approach for the current conditions, by moving beyond it to post-transformational leadership. On the other hand, the authors acknowledged the fact that "this body of evidence seems to provide only modest empirical support for using transformational approaches as a foundation on which to build a model of leadership for present and future schools" (p. 38).

3.2.1.4 The Potential for Applying Transformational, Instructional and Distributed Leadership in the Saudi Context

Transformational and instructional styles are the most frequently considered styles in the leadership studies literature (Robinson et al., 2008) and both have been recommended as an ideal model for head teachers (Leithwood et al., 2006). Whereas instructional leadership is focused on the influence of leaders on improving learning and teaching, transformational leadership focuses on how leaders employ their influence on followers (Bush, 2011, 2014b; Horng and Loeb, 2010). Transformational leadership has been suggested as an ideal leadership style for principals of schools

considering substantial reform, as change management is one of the strengths of transformational leaders (Leithwood and Jantzi, 2006).

Shatzer et al. (2014) compared the effects of both styles -transformational and instructional- on student achievement in the USA, and found that instructional leadership is more effective than transformational because it is focused on student achievement. This means that the context's objectives, the nature of the practice used, and the power and efficiency of the policy maker choosing and adopting an appropriate style for their context, are essential aspect because these issues are closely related to leadership (Crawford, 2014). The Saudi context copes with an instructional style because it is focused on teaching and learning (Alzaidi, 2008). However, one of the practices in transformational leadership is inspirational motivation and that is missing in the Saudi context (see 2.3 on p. 9), where many examples of head teachers who lacked inspiration were seen.

Transformational leaders are able to recognise and articulate a vision for a school, support a culture of intellectual stimulation, and provide support and development to individual staff members (Robinson et al., 2008). For these reasons, transformational leaders tend to propose a bottom-up approach. Transformational leaders have also been associated with positive outcomes such as improvements in both the school environment and teacher and staff relations (Bogler, 2005; Griffith, 2004). However, a weaker relationship has been identified between transformational leadership and the academic achievement level of students (Leithwood et al. 2006; Leithwood & Jantzi, 2006).

In contrast, instructional leaders propose a top down approach (Hallinger, 2003b) which is similar to the Saudi context. Instructional leaders also aim to assist staff members in achieving a predetermined set of goals instead of creating a common vision among staff. More recent research has broadened the focus of instructional leadership into areas such as collaboration between teachers, creating opportunities for professional growth, and the development of professional learning communities (Marks & Printy, 2003). This shift has created a new line of research looking at different conceptualizations of leadership, which researchers are calling 'shared instructional' (Marks & Printy, 2003) and 'distributed' leadership (Hulpia et al. 2009;

Mayrowetz, 2008; Scribner et al. 2007). This distributed leadership style has its own positive and negative implications in an educational setting and will be critically analysed in the next section.

Some scholars (Spillane, 2005; Chang, 2011; Bennett et al., 2003) see distributed leadership term as 'team leadership', 'shared leadership' and 'democratic leadership,' while Leithwood et al. (2004) claim that 'the concept of distributed leadership overlaps substantially with shared collaborative and participative leadership concepts' (p. 59). Therefore, distributed leadership can be summarised as a style to be dispersed among staff in order to perform their work collaboratively and to raise overall organisational performance.

There is, however, limited empirical data in existence on the impact of distributed leadership on pupil learning outcomes (Harris, 2009a; Hartley, 2010; Mascall *et al*., 2009). The possible benefits of practising distributed leadership in schools were investigated by Day *et al*. (2007b: 17) in one of only a few studies which have specifically identified a relationship between leadership and pupil outcomes, *'substantial leadership distribution was very important to a school's success in improving pupil outcomes'*. Day et al. (2009) also identified a link between distributed leadership and staff confidence, which had a significant effect on learning outcomes. Harris (2009a) also identified a number of aspects which claim to be positively affected by distributed leadership. These include school improvement, developing leadership capacity, sustaining learning communities, and enhancing the professional development of teachers. Distributed leadership has been attributed to teachers being more likely *'to access instructional leaders as resources for their development'* (Camburn & Han, 2009: 43). Leithwood et al. (2009c) suggest that distributed leadership is more likely to thrive in *'flatter organizational structures… structures which provide opportunities for collaboration among colleagues… and norms which sustain collegial relationships among school staff'*. (p. 235).

On the other hand, distributed leadership could be problematic for an organisation. Leithwood et al. (2009a) conclude that, perhaps due to lack of clarity of purpose, vision, direction or coordinated action, *'the consequences of distributed leadership are not all positive'* (p. 3). The National College of School Leadership (2004: p. 4)

emphasises that distributed leadership should not be considered a method for achieving effective leadership: *'The risks of distributing leadership are anarchy and confusion'*. Timperley (2009: 220) contends: *'distributing leadership over more people is a risky business and may result in the greater distribution of incompetence'*. This is something that is typically threatening in the Saudi context in terms of both the incompetence stance and absence of preparation programmes.

Harris (2007; 2009a) recognises obstacles that might hinder the practice of distributed leadership in schools, including conflicting priorities, responsibility versus authority, and individual versus collective performance. She also identifies a number of negative outcomes of distributed leadership such as *'conflicting priorities, targets and timescales'* (2009a, p. 13). There can also be a negative effect on team outcomes related to inefficiencies, a lack of role clarity, and reduced esteem from a situation having too many 'leaders'. The creation of numerous conflicting accountabilities can caution heads to be wary of distributing leadership _and with that power and control in terms of the relationship _between the head teacher and middle leaders (Storey, 2004). Middle leader positions in the UK context can experience specific difficulties, meaning that their involvement in a strategic leadership role requires a significant alteration in power relationships. This is far from straightforward since *'the relationship between middle leaders ... and their followers remains elusive'* (Jarvis, 2008: 24). This kind of position (the middle leader) does not exist in the Saudi context. Therefore, distributed leadership needs preparation for the position, awareness, knowledge, understanding, belief, and sufficient staff to be aware of the practice. Power in terms of relationships will be discussed further in the following sections.

With regard to the Saudi context, however, the leadership style of school head teachers may be classed as 'traditional instructional', (see 2.3.1 on p. 10), as the Saudi educational system is fully centralised. In Saudi Arabia, little attention is paid to developing, changing or transferring the principals' skills; rather, they are taught how to delegate tasks to others in order to promote student learning. This is an apt description of the Saudi context, where there is still a great deal of ambiguity in the role of school head teachers, and where head teachers are overloaded as a result of the numerous tasks they have to perform. Therefore, school head teachers in Saudi Arabia may delegate tasks to enable them to concentrate on administrative duties and focus

on the student performance and teachers' achievement. They use their knowledge, culture and personal values to manage their schools and underpin their actions (Crawford, 2014; Day et al., 2001). Values underpin a people-centred approach (Day et al., 2001) and connect to beliefs about learning and development, determining how leaders relate to the organisation they work in and the values of the people they work with. The people-centred approach is relevant to the current situation in the Saudi context, with head teachers operating as 'managing directors' with little time or focus on 'leading change'.

Although it is probably unwise to claim that any one theory of leadership style provides the most relevant framework to analyse to leadership in operation in schools, because of the enormous variety in the nature of the contexts and situations encountered by school leaders.

In order to address the complexity of leadership contexts and situations, Bush (2011c) synthesised a typology of management and leadership models found in various published articles by Leithwood, Jantzi and Steinbach (1999). Bush and Glover (2002) developed these typologies to identify ten leadership models, as shown in Table 1 below.

Management model	*Leadership model*
Formal	Managerial
Collegial	Participative
	Transformational
	Distributed
Political	Transactional
Subjective	Postmodern
	Emotional
Ambiguity	Contingency
Cultural	Moral

Instructional

Table 1 Typology of management and leadership models adapted from Bush and Glover (2002)

The instructional leadership which was identified in Saudi Arabia, is more akin to the cultural management model because this model is described as learning-centred leadership and focuses on learning and teaching, rather than the nature of the influence process (Bush, 2011c).

3.3   The Characteristics of Effective School Leadership

The significant influence of school leadership on school effectiveness and school improvement has been the subject of research in many countries all over the world (Salfi, 2011). The crucial issues foremost in researchers' minds concern, first, what effective leadership entails and, secondly, the type of leadership that contributes more effectively towards school improvement (Leithwood and Riehl, 2003). In the Saudi context particularly, the need for school improvement and educational reforms are necessary in terms of developing the heads and the staff continually and professionally, providing power for heads to be able to make decisions and provide them with the authority to create successful communities. In the following paragraphs previous researchers' definitions of what constitutes an effective school and effective school leadership, and the relationship between them, will be critically analysed.

Sammons et al. (1995), Briggs and Wohlstetter (2003) and Leithwood and Riehl (2003) all agree that successful schools are firm, purposeful, based on a participative collective, and open to collaboration and collegiality. The successful school will nurture teachers' professional learning by offering development sessions and supplying them with practice units (Sammons et al., ibid). Successful schools share their vision, and address issues related to improving skills and developing teachers professionally.

McGilchrist et al. (2004, pp. 27-28) consider that the aforementioned characteristics are at the core of an 'intelligent' school. However, they add that there are four essential characteristics of an effective school: pupils' rights, professional and high quality

leadership, concentration on the teaching of pupils, and a learning organisation. Leithwood and Riehl (2003) identified further characteristics of an effective school, including promoting equity for students by establishing school climates where patterns of discrimination are challenged. These effective schools are driven by individuals who are aware of their communities and motivated to develop their professional skills. The ultimate purpose for effective leaders within their context is to raise performance for subsequent school improvement and development, and there are some features for people who lead the schools.

Lewis and Murphy (2008) identified 12 key characteristics of an effective school leader. These are summarised in the figure below.
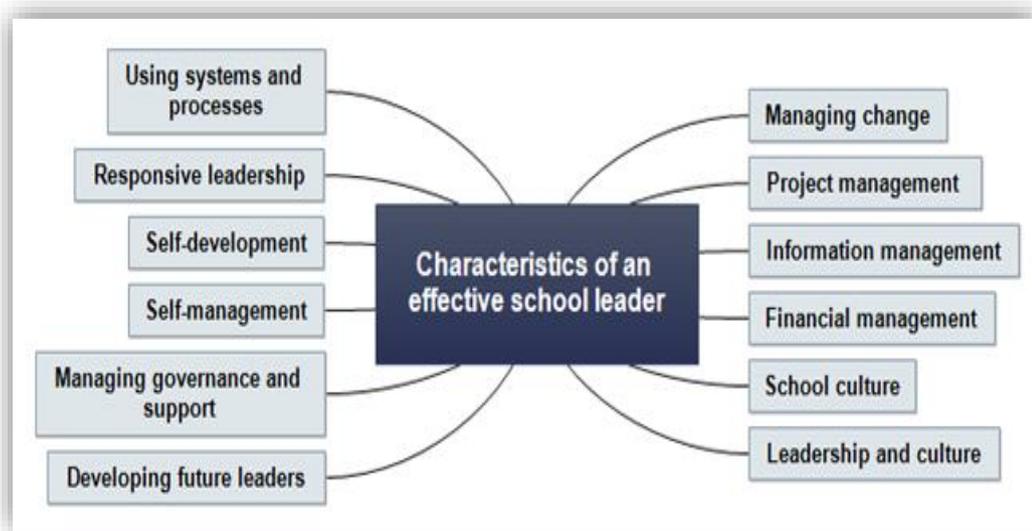
Figure 2 Characteristics of an effective school leader

To conclude the review of the characteristics of a successful leader, Day et al. (2010) reviewed the major characteristics mentioned by researchers. Although these characteristics can be observed in developed educational systems which allow opportunities for head teacher development, in the Saudi context this is uncommon. Day et al. (2010) noted a number of points which can be criticised as follows:

- Successful leaders are those who are able to delegate power; however, this is difficult in the Saudi context even though in the UK it is common for staff to have a say in the decision-making process. While the UK educational system is similar to the Saudi context in terms of centralisation, the procedures are

different. The values, understanding, knowledge and people are important differences.

- Day et al. (2010) claimed that heads are the main source of leadership, and this is no doubt the case when the heads are independent. However, head teachers in Saudi Arabia are operational and lacking in power and autonomy (Alzaidi, 2008), as they are required to follow ministry guidelines (Oord, 2013). Hofstede (in http://geert-hofstede.com, cited in Crawford, 2014) suggested that Asian societies, for example, Saudi Arabia, display a large degree of power distance and are more likely to accept a hierarchal order in organisations; this is likely affect the potential to delegate power.

- Day et al. (2010) suggest that successful leaders are open-minded. However, in Jeddah the heads receive daily circulars from the Educational Administration Centre and are required to do whatever they are told in the circulars, without negotiation.

As is evident from the above, successful leaders not only set directions, build relationships with the school community, and are people-centred, as in Saudi Arabia, they also model strong values within the school community (Day, 2001; Sergiovanni, 1995).

Previous research has demonstrated that the quality of leaders and the specific practices in which they engage are second only to teachers' influence in predicting student achievement (Day et al., 2009; Kythreotis, Pashiardis & Kyriakides, 2010; Leithwood et al., 2004). The recognition of the importance of school leadership has resulted in a growing interest in the development of leadership in education and a growing realisation in the 21st century that headship is a specialist occupation that requires specific preparation (Bush, 2008). As the school context becomes complex in terms of the pressures on head teachers, globalisation, and increased information exchange, effective preparation and development for head teachers can make a difference (Bush, 2008). Specific preparation for headship positions is important for the Saudi context, but the most important factor is the role of educational policy in providing constant development programmes and moral support for heads after they are appointed.

The increased pressure and responsibility attached to the position of head teacher is also being increasingly recognised through many research studies carried out in the field of school leadership. For example, in a study outlining the development of a cohort of new heads, leading towards stability in and the establishment of their positions, Briggs et al. (2006) examined the multitude of day-to-day pressures and changing demands found unsettling by new heads. They concluded that it is essential for school head teachers to be trained to face these challenges and be equipped to deal with such pressures. In the following section, a critique of training in relation to head teacher development needs is conducted.

3.4   Leadership and Training

3.4.1   Training and Education

Training can contribute enormously to the development of an organisation, since it can play an essential role in improving human learning and potential (Buckley and Caple, 2009). The purpose of training is to develop knowledge and skills, and modify behaviour, to improve performance (Schmidt et al., 1992; Buckley & Caple, 2009). Training can be designed precisely for a specific job context, while learning is more person-oriented than job-oriented, involves a wider process of change, and is enhanced through experience and opportunities for reflection. Therefore, training is only possible means to gain learning and then constitute education. However, education provide more theoretical and conceptual frameworks designed to stimulate critical abilities. Both training and education are intended to develop an individual through learning.

The figure below illustrates the relationship between these elements.
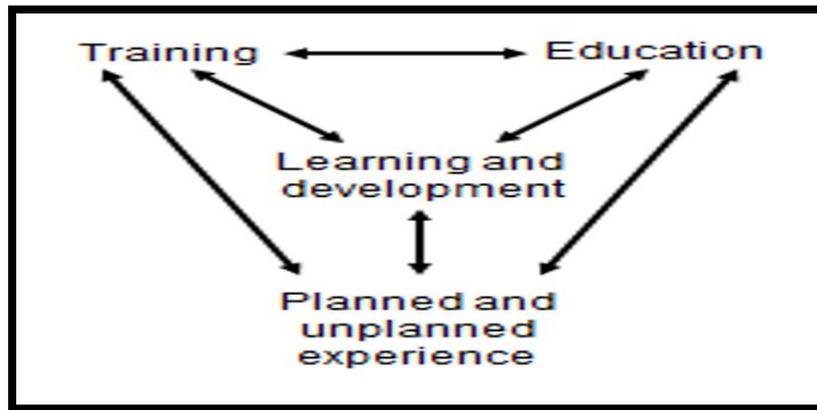
Figure 3 Learning and development elements (Buckley and Caple, 2009, p. 11)

Buckley and Caple (2009) argue that planned experience is an interdependent and equal partner with training and education in contributing to learning and development. In comparison, the in-service training programme in Saudi Arabia does not incorporate a high level of learning potential for participants (school head teachers). It is run twice a year over a 15-week period in each term. Moreover, it is offered to school head teachers only after they have been appointed to the position and only once over the course of their working lives. A central component of this study requires the participants (school head teachers) to identify the heads' perceptions and then to assess whether or not what they have learned on the course has had any positive effect on either their work or the effectiveness of their schools. This constitutes the planned experience element of a training programme, which does not, unfortunately, form part of the programme currently available in Saudi Arabia. At the moment, there appears to be little interest in identifying school head teachers' professional learning, development and support needs, or in assessing either what they have learned from these programmes, or which areas they have managed to develop. Therefore, 'unplanned experience', as referred to in the above figure, can be said to be more applicable in the Saudi context at present.

3.4.2   Leadership Development and Learning

There is no doubt that the nature of culture and context are important issues in shaping education, leadership, and leadership development in any country (Bush, 2013b). Bolam, (2004) stated that:

> Models of preparatory training, certification, selection, assessment, induction and ongoing development for school leaders are necessarily rooted in specific national conditions and contexts. They are the product of unique, and dynamically changing, sets of circumstances – political, economic, social, cultural, historical, professional and technical – in that country (p. 251).

Therefore, it is obvious that the speed of leadership development, change and reform in different contexts are based on the characteristics of culture, values, traditions and history. Several authors have paid attention to the importance of development and professional learning for school leaders (Lumby et al., 2008; Bush, 2011; Wilson & Xue, 2013; Leithwood, 1995, Hussein, 2007; Eacott & Asuga, 2014). Bush (2008) made a strong call for school leaders to be given proper development, describing it as a 'moral obligation':

> Requiring individuals to lead schools, which are often multimillion dollar businesses, manage staff and care for children, without specific preparation, may be seen as foolish, even reckless, as well as being manifestly unfair for the new incumbent (p. 30).

Brundrett (2001) stated that school leadership preparation can be traced back to the nineteenth century, with the USA being the first nation to formulate a theory of educational administration. Walker et al. (2013) noted that leadership development in the USA focused on skills such as personal behaviour, communication, technology, learning, supervision, time management, and student performance. The main purpose of leadership development for headship is to learn new things can be practised in the context. Therefore, school leaders are adult learners who have particular learning needs, styles, strategies and preferences. Kolb proposed a learning circle (shown in Figure 4 below) to illustrate how adults learn from their concrete experience, reflective observation, abstract conceptualisation and active experimentation.
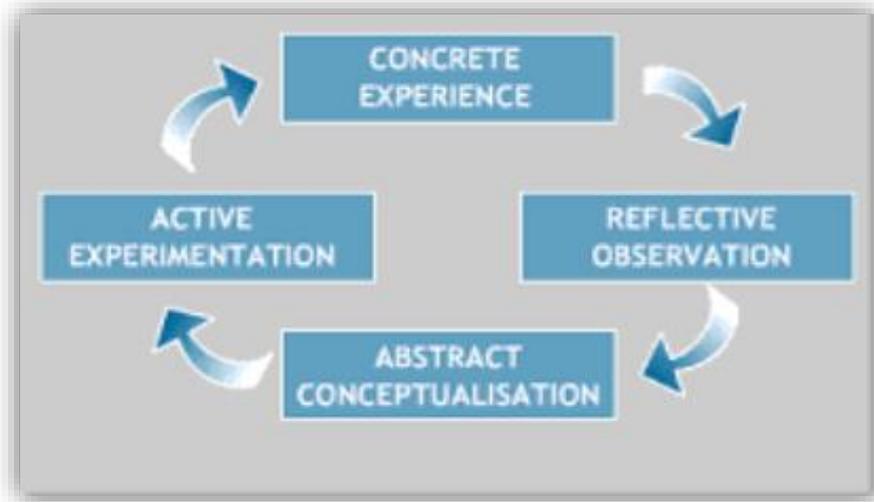
Figure 4 Kolb's cycle of learning (Kolb, 1984, p. 42)

Therefore, effective learning involves progression through four stages: (1) having a concrete experience followed by (2) observation of, and reflection on, that experience which leads to (3) the formation of abstract concepts (analysis) and generalisations (conclusions) which are then (4) used to test hypotheses in future situations, resulting in new experiences. This theory was applied to the analysis of the stages of learning head teachers went through as they progressed through the programme. It mapped their experiences, and how they perceived them, as well as identifying the extent to which the programme fulfilled their needs. Therefore, the heads reflected on that experience, and formulated abstract principles in order to identify what the positive and negative points were and whether or not they learned new skills.

The most successful learning experiences occur when there is a bridge between the work situation and the learning situation (Bush et al., 2007). Retention of the skills and knowledge learned from the training is vital and facilitated when they are fully used back on the job for which the training took place (Buckley and Caple, 2009). This is difficult if there is little or no opportunity to practise the skills or to utilise the knowledge learned.

The retention of skills and knowledge depends not only on the value of what is learned during the programme and its relevance to participants' professional contexts, but also on the attitude and habits of the learner. Self-directed learning seems to be an

appropriate component of leadership learning and improved leadership practice (Goleman et al., 2002; Walker and Quong, 2005). Goleman et al. (2002) assert that "The crux of leadership development that works is self-directed learning: intentionally developing or strengthening an aspect of who you are and who you want to be, or both" (p. 107).

As leadership learning continues after development, it has been argued that some of the most powerful leadership learning emerges on the job – both incidentally and in structured ways (Woodall & Winstanley, 1998; Rainbird et al., 2004; Raelin, 2008). Woodall and Winstanley (1998) categorise workplace learning into three types: learning from another person, learning from tasks, and learning with others. In the same vein, Rhodes and Brundrett (2006) argue that if effective professional development is characterised by on-the-job learning, then leadership development relying only on content-driven courses may be less effective in developing leadership talent compared to engagement by the learners in their own professional context. Although leadership learning seems to be related directly to the workplace, it has been reported that learning by school leaders in the professional context is not confined to the place in which they work. Earley and Weindling (2004) synthesised the findings of over 20 years' headship and leadership development work in the UK, reporting that school heads believed that the most valuable 'on-the-job' learning activity was working with others, especially effective head teachers. At the same time, the heads perceived that the most useful 'off-the-job' learning activities were attending courses, visiting other schools, networking with other head teachers, working on specialist tasks, and having meetings or contact with non-educationalists.

The concept of 'blended learning' has been applied in such contexts as the NPQH (National Professional Qualification for Headship) in the United Kingdom (Simkins et al., 2009). The programme includes a mixture of face-to-face training, reading, online discussion groups where participants can discuss the materials with or without tutor support, coaching (face-to-face, telephone or online), and activities or assignments for participants to engage in. This blend of different learning approaches is considered to be an effective approach. However, this concept is not applied in the Saudi context, since the concept of 'coaching' does not exist and is instead referred to as 'mentoring'. The ultimate purpose of gaining experience of, or engaging in, a

developmental education programme or learning new knowledge is to make changes to the context and reform any drawbacks. The following section presents some of these educational reforms.

3.5   Educational reforms

The ultimate purpose of learning and professional development across the world is to effect either change or reform in both society and educational leadership through formal training or modification of a policy. Educational reforms worldwide aim to advance and protect the economic, social, and political well-being of their contexts, and it has recently increased around the world (Björk, 2001; Björk, Kowalski & Young, 2005). Recent studies conducted in the United States and Nordic countries have confirmed that educational reforms have influenced the way school districts are organised, and demonstrate that may have had a profound effect on local control of schools and in reconfiguring the role of a head teacher (Björk & Browne-Ferrigno, 2014). In Nordic countries, for example, regardless of the different historical, cultural and political backgrounds between them, these countries have reformed numerous of educational issues. In Sweden, one significant educational reform was the shift from a decentralised system to a more centralised version with government control, which has the right to implement and develop its future vision for schools. Meanwhile, in Denmark, one of the key educational reforms was allowing parents to choose the school their child attended (MOOS, 2013). One of the themes emerging from these reforms in Nordic countries is that of team building, which includes leadership, students and teaching teams. All are represented in the decision making process through a combination of delegation, negotiation and deliberation (MOOS, 2013).

In Thailand and East Asia, the speed of educational reform in the past 15 years has, in reality, been slow (Hallinger & Bryant, 2013). The key role of the Ministry of Education in Thailand has changed from 'student centred learning' to a 'method of learning where the student is at the centre,' and then a 'method of learning where the student is important'. This change occurred because of cultural changes in the interpretations of both teaching and learning practice.

In England, although there were numerous initiatives in the development of school leadership and management during the 1980s and 1990s, these remained disconnected from one another (Bush, 1998). It was not until 1995, with the introduction of the Head Teachers Leadership and Management Programme (HEADLAMP), which reported on the development needs of newly appointed heads, followed by the introduction of the National Professional Qualification for Headship (NPQH) for aspiring heads in 1997 and the establishment of the National College for School Leadership (NCSL) in November 2000, that a much higher profile for school leadership and leadership preparation was signalled (Bush & Jackson, 2002). From April 2004, it was compulsory for all first-time heads to hold the NPQH or to be working towards it. Once in their posts, they had to gain the NPQH qualification within four years of their appointment. Bush (2013) stated that England took a fundamental step backward in April 2012 when the NPQH became optional for a headship position, something which is discussed later in greater depth (see 6.6 on p. 174). The National College for School Leadership created its vision and was developed to become the National College for Teaching and Leadership (NCTL, 2014). This provider aims to improve the quality of the education workforce and support development of a school-led system by 2016. The NCTL's plans are aimed at making schools lead a system whereby the best schools will organise and deliver teacher training, school-to-school support, training, the selection of new leaders, and continuous professional development. Furthermore, the NCTL will encourage schools to find local solutions to their particular challenges, doing everything possible to remove any barriers by way of a school-led system.

This situation does not exist in the Saudi context even though development and support needs for head teachers were identified two decades ago. These heads face a number of daily challenges such as lack of autonomy (Alzidi, 2008), without any action being taken by the Ministry of Education. The leadership model is not promoted to advanced levels such as transformational leadership, as it is focused on teaching and learning. This exists because it could be that the knowledge, values and culture are still static. In addition, the absence of a designated provider in the Saudi context has resulted in the gap identified in terms of head teacher development. Elsewhere, organisations exist such as the Ontario College of Teachers (OCT) in Canada, the Department of Education and Early Childhood Development (DEECD) in Australia, the New York City Leadership Academy (NYCLA) in the United States, Certification for Principalship in Hong Kong, and Leaders in Education Programme (LEP) in

Singapore (Walker, 2013). All these organisations provide preparation programmes for the headship position, which are neglected in Saudi Arabia. All these organisations have frameworks based on empirical grounded theory or research derived from syntheses or widely respected international sources. In the United States, for example, the model includes the school culture and technology, which are ignored in this study's context. All these organisations use online and face to face modes of delivery, but in Saudi Arabia the model is still static and deals with a more traditional university study pattern. The Australian framework includes five domains of leadership; these are the cultural, educational, technical, symbolic and human domains. The Hong Kong model was based on international research and covers several aspects including strategic, instructional, organisational and community leadership. However, in Singapore, the primary roles of the head teacher are to develop transformational and instructional leadership and to create innovative programmes that develop students through the use of critical thinking and creating a culture of learning. The USA utilises a comprehensive model that covers 12 dimensions relating to the needs identified, including personal behaviour, time management, leadership development, accountability, culture, communication, technology, supervision, resilience and problem solving. The Canadian model instead focuses on performance appraisal and coaching, and thus applies a synthesised programme published by the National College for School Leadership in England (Leithwood et al., 2006, cited in Walker, 2013). This indicates that the NCTL model is recognised as a world-class model for developing leadership in schools and communities (Crow, 2004), but also that it can be borrowed and implemented in different contexts. However, transferring policies or reforms between contexts is a controversial issue (Moos, 2013), because it is difficult to understand the cultural, contextual and historical backgrounds. Steiner-Khamsi (2010) stated that "Without contextual comparison it is impossible to understand the political and economic reasons why travelling reforms are borrowed" (p. 339).

As with all reforms, there is a need to consider leadership; however, leadership in schools is a complex process and there is a requirement to develop the professional learning support needs of head teachers. There also exists a need to reconfigure and reconceptualise the leaders' professional identity. Generally speaking, it is obvious that all these organisations have paid attention to leadership development and learning for their schools and communities by focusing on leaders themselves continually and

professionally. The following section will present some of the support and continuous professional development opportunities.

3.6 Continuous Professional Development and Support

It is essential for school principals to continually develop their professional skills to help them to deal with any challenges they may encounter in their schools. Continuous professional development (CPD) can be achieved by a combination of pre- and in-service approaches; examples of this approach can be found in educational contexts such as the NPQH in England provided by NCTL. Development for the qualification in England has been almost continuously revised since it was introduced and promoted to become the NCTL. The NCTL (2014) aims to create a school-led system by 2016 through initial teacher training, CPD, leadership development and school-to-school support. By then, teaching schools and other outstanding schools will generate and deliver a full range of CPD activities.

Holligan et al. (2006) examined the effectiveness of a Headteacher Induction Programme (HIP) designed to improve the development of recently appointed head teachers in England using a combination of quantitative and qualitative elements in their research approach. Attempting to determine what support and development opportunities head teachers felt they required to better themselves, the study assumed that the career phase of head teachers enrolled on induction programmes is one of the most (if not the most) challenging times in their careers. Unable to isolate specific needs or resources which would generally improve the developmental potential in the HIP assessed for the sample, the research determined that there was a wide range of demands. These would require a wide range of resources and changes in order for improvements to take place. This was assumed to be the result of the variety of relationships involved in the formation (and general nature) of the position of head teacher. While the authors note that it is possible to determine and properly assess some patterns, they conclude that the best way of making improvements in any particular situation/institution would be to develop a programme specifically designed to suit the characteristics of that specific situation/institution. At the same time, the diversity of the demands may require an institution to address only a limited number

of aspects, or to find methods of development which address all the problems in a more general yet potentially effective way (Holligan et al., 2006).

Fleck (2008) commented on a similar range of aspects affecting the nature of headship, such as assessing preparation and developmental demands, and recommending new approaches to relationships and leadership. As a head teacher himself, Fleck (2008) was able to blend knowledge (both the theoretical and practical knowledge obtained from development programmes) with personal experience in his discussion. Reflecting on his own induction and training, he asserted that his university education had only prepared him for the position in theory, and not in practice. According to Fleck, and also according to Daresh (2002) and Crawford and Cowie (2012), bridging the gap between academic knowledge and practical experience is more beneficial.

Cowie and Crawford (2009) examined the nature of the connections between headship preparation, leadership, and management by approaching a sample of new head teachers employed in Scotland and England. Cowie and Crawford's analysis questioned the conceptualisation of the position of head teacher, the nature of the objectives in preparatory programmes, the freedom available for action and development within the position, and the authority involved in developing and implementing development programmes. The authors further stated that other possible influences may require attention, as "communities of practice may also become inhibiting and if networks of new head teachers are to be encouraged or facilitated, care may need to be taken to ensure that new head teachers continue to be open to change and encouraged to question accepted notions and assumptions" (Cowie and Crawford, 2009, p. 5).

In-service training is capable of improving awareness and providing solutions in these areas in specific contexts such as that of Saudi Arabia. In this regard, both Cowie and Crawford (2009) and Walker and Qiam (2006) agree that more attention should be paid to the initial capacities of head teachers following preparation, ongoing developmental demands, and the nature of socialisation processes as they change (these are also ideal areas for further research).

Research has indicated that there are no known training methods that lead directly to head teachers in general receiving greater financial rewards and recognition; however, some studies have identified methods that might be effective in this regard in particular institutions and situations. Meanwhile, as Fleck (2008) points out, some head teachers may be more motivated by the prospect of greater recognition, while for others this may be the prospect of money, so it is impossible to generalise in this respect. However, it seems safe to assume that, since both these factors are clear incentives for improvement, both factors will motivate all head teachers to a greater or lesser extent.

The British parliament (2010) outlined areas which all institutions should take into account regarding the needs of both head teachers and educational institutions, and these areas serve as a template for developing nations to consider. Among these are the assertions that,

> The role of higher education should be evaluated in terms of providing mentoring for those teachers who undertake research. Specific financial incentives should be given…A national professional development strategy should provide a range of opportunities for teachers to work in developing countries and in projects which encourage knowledge, research and skills exchanges between schools and developing countries (Parliament of Great Britain, 2010, p. 101).

Naturally, the role of head teachers is crucial in these areas, and they themselves must become involved in preparatory and development programmes in order to increase overall potential for development. In line with the principles of CPD, head teachers should receive sufficient support from officials in order to strengthen power relations with teachers and supervisors. This is because headship skills are acquired and developed through this support and their relationship with supervisors. Power relationships are a core issue in terms of identifying relationships with colleagues and officials and the level of collaborative performance. Bernstein's notions were an attempt to identify how these relationships were classified and framed, and his theories are frequently used (Cause, 2010) in educational settings. The first Bernstein theory is known as 'code theory' (1975) and is used in educational research as a theoretical framework to explore a range of learning and teaching phenomena.

This study applies two of Bernstein's theories (1971; 2000) to examine the power relations that operate between head teachers and supervisors in terms of the support they receive. Bernstein's classification and framing concepts are applied in schools in order to identify the impact of these concepts on head teachers' perceptions of their role and their relationship with supervisors and ministry officials. Bernstein, (1971, cited in Cause, 2010) claims that *"the interactions, boundaries, timing, place, pacing, selection and organization of elements within these message systems greatly impact on the school environment"* (Cause, 2010, 6).

The concept of classification aims to identify the way power relations are constructed. Bernstein (1971) claimed that:

> When classification is strong, contents are well insulated from each other by strong boundaries. When classification is weak, there is reduced insulation between contents, for the boundaries between contents are weak or blurred. *Classification thus refers to the degree of boundary maintenance between contents* (p. 49).

Framing aims to identify how the power relationship behind communication and the level of autonomy between the head teacher and supervisors operates in terms of the level of support they receive from officials. Crawford (2014) agreed with Bernstein's claims by saying that "without the ability to span boundaries, leadership and management can be insular, unproductive and static" (p. 110). This is because unsuccessful boundaries might lead the school into difficulties and dilemmas, and then the heads might miss crucial issues inside or outside the school. The identification of the boundaries of the school's relationship with the community can be difficult because the relationships with these boundaries are multi-faceted and flexible (Crawford, 2012). The flat managerial structure (Alzaidi, 2008) identified in the Saudi context prevents heads from making strong and powerful relationships with officials and teachers due to a lack of suitable administrative staff in the country. Generally speaking, the processes and origins of power are necessarily identified in terms of inclusion and exclusion through 'ideological fog' (Freire, 1998) because oppressive practices force acceptance of the status quo. In order to overcome these oppressive practices, it is necessary to recognise how harmful practices operate, or what is typical in Saudi context, in terms of the coercion of the heads to comply with circulars without question. Ultimately, schools in the Saudi context are led in a manner which is not the same as in the UK, which will roll out school-led leadership in 2016 (NCTL, 2014). It

is therefore easier to carry out CPD in the UK because the organisational structure helps the head teacher to practise different leadership activities such as mentoring and coaching.

A United Kingdom government report (2010) identified a concern that "as one in four head teachers is due to retire over the next three years, it is vital that we secure a supply of head teachers for the future and give them the professional learning and support they need to succeed" (p. 26-27). Therefore, it is essential to retain school leaders by identifying their ongoing professional learning, support and development needs. There are several models that may be proposed that would fulfil all the above needs, for instance, mentoring, coaching models and action learning. These are discussed in detail below.

3.6.1   Mentoring As a Form of Leadership Development

Mentoring takes place at significant career events such as induction programmes (Lofthouse et al., 2010). Many scholars have investigated mentoring, the process of building rapport, and offering work-related advice (Ashburn et al., 1987) in relation to head teacher professional learning. Daresh and Playko (1994) suggest that newly recruited head teachers should be given mentors who are good at their job, insightful, inquisitive, open-minded, supportive, and motivating, and who are also good role models of self-evaluation, with a keen desire for knowledge.

Good mentors undertake development in order to hone their people skills and professional knowledge. Daresh and Playko's (1994) Singaporean study determined that the mentor and new head teacher should be able to choose who they are paired with, while Pocklington and Weindling's (1996) British study found that new head teachers should be guided towards a comprehension of the responsibility and duties involved in the role. In the latter study, the researchers reported challenges that experienced head teachers faced when they were newly-qualified, and the ways in which mentoring had assisted them through nurturing, the reaffirmation of successes, open dialogue, reflection and discussion.

In addition, Pocklington and Weindling (1996) found that mentoring also helps the mentors themselves, giving them the opportunity to discover alternative methods, reflect on their own methods, form connections with other head teachers, and go to their colleagues for assistance on any issues that may arise. It was concluded that structured mentoring is beneficial for bringing head teachers of all levels together. In the Saudi context particularly, this form is more often called 'supervising' than 'mentoring', because the role of the supervisor in Saudi Arabia has moved away from the inspection and monitoring of the head teachers and staff to that of supervision (Alzaidi, 2008). The educational supervisors have reached this stage without formal training, and it is their years of experience that is the most important factor in their appointment to a supervisory position. The issue of a lack of standards, ambiguity in appointing supervisors, and the absence of continuous professional development for supervisors have been raised because the financial rewards are linked to their years of experience, and not to their performance.

3.6.2   Coaching As a Form of Leadership Development

Another well-researched element of leadership development is coaching, which can work well when carried out internally. There is no doubt that coaching is positively a valuable and distinctive form of professional development as stated by Silver et al. (2009), because coaching is focused on applying a particular professional skill. Lofthouse et al. (2010) state that the link between teacher development and student performance acts as the main indicator for the development of coaching in schools. Four levels of practice coaching were developed here, including emerging coaching, and developing, refining and co-constructive collaborative coaching practice.

Goldsmith and Lyons (2005) propose that, "coaching is a behavioural approach of mutual benefit… it is a strategic process that adds value both to the people being coached and also to the bottom line of the organisation" (p. xx). Coaching is able to encourage good relations between colleagues as they work together to overcome challenges. Coaching differs from leadership development in that it changes the foundation of professional relationships, rather than simply changing the leader. Goldsmith and Lyons (2005) add that staff can, thus, learn to behave in accordance with their school's culture, while reflecting on their choices and perspectives.

One group of researchers reviewed previous leadership coaching studies and discovered that most coaching programmes culminate in self-assessment and feedback on how useful the coaching was (Ely et al., 2010). It is suggested that the coach, coaching company, educational establishment and trainee should work together to improve coaching assessments, uncover information and formulate long-term assessment strategies. However, Ely et al. (2010) also mention that assessment can be difficult owing to the ever-changing characteristics of coaching and leadership.

One of the barriers to applying this in schools is socio-cultural influence (Lofthouse and Leat, 2013). They state that, "*In fact it seems that many schools try coaching, and nearly as many let it fade. It seems that there is something odd about teacher peer coaching in schools in England and some signs that this may be a wider problem applying to other jurisdictions*" (p. 9). This requires two key components: one is provider organisations, such as the NCTL, and others mentioned earlier (see 3.5 on p. 31) in different contexts, and the other is the allocation of coaches. This, however, is neglected in the Saudi context in terms of particular institutions providing both coaching programmes and coaches. Lofthouse and Leat (2013) note the influence of social and cultural aspects in the application of cultural historical activity theory as a suitable analytical tool to understand the interaction of peer coaching within organisational cultures, particularly through emphasis on different motives or objects for professional learning. This does not occur in the Saudi context for the contextual and cultural reasons outlined earlier.

Another form of leadership development focuses on action learning, which refers to long-term learning and self-assessment, with peer-based encouragement, with an outcome of action (McGill & Beaty, 1995). This can be incorporated into head teacher development through the implementation of: a 3-6 month course; autonomy when completing work; on-the-job projects; monthly encouragement meetings between up to six participants; project and group work, with a focus on learning, and a supportive figure to assist the group.

In Saudi Arabia, the professional learning and development of head teachers does not include any focus on action learning forms, coaching or mentoring. In the next section, the components of effective development courses are investigated.

3.7   Successful Development Programmes

It has been suggested that the best development courses positively shape the path of employee behaviour and productivity in a school setting (Bedinham, 1998). Bullock (2013) summarised the characteristics of effective development programmes, which can influence behavioural change while simultaneously expanding learning capacities and performance. The features of this include the assessment of training needs followed by the identification of objectives and outcomes. A successful development programme will include relevant content which actively demonstrates to the trainees how to model specific skills. In addition, successful programmes will provide opportunities for practice and regular feedback during the training period. The post-training environment is also important because that is where employees are given opportunities to demonstrate the skills they have learned. On advanced development programmes, it is recommended that individual development objectives are designed to fulfil particular needs for certain people (Forde et al., 2013). Forde et al. (2013) identify the key components of successful development programmes involving areas such as coaching, school-based portfolio work, residential conferences and 360 degree feedback and assessment. These are individual programmes designed to meet specific support and development needs, something which is not included anywhere in the Saudi context in terms of coaching.

Successful programmes should endeavour to understand how to develop leadership capacity and undertake instructional improvement in specific contexts (Darling-Hammond et al. 2009). Ball and Cohen (1999, cited in Darling-Hammond et al., 2009) stated that effective professional learning programmes are characterised by a careful blend of coaching and support practice with a daily work routine that helps create a sound basis for practical action. Successful programmes therefore usually create a professional environment through which people learn to collaborate with each other and understand the link between coursework and field-based experiences. This link does not exist in the Saudi context, as presented in Chapter Six, as the situation is that lecturers who do not know what is going in the daily life of schools. Darling-Hammond et al. (2009) stated that the key features of an effective development programme should be in place prior to the programme beginning. This was expressed

in terms of the initial selection and recruitment for heads that need certain skills being fulfilled by utilising a menu of the skills that are required. In addition, successful programmes should focus on instructional improvement and transformational leadership which, in turn, guides high-quality coursework and fieldwork. Unfortunately, in the Saudi context, the opportunity to practise new skills and ideas in a school setting occurs just once a week and only for the duration of that training period. It is clear that Saudi head teacher professional learning not only lacks chances for feedback, it also suffers from a lack of post-course development opportunities.

When designing and conducting effective development courses, the identification of the requirements of schools and participants, and the setting of appropriate goals, curricula, and timetables are vital. A suitable venue, materials, and trainers to facilitate and assess the training course are important to its success (Kirkpatrick, 2005). Figure 5 below outlines a model for formulating training programmes (Buckley & Caple, 2009), which emphasises the importance of appraising the training programme's capabilities.
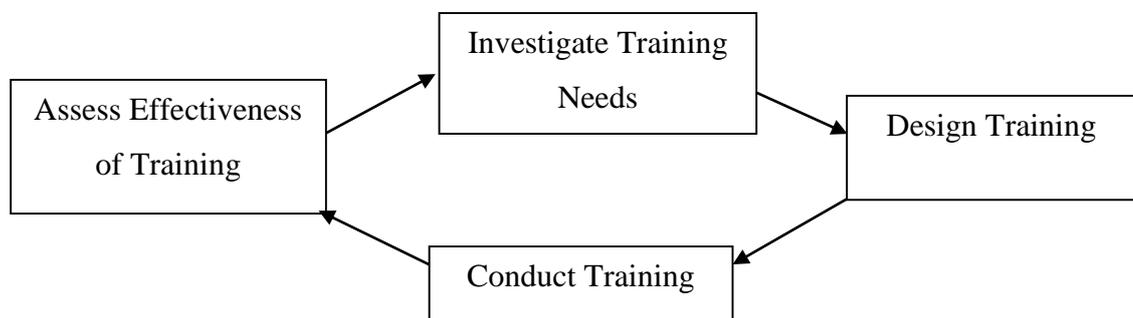
Figure 5 Buckley and Caple's (2009) basic model of a systematic approach to training

This study aims to identify the head teachers' perceptions regarding their professional learning, development and support needs. An ambiguity of in the identification of development and support needs might lead to the inappropriate implementation of the proposed model. To avoid this, Coolidge (2006) suggests a number of methods to identify the development needs, such as job and task analysis, interviews, surveys, appraisals, skill matrices and development centres.

When head teachers attend development programmes, these programmes should be constantly revised to ensure that they continue to be effective in the design of an

appropriate development programme. The purposes of the training and the nature of the audience must also be considered to design and develop the best training using appropriate methods and techniques to engage the audience and achieve the aims (Nickols, 2003).

There is a basic model called the Kirkpatrick model, which was established in 1994 and which is divided into four sections: reaction, learning, behaviour and result. This model was also deemed to be relevant to this study since it focuses on trainees (school head teachers) as individuals and also on the environment resulting from the trainees' performance (schools). There is also a value guide, created by Rae (2002), to identify the head teachers' perceptions of the training they have received. The figure below illustrates the four sections of the Kirkpatrick model:

Figure 6 Kirkpatrick's model (1994)

A mixed approach was thus deemed to be best suited to the objectives of the study, and therefore a combination of the Kirkpatrick model and Rae's Guide was adopted for use in this research in order to identify their views with regard to the development programme.

Overall, the aim of this study was to re-vision the professional development of head teachers in Jeddah. The training programme within a university context was taken as a starting point for determining the extent to which this type of activity is valuable for head teachers and how much it contributes to their professional development. Several studies that have focused on identifying development and support needs in the Saudi and worldwide contexts will now be presented.

3.8 Previous Research Conducted on Head Teachers' Professional Learning, Development and Support Needs

The issue of development and support needs has been scrutinised by many researchers all over the world. For the purposes of this research, a number of studies conducted in Saudi Arabia which focus on the development and support needs of school head teachers were identified. These are reviewed in the following section. This is followed by a discussion of several studies from other parts of the world, in particular those conducted in Western countries, where considerably more research has been undertaken on the topic of professional development needs than in developing countries.

3.8.1 Saudi Studies

The results of eight studies conducted in Saudi Arabia were systematically reviewed; these studies span three decades, beginning with Abdulwahhab's 1981 study, up until the present. The following table summarises the development needs identified, the methodology employed and the focus of each study:

No.	Author	Date	Development needs found	Methodology	Focus
1	Abdulwahhab	1981	Decision-making skills	Quantitative research (questionnaire)	Directors of Saudi government establishments, including school head teachers
2	Almanee	1988	Overcoming administrative difficulties such as a lack of supervision and a follow-up of teachers' performances; a high transfer rate of teachers from one school to another; the large number of students in the classroom; parents not contacting the school to ask about their	Quantitative research (questionnaire)	80 primary school head teachers

			children's performance or problems		
3	AlFawzan	1989	Planning, organisation, supervision and communication	Quantitative research (questionnaire)	Male and female head teachers in Riyadh. The sample consisted of 154 male and female head teachers
4	Alshareef	1989	Knowledge of the objectives of the educational process; good planning methods; analysis of school problems; understanding the regulations	Quantitative research (questionnaire)	Identify the managerial competencies required by male head teachers of middle and secondary schools Medina city
5	Mosa	1990	Planning, school management and staff development; relations between manager and staff	Quantitative research (questionnaire)	Male head teachers in middle and secondary schools in Saudi Arabia
6	Al-Sahlawi	2001	1) Decision-making skills; 2) Knowing how to assess teachers and other school staff; 3) Being aware of the rules and regulations governing public education	Quantitative research (questionnaire)	67 elementary school head teachers in Al-hasa
7	Alajaj	2001	Information technology and curricula development	Quantitative research (questionnaire)	71 head teachers of public schools in Alqurayat Governorate

| 8 | Alssharari | 2010 | 1) Information technology communication. 2) Administrative requirements. 3) Staff development. 4) Student affairs. | Mixed methods research. 470 head teachers, and interviews with 18 male and female head teachers. | Determine the most important development needs of head teachers in Aljouf province and Alqurayat governorate. |

Table 2 Studies focused on identifying development needs in Saudi Arabia

Several themes emerged, as shown in the figure below, which were common to many of the studies conducted in Saudi Arabia. The eight studies identified above have been divided into four groups according to the key themes in each; these themes are as follows: administrative difficulties; decision making; management requirements; educational technology and curricula development. These themes are illustrated in Figure 7 below.
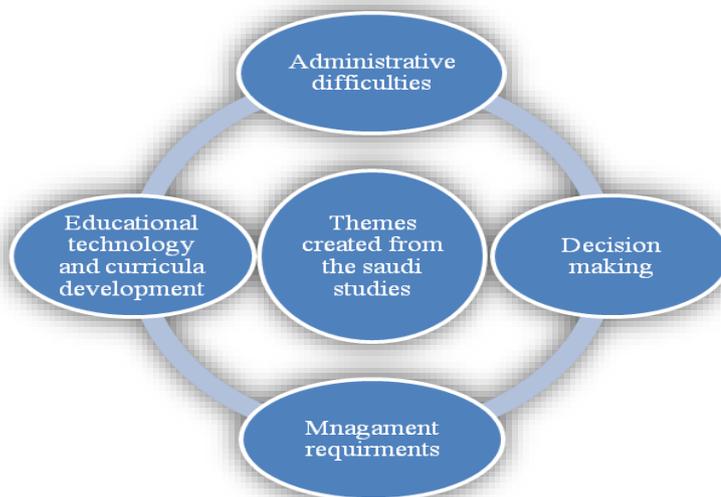
Figure 7 Themes created from the Saudi

The main common theme between the studies listed above is that they were all quantitatively driven, with the exception of the study by Alsharari (2010), who used qualitative research as well to obtain deeper answers to his research questions. These studies were conducted without underlying concepts or philosophical assumptions.

This may be because they were conducted a long time ago, or because an epistemological basis for the research was not established. Moreover, despite the fact that Alsharari's study (2010) is relatively recent and suggests the most important professional learning, development and support needs in the Saudi context, the main criticism of his research is that it is a comparative study of the development needs of male and female head teachers. Therefore, his study is an investigative study, and he does not attempt to establish a link with the outcomes of a particular development programme, nor does he focus on designing a contemporary developmental programme for the headship position based on the development needs identified. Hence, the present study represents a continuation of Alsharari's contribution to the field.

In the next few sections, a number of studies conducted worldwide will be presented.

3.8.2 Other Studies Conducted Worldwide

The following studies conducted outside the Saudi context were identified as offering information relevant to this study. The findings of the majority of these were that the most important development requirements for head teachers were in the areas of knowledge of law and regulations; planning of education; management requirements; learning and curriculum; leadership, and staff assessment and development.

No.	Author	Date	Context	development needs found	Methodology	Focus
1	Park	1977	Arizona, USA	Planning of education; the ability to make decisions and develop human relations; the identification of ways and methods of evaluating programmes	Quantitative research (questionnaire)	26 school managers in elementary schools
2	Johnson and Snyder	1980	Texas, USA	They need training in creative problem solving; planning-for-planning; staff development; long-term planning, and personal awareness	Quantitative research (questionnaire)	The aim was to identify the managerial personnel's priorities for training in management

						skills for 195 workers
3	Singh	1992	Brunei, Darussala-m	Staff assessment and staff development, school leadership, evaluation, planning, supervision, discipline and integration and innovation	Quantitative research (questionnaire)	Sixteen secondary school head teachers
4	Pfau	1996	Uganda	(1) general management; (2) personnel management; (3) staff development	Quantitative research (questionnaire)	47 head teachers from primary schools
5	Obanyi	2006	Kenya	Pre-service in management prior to appointment and focus on financial management	Survey research.	Primary head teachers in Kuria
6	Woods et al.	2007	Scotland	Dispersing leadership: coaching and building leadership capacity; management skills concerning underachieving staff, and time for reflection	Mixed methods research consisting of: 1) Online survey. 2) Interviews with both head teachers and coordinators. 3) Consultation to seek feedback.	Identify how well the current provision of continuing professional development (CPD) is meeting the needs of head teachers
7	Woods et al.	2009	Scotland	1) Developing leadership skills 2) Integrating and applying reflective processes 3) Motivating staff	Mixed methods research consisting of: 1) Online survey. 2) Interviews with both head	This study reports the findings of a study of head teachers' views and perceptions of continuing

					teachers and coordinators. 3) Consultation to seek feedback	professional development (CPD) provision and priorities carried out in 2007
8	Nyangeri et al.	2011	Kenya	Motivation, communication, financial management, planning, coordination, staff development, curriculum and evaluation	Survey research design	Primary school head teachers

Table 3 Studies focused on identifying development needs worldwide

From the two tables above, it is apparent that there are some similarities and differences between the contexts that result from the differences in political, historical and cultural backgrounds, as mentioned by Brundrett and Crawford (2008). It was thought that the domains used for identifying the professional learning, development and support needs in the study conducted by Alsharari (2010) in the Saudi context might be useful in this study, since he covers the majority of the areas of professional development needs mentioned in previous studies in both the Saudi and worldwide contexts. However, Alsharari's study neglected to use needs assessment as a tool for the theoretical framework, as used by Nyangeri et al. (2011) in Kenya. Therefore, it was decided that the latter method of identifying head teachers' development needs could be applied in this study in terms of the nature of the method used for needs assessment.

The conceptual framework used in Kenya by Nyangeri et al. (2011) was based on the needs assessment process. Needs assessment can identify the gaps between the current outcomes and the desired results, place these gaps in order of priority, and focus on those gaps/needs that have been given the highest priority for action, usually through the implementation of a new or existing programme or management process, or to determine the validity of behavioural objectives. (English & Kaufman, 1975).

3.9 Conceptual Framework

This chapter has presented a systematic outline of the relevant literature on leadership and school leadership, the characteristics of effective school leaders, leadership development and learning, successful and effective development programmes. The review of the literature on leadership and management suggests that professional learning and development programmes may be considered an integral element of head teacher education. It can enable head teachers to communicate with each other, and share their knowledge, activities and values with each other (Day, 2001). Effective professional development programmes could lead to the acquisition of job-related attitudes, skills, and knowledge for effective leadership. Planned experiences as an element of training can add to the effective learning and development of leaders, provided that what is learned in the training is relevant to the intended user afterwards.

A mixed methods approach was used, combining key elements from some of the reviewed and relevant models so as to fit the intended purpose of this study. The main models used are presented in Table 4 below.

Model	Purpose
Kirkpatrick's model	Determine the usefulness of the training programme (reaction, learning, behaviour and result)
Rae's guide	Identify the participants' reaction to the programme

Table 4 Studies focused on identifying development needs worldwide

As this study focused on identifying the head teachers' perceptions regarding their professional learning, development and support needs, and identifying the forms of professional development and support, this study includes social values and cultural aspects. Recent leadership studies have focused on values and culture in leadership (Hallinger & Leithwood, 1996; Day, 2001; Crawford, 2014); therefore, theoretical and conceptual models in educational leadership are shaped by the cultural context from

which they are derived (Akkary, 2014; Dimmock & Walker, 2000; Hallinger & Leithwood, 1996). This is because leadership is based on a particular culture and "building on your knowledge of personal values and shared values means that you are more able to understand both the culture of the locality and the culture of the organisation" (Crawford, 2014, p. 24). This knowledge comes from the personal frameworks that we use to understand the leadership process, and this knowledge helps personal leadership development (Simkins, 2005, cited in Crawford, 2014).

However, this culture also provides the norms for daily interaction between the head teachers and then framing the work to make sense of what is happening (Sergiovanni, 2003). The socio-cultural model of Hallinger and Leithwood (1996) also provided the overarching framework for the study because school leaders originally came from the community and, therefore, there is an influence from the community, head teachers' belief and experience, and context on leaders' roles. Figure 8 below explains this.
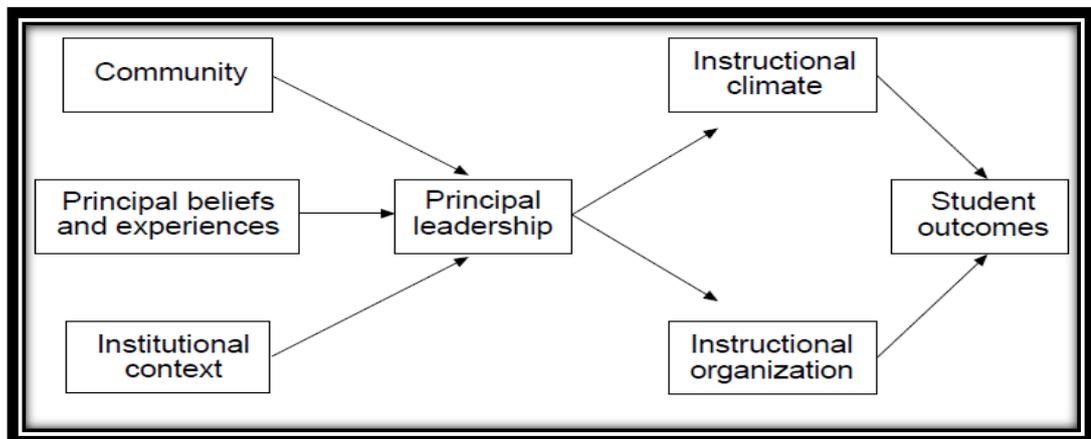
Figure 8 Instructional Leadership model adapted from Bossert et al. (1982), cited in Hallinger & Leithwood, (1996)

Bernstein's theories framing and classification (1971; 2000) can also be used in this study because the school and head teachers in the Saudi context are framed in their setting. The figure below will articulate this.
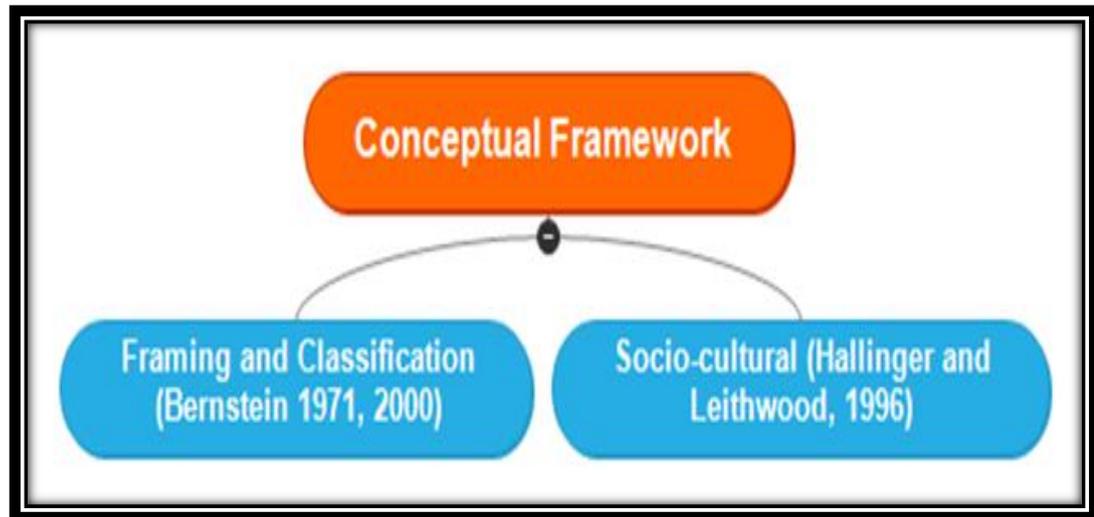
Figure 9 Conceptual Framework

The following chapter will discuss the research methods used to address the research questions.

CHAPTER 4: METHODOLOGICAL FRAMEWORK

4.1 Introduction

The main objective of this chapter is to provide a rationale for the selection of the research tools used in this study and to present the philosophical framework that was adopted to examine the extent to which the training have received within a university context fulfilled the head teachers' development and support needs. The aims of this study and the research questions are as follows:

The aims:

- Identifying the head teachers' perceptions of their professional learning, support and development needs.

- Making a theoretical contribution to the field by identifying the positive influences that culture, values and context have on promoting the development of head teachers and the ways in which culture also acts as an obstacle, hindering the development process.

- Re-visioning a new leadership professional learning, development and support model that may be useful for the review of head teacher development needs in other contexts.

The main research question:

What are the perceptions of male school head teachers in the city of Jeddah about their professional learning, development and support needs?

This main question was answered through the following sub-questions:

1. To what extent have the head teachers' experienced training that:
   A. Is compatible with new global trends in head teachers' development?
   B. Meets head teachers' development needs, from their perspective?

2. What forms of professional learning, development and support for head teachers may be proposed, based on the head teachers' perceptions regarding the training they have received, and taking into account global trends in head teachers' development programmes?

The use of tools such as questionnaires and semi-structured interviews were also extremely useful in identifying the perceptions of team leaders with regard to secondary school needs (Thorpe and Bennett-Powell, 2014). However, identifying the influence and the interaction with culture and social values with head teachers' role is important (Akkary, 2014), and interviews are highly required to identify this influence. The selection of research methods for this study was developed by the Kirkpatrick model (1994), and Rae's guide (2002). This resulted in the selection of the appropriate research methodology based on the four levels: reactions, learning, behaviour and results. Additionally, Rae's guide (2002) also offered another perspective, which helped to identify the head teachers' perceptions of the training they have received

It will be useful first to define how research and methodology are interpreted and understood in this study. Groman and Clayton (2005) defined research as follows:

> An inquiry process that has clearly defined parameters and
> has as its aim the discovery or creation of knowledge, or
> theory building; teasing, confirmation, revision, refutation
> of knowledge and theory; and/or investigation of problems
> for local decision making (p. 2).

Methodology, on the other hand, is what determines the research framework that will be used in practice. According to Wellington (2000), methodology is the "activity or business of choosing, reflecting upon, evaluating and justifying the methods you use" (p.22). The term 'methodology' as used in the social sciences refers to the principles on which the implementation of a study is based. Therefore, it can be considered as a framework for all the stages that form part of any particular study. The design of the research is also crucial in determining which methodology should be applied. The methodology is therefore selected on the basis of its suitability in helping to answer particular research questions.

As mentioned earlier, identifying perceptions of head teachers' support and development needs is only part of the study and the aim was to explore the possibility of designing a new model for development that employs appropriate learning methods to develop head teachers' skills, such as networking and observing each other. The new developmental model will be designed based on head teachers' professional

learning, development and support needs as identified in this research, and based on the new global trends in development programmes for school head teachers.

In this chapter, the research methods commonly employed in social sciences, namely, qualitative, quantitative and mixed methods, will first be discussed. I shall then describe my own research design, including the philosophical approach I adopted. This approach will be explained by identifying the ontological and epistemological standpoints assumed. The research strategy will be clarified, and the sampling procedures and participants of the study will be described. The processes of data collection will be explained, and the way in which triangulation was employed as a research process in this study will be illustrated. There is then a discussion of issues of validity and reliability, and confidentiality and ethics, and finally the procedures of data analysis used for this study will be explained.

4.2   Research Methods

There are currently three major research paradigms in educational leadership and management, (Hibberts & Jonson, 2012; Johnson et al., 2007). These are qualitative, quantitative and mixed methods. Johnson et al. (2007) proposed a modern classification for research methods, identifying subtypes of mixed methods, as presented in the figure below:
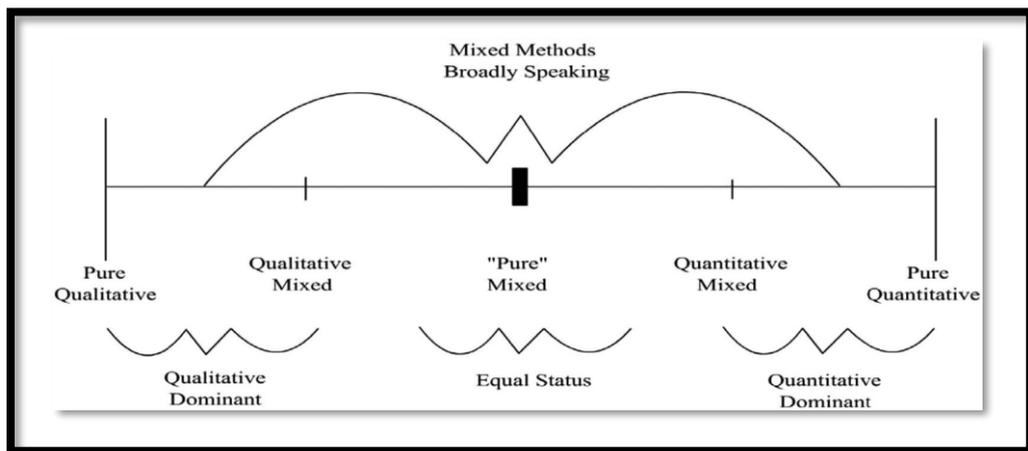
Figure 10 Three main research paradigms, including subtypes of mixed methods (adopted from Johnson et al., 2007, p. 124)

Mason (2002) argued that the inclusion of a minor element of quantitative methodology does not necessarily turn a study into a piece of mixed methods research, and the author encouraged researchers to turn away from the accepted necessity for findings to have generalizability. Johnson et al. (2007), however, state that it is important to include quantitative data in qualitative research. In this study, it was necessary to identify the head teachers' perceptions they have received, and it was thus deemed appropriate to include a quantitative element in the methodology. This research may therefore be appropriately described as a piece of qualitative-dominant mixed methods research.

Both the quantitative and the qualitative paradigm have received wide-ranging criticism. Whether the researcher chooses a quantitative or a qualitative paradigm depends on the research question to be answered (Bryman, 1999). Therefore, the decision as to which one to choose depends mainly on the philosophical assumptions which underpin the aims of the study.

4.2.1   Quantitative Research

Quantitative research relies on the collection of numerical data. Creswell (2003) defined quantitative research as research "in which the investigator primarily uses post-positivist claims for developing knowledge" (p.18). Sale (2002) characterised quantitative research as being numerical in nature and based on positivism; the empirical data are the main feature of the paradigm. In addition, quantitative research is concerned with existing variables and their measurement.

The nature of quantitative research is therefore positivistic, and it is applied in naturalistic settings by examining a phenomenon scientifically, isolating it from its context. In the social sciences, any type of quantitative research, whatever its assumptions, can be employed in researching human phenomena by using standardised measurements and examining relationships between dependent and independent variables.

According to Creswell (2003), quantitative research can be divided into two main types: experiment and survey. The latter is relevant to this study since the qualitative

approach was combined with the survey method, which is a quantitative instrument. The aim of conducting a survey by using a questionnaire to collect data was first to explore the professional learning, development and support needs and secondly to identify the level of fulfilment derived from the training programme offered within a university context.

4.2.1.1 Critique of Quantitative research

Hibberts and Johnson (2012, cited in Briggs et al., 2012) point out the strengths of quantitative research. The strengths are that:

- Researchers can validate and test theories
- Results can be generalised, especially when using a random sample
- Quantitative results are more credible
- Standardised measures of a relationship can be produced such as statistical significance
- They can be conducted and analysed quickly.

However, the main criticism of quantitative research is that it does not provide a deep understanding of the phenomenon under study and may not apply to particular local contexts or to particular individuals and circumstances. It might overlook some important phenomena and the presentation of findings may be too general (Johnson & Onwuegbuzie, 2004) and may fail to reflect the whole picture of the phenomenon. These limitations have been overcome in this study by combining the quantitative approach with a qualitative approach. Details of this will be discussed later in this chapter.

4.2.2 Qualitative Research

Qualitative studies deal with information that is not numeric in nature. Groman and Clayton (2005) define qualitative research as:

> A process of enquiry that draws data from the context in which events occur, in an attempt to describe these occurrences, as a means of determining the process in which events are embedded and the perspective of those participating in the event, using

induction to derive possible explanations based on observed phenomena (p.3).

Qualitative research is formed by the nature of the inquiry and its assumptions, which rely on interpretativism and constructivism. Qualitative research focuses on human experiences and interactions within a particular context, and how people cooperate (Creswell, 2003). The primary instrument used for data collection is fieldwork, and it is primarily descriptive in nature, with the research process being inductive. Participants in qualitative research are permitted and even encouraged to express opinions and emotions. In this study, the head teachers expressed their feelings and voiced their opinions about the extent to which the existing development programme had helped them to develop professionally. In this paradigm, the human element gives a deeper understanding of the phenomena, despite the subjectivity that influences the research process.

Johnson and Christensen (2004) identified four main different qualitative research approaches. These are phenomenology, ethnography, case study and grounded theory. This study may be classified as a qualitative-dominant, mixed methods research study in which a case study approach was adopted; this was supplemented, however, by a quantitative instrument, i.e., a small, semi-structured questionnaire survey. There is currently a pressing need for case study research into issues of educational leadership and management because of the intense political scrutiny to which educational leaders are subjected, and because the findings from case study research can make a contribution to the world of educational leadership which survey data cannot (Bassey, 2012, cited in Briggs et al., 2012).

The case study approach was deemed to be the most suitable approach for use in this research. Robson (2002) defines the case study as "a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon". The case study approach helped me to find answers to the research questions, and enabled head teachers to make judgments about the programme within a university context, so that we might recognise the extent to which the head teachers' needs had been fulfilled, and identify their needs in the area of professional development.

4.2.2.1   Critique of Qualitative research

Hibberts and Johnson (2012, cited in Briggs et al., 2012) point out the strengths and weaknesses of qualitative research. They list the strengths as follows:

- Data preserve the meaning and language used by participants
- It allows for an in-depth study of selected cases and a description of complex phenomena in a local context
- Allows for cross-case comparisons.
- It can identify contextual and situational factors
- Qualitative research is especially useful in providing detailed information about particular groups' beliefs and perspectives.

However, there are a number of weaknesses, as follows:

- Data collection and analysis is time-consuming
- It is difficult to generalise results to different situations and contexts
- Qualitative results are more prone to researcher errors and biases than quantitative data analysis
- Testing theories and hypotheses can be difficult (Hibberts and Johnson, 2012, cited in Briggs et al., 2012).

Through the qualitative approach in this study, I was able to identify the factors which hindered head teachers' development in the Saudi context. The qualitative aspect of the research was particularly useful in this case because it is in the nature of Saudi people to speak more than they write; therefore, any verbal answers they give are more reliable. The drawbacks encountered in this research included that it took almost six months to conduct, transcribe and analyse the interviews. Although the process was extremely time-consuming, it was worthwhile because the results obtained from the qualitative research were valuable and meaningful.

Bazeley (2004) addressed the difference in terms of the type of data gathered using the different qualitative and quantitative methods, noting that qualitative methods require textual data, while quantitative data take a numeric form. The approaches, as Bazeley explains, also differ in analysis, with the former requiring inductive and the latter deductive reasoning in order to arrive at a conclusion. How a researcher goes

about investigating a problem will likewise differ based on the model selected, with exploratory and confirmatory methods being the basic methods for qualitative and quantitative approaches, respectively. The modes of analysis differ just as much as the approaches and methods, with either interpretive or statistical tools being employed. Finally, in explaining the data either variance theory or process theory is employed, depending on the model (Bazeley, 2004).

The rationale behind each of these differences in qualitative or quantitative approaches lies in the philosophy on which the methods are based. While a quantitative approach stems from positivism, qualitative study is based on interpretivism, and there is a basic theoretical difference between the two philosophies. The philosophies are so different that some would call them opposed, and researchers in the social sciences have engaged in great debates, called the 'paradigm wars', where one or the other method has been advanced as clearly superior. The positive and negative aspects of each method were so compelling, however, that researchers who could not choose one over the other developed a method that has been termed 'mixed methods' (Johnson & Onwuegbuzie, 2004).

The mixed methods approach makes the most of both philosophies, and researchers can use one method to compensate for some of the limitations inherent in the other. Rather than having to choose one method over another, then, the mixed method allows researchers to customise their approach with the aim of obtaining the most representative results possible using various mixes of the two approaches. Of course, not all researchers agree that the mixed method offers the best of both worlds. Bryman (2006a) has said that the integrated approach produces scattered, un-harmonious results, since results obtained using opposing philosophies cannot be congruent. He questions the combination of the various assumptions on which each approach is founded, and calls for further research into the problem.

Addressing the concerns over the merging of philosophies, Creswell et al. (2004) proposed a new paradigm that might solve the problem, and called it pragmatism. Pragmatics suggests that neither quantitative nor qualitative systems alone are able to develop a rounded or near-complete picture of a phenomenon. Hibberts and Johnson (2012, cited in Briggs et al., 2012) claim that pragmatism is a popular philosophy

adopted by mixed methods researchers who should mix research components in ways that they believe will work for their research questions and problems. Moreover, pragmatists posit that qualitative and quantitative approaches fail and succeed in complementary ways, and suggest a new logic of approach that recognises the limits of the earlier methods, thus putting an end to the paradigm wars. The pragmatic approach allows not only for the collection of hard data to back up epistemological justifications, but also gives room for provisional findings that address and answer research questions (Johnson et al. 2007).

4.2.3   Mixed Methods

Mixed methods research is still a relatively young methodological paradigm in social science and educational research. The term, 'mixed methods', refers to the use of qualitative and quantitative data in a single research study. Johnson et al. (2007) gave a recent definition of mixed methods research:

> Mixed methods research is an intellectual and practical synthesis based on qualitative and quantitative research; it is the third methodological or research paradigm (along with qualitative and quantitative research). It recognises the importance of traditional quantitative and qualitative research but also offers a powerful third paradigm choice that often will provide the most informative, complete, balanced, and useful research results (p.129).

Mixed methods systematically combine aspects of qualitative and quantitative research in a way that produces an overall design with complementary strengths (broadly viewed) and non-overlapping weaknesses. In addition, mixed methods researchers often adhere to the philosophy of pragmatism, which suggests that they use the combinations of methods or research approaches that work best in addressing the research questions (see Hibberts & Johnson, 2012, cited in Briggs et al., 2012).

There are, however, challenges associated with adopting a mixed methods approach. One such challenge is the difficulty of determining at which stage interpretation should take place, given the lack of practical guides as to how to accomplish a genuine integration of the findings derived from both methods. Despite the numerous advantages associated with the mixed methods approach, there should be sufficient

justification put forward whenever it is adopted. Details of the justifications for using mixed methods research will be presented in the following sections, in which the stages of the mixed methods research process are described.

4.2.3.1 Stages of the Mixed Methods Research Process

Hibberts and Johnson (2012, cited in Briggs et al., 2012) summarised the mixed methods research process as including the following eight steps:

- Determine whether a mixed design is appropriate
- Determine the rationale or justification for using a mixed design
- Construct mixed research design and mixed sampling design
- Collect the data
- Analyse the data
- Continually validate the data
- Continually interpret the data
- Write the research report.

The above steps were considered in this study. I believed that the research problem and research questions would not have been answered using a single approach: some research questions demanded a qualitative approach, while others lent themselves to a quantitative investigation. In addition, the mixed methods approach involving the use of tools such as questionnaires and semi-structured interviews is extremely useful in identifying the perceptions of team leaders with regard to secondary school needs (Thorpe & Bennett-Powell, 2014). The purpose of using a mixed design was to enable me to interpret the findings obtained from the quantitative data. This reflects the interpretivist paradigm adopted in this study.

Hibberts and Johnson (2012, cited in Briggs et al., 2012) state that mixed methods researchers often move back and forth between the eight research stages during the research process, and this is something that happened systematically in this study during the data analysis, interpretations, data validation and report writing. I used a quantitative approach (questionnaire) for the initial data collection, and the results of

the analysis of the data obtained from this instrument were taken into account when I was designing the qualitative instrument (semi-structured interview).

4.2.3.2 Types of Mixed Methods Research Design

Hibberts and Johnson (2012, cited in Briggs et al., 2012) categorise mixed methods research design according to two dimensions: time orientation and paradigm emphasis. Time orientation refers to whether the researcher uses the methods incorporated from the quantitative and qualitative paradigms sequentially or concurrently. Paradigm emphasis refers to whether the mix of qualitative and quantitative approaches is equal, or whether one or other of the approaches is dominant. The details of my own research design will be addressed later in this chapter. The table below explains mixed methods design.

		Time Order Decision	
		Concurrent	Sequential
Paradigm Emphasis Decision	Equal Status	QUAL + QUAN	QUAL $\longrightarrow$ QUAN QUAN $\longrightarrow$ QUAL
	Dominant status	QUAL + quan + QUAN + qual	QUAL $\longrightarrow$ quan qual $\longrightarrow$ QUAN QUAN $\longrightarrow$ qual Quan $\longrightarrow$ QUAL

Table 5 Mixed methods design matrix

adopted from Hibberts & Johnson, 2012, cited in Briggs et al., 2012

The pros and cons were taken into consideration in terms of the productivity level which I expected to obtain from using the mixed methods approach, the difficulties that might challenge me in terms of data collection using both approaches, and the amount of time it would take to conduct the analysis.

4.3   Research Design

Designing the research is a significant stage for researchers, since the research process, the choice of a specific methodology, the data collection procedure and the analysis are all shaped by this research design. There are three main components of research design, as mentioned by Hanson et al. (2005): the objective of the research, the research questions and the type of data collection. The objective of the study was important in determining the research design as it not only provided the actual direction for the research but also determined the logic of the investigation.

The second important dimension of research design is the research questions, the importance of which increases when using mixed methods, as in this study. The research questions shape the research design, the type of data collection instruments chosen and the data analysis technique employed (Onwuegbuzie & Leech, 2006). The research questions are the cornerstone of any research.

On reflection, the main question (see 1.3.1 on p. 3) could be considered as more qualitative in nature, embedded in interpretivism, while the sub-questions have a mixed quantitative and qualitative nature. The appropriate method for answering these questions was therefore the mixed methods approach. In addition, the sequence of these questions reflects the notion of mixed methods, which in turn is relevant to the suggestions put forward by Hibberts and Johnson (2012, cited in Briggs et al., 2012) for the sequential order of the research process, as shown in the Table 4.1 above.

Onwuegbuzie and Leech (2006) propose a different order, which in this study would have meant starting with the quantitative sub-question 1.B, followed by the qualitative questions 1.A and 2, in that order. However, in some of the sub-questions presented above the qualitative and quantitative aspects overlapped. Therefore, the research design for this study may be called a qualitative-dominant sequential design
 (quan ⟶ QUAL).

In this study, taking into account the research purpose and research questions, the sequential explanatory approach, illustrated in the above table, was selected. Indeed, the uniqueness of the study lies in its application of this type of mixed methods

approach, since previous studies in the Saudi Arabian context have tended to ignore the head teachers' perspectives and views, relying solely on a quantitative paradigm, utilising questionnaires.

The sequential explanatory strategy was therefore deemed to be the mixed methods approach most appropriate for answering the research questions developed for this study, and taking into account the more qualitative nature of the case. With regard to order, the data collection was initiated by administering a semi-structured questionnaire to obtain the quantitative data; this was followed by the conducting of semi-structured interviews. As Creswell (2003) points out, dividing the data collection into two stages makes implementation easier, and is useful for expanding the qualitative findings.

The methodological approach adopted for this research can be summarised as follows:
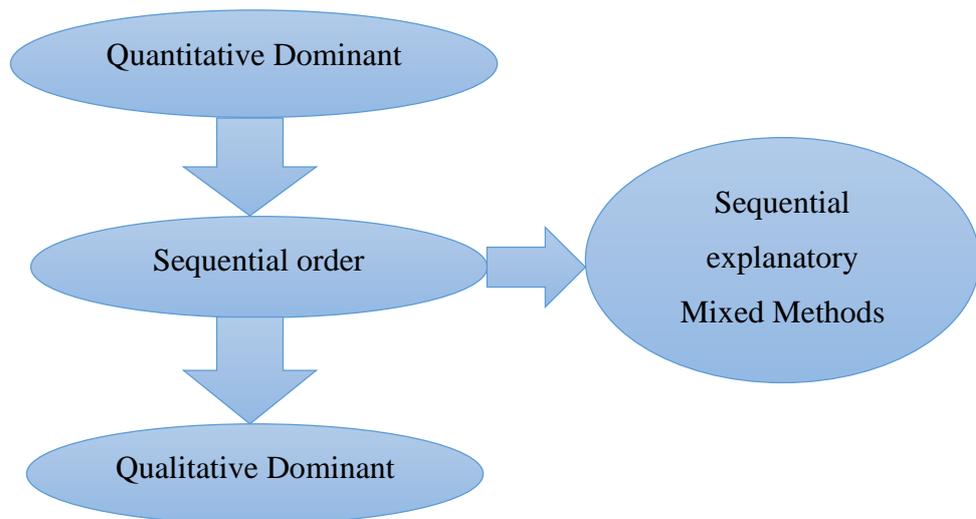
Figure 11 Methodological approach

The third dimension of research design is the data collection instrument. The main research question of this study involved the identification of the perceptions of school head teachers about their professional learning, development and support needs. This required school head teachers to voice their opinions about the value of the training they have recieved, identify the forms of professional development and support, and make a theoretical contribution by re-visioning a new leadership development model. Hence, the most appropriate instrument was Kirkpatrick's (1994) model questionnaire,

(see 3.9 on p. 50-51), which includes the levels of reactions, learning, behaviour and results. In this study, some of these levels were examined through the questionnaire and some through the interviews, with some overlap occurring. Open-ended questions in both data tools were needed to explore the strengths and weaknesses of the training programme they have received.

Both the data collection procedure and the order of data collection were determined by the type of mixed methods approach adopted for this research. In this study, firstly, the quantitative data were collected by means of the questionnaire after it had been piloted; semi-structured interviews were then conducted in order to collect qualitative data. The above order of data collection was based on the sequential explanatory type of mixed methods approach.

In mixed methods research, the data analysis plays a crucial role in terms of integrating the data in such a way as to enable me to answer the research questions. In this study, the data analysis was conducted separately, starting with the analysis of the quantitative data, which informed the design of the qualitative data collection instrument.

Scott's four level research design (2012, cited by Briggs et al., 2012) is particularly appropriate for use in the field of educational leadership and management. It is illustrated in the figure below.
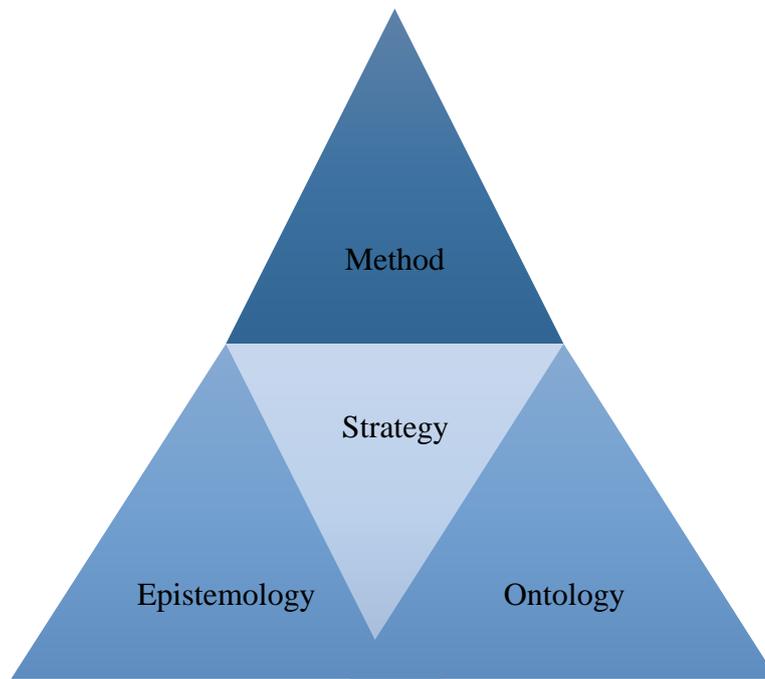
Figure 12 Four levels of research design devised by Scott (2012)

Each of the levels shown in the above figure is temporally and logically dependent on the level from which it emerges. These levels are linked horizontally in the design of any research. The basic levels (ontology and epistemology) are linked, overlapping and interchangeable. Thus, the choice of a particular methodology to answer the research questions will be successful if the researcher has a clear ontology and epistemology. The clarity of these two levels will lead to the identification of an appropriate strategy, which will in turn reflect on the methodology.

4.3.1 The Philosophical Standpoint (Ontology and Epistemology): Scott's First Two Levels

This study used Kirkpatrick model and Rae's guide in order to identify the head teachers' perceptions of the training they have received, and identify their professional learning, development and support needs. It was expected that this qualitative subjective or interpretive inquiry would produce rich data on the experiences of the respondents and their perceptions of the value of the training in which they had engaged, leading to a deeper understanding of key issues and themes. However, since the sample used in this study was relatively small, it was possible to adopt a mixed methods approach. Thus, a short questionnaire was administered firstly to all the

school head teachers working in Jeddah city who had attended the programme in order to find out what their opinions and perceptions were regarding the extent to which the programme had fulfilled their development and support needs.

It was necessary for me to address the questions of ontology and epistemology. These are philosophical issues which are essential to the research process, for they constitute what researchers "silently think" about research (Scott & Usher, 1999). Therefore, the following explanation of my ontological and epistemological position will clarify my philosophical approach in this research.

Ontological assumptions are concerned with the soul of realities, both those which are external to individuals or the realities produced by individual awareness (Cohen et al., 2007). Mason (2002) claimed that the best way to establish an ontological position and to work out its implications for the research is by deciding which of the two alternative views of reality to assume. The two contrasting positions are the realist position, which holds that reality is external to the individual, and the nominalist position, which asserts reality as being of the individual's own making (Cohen et al., 2007).

For this research, I was interested in the reality identified and understood by the participants (head teachers) against the background of their social, cultural and educational experiences. This was particularly important because the individuals in this study were being asked to give their personal accounts of the capability of the training programme which they undertook to develop their abilities and give them what they need to meet the challenges of the 21st century. In this research, therefore, I adopted a subjectivist approach and my ontological position was nominalist in nature.

In order to study the nature of this 'reality', which was derived from the 'multiple realities' of those being researched, I would have to ask an epistemological question about what might represent knowledge or evidence of this 'reality'. The epistemological standpoint that is adopted invariably depends on an ontological view. As is the case with ontology, epistemological views are also divided into two extremes. On the one hand is the notion that knowledge is hard, real and capable of being transmitted in a tangible form (Trochim, 2002), whilst the other extreme implies that

knowledge is subjective and based on experience and insight (Denscombe, 2003). The former position is known as positivism, while the latter is called interpretivism.

Positivism, the epistemological position that views the world as objective, measurable, value-free, generalisable and replicable, has been criticised by many (Scott & Usher, 1999; Inman, 2007) as unsuited to an educational context. This is because positivism is not able to capture the multiplicity and complexity of the 'life world' of individuals in its entirety. The interpretive view is the opposite of the positivist view in that it accepts that the observer makes a difference to the observed and that reality is a human construct.

Based on the belief that knowledge is subjective, this research was allied with the interpretive theoretical standpoint, which gives meaning and value to the perceptions of individuals (Schwandt, 1993). The data gathered were the perceptions and views of the sample, the head teachers, which constituted the reality, interpreted by the researcher. The interpretations were then structured in themes, which would enable me to make judgments about the extent to which the programme they have received is either fulfilling or not fulfilling the needs of head teachers in Jeddah city, and then identify their professional development and support needs.

4.3.1   Research Strategies: Scott's Middle Level

Research strategies, which Scott (2012) placed in the middle of his conceptual model of research design, encompass: experimentation, quasi-experimentation, survey work, case study, action research, interview studies, observation studies and documentary analysis. Nonetheless, successful experiments in the field of education and education management are rare. Quasi-experiments which do not meet the true experimental method are familiar. The reason for this is that with an experimental method the researcher is able to intervene and control variables.

4.3.2   Research Methods: Scott's Fourth Level

The fourth level of research design, as conceptualised by Scott (2012), refers to the tools or techniques used to collect, analyse and interpret data in education research.

Commonly, methods are described in terms of quantitative techniques, such as the making of statistical calculations, or qualitative techniques, such as interviews, naturalistic and systematic observation, document analysis and focus groups, for example. The issue of identifying the head teachers' professional development and support needs is more interpretivism because the researcher needs to tackle the issue in depth. For this reason, interviews and questionnaires are highly recommended to study the perceptions of head teachers (Thorpe & Bennett-Powell, 2014; Day et al., 2001).

To conclude this section, the research methods for this study were selected to fit with the research strategies and to complement each other. If the selection of a methodology is grounded on clear epistemological and ontological standpoints, it helps to strengthen the work of any researcher and the results obtained from it. Hence, the choice of methodology is based upon critical thinking about the nature of reality and how we can understand it (Morrison, 2012, cited in Briggs, 2012). I believe that the above four components are crucial, overlapping and interchangeable, and that in order to choose the appropriate methodology for conducting research, it is essential to have a clear ontology, epistemology and research strategy. These three elements are illustrated in one template, shown in Figure (13) below.
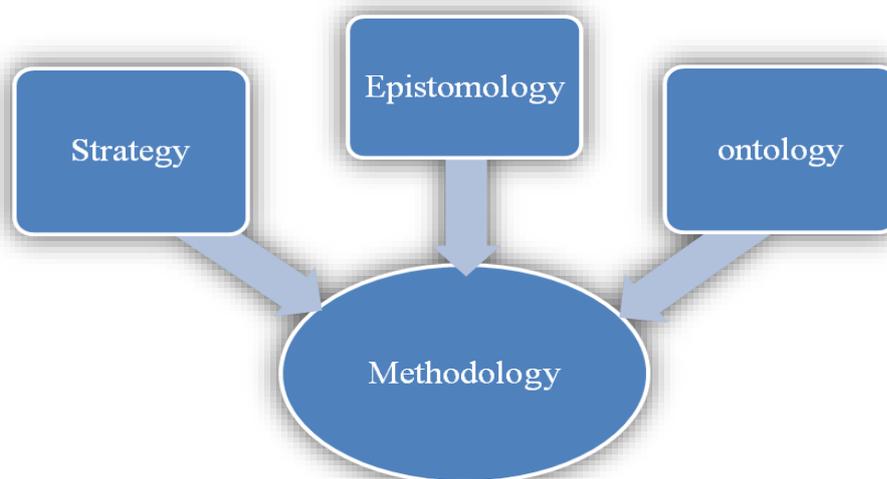
Figure 13 The relationship between research design components

4.4   Characteristics of the Sample

The sampling process is fundamental to any piece of research. The number of participants involved in a study needs to be representative of the population in question, so that the findings from the research can be generalised (Denscombe, 2003). There are two primary forms of sampling: 1) probability, which systematically selects individuals to accurately represent the population, and 2) non-probability, which randomly selects individuals that may not necessarily represent the population.

Patton (2002) expanded on this concept and discussed how results can be generalised from probability-selected samples, while greater understanding can be extracted from non-probability selected samples. This research took a non-probability approach through the use of purposive sampling; this involves selecting individuals so that they best represent the purpose of the study and the questions involved in the methodology (Bryman, 2008). Additionally, this method allows for greater variation within the sample, so that a range of characteristics and demographics can be represented.

This study focused on 54 head teachers who had completed a specific programme which ran between September 2011 and January 2012. A questionnaire was provided to everybody in the sample, and 48 people responded with completed questionnaires. Next, semi-structured interviews were conducted with 18 head teachers. The head teachers came from both intermediate and secondary schools.

The results were detailed and thorough, which helped provide a deeper understanding about the success of the programme. Patton (2002) defended the argument about an ideal sample size within qualitative research, by arguing that the quality is based upon what is being researched, what is feasible, what is relevant, and what can be extracted from the study and applied to real life scenarios. Therefore, the sample sizes for both the questionnaire and the interview sections of the methodology were deemed to be appropriate.

The sample was further filtered to include only head teachers from all-male schools based in the city of Jeddah. This city was considered an ideal representative of Saudi

Arabia, as it is the second largest city in the country, has great diversity with regards to its society, and has a large proportion of both intermediate and secondary schools.

All of the participants were briefed before the experiment began, with a cover letter that explained the purpose of the study and what they were expected to contribute. Furthermore, a brief outline of how the interview would be conducted was provided to the interviewees, so that they were aware of the process (see Interview Information in the Appendix 3).

4.5   Data Collection Instruments

This study used a mixed methods approach involving the collection of different types of data. Therefore, the collected data are based mainly on the assumptions of each paradigm. Therefore, the choice of the sort of data is crucial when determining the use of a suitable instrument. As the research design shaped the data collection procedure, this led to the decision to use a questionnaire to collect the quantitative and qualitative data and then semi-structured interviews to collect the qualitative data. Further details on the two different instruments follow.

4.5.1   Questionnaire

Research generally and the social sciences in particular greatly value the questionnaire. It is especially useful to researchers in management and educational leadership (Muijs 2012, cited in Briggs et al., 2012). The questionnaire is a data collection instrument that can be used on its own or in parallel with another research method. It is used in order to collect information regarding opinions, thoughts, knowledge and behaviour in an unbiased manner. The sample size is the main determinant of how the questionnaire needs to be in structured, semi-structured and unstructured form. In general, larger populations require more structured questionnaires (Cohen et al., 2000). In this example, a questionnaire was used to gather quantitative data. Research participants completed the questionnaires personally, and therefore it is considered to be a self-reporting research instrument (Johnson & Christensen, 2004).

4.5.1.1   Justification for Using the Questionnaire Tool

As previously discussed, this study employed a mixed methods approach involving the use of both quantitative and qualitative instruments. Moreover, the method used is what is known as a sequential explanatory strategy, meaning that it is not just sequential but also developmental aspect, and more in depth qualitative data were gathered – through the interviews conducted– based on the results of the preliminary qualitative and quantitative data gathered from the questionnaire. The aim of the study is to look at several aspects of the programme in order to discover whether or not and to what level the head teachers' requirements were realised and to ascertain any professional learning, development and support needs. After this, the study wished to investigate the prospect of a new proposed leadership development model. This new developmental model would focus on the needs the research had identified, as well as take into account international trends in the area. It was therefore determined that by employing a questionnaire to collect the quantitative data the method would allow for comprehensive coverage of the research issues, ease of completion by participants, and the necessary statistical analysis.

4.5.1.2   The Strengths and Weaknesses of Questionnaires

Questionnaires are popular forms of data collection because they have many benefits. The questionnaire can be employed to gather information regarding participant perceptions, and the results of questionnaires can easily be generalised. Questionnaires are very replicable and allow for participants to remain anonymous. Finally, a well-constructed questionnaire is able to gather very specific data, allowing for straightforward data analysis (Cohen et al., 2000; Johnson & Christensen, 2004).

However, questionnaires also have their drawbacks. There is no way to ensure that participants answer every question or answer them truthfully. Questionnaires are also limited in length, and evaluating the resulting data can take a good deal of time. Lastly, researchers need to take steps to ensure that questionnaires are both valid and reliable (Cohen et al., 2000; Johnson & Christensen, 2004).

4.5.1.3 Translating the Questionnaire

English is not commonly spoken in Saudi Arabia despite being so popular worldwide. Thus, the target population – Saudi male school head teachers – were not able to answer the English questionnaire. For this reason, a back-translation process was used to convert the questionnaire from English to Arabic (Douglas & Carige, 1983).

Back-translation is a two-part procedure. An interpreter first translates the questionnaire from English to Arabic. Then, a second interpreter translates the new Arabic questionnaire back to English. Both English versions can then be looked at side-by-side to be sure no meaning was lost in translation. This reverse procedure allows for the highest degree of accuracy (both language versions can be found in appendices one and two).

4.5.1.4 Piloting and Practical Issues with the Design and Development of the Questionnaire

The questionnaire must be designed in a manner that guarantees it is both extremely reliable and extremely valid. The goals of the questionnaire are established using the study's research questions. Because this study uses a sequential explanatory strategy, the results of the questionnaire are used to determine the questions employed as part of the interview segment of the research. In addition, because the questionnaire was semi-structured, the questions were put in statement form and measured using a Likert scale. The Likert scale allows respondents to rank their level of agreement with a statement. In this case, the scale reached from one, "strongly disagree" to five, "strongly agree".

The first segment of the questionnaire used ten elements to ask about the programme within a university context. The second segment focused on discovering any professional learning, development and support needs, and asked participants to rank these needs in order of necessity. The first draft of the questionnaire was quite long, and the pilot raise a concern with the number of expected responses and the level of reliability. Due to these concerns, I opted to reduce the number of items in the second

draft, from 50 to 38. The initial questionnaire incorporated several demographic questions, such as school level, experience, age and qualifications.

The items on the first part of the questionnaire to gather head teachers' perceptions regarding the training were as follows:
Stimulating, Useful for my work, Relevant to my work, Good discussion, Flexible structure, Well delivered, Demanding, Well-paced, Good level of practical activities and My objectives achieved.

The items in the second half of the questionnaire focused on identifying professional learning, development and support needs, and fall into the following seven domains.

Domain Title	Number of items in each domain
Planning	11
Evaluation	5
Staff development	6
Meeting students' needs	4
Dealing with local community	4
Administration and school building	6
Communications technology	2
Total	**38**

Table 6 The main domains and the number of items in the questionnaire

4.5.1.5 Questionnaire Validity and Reliability

In order to ensure the questionnaire had high validity, pilots of the study were conducted first by asking three of the male secondary school head teachers to revise the questionnaire according to its degree of ambiguity and relevance, by suggesting any necessary modifications. After that, the questionnaire was revised by an educational management expert who holds a PhD in educational leadership and management and works in a training centre in Jeddah. Following this, to ensure that the questionnaire was valid, SPSS software was used to calculate the validity of the

questionnaire concerning its internal consistency and Pearson's correlation coefficient between each individual item and the questionnaire section to which it belonged.

The figures presented in the tables (see Chapter 5 on p. 90-92) and the Pearson's correlation coefficients indicated that there were positive associations between most of the statements and their respective questionnaire sections, and that these were statistically significant at the (0.01) level of significance. The significance level (0.05) was low for only two statements: No. (5) in the first section and No. (15) in the second. This indicates a high level of consistency between the statements and their respective sections, and reflects the strength of the internal validity. The questionnaire was therefore deemed adequate for the purposes of this research. However, reliability refers to the ability of a research instrument to provide consistently the same results if used more than once on the same people in similar circumstances. This study assessed the reliability of the questionnaire using the coefficient of Cronbach's alpha.

4.5.2   Semi-Structured Interview Tool

Qualitative researchers see interviews as an excellent way to expand knowledge and understanding of a particular subject. The semi-structured interview "allow[s] depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses" (Rubin & Rubin, 2005, p. 88).

4.5.2.1   Justification for the Use of Interviews

Bogdan and Biklen (1982) note that qualitative interviews can be used independently or along with other methods of data collection. An interview can be used to

> Provide access to the context of people's behaviour and thereby provides a way for researchers to understand the meaning of the behaviour. A basic assumption in in-depth interviewing research is that the meaning people make of their experience […] interviewing allows us to put behaviour in context and provides access to understanding their action (Seidman 1998, p. 4).

This study used a semi-structured interview with 18 male head teachers of Jeddah to give them the greatest opportunity to share their beliefs, thoughts and sentiments regarding their professional learning, development and support needs - and to identify

the cultural obstacles that prevent them from developing their skills. Interviews provide specific details regarding the subject being studied, and are both reliable and valid (Sinding, 2003).

4.5.2.2   The Strengths and Weaknesses of Semi-Structured Interviews

Among qualitative research instruments, the semi-structured interview is a useful tool to collect rich data. However, that is not to say that it is without disadvantages (Gubrium & Holstein, 2002; Johnson, 2001; Rubin & Rubin, 1995). Semi-structured interviews give the person being interviewed some level of control due to their level of flexibility. Due to the ongoing nature of conversation in semi-structured interviews, there is an opportunity to elucidate any vague answers, and to follow up on any points of interest. Open-ended questions are developed in advance and interviews can be audio recorded. In this study, each interview lasted approximately one hour.

There are also disadvantages to using interviews. For instance, interviews take a good deal of time to conduct, record and evaluate. For many studies, it is essential to conduct an average of one interview a week (Stroh, 2000). Cohen et al. (2000) raised concerns about generalising interview findings and suggested that some interviewers might use leading questions. This can alter the answers provided, which makes the study less valid and reliable. Other concerns are related to the subject of the study and the age of the person being interviewed. It is very difficult to evaluate data collected via interview uniformly, and it is challenging to allow for the personality of the person being interviewed. Finally, the location chosen to conduct the interview can have an effect on the data produced.

4.5.2.3   Conducting the Interview

This study employed a sequential explanatory strategy and, therefore, great care was taken when creating the questionnaire as the data collected in the first segment would directly affect the interview portion, in particular the interview schedule. The participants for this data collection tool were chosen based on their motivation to engage in interviews. Participants were asked when they filled in the questionnaires about their attitudes towards participating in the second data collection tool. The

schedule of the semi-structured interview and a sample of a fully transcribed interview are included in Appendix 3.

For this study, the interviews were conducted in the respondent's schools and on an individual basis. This was both more comfortable for the respondents (and provided them with a 'safe' place within their own 'domain'), as well as being more convenient for the researcher. Individual interviews allowed for a higher degree of anonymity, and a setting that encouraged interviewees to share their thoughts more openly than if they had been in a group. The on-site visits allowed interviewees to share their information in the context of their work environment, and allowed me to see each school environment personally.

This study chose to use semi-structured interviews because of the ability to develop interview questions directly from the research questions, and because the interview as a research instrument allows for the collection of rich data. A digital voice recorder was used in each interview, and these recordings were supplemented by field notes. The decision to record the interviews was important. This is because the use of memory only could result in bias, incomplete information, and thus potential errors (Denscombe, 2003).

4.6 Validity and Reliability

The theories behind quantitative and qualitative research are very different and, therefore, there is a discussion to be had regarding the quality of data collection tools and measures. This section is concerned with the principles that are used to evaluate whether quantitative and qualitative research can be considered reliable and valid. Bush (2012) defined reliability as follows:

> Reliability relates to the probability that repeating a research procedure or method would produce identical or similar results. It provides a degree of confidence that replicating the process would insure consistency (p. 76).

Bush (2012) goes on to define validity as follows:

> Validity is used to judge whether the research accurately describes the phenomenon that it is intended to describe. The research design, the

methodology and the conclusions of the research all need to have
regard to the validity of the process (p. 81).

Lincoln and Guba (1985) chose to evaluate research using trustworthiness in place of reliability and validity. Their measure of trustworthiness was made up of four dimensions: dependability, conformability, credibility and transferability. Another method of increasing the value of good qualitative research is by using triangulation to limit instances of bias while maximising legitimacy.

One suggestion is to evaluate the research based on the more dominant method present, be it quantitative or qualitative (Bryman, 2007). Tashakkori and Teddlie (2003) have a different suggestion, which they refer to as 'inference quality'. Inference quality is the general evaluation of the combined results. The fact that the debate continues regarding appropriate evaluation criteria for mixed methods research is clear. The discussion is tightly wedded to the original debate on the definition and relationship of reliability and validity with each research archetype.

Tashakkori and Teddlie's (2003) claim regarding 'inference quality' was derided by Onwuegbuzie and Johnson (2006) who felt the definition was not fully realised. Instead, they coined the term 'legitimation' and defined it with nine dimensions characterising a broad spectrum of measurement. Bryman (2006b) agreed that Tashakkori and Teddlie's (2003) 'inference quality' was limited in scope. However, regardless of these many criticisms and attempts at finding a solution, the debate over validity and reliability measurements in mixed methods research is ongoing.

The development of head teachers is qualitative in nature and, therefore, the main research approach in this study is also qualitative. As the quantitative findings so heavily influenced the qualitative segment of the study, careful attention was paid to the trustworthiness of the quantitative aspects. Sequential legitimation was used parallel to the new mixed methods legitimation terminology to complement the study's sequential mixed methods strategy.

As mentioned, the quantitative phase heavily influenced the qualitative phase of this study. For this reason, data analysis in the quantitative phases were conducted carefully to ensure validity using recommendations taken from Thomas (2006). Thomas (2006) advocated statistical analysis of validity and reliability, including participants, in identifying developing concerns, and double-checking data coding and analysis. Therefore, secondary and intermediate head school teachers in this study were given a chance to revise and contribute to the coding, labelling and interpretation of data gathered during the semi-structured interviews conducted for this study.

4.7 Triangulation
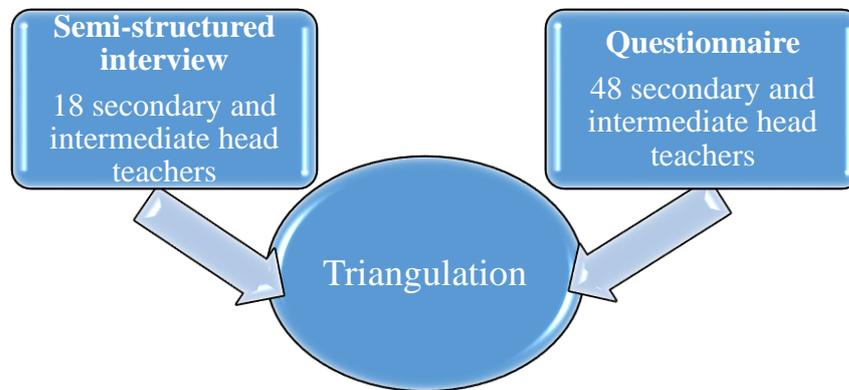
Figure 14 Triangulation of the data collection

In social science research, triangulation is a process in which several data collection methods are used in order to increase the validity, accuracy and reliability of the research. Triangulation is one of the major benefits of the mixed methods approach to research.

Triangulation is defined by Moran-Ellis et al. (2006) as follows:

> Epistemological claims concerning what more can be known about a phenomenon when the findings from the data generated by two or more methods are brought together (p.46).

In this study, triangulation was applied to two methods of data collection. There are many benefits to methodological triangulation, as suggested by Bryman (2004) and Kelle (2001):

- ➤ A researcher can more precisely analyse experiences by comparing different research methods' findings
- ➤ Triangulation limits the occurrence of bias
- ➤ Triangulation maximises findings' legitimacy
- ➤ It allows for greater comprehension of the research
- ➤ Triangulation supplements findings from other methods
- ➤ It can help to explain phenomena by creating suitable forms of data.

Figure 14 illustrates the two data collection methods used in this study, where two different paradigms are represented by the existing data. The basis of the triangulation process is the data from the questionnaires and the data from the semi-structured interviews triangulated through comparison and confirmation of findings, to maximise legitimacy of findings. The findings of the total population were highly generalizable because data collection was sequential, meaning that it was used to design and create the questionnaire and the interview questions.

4.8 Ethical Issues

Research participants' rights are important, and have recently been given greater attention. The goal of this research is to collect data without adversely affecting the participants and to achieve this informed consent was obtained. According to Cohen et al., (2000) participants should be able to decide whether or not to participate in the research only after a full discussion of the pertinent facts. It is important that participants are able to make a free choice regarding their participation and are able to withdraw from the study. The same concepts apply for organisations as for individuals, although permission from an organisation must be sought very early on.

Bell (1987) cited in Cohen et al. (2000) recommends that permission to carry out an investigation is sought at an early stage. As soon as a project outline has been agreed and the topic is deemed to be feasible, it is advisable to make formal, written approach to the individuals and organisations concerned, outlining the research plans. –It is advisable to be careful not to claim more than the investigation merits and to be as honest as possible about the investigation and intentions of the research.

The Saudi Embassy in London and then the Educational Administration Centre in Jeddah were contacted to seek their approval. Then, participants who had willingly chosen to participate were contacted through personal connections. The participants were given a full description of their rights as study subjects, in particular in regards to privacy and confidentiality. In the case of the questionnaire, each questionnaire was accompanied by a cover letter outlining the survey's aims and goals, and the study's confidentiality policy. This was done to increase the participant response rate.

4.9   Data Analysis


```
┌─────────────────────────┐                    ┌─────────────────┐
│  10 questions related to │    ══════════▶     │    Stage 2      │
│  the training programme  │                    └─────────────────┘
│                          │                            ║
│            +             │                            ▼
│                          │          ┌──────────────────────────────┐
│  38 questionnaire items  │  ◀═══▶   │  Semi-structured interviews   │
│  relevant to heads' needs│          │  with sample of both secondary│
│  with purposive sample of│          │  and intermediate school (18) │
│           (48)           │          └──────────────────────────────┘
└─────────────────────────┘                            ║
            ▲              ┌──────────────────┐         ▼
            ║              │ Inductive thematic│  ┌─────────────────┐
            ║              │  data analysis    │  │  9 major themes  │
    ┌───────────────┐     └──────────────────┘  └─────────────────┘
    │    Stage 1    │                                    ║
    └───────────────┘                                    ▼
                                        ┌──────────────────────────┐
                                        │  Integration of results and│
                                        │   drawing of conclusions   │
                                        └──────────────────────────┘
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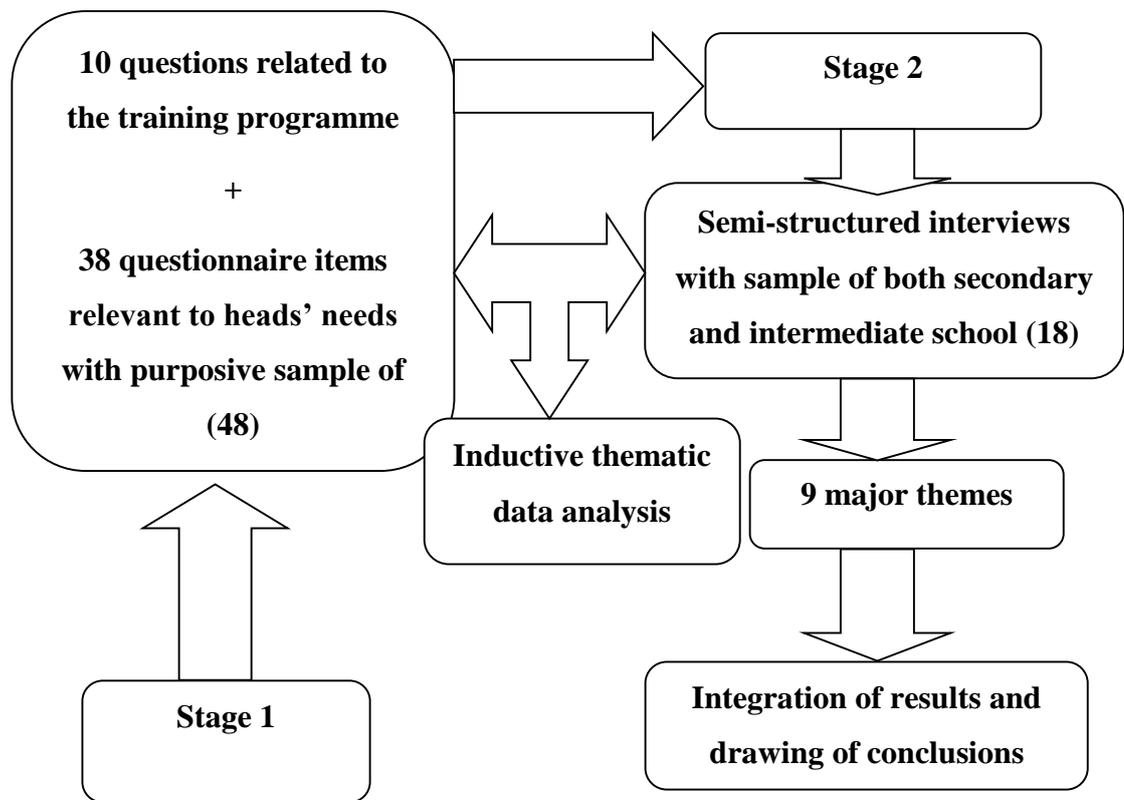
Figure 15 Data analysis procedure

The analysis of data is integral to every stage of the research process. Its importance becomes greater when using a mixed methods approach due to the different types of data collection methods used. There is a strong link between the data analysis procedure and the research questions. The issue of mixed methods data analysis is addressed by Onwuegbuzie and Teddlie (2003):

> The use of quantitative and qualitative analytical techniques, either concurrently or sequentially, at some stage beginning with the data collection process, from which interpretations are made in either a parallel, an integrated, or an iterative manner (p.353).

The sequential explanatory strategy which was adopted in this study dictated the procedure of data collection and the order of analysis (see Figure 11 on p. 65). This means that the quantitative data collected through the questionnaire was analysed first, followed by an analysis of the qualitative data collected by semi-structured interview. Both data sets were treated separately, taking into account the substantial issue of transforming the data from numeric to textual data; this is in line with the mixed design stages mentioned earlier in this chapter.

The quantitative data collected through the questionnaires were analysed statistically using SPSS software and the type of statistical examination was governed by the quantitative research questions. These questions were used to find out the following: investigate head teachers' opinions about the programme they have received within a university context and then identify the professional learning, development and support needs of head teachers of both secondary and intermediate public schools in the city of Jeddah. The data from the questionnaire was uploaded into the SPSS computer programme to enable statistical analysis to be carried out, including descriptive statistics such as mean, percentage and frequency.

The semi-structured interviews data were obtained from analysis of the transcribed audio-recordings. The qualitative data analysis procedure was guided by the research objectives which focused mainly on the identification of the extent to which the programme fulfilled school head teachers' needs, what they their development and support needs to be, and what obstacles they felt prevented them from developing their skills.

Therefore, among the several approaches to data analysis, the most appropriate to this study are the thematic and inductive analysis approaches. The actual and practical data analysis procedure commenced during the field study by taking notes, conducting and recording interviews, followed by taking notes and transcribing the interviews. In addition, the data analysis procedure applied the techniques of the inductive qualitative data analysis approach.

The overall analytical approach adopted in this study for the most part followed the conventions of template analysis, where a list of codes (a template) was produced

representing themes identified in the textual data (King, 2004). The analysis, as Thomas (2006) described it, includes data preparation, a text-reading familiarisation, the creation of both major and sub-themes, the overlapping of the coding and un-coding of text, and regular revisions of the frequency themes. Moreover, the study also used the thematic analysis approach, described by Braun and Clarke (2006), as the procedure for identifying the emerging themes and sub-themes.

The qualitative data analysis package NVivo was used for the initial stages of coding. For readers who have not used NVivo, Figure 16 displays illustrative screen prints of the project which may provide an idea of NVivo 10 and the analytical process within the software.
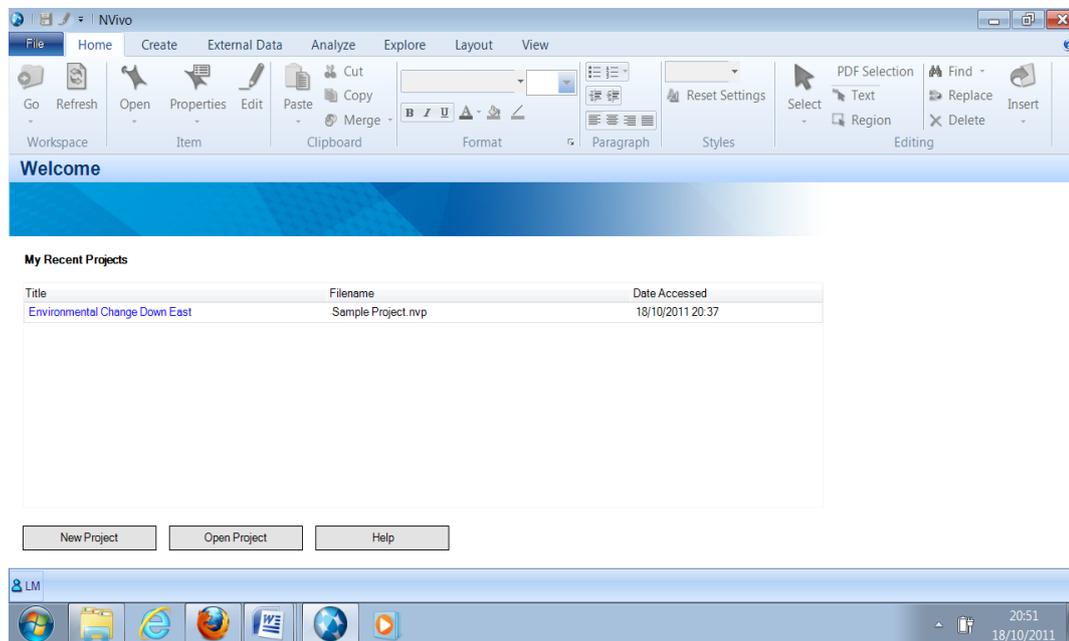
Figure 16 Main screens of NVivo 10

When the user opens a project in NVivo 10, they have three options: New Project, Open Project, and Help NVivo 10, as in Figure 16 above.

Following this, when the user chooses the New Project option, the screen in Figure 17 below appears. Then, the user has to provide a name or title for the project.
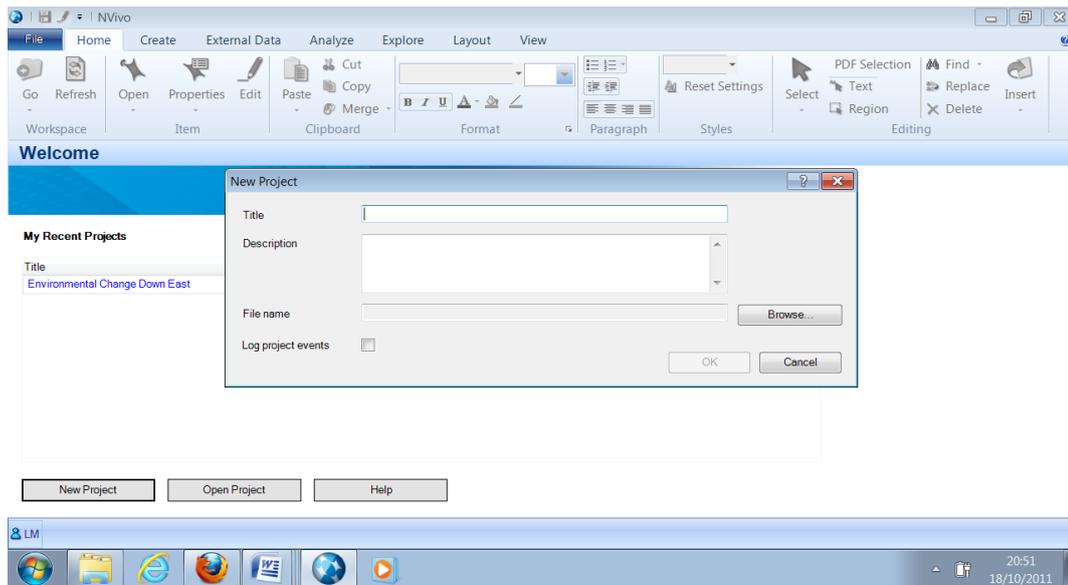
Figure 17 The process of creating a new project using NVivo 10

In the Node Explorer shown in Figure 18 below, the analyst can create nodes (codes), code data at the nodes created, make changes in the nodes as concepts and themes develop, record ideas about the nodes in memos, and search for links between nodes. This helped me firstly to index segments of the text to particular themes, and secondly to carry out complex search and retrieval operations in a short time. Finally, the research notes are linked to a coding system. In addition, the use of large amounts of text and complex coding facilitates a sophisticated analysis of the data.
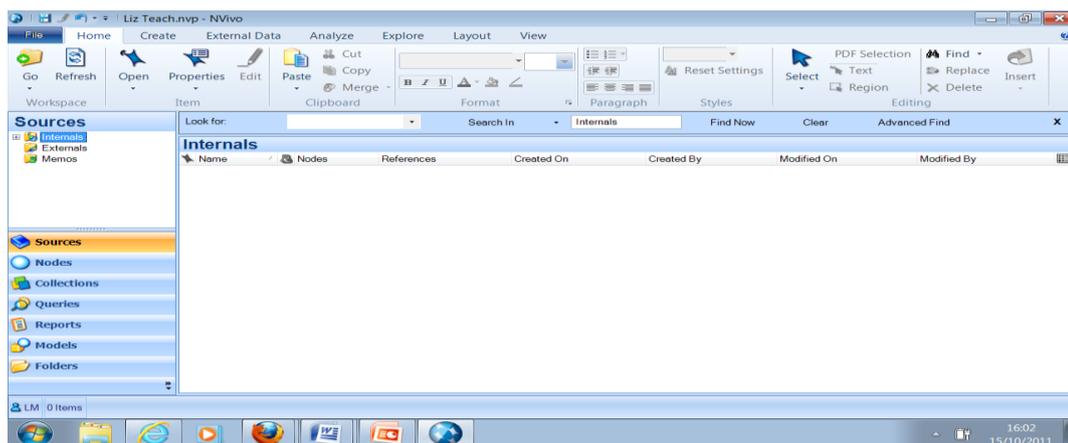
Figure 18 Sources and Nodes of NVivo 10

The generation of the themes and sub-themes was guided by the use of template analysis (King, 2004). In the process of coding, every response was considered,

whether it was positive or negative. To ensure the trustworthiness of the findings and the accuracy of the coding, both the major and sub-themes that emerged were linked to the relevant coded passages. The outcome of this step was referred back to volunteers from the participants to judge the relevance of the coded passages to the major and sub-themes and their labels. This led to the identification of nine themes: barriers, communication, leadership, management, resources, solutions, support, training and development and support needs of head teachers. In each theme, there are a number of codes (nodes).

4.10 Summary

This chapter has provided an overview of the research approach designed for this study. It has placed the research in context with the explanation and justification of my ontological, epistemological and methodological position. I have clarified the research strategy and the methodology with an explanation of the methods chosen. Characteristics of the sample and the data collection instrument were also explained before discussing the issues of validity, reliability and triangulation. The chapter has aimed to present the potential of the chosen methodology for research in order to examine the extent to which the programme within a university context fulfils head teachers' development and support needs.

The next chapter will present the findings of this study.

CHAPTER 5: RESEARCH FINDINGS

5.1 Introduction

In the previous four chapters, an introduction to the current study was provided, the context of the study was described, a review of the relevant literature concerning head teachers' professional learning, development and support needs was presented and finally the methodological framework adopted for the research was discussed. In this chapter we move on to the presentation of the findings obtained from the analyses of both the quantitative and qualitative data. The mixed methods approach is often seen as an appropriate strategy in social science because of the rigour of its findings (Alzaidi, 2008).

Since the sequential explanatory type of mixed methods approach, which requires two main stages of data collection and analysis, was adopted as the methodological framework for the current study, the data are presented according to the time sequence of the data collection and in terms of the dominant paradigm. This means that the quantitative data, which were collected first, will be presented first, followed by the qualitative data.

Characteristics of the study sample

Qualification	Number	Percentage
Bachelor's degree with education preparation	35	72.92%
Bachelor's degree without education preparation	11	22.92%
Master's degree	2	4.17%
Total	**48**	**100%**

Table 7 Distribution of the sample by _Qualification_ variable

From the table above we can see that most of the sample (72.92%) were holders of the Bachelor's degree with education preparation certificate, followed by holders of the Bachelor's degree without education preparation certificate (22.92%), and finally holders of Master's degrees, who represented only 4.17% of the sample.

Age	Number	Percentage
30-39 years	14	29.17%
40-49 years	33	68.75%
50-59 years	1	2.08%
Total	**48**	**100%**

Table 8 Distribution of the sample by _Age_ variable

The table above shows that most of the respondents (68.75%) were aged between 40 and 49, followed by those aged 30-39 (29.17 %), while the smallest number fell into the age category of 50-59 years (2.08%).

School Level	Number	Percentage
Intermediate School	32	66.67%
Secondary School	16	33.33%
Total	**48**	**100%**

Table 9 Distribution of the sample by _School Level_ variable

From the table above it is evident that the majority of the respondents (66.67%) worked at intermediate schools, while 33.33% of them worked in secondary schools.

Years of Experience	Number	Percentage
1-4 years	4	8.33%
5-9 years	20	41.67%
10-14 years	16	33.33%
15-19 years	4	8.33%

Years of Experience	Number	Percentage
20 years or over	4	8.33%
Total	**48**	**100%**

Table 10 Distribution of the sample by _Years of Experience_ as a School Head Teacher variable

The above table indicates that the greatest number of respondents (41.67%) had 5-9 years' experience of administration, followed by those who had 10-14 years' experience (33.33%). In third place, the same percentage (8.33%) of heads had 1-4 years', 15-19 years' and 20 or over years' of experience in the administrative area.

To facilitate the interpretation of the results, the following two procedures were employed to determine the level of the respondents' answers:

1) Perception of the programme

- Weight was given to each of the options as follows: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly disagree = 1, and these responses were classified into five levels

  Category = length (the largest value - lowest value) ÷ number of alternatives

  scale = (5-1) ÷ 5 = 0.80.

2) Development and support needs

- Weight was given to the alternatives as follows: High = 3, Medium = 2, Low = 1, and these responses were classified into three levels

  Category = length (the largest value - lowest value) ÷ number of alternatives

  scale = (3-1) ÷ 3 = 0.66.

The averages for each description or option for the perception of the programme and development and support needs were determined respectively as follows:

Averages	Alternative or option
5 – 4.21	Strongly agree
4.20 – 3.41	Agree
3.40 – 2.61	Neutral
2.60 – 1.81	Disagree
1.80 – 1	Strongly disagree

Averages	Alternative or option
3 – 2.34	High
2.33 – 1.67	Medium
1.66 – 1	Low

Table 11 Distribution of averages according to the gradient used in the search tool

Internal Consistency

To calculate the validity of the questionnaire in respect of its internal consistency, Pearson's correlation coefficient was calculated between each individual item and the questionnaire section to which it belonged, and the results were entered into the SPSS program. These results are presented in the following tables:

Sentence No.	Correlation & Sig	Sentence No.	Correlation & Sig
1	0.70**	6	0.53**
2	0.77**	7	0.62**
3	0.55**	8	0.58**
4	0.61**	9	0.53**
5	0.34*	10	0.73**

* P- Value (0.05), ** P- Value (0.01).

Table 12 Correlation coefficients between each of the statements and the first section of the questionnaire

Sentence No.	Correlation & Sig	Sentence No.	Correlation & Sig
1	0.42**	20	0.43**
2	0.53**	21	0.50**
3	0.51**	22	0.50**
4	0.42**	23	0.51**
5	0.41**	24	0.58**
6	0.38**	25	0.50**
7	0.53**	26	0.46**
8	0.51**	27	0.39**
9	0.57**	28	0.46**
10	0.55**	29	0.55**
11	0.47**	30	0.42**
12	0.51**	31	0.57**
13	0.48**	32	0.54**
14	0.44**	33	0.60**
15	0.35*	34	0.51**
16	0.63**	35	0.53**
17	0.47**	36	0.51**
18	0.60**	37	0.60**
19	0.50**	38	0.51**

* P- Value (0.05), ** P- Value (0.01).

Table 13 Correlation coefficients between each of the statements and the second section of the questionnaire

From the figures presented in the two tables above and the Pearson's correlation coefficients, it can be claimed that there were positive associations between most of the statements and their respective questionnaire sections and that these were statistically significant at the (0.01) level of significance. The significance level (0.05) was low for only two statements: No. (5) in the first section and No. (15) in the second. This indicates a high level of consistency between the statements and their respective sections, and reflects the strength of the internal validity. The questionnaire was therefore deemed adequate for the purposes of this research.

Reliability

Reliability refers to the ability of a research instrument consistently to provide the same results if used more than once on the same people in similar circumstances. The reliability of the questionnaire was assessed using the coefficient of Cronbach's alpha, as shown in the following table:

Questionnaire section	Q	Cronbach's Alpha
Head teachers' perceptions of the programme	10	0.80
Professional learning, development and support needs of head teachers	38	0.92
Total score	**48**	**0.90**

Table 14 Calculating questionnaire reliability using Cronbach's alpha coefficient

The table above indicates that the total reliability using Cronbach's alpha coefficient was 0.90. As shown in the table, the reliability coefficient was high, and we also found a high level of reliability for both sections: the coefficient of reliability for the first section - a head teachers' perceptions of the programme from the point of view of school head teachers - was 0.80, while the reliability coefficient for the second section – professional learning, development and support needs – was 0.92, which indicated that the questionnaire would be reliable when applied in the field.

Statistical methods employed to analyse results

- Frequencies and percentages were employed to describe the characteristics of the sample.
- Pearson's correlation coefficient was used to measure the level of internal consistency among the individual items of the instrument.
- Cronbach's alpha coefficient was used to measure the reliability of the instrument as a whole.

- The arithmetic mean and standard deviation were used to determine whether or not there was any dispersion between the views of the respondents.
- T-tests and analyses of variance (ANOVA) were used to measure variance between the sections and domains of the questionnaire which may be attributed to the variables.

Statistical Results

The semi-structured questionnaire was divided into two main sections; the first section focused on the head teachers' perceptions of the programme they have received, while the second half of the questionnaire was focused on the identification of school head teachers' support and development needs.

5.2 The head teachers' perceptions of the training they have received

The findings of the first half are presented below:

No.	Statement		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Median	Std. deviation	Rank
1	Stimulating	F	4	28	7	5	4	3.48	4.00	1.07	6
		%	8.33	58.33	14.58	10.42	8.33				
2	Useful for my work	F	7	29	7	3	2	3.75	4.00	0.93	1
		%	14.58	60.42	14.58	6.25	4.17				
3	Relevant to my work	F	5	26	8	6	3	3.50	4.00	1.05	5
		%	10.42	54.17	16.67	12.5	6.25				
4	Good discussion	F	14	14	13	6	1	3.71	4.00	1.09	3
		%	29.17	29.17	27.08	12.5	2.08				
5	Flexible structure	F	2	15	19	9	3	3.08	3.00	0.96	8
		%	4.17	31.25	39.58	18.75	6.25				
6	Well delivered	F	4	28	11	3	2	3.60	4.00	0.89	4
		%	8.33	58.33	22.92	6.25	4.17				
7	Demanding	F	12	18	12	5	1	3.73	4.00	1.03	2
		%	25	37.5	25	10.42	2.08				
8	Well paced	F	3	15	6	19	5	2.83		1.17	9

No.	Statement		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Median	Std. deviation	Rank
		%	6.25	31.25	12.5	39.58	10.42		2.50		
9	Good level of practical activities	F	0	15	10	19	4	2.75	3.00	1.00	10
		%	0	31.25	20.83	39.58	8.33				
10	My objectives achieved	F	1	25	10	7	5	3.21		1.07	7
		%	2.08	52.08	20.83	14.58	10.42		4.00		
Overall average of the section								3.36	3.65		

Table 15 The head teachers' perceptions of the training they have received

The arithmetic mean ranged between 2.75 and 3.75 out of a total of 5, which corresponds to the 'Neutral' and 'Agree' options. The arithmetic average obtained for this section was therefore 3.36, which means that overall, the sample of school head teachers 'Agreed' with all the statements concerning the training they have received within a university context.

The averages obtained for the statements relating to the head teachers' perceptions of the programme they have received indicate that the sample of school head teachers agreed with six of these statements, the averages ranging between 3.48 and 3.75. In descending order of arithmetic mean, these statements are as follows:

- Useful for my work.

- Demanding.

- Good discussion.

- Well delivered.

- Relevant to my work.

- Stimulating.

It was also found that the sample of school head teachers were consistently 'Neutral' regarding four of the remaining statements concerning the programme. The average values ranging between 2.75 and 3.21. In descending order of arithmetic mean, these statements are as follows:

- My objectives achieved

- Flexible structure

- Well paced

- Good level of practical activities.

An examination of the values of the standard deviation (i.e., the amount of dispersion between the views of the respondents in their choices of 'Strongly agree', 'Agree', 'Neutral', 'Disagree' or 'Strongly disagree') presented in the table above revealed that the convergence values of the standard deviation of four of the statements were between 0.89 and 0.96, both of which are less than 1, which shows the convergence of the views of the sample of school head teachers on these statements. By contrast, the standard deviation for the other six statements was between 1 and 1.17, which indicates the relative dispersion of views among the respondents concerning these statements by comparison to the former.

5.2.1 The First Domain – Planning

No.	Sentence		High	Medium	Low	Mean	Std. deviation	Rank
1	**Educational policy in Saudi Arabia**	F	18	22	8	2.21	0.71	11
		%	37.5	45.83	16.67			
2	**Ministry regulations and how to implement them**	F	22	20	6	2.33	0.69	7
		%	45.83	41.67	12.5			
3	**The role of head teacher**	F	21	21	6	2.31	0.69	8
		%	43.75	43.75	12.5			
4	**Decision-making skills**	F	36	11	1	2.73	0.49	2
		%	75	22.92	2.08			
5	**Time management**	F	35	12	1	2.71	0.50	3
		%	72.92	25	2.08			
6	**Managing change**	F	37	10	1	2.75	0.48	1
		%	77.08	20.83	2.08			
7		F	24	18	6	2.38	0.70	5

No.	Sentence		High	Medium	Low	Mean	Std. deviation	Rank
	Preparing the annual school plan	%	50	37.5	12.5			
8	School budget planning	F	22	18	8	2.29	0.74	9
		%	45.83	37.5	16.67			
9	Organising and planning school exams	F	22	16	10	2.25	0.79	10
		%	45.83	33.33	20.83			
10	Chairing meetings	F	26	14	8	2.38	0.76	5
		%	54.17	29.17	16.67			
11	School discipline policy	F	25	17	6	2.40	0.71	4
		%	52.08	35.42	12.5			
Overall average						2.43		

Table 16 Statistics in the 'planning' domain

The results presented in the table above represent the views of the school head teachers concerning their learning, development and support needs in the field of planning. The arithmetic mean ranged between 2.21 and 2.75 out of 3, which corresponds to the 'Medium' and 'High' degrees of need. The arithmetic average found for this domain (2.43), indicates that overall the sample of school head teachers agreed that there was a 'High' need for development in the field of planning.

The item averages found for development needs in the field of planning indicate that the sample of school head teachers agreed that there was a 'High' need for training in most of the items, with the exception of 'Educational policy in Saudi Arabia', for which an average arithmetic mean of 2.21 was obtained. The statements are listed in descending order of importance below:

- Managing change
- Decision-making skills
- Time management
- School discipline policy

An examination of the values of standard deviation (the amount of dispersion between the views of the respondents among the three options: Low, Medium and High), presented in the table above revealed that the values of standard deviation for almost all of the statements were between 0.48 and 0.79, indicating a convergence of views among the sample of school head teachers on all statements concerning learning, development and support needs in the field of planning.

5.2.2 The Second Domain – Evaluation

No.	Sentence		High	Medium	Low	Mean	Std. deviation	Rank
1	Evaluating teachers' performance	F	18	22	8	2.21	0.71	5
		%	37.5	45.83	16.67			
2	Enabling teachers to evaluate educational settings	F	22	20	6	2.33	0.69	3
		%	45.83	41.67	12.5			
3	Developing self-assessment	F	21	21	6	2.31	0.69	4
		%	43.75	43.75	12.5			
4	Evaluating school facilities	F	36	11	1	2.73	0.49	1
		%	75	22.92	2.08			
5	Preparing the annual school report	F	35	12	1	2.71	0.50	2
		%	72.92	25	2.08			
Overall average						2.37		

Table 17 Statistics in the 'evaluation' domain

The figures presented in the table above represent the views of school head teachers concerning their support needs in the area of evaluation. The arithmetic mean ranged between 2.21 and 2.71 out of 3, which corresponds to the 'Medium' and 'High' levels of need. The overall arithmetic average obtained for this domain (2.37) means that overall, the sample of head teachers agreed that there was a 'High' need for development in the area of evaluation.

The item averages for support needs in the area of evaluation indicate that the sample agreed that there was a 'High' need for support in all the individual items. The average arithmetic mean is being 2.37. These development needs may be listed in descending order of arithmetic mean as follows:

- ‐ Developing self-assessment.

- ‐ Enabling teachers to evaluate educational settings.

- ‐ Evaluating teachers' performance.

- ‐ Preparing the annual school report.

An examination of the values of standard deviation presented in the table above revealed that for almost all the statements these values were between 0.49 and 0.71, which indicates a convergence of views among the sample of school head teachers on all statements concerning development and learning needs in the field of evaluation.

5.2.3 The Third Domain – Staff Development

No.	Sentence		High	Medium	Low	Mean	Std. deviation	Rank
1	**Delegating responsibilities**	F	26	20	2	2.50	0.58	1
		%	54.17	41.67	4.17			
2	**Involving teachers in decision making**	F	17	24	7	2.21	0.68	4
		%	35.42	50	14.58			
3	**Teacher development (teaching and learning innovation)**	F	28	13	7	2.44	0.74	2
		%	58.33	27.08	14.58			
4	**Teacher development (Ministry regulations)**	F	13	26	9	2.08	0.68	5
		%	27.08	54.17	18.75			
5	**Induction of new teachers**	F	9	27	12	1.94	0.67	6
		%	18.75	56.25	25			
6	**Managing staff**	F	26	16	6	2.42	0.71	3
		%	54.17	33.33	12.5			

No.	Sentence	High	Medium	Low	Mean	Std. deviation	Rank
Overall average					2.27		

Table 18 Statistics in the 'staff development' domain

The table above presents the views of respondents concerning their support and development needs in the area of staff development. The arithmetic mean ranged between 1.94 and 2.50 out of 3, corresponding to the 'Medium' and 'High' degrees of need. The overall arithmetic average for this domain (2.27) means that overall, the sample agreed that there was a 'Medium' need for support needs in the area of staff development.

The averages obtained for the individual items of development needs in the area of staff development show that overall, the sample agreed there was a 'High' need for support in three aspects. These three aspects had averages ranging between 2.42 and 2.50 and are listed in descending order of arithmetic mean below:

- Delegating responsibilities.

- Teacher development (teaching and learning innovation).

- Managing staff.

It was also found that the sample agreed that there was a 'Medium' need for development in three other aspects of staff development, the arithmetic averages for these items ranging between 1.94 and 2.21. These three items are listed below in descending order of arithmetic mean:

- Involving teachers in decision making.

- Teacher development (Ministry regulations).

- Induction of new teachers.

An examination of the values of standard deviation presented in the above table revealed that the convergence values of the standard deviation for each of the development needs in the area of staff development were between 0.58 and 0.74,

which is indicative of the convergence of the views of the sample of school head teachers on all items relating to support needs in the area of staff development.

5.2.4   The Fourth Domain – Meeting Students' Needs

No.	Sentence		High	Medium	Low	Mean	Std. deviation	Rank
1	Developing national values of students	F	16	27	5	2.23	0.63	3
		%	33.33	56.25	10.42			
2	Enrichment activities	F	19	24	5	2.29	0.65	2
		%	39.58	50	10.42			
3	Providing appropriate educational challenges for gifted and talented students	F	32	12	4	2.58	0.65	1
		%	66.67	25	8.33			
4	Improving attendance	F	15	27	6	2.19	0.64	4
		%	31.25	56.25	12.5			
Overall average						2.32		

Table 19 Statistics in the 'meeting students' needs' domain

The figures presented in the table above represent the respondents' views concerning their development and support needs in the area of the needs of students. The arithmetic mean ranged between 2.19 and 2.58 out of 3, corresponding to the 'Medium' and 'High' levels of need. The arithmetic average for this domain was thus 2.32, which means that overall the sample agreed that there was a 'Medium' need for development in the area of students' needs. The averages obtained for the items of development needs in the area of the needs of students show that for two of the items (Providing appropriate educational challenges for gifted and talented students and Enrichment activities). The sample of school head teachers agreed that there was a 'High' need for support. The arithmetic means for these two items being 2.58 and 2.29 respectively.

In the other two items (Developing national values of students and Improving attendance), it was found that the sample agreed that there was a 'Medium' need for development. The arithmetic means for these items being 2.23 and 2.19 respectively.

From an examination of the values of standard deviation presented in the above table, it was found that the convergence value of standard deviation for each of the development needs in the area of students' needs was between 0.63 and 0.65, which indicates the convergence of the views of the sample of school head teachers on all items related to training in meeting the needs of students.

5.2.5 The Fifth Domain – Dealing With Local Community

No.	Sentence		High	Medium	Low	Mean	Std. deviation	Rank
1	Activating community partnerships	F	34	13	1	2.69	0.51	1
		%	70.83	27.08	2.08			
2	Parents' and teachers' council	F	16	26	6	2.21	0.65	3
		%	33.33	54.17	12.5			
3	Communicating information to parents	F	13	28	7	2.13	0.64	4
		%	27.08	58.33	14.58			
4	Organising community events	F	19	22	7	2.25	0.70	2
		%	39.58	45.83	14.58			
Overall average						2.32		

Table 20 Statistics in the 'dealing with the local community' domain

The table above presents the views of the respondents regarding their professional learning, development and support needs in terms of dealing with the local community. The arithmetic mean ranged between 2.13 and 2.69 out of 3, corresponding to the 'Medium' and 'High' degrees of need. The arithmetic average for this domain was thus 2.32, which means that overall the sample of school head teachers agreed that there was a 'Medium' need for support in dealing with the local community.

The averages obtained for the individual items relating to the need for development in dealing with the local community indicated that the sample agreed that there was a 'High' need for support in 'Activating community partnerships'. The arithmetic average being 2.69. The averages for the other three items ranged from 2.13 to 2.25, indicating the head teachers' agreement that there was a 'Medium' need for development concerning these items. In descending order of arithmetic mean, these are as follows:

- Organising community events.

- Parents' and teachers' council.

- Communicating information to parents.

An examination of the values of standard deviation in the previous table revealed that the convergence values of standard deviation for each of the development needs in terms of dealing with the local community were between 0.51 and 0.70, which shows the convergence of the views of the sample of school head teachers on all items relating to the need for support in this area.

5.2.6   The Sixth Domain – Administration and School Buildings

No.	Sentence		High	Medium	Low	Mean	Std. deviation	Rank
1	**Financial matters**	F	24	19	5	2.40	0.68	2
		%	50	39.58	10.42			
2	**Assessing and finding solutions for school administrative problems**	F	20	25	3	2.35	0.60	3
		%	41.67	52.08	6.25			
3	**Emergency evacuation planning**	F	16	27	5	2.23	0.63	5
		%	33.33	56.25	10.42			
4	**Preparing management reports**	F	21	19	8	2.27	0.74	4
		%	43.75	39.58	16.67			
5		F	25	20	3	2.46	0.62	1

No.	Sentence		High	Medium	Low	Mean	Std. deviation	Rank
	Identifying modern educational monitoring methods	%	52.08	41.67	6.25			
6	**Relationships with other schools**	F	14	21	13	2.02	0.76	6
		%	29.17	43.75	27.08			
Overall average						2.29		

Table 21 Statistics in the 'administration and school buildings' domain

The figures presented in the table above reveal the views of the respondents regarding their development and support needs in the domain of administration and school buildings. The arithmetic mean ranged between 2.02 and 2.46 out of 3, giving an arithmetic average for this domain of 2.29, which means that overall the sample of school head teachers agreed that there was a 'Medium' need for development in the domain of administration and school buildings.

For three of the items relating to support needs in this domain the averages ranged between 2.35 and 2.46, showing that the sample agreed that there was a 'High' need for support in these specific items. In descending order of arithmetic mean, these are as follows:

- Identifying modern educational monitoring methods.
- Financial matters.
- Assessing and finding solutions for school administrative problems.

On the remaining three items we found that the sample of school head teachers agreed that there was a 'Medium' need for training, with the arithmetic averages ranging between 2.02 and 2.27. These may be listed in descending order of arithmetic mean as follows:

- Preparing management reports.
- Emergency evacuation planning.
- Relationships with other schools.

An examination of the values of standard deviation presented in the above table revealed that the convergence values of standard deviation for each of the training needs in the area of administration and school buildings were between 0.60 and 0.76, which shows the convergence of the views of the sample of school head teachers on all items relating to development needs in the management and school buildings domain.

5.2.7 The Seventh Domain - Communications Technology

No.	Sentence		High	Medium	Low	Mean	Std. deviation	Rank
1	Using modern technology in administration	F	37	8	3	2.71	0.58	2
		%	77.08	16.67	6.25			
2	Using modern technology in learning enhancement	F	36	11	1	2.73	0.49	1
		%	75	22.92	2.08			
Overall average						2.72		

Table 22 Statistics in the 'communications technology' domain

The figures presented in the table above represent the views of the respondents concerning their support and development needs in the field of communications technology. The arithmetic mean ranged between 2.71 and 2.73 out of 3, which means that all members of the sample agreed that there was a 'High' need for support in both the use of modern technology in administration and the use of modern technology in learning enhancement. The arithmetic average for this domain was thus 2.72, which means that overall the sample of school principals agreed that there was a 'High' need for development in the field of communications technology.

An examination of the values of standard deviation in the above table showed that the convergence values of standard deviation for the statements in this area were between 0.58 and 0.49, which indicates the convergence of the views of the sample of school

head teachers regarding the items of support needs in the field of communications technology.

From the themes created using the Saudi studies (see Figure 7 on p. 47) and the tables which present the seven domains, it is clear that these results are focused solely on the management function for headship skills and ignore the leadership function. This reflects the situation of people-centred management values in the Saudi context. Therefore, movement forward from a management perspective to a leadership perspective requires a re-visioning in terms of the professional development of head teachers. This will be discussed in more depth in the next chapter.

5.2.8 Are they recommending that other colleagues participate in this programme?

	Yes		No	
I would recommend the programme to my colleagues	**Frequency**	**Percent**	**Frequency**	**Percent**
	38	**79.2**	**10**	**20.8**

Table 23 Head teachers recommend the programme to colleagues

The table above shows that the school head teachers recommended the programme to their colleagues. Their justifications for this recommendation are presented below.

5.2.9 Rationale for Participating In the Training Programme

Please choose only three main factors which motivate you to engage in development or training programmes.

Sentences	Frequency	Percentage of respondents	Rank
Value of training	45	93.75	1
Recognition	13	27.08	5
Financial reward	30	62.5	3
Gaining promotion	34	70.83	2

Escape from overload at school	16	33.33	4
Time to rest	6	12.5	6

Table 24 Rationale for participating in the training programme

The table above explains that the main reason why participants would encourage colleagues to engage in the training programme is the value of the training programme. 45 out of 48 head teachers said they needed development because there is no official management preparation programme for heads when they are appointed, while 34 out of the total of 48 head teachers said they engaged in the programme in order to obtain promotion. Moreover, 30 head teachers participated in this training programme for financial reward. The strange result found is that 16 out of the 48 head teachers engaged in this training programme to escape from overload at school. All these results will be discussed more deeply in the next chapter.

T-tests and analyses of variance (ANOVA) were used in order to measure variance between the sections and domains of the questionnaire which may be attributed to the variables. Full lists of these results are presented in appendix 10.

With regard to the School Level variable, no statistically significant differences were found for any of the other domains or items that may be attributed to this variable. Apart from the fact that the group of respondents who worked in intermediate schools were more inclined to think there was a need for support in evaluation than the group who worked in secondary schools.

These were found between the average responses of the group of respondents who worked in intermediate schools and those of the group who worked in secondary schools, in favour of the group who worked in intermediate schools. The arithmetic mean obtained for the latter (intermediate schools) was 12.56, while the arithmetic mean obtained for those who worked in secondary schools was 10.38. However, the Qualification, Age and Years of Experience variables had no effect on any of the domains covered in the questionnaire.

To conclude this part, a number of open-ended questions were examined qualitatively in the semi-structured questionnaire. The results will be presented in the next part of the chapter.

5.3 Results of Open-Ended Questions in the Semi-Structured Questionnaire

The school head teachers' responses and their views concerning the statements in the first section of the questionnaire were examined more deeply by giving them the option to complete the open-ended questions. Their answers, views and perspectives were gathered into a number of categories as below:

The general perception of the training programme they have received:

5.3.1 Stimulating

Please comment briefly on why you have given this rating	Frequency	Percentage of respondents
Exciting because it gives the participant an advantage in terms of promotion or salary over individuals who have not taken the course, but in terms of training it is not interesting or useful for my requirements	10	32.3%
Exchange of experiences, increases cognitive development, development of management	6	19.4%
Is not considered a motivational aspect in that it provides a theoretical approach with little focus on the necessary practical training	3	9.7%
The lack of capabilities and expertise of those who run the training centre and the lack of a suitable venue for lectures	3	9.7%
There is a need to reorganise the programme so that it is distributed among the regions and governorates of the Kingdom so all head teachers can benefit from the exchange of experiences	3	9.7%
The course should be beneficial for the trainees and relevant to the work they do	2	6.5%
Because of the distance from Jeddah to the university	1	3.2%
The programme needs some improvements	1	3.2%
Because administrative work without financial reward has no value	1	3.2%
The strength of the curriculum and good performance	1	3.2%

Table 25 Stimulating

The table above explains the head teachers' answers in terms of the extent to which they found the programme exciting. Their answers generally indicate that there is a need to recognise the programme so that it is distributed among the regions and

governorates of the Kingdom, so that all head teachers can benefit from the exchange of experiences.

5.3.2   Useful for My Work

A. Which parts of the training programme do you feel will be **_most_** useful in your work?

Which parts of the training programme do you feel will be most useful in your work?	Frequency	Percentage of respondents
Discussion sessions and presenting schools' problems and then trying to resolve these problems. We have met a large number of school heads, some of them expert directors and some new directors, some working in public schools and some in private. Through these discussion sessions we benefited and learned much more than from lectures, and that came from their expertise in solving problems.	15	40.5%
Field visits were very useful	10	27.0%
School management and human relations	6	16.2%
Strategic planning	2	5.4%
Curriculum foundations	1	2.7%
Theoretical	1	2.7%
Modules taken at the university not beneficial	1	2.7%
The majority of modules are irrelevant, with the exception of one or two	1	2.7%

Table 26 Part of the training programme which was most useful

The issue of addressing school problems is explored in greater depth in the later section on qualitative findings.

B. Which parts of the training programme do you feel will be **_least_** useful in your work?

Which parts of the training programme do you feel will be least useful in your work?	Frequency	Percentage of respondents
Library and research	12	33.3%
Teaching aids	7	19.4%
The theoretical part did not include any practice	6	16.7%
The programme is irrelevant to my job as a school head teacher	4	11.1%
Style of lectures was sometimes not serious	1	2.8%

Planning- educational psychology- school problems	1	2.8%
The practical sessions	1	2.8%
The approach adopted by the lecturer was negative	1	2.8%
School activities	1	2.8%
The repetition of materials previously studied in the programme of educational preparation	1	2.8%
Educational psychology, because the lecturer who presented this module was very conservative	1	2.8%

Table 27 Part of the training programme which was least useful

The issue of the parts of the training programme which were found to be least useful is explored in greater depth in the later section on qualitative findings.

5.3.3   Relevant To My Work

	Yes		No	
Are there any subjects you would like to have been *included*?	**Frequency**	**Percentage**	**Frequency**	**Percentage**
	28	**58.3%**	**20**	**41.7%**

Table 28 Relevant to my work

   A. Examples of materials or skills that you would like to be included:

Give examples	Frequency	Percentage of respondents
Educational Leadership and doing short workshops to learn about leadership styles and types and to identify how to be a creative and innovative leader	8	22.2%
Managing change	7	19.4%
Social communication skills	7	19.4%
Administrative problems and the powers granted to school head teachers	5	13.9%

School management and human relations	3	8.3%
Time management -organising - planning - evaluation - Total Quality Management	1	2.8%
More attention has to be paid to the technical side and stay away from explaining old educational methods	1	2.8%
Share and discuss plans for school head teachers through using personal experiences	1	2.8%
Doing timetables	1	2.8%
Crisis management – conflict	1	2.8%
Issues related to school work on a daily basis	1	2.8%

Table 29 Examples of materials or skills that you would like to be included

Why:

Why	Frequency	Percentage of respondents
Because it is required in the daily work of the school, especially in this era of the information revolution	10	55.6%
Because these programmes serve all aspects of the educational process and can change school head teachers so they do better	3	16.7%
Absence of a clear curriculum for the programme	1	5.6%
Management has to be developed and theoretical and practical courses should be intensified	1	5.6%
Practical work is better than theoretical	1	5.6%
Because it would help to reduce some of the suffering head teachers experience as a result of work-related problems	1	5.6%
School head teachers identify the approaches and solutions to these problems	1	5.6%

Table 30 Head teachers' justifications for adding skills or materials

	Yes		No	
Are there any subjects that you would like to have been _**omitted**_?	**Frequency**	**Per cent**	**Frequency**	**Per cent**
	26	**54.2**	**22**	**45.8**

Table 31 Head teachers' justifications for omitting particular subjects

B- Examples of subjects that you would like to have been omitted:

Give examples	Frequency	Percentage of respondents
Teaching aids	12	33.3%
Library and research	11	30.6%
Much of the content was a repetition of material covered in the undergraduate diploma, so there was no possibility of progress or development	5	13.9%
Educational psychology – the content was poor and the lecturer was not adequately prepared	4	11.1%
The foundations of the curriculum	1	2.8%
School activity	1	2.8%
Some of the assignments (essays) that we had to summarise and present	1	2.8%
Modules which focus on theories without practice	1	2.8%

Table 32 Examples of subjects that you would like to have been omitted

Reasons (why):

Why	Frequency	Percentage of respondents
It is irrelevant to management work	10	50.0%
Because of poor content and lecturers who are not up to date with what is happening in the schools	4	20.0%
I think that the trainee should prepare a report on the five schools he visited and try to transfer the expertise in the CD-ROM and discuss it, rather than make repeated visits	3	15.0%
The content in general is relevant to teachers (not heads)	2	10.0%
Repetitious and useless	1	5.0%

Table 33 Head teachers' justifications for omitting particular skills or materials

5.3.4 Good discussion

Please comment briefly on why you have given this rating	Frequency	Percentage of respondents
Because the lecturer does not speak enough and leaves the trainee to present his research	12	48.0%
In a few sessions there were discussions with the lecturer	3	12.0%
Acquiring the skill to engage in debate and dialogue	1	4.0%

The best thing to do is to introduce new young lecturers, instead of very old lecturers who have already retired	1	4.0%
The ideas obtained from other school head teachers were very useful	1	4.0%
The discussion is not planned because it comes based on essays prepared by the trainee	1	4.0%
Discussion should involve creating a subject plan and discussing it with the trainee, and not be on administrative work	1	4.0%
We need to practise what we discuss in lectures	1	4.0%
It is not planned well	1	4.0%
Most of the modules were workshops	1	4.0%
Because the lecturers who provide this training programme are experts and they transfer their expertise, knowledge, problems and how we can solve them	1	4.0%
Not all the lecturers have discussion skills and not all the trainees come to learn new things	1	4.0%

Table 34 Justification for giving this rating for the 'Good discussion' factor

5.3.5 Flexible Structure

Please comment briefly on why you have given this rating	Frequency	Percentage of respondents
It is difficult to choose subjects and lecturers based on what we need.	9	39.1%
Seems to be old and does not deal with new knowledge	3	13.0%
We have found that there is cooperation by the lecturers, especially for heads who come from far away areas	3	13.0%
Compelling the trainee to go to the university in Mecca, even though there is a university close to him in Jeddah city	1	4.3%
Centralisation still exists	1	4.3%
Structure was planned by the lecturer and the role of the trainee was to search and present what he found	1	4.3%
Some of the lecturers are not prepared for this programme	1	4.3%
Because the content of some subjects is not good	1	4.3%

Because it is not planned based on what we need	1	4.3%
Because of the presence of the religious periods and the limited number of days compared with the schedule	1	4.3%
Strongly flexible to the point of neglect	1	4.3%

Table 35 Justification for giving this rating for the 'Flexible structure' factor

5.3.6 Well Delivered

Please comment briefly on why you have given this rating	Frequency	Percentage of respondents
Because the programme is only a programme in name without any good quality content	6	30.0%
Expert lecturers who are old were more useful in terms of delivering knowledge	3	15.0%
The training programme relied on studying and searching most of the time	1	5.0%
Every training programme has obstacles but in general it was good	1	5.0%
There is no real or useful content	2	10.0%
In general the lecturers were not experts. Only one or two of the lecturers were good	1	5.0%
Lecturers were poor	1	5.0%
The subject content was limited and not improved	1	5.0%
I didn't benefit from the training programme except in one or two subjects	1	5.0%
Because school head teachers have expertise which helped them to deliver the content well	1	5.0%
It is not delivered well because neither the lecturers nor the trainees are convinced about the content of the training programme	1	5.0%
Programme content was clear and easy	1	5.0%

Table 36 Justification for giving this rating for the 'Well delivered' factor

5.3.7 Demanding

Please comment briefly on why you have given this rating	Frequency	Percentage of respondents
To go out of the school framework and change the boring school atmosphere and routine.	15	44.1%
Demanding because the trainee will gain a financial reward and get promoted, and at the same time not demanding because the teaching methods were very old	7	20.6%
Very useful	3	8.8%

There was nothing new for me and nothing attracted me	3	8.8%
A training programme has to be oriented and purposive	2	5.9%
Consuming time without benefits	1	2.9%
It is far away from what happens in schools	1	2.9%
Programme idea was demanding but after I completed it not all my goals had been achieved	1	2.9%
I expected the training programme to be useful but it wasn't	1	2.9%

Table 37 Justification for giving this rating for the 'Demanding' factor

The findings presented in the table above confirm that school head teachers are overloaded and they consider these programmes as an opportunity to escape from the work overload at their schools, even if the programmes are not beneficial. This issue was explored in more detail qualitatively and the results are presented later in this chapter.

5.3.8   Well paced

Please comment briefly on why you have given this rating	Frequency	Percentage of respondents
The course plan was not clear and it was presented without identifying what the trainee needed	8	33.4%
The course plan was good, well prepared and clearly designed	5	20.8%
The majority of the subject contents were duplicated and repetitious for students who had studied there as undergraduates	4	16.7%
Programme is repetitious in terms of content, teaching methods and assessment methods for the trainees	3	12.5%
The contents are designed by lecturers who don't know what is happening in the schools	3	12.5%
Lecturers at the university are busy with their publications and they don't care about what we have come to do. In addition, some of them said they thought we came just for the sake of getting a financial reward, which means they don't believe in the benefits of the training programme in terms of developing school head teachers	1	4.2%

Table 38 Justification for giving this rating for the 'Well paced' factor

5.3.9   Good level of practical activities

Please comment briefly on why you have given this rating	Frequency	Percentage of respondents
There is not enough time to practise what we have learned in lectures because we have a lot of subjects	10	40.0%
Field visits to some schools were useful, but at the same time not sufficient, or in other words applied in the wrong way	8	32.0%
Some of the subjects are irrelevant to school head teachers	1	4.0%
There is little practical activity without any mentoring	1	4.0%
There are ten visits and this is a good amount	1	4.0%
There are no practical activities except one module called teaching aids	1	4.0%
It was not clear enough	1	4.0%
The practical activities were done by our colleagues	1	4.0%
There is a schools visit but it is not organised well	1	4.0%

Table 39 Justification for giving this rating for the 'Good level of practical activities' factor

The table above explains the two main justifications for the head teachers' answers in terms of to what extent they put into practice what they learned from the training programme, and why they did not practise what they had learned. This result will be explained further in the sections on the qualitative findings.

5.3.10 My Objectives Achieved

Please comment briefly on why you have given this rating	Frequency	Percentage of respondents
I didn't benefit from the training programme and the evidence is that I feel there is no difference between the work I did before I participated in the training programme and the work I've done	9	39.1%
Gaining knowledge and benefits from my colleagues	4	17.4%
In some of the subjects my goals were achieved well and in others they were not	3	13.0%

Some of my goals were not achieved because the training programme is not designed on the basis of what we need to be trained in	1	4.3%
I have met a good number of expert school head teachers and have escaped from overload at school	1	4.3%
New experiences and gaining promotion	2	8.6%
I hoped to see coaches rather than lecturers on this training programme	1	4.3%
I hoped to get more benefits	1	4.3%
I was trying to get the certificate and I have got it	1	4.3%

Table 40 Justification for giving this rating for the 'Level of achieving heads' objectives' factor

Taking into account the responses to question number A.10 in the version of the questionnaire that may be found in appendix (1), and as the key finding for this question, 9 out of 48 head teachers claimed that nothing had changed after they had completed the training programme; this issue will be explained further qualitatively later in this chapter when the qualitative findings on the head teachers' behaviour presented. This result is in line with the finding presented in Table 15 on p. 94, with 12 head teachers claiming that their objectives had not been achieved entirely. Those head teachers who stated that their objectives had been achieved justified their reasons for attending the training programme in their responses to question 13 of the questionnaire.

5.4   Findings from the Qualitative Data

This part of the chapter presents the findings from the qualitative data, which were collected after the quantitative data, from the semi-structured interviews with the head teachers. The questions for the interviews were designed on the basis of the findings obtained from the quantitative instrument. The data collected from the semi-structured interviews were analysed by adopting and utilising the templates provided by King (2004) for the thematic analysis of text. An inductive approach was also adopted in order to extract major themes and sub-themes from the data set. The aims in adopting the inductive approach in this study were based on Thomas's (2006) claims that this approach makes it possible:

- To condense extensive and varied raw text data into a brief, summary format.
- To establish clear links between the research objectives and the summary findings derived from the raw data.
- To develop a model or theory about the underlying structure of experiences or processes which are evident in the text.

A total of 18 male head teachers from both intermediate and secondary schools in Jeddah took part in the semi-structured interviews. The findings are presented by giving a clear definition of each major theme and its relation to the relevant sub-themes. Figure (5.1) below shows the major themes that emerged from the semi-structured interviews. It is clear from these findings that the school head teachers to a great extent expressed negative attitudes regarding their development, in terms of the barriers preventing them from developing on the one hand and a lack of support on the other, despite the fact that the interview questions had been designed to be neutral, to avoid any possible bias. Nonetheless, their responses to the questions were clearly extremely negative. This may be because it was the first opportunity they had to participate in such an event, for their voices to be heard and for them to express their feelings, emotions and attitudes regarding their needs for professional learning, development and support. Thus, only by conducting these interviews, and thereby giving the head teachers themselves a voice, was it possible to find out that nobody had been to see them at their schools prior to the training course to consult them about their professional learning needs, nor had anyone visited them after the course to ask them whether or not it had fulfilled their support and development needs.

Figure (19) below illustrates the major themes which emerged, namely:

Figure 19 Major themes explored in depth in semi-structured interviews

According to King (2004), the advantage of this kind of thematic analysis is that it allows the creation of similar codes, which means that some segments of text can be categorised into two or more levels. This means that some sub-themes can occur in more than one main theme, as will become apparent in the following discussion of each major theme; thus all the themes are overlapping and interchangeable. As mentioned earlier, the major themes are defined and the sub-themes are illustrated by providing extracts from the participants' own words as expressed in the interviews. It was hoped that the thematic pattern approach would allow us to provide a complete and integrated account of the participants' views and enable the reader to hear their voices. It was also hoped that presenting quotations from the interview transcripts would make the interviews come alive for the reader and be more interesting.

5.4.1 The First Major Theme: Training Programme

The highest number of obtained responses was associated with this theme. This theme includes sub-themes which reflect blame regarding a lack of quality of development programmes.
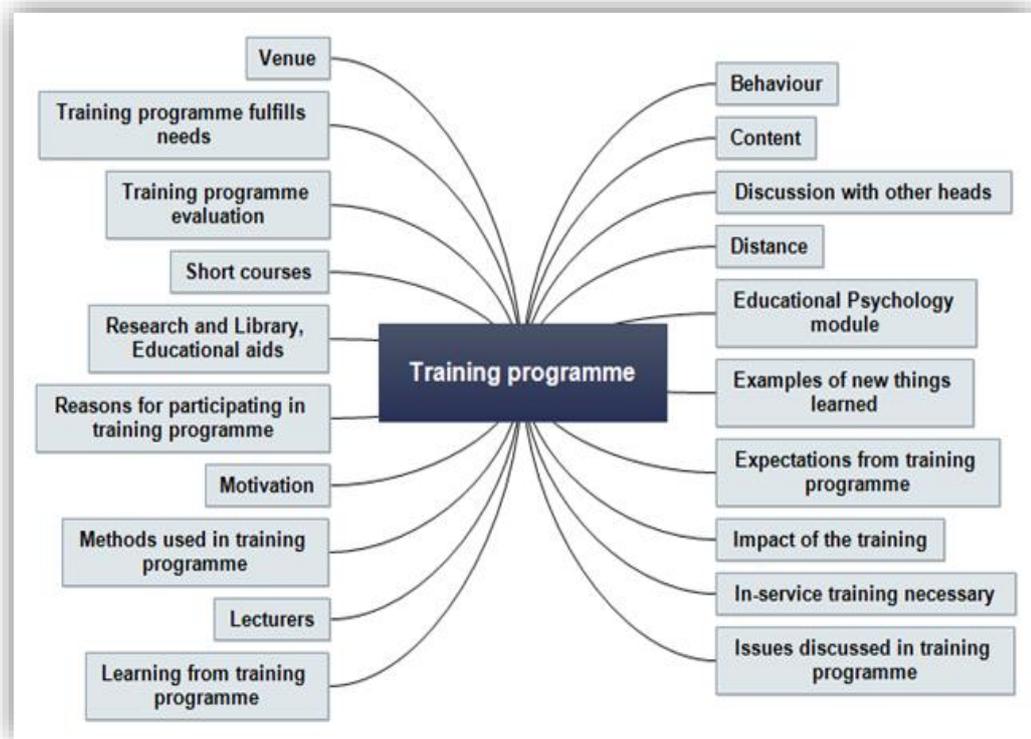
Figure 20 The sub-themes of the major theme: Training Programme

This theme, as can be seen from Figure 20 above, includes various sub-themes, such as content, behaviour, lecturers, motivation, and the training programme's ability to fulfil their development and support needs. Since it was found that the frequency of occurrence of each sub-theme differed, the emphasis of the discussion is on the most prominent of these themes, which are illustrated by quotations from the participants' responses. The overall view concerning the major theme of training was that the programme was neither good nor bad. In their own voices the head teachers identified the advantages and disadvantages of the development programme in terms of the content of the programme, learning from the programme, putting into practice what they had learned at their schools, and the quality of the lecturers who presented the training programme.

Within this major theme, the sub-theme 'lecturers', which concerned the people who present the development programme for head teachers, was the problem most frequently reported by the participants as being the greatest source of difficulty:

> *I think generally they were useless and one of the lecturers said he didn't have anything new to teach us. (Head Teacher 1)*
>
> *The lecturers on this training programme were the same ones who taught some of my colleagues when they were studying for their bachelor degrees 15 years ago, and they used the same materials and contents. I remember that in one of the modules, the colour of the pages in the handout given to us by the lecturer had changed from white to yellow because he had used it so many times without any development for 15 years. (Head Teacher 2)*

'Motivation' was found to be the sub-theme of second highest importance within the major theme of 'Training Programme'. The motivation of both the lecturers and the participants was found to be a significant problem. In general, the head teachers revealed that on the one hand the lecturers are not motivated to introduce new things for them, while on the other hand, the heads themselves are not motivated to engage in the in-service training programme. The heads claimed that no distinction is made between a high-achieving head teacher and one who does not take any care over his work. Therefore, the motivation to participate in a development programme is non-existent:

> *The [people who work there now] are not specialists in development, or coaches. (Head Teacher 15)*
>
> *Not everyone can be a head teacher. There is no motivation for head teachers to stay at their jobs. In addition, when you ask every head teacher about the possibility of going back to work as a teacher, the majority of them would like to do so because there are no motivating factors and there is no power to make decisions. (Head Teacher 2)*

One of the main factors in reducing the usefulness of the training programme was found to be the 'content'. The following extracts from the participants' responses concerning this sub-theme clarify the extent to which the content was relevant or irrelevant to their daily work and to what extent the content was beneficial:

> *I hope the training programme will focus more on developing our daily work, administrative skills and be practically oriented, rather than [the type of course] we have today in universities. We found that the content of the majority of the modules was unclear. (Head Teacher 12)*

In general, the development programme was neither good nor bad. The only positive aspect of the programme, as mentioned by the heads themselves, was the opportunity it offered them to engage in discussion with other heads. This was identified as a sub-theme called 'discussion with other heads':

> *So I would say 50% of my needs were fulfilled. (Head Teacher 18)*
>
> *To some extent - around 30% of my needs were fulfilled. (Head Teacher 2)*
>
> *The training programme didn't fulfil my needs, and the few things I learned were from my colleagues rather than from the lecturers. (Head Teacher 14)*

The overall picture that was obtained of this theme is that there is a significant incompatibility between the development plans of the Ministry of Education (responsible for schools) and the Ministry of Higher Education (responsible for universities). One of the head teachers interviewed in this study said that, 'the MOE only send us to engage in this development programme without any intervention regarding the quality of the content or the people who present the programme.' It is suggested that this is a result of miscommunication between the MOE and the universities involved and the lack of integration, in terms of the formulation of set goals, between these two institutions.

5.4.2   The Second Major Theme: Solutions

The head teachers expressed their views and provided a number of suggestions regarding how to increase the level of usefulness of the development programmes. The head teachers suggested that there should be official preparatory programmes for heads prior to their being appointed to positions, and that after they have been appointed these programmes should be followed by continuous professional

development based on an identification of their learning, development and support needs.
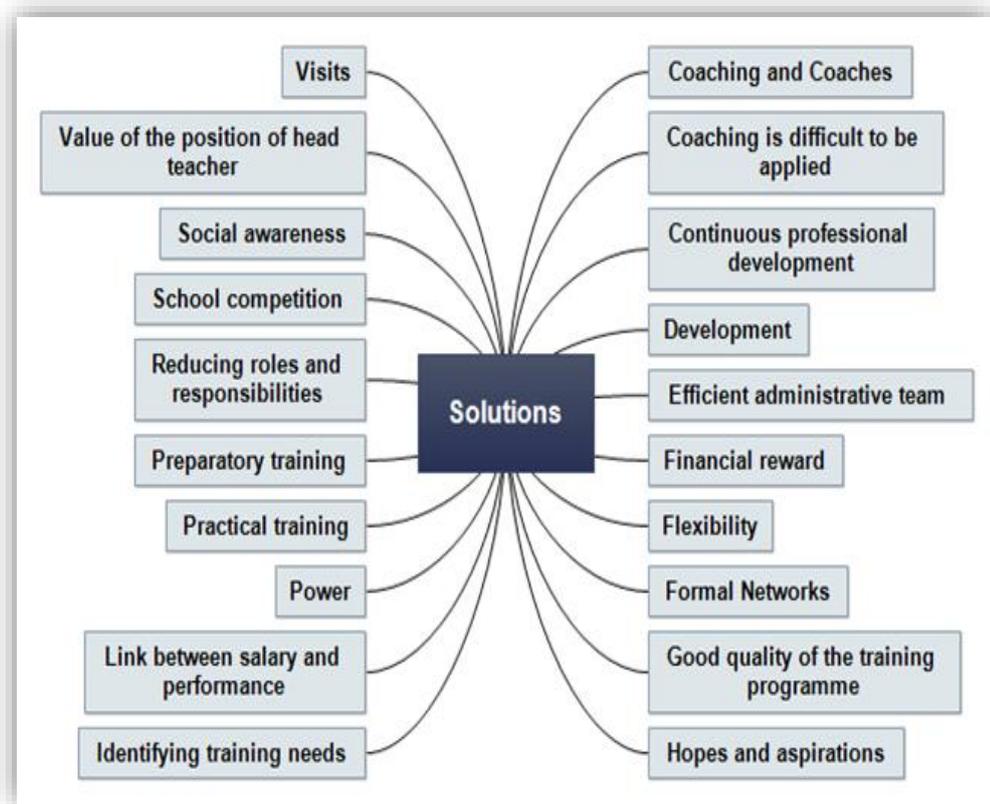
Figure 21 The sub-themes of the second theme: Solutions

The solutions theme, as Figure (21) above shows, includes sub-themes that represent possible suggestions as to how to raise the standard of development. These are coaching, continuous professional development, an efficient administrative team, financial reward, flexibility, formal networks, a good quality training programme, identifying learning, development and support needs, link between salary and performance, practical training, preparatory training, visits, social awareness, power, school competition, valuing the position of head teacher and reducing roles and responsibilities.

Within the theme of solutions is the sub-theme of coaching and coaches. The latter are generally considered to be the main solution for developing school head teachers; however, this method is not applied in Saudi Arabia:

>*We need coaches on educational training programmes or even professional people from companies who are qualified to develop our abilities. (Head teacher 1)*
>
>*I would prefer the people who present the training programme to be motivated, supportive, younger, and for them to be coaches. (Head teacher 15)*

With regard to solutions, and in terms of developing heads through coaching, several respondents claimed that it is too difficult to apply coaching in our context:

>*I don't think we have a strong enough infrastructure to do coaching or development between us because we are tired of meetings at the Education Administration Centre and that I think comes from the nature of our job. That makes us feel weary. Therefore, I don't think we are yet ready to carry out development in the form of coaching between ourselves. (Head Teacher 12)*
>
>*To be honest, I don't know what you mean by coaching. (Head teacher 15)*

According to the participating head teachers, the concept of development is not considered to be important, as illustrated by the following comments:

>*One of the ways of developing school heads is to allow them to study for a master's degree in educational management. It would be highly beneficial for education if all head teachers had master's degrees in educational management. But you come across a lot of obstacles put up by the Ministry of Education which prevent you from doing further studies. (Head teacher 12)*
>
>*I think the idea of developing heads is not something the Ministry of Education takes into consideration. (Head teacher 15).*

The school head teachers suggested that the development programme should be more practical than theoretical:

>*As heads we need a constant and regular practical training programme. We don't need theoretical modules such as what*

> *is a headship? What are the objectives of headship? What is a*
> *plan? (Head teacher 5)*

Another suggestion as to how head teachers might develop was found in the sub-theme 'financial reward'. This sub-theme explains that the possibility of financial rewards could motivate head teachers to engage in developmental programmes.

> *We need foundations such as powers, motivation, incentives*
> *in the form of financial reward and morale boosters, trust and*
> *special preparation programmes for people who want to*
> *appoint heads. (Head teacher 15)*

The head teachers claimed that society is ignorant of the value of their positions, and therefore it is suggested that school heads should be given the power to make decisions and that social awareness of the value of the position of the head teacher should be raised:

> *The most important thing for heads is to give them a sense*
> *of the importance and value of the position of head teacher in*
> *administrative work by giving him the power to make decisions.*
> *(Head teacher 10)*
>
> *We need to have trust shown by the Educational*
> *Administration Centre: for instance, by [giving us] an*
> *operational budget for our schools. (Head teacher 15)*

The last two solutions relate to the value of preparatory programmes for heads and reducing the roles and responsibilities of head teachers.

> *To be honest, teachers are reluctant to nominate themselves*
> *[for the position], because through working with their heads*
> *they know that head teachers are not prepared [for the job], so*
> *they might face these challenges in the future. (Head teacher*
> *18)*

In summary, the major theme of solutions included all the above aspects that the head teachers suggested are necessary to develop heads professionally, and which are based on the returns they expect for their work. Their suggestions emerged from their experiences of suffering in their own positions at their schools, and thus gave rise to

another major theme called 'barriers', which reflects the enormous challenges and obstacles that are preventing them from developing. Taken in conjunction with the theme of 'solutions', the 'barriers' theme will help to give the reader an even clearer picture of the current situation. The 'barriers' theme is elaborated on in the next section.

5.4.3   The Third Major Theme: Barriers

This theme reflects the barriers, obstacles and challenges which are preventing heads from developing or continuing to develop their skills.
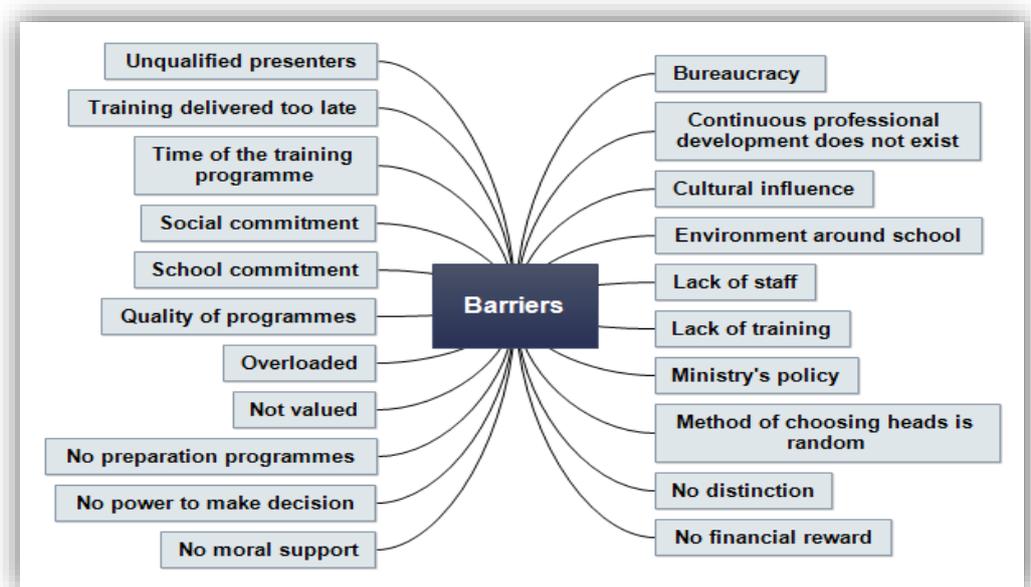
Figure 22 The sub-themes of the third theme: Barriers

This theme, as Figure (22) illustrates, includes a number of sub-themes, namely, bureaucracy, cultural influence, lack of staff, lack of training, Ministry's policy, no financial reward, no distinction, training programme not valued, no power, social commitments, school commitments, overloaded, quality of programmes, unqualified presenters, training delivered too late, no moral support, no preparation programme for us, environment around school, time of training programmes and continuous professional development being non-existent.

The heads indicated that the main challenge lies in the sub-theme 'Ministry's policy'. There are several suggestive passages concerning this sub-theme:

> *They provide these short programmes, but they are designed for all sorts of people, including heads, teachers and supervisors; [they are] not specifically for heads, and that is the problem. Now, teaching has become a job for people who are out of work. This will have an effect on the head teacher's performance and development. (Head teacher 14)*

The sub-theme of the training programme being 'not valued' in terms of the usefulness of the programme. This refers to the quality of the programmes that are offered by the training centre and the results of attending these programmes, in that it is difficult for head teachers to apply what they have learned in their work. Furthermore, they are not receiving any support from supervisors to put into practice what they have learned on the programme after they return to their schools and thus fail to derive any benefits from the programme, such as financial reward, moral support and promotion:

> *We need the training programme to be relevant to the situations we have in our schools. The training programmes are still a long way away from what we have [to deal with] in our schools. (Head teacher 7)*
>
> *I would prefer the programme to be run by the training centre, because the lecturers treated us like undergraduate students. The only benefit was that we met, discussed and exchanged our experiences. (Head teacher 16)*

Under the major theme of 'barriers', the participants also considered the sub-theme of 'lack of training' as a significant daily challenge to carrying out their roles and responsibilities at their schools:

> *We usually learn by trial and error, so it is self-learning. (Head teacher 10)*
>
> *I think there are still no official preparation programmes for heads before they are appointed to this position. There is therefore no basis or foundation. How can you expect someone to develop in these circumstances? (Head teacher 12)*

When reflecting on and explaining the above sub-theme (lack of training), the heads claimed that this may be the result of the absence of qualified presenters. This is a

significant challenge and is referred to here as the sub-theme of 'unqualified presenters':

> *We need training programmes run by coaches instead of by*
> *supervisors. Then, the coaches should ask us what we need in*
> *our job, such as [courses on] time management, delegating*
> *tasks and decision making. (Head teacher 8)*

Another of the main challenges that is preventing heads from developing is that of 'continuous professional development does not exist', which is also linked to the Ministry's policy in terms of the importance of ensuring the constant development of head teachers:

> *There is no follow-up system from the supervisor after we*
> *have completed these short programmes. There is no feedback.*
> *The problem was that nobody visited me after I had completed*
> *the programme. (Head teacher 10)*

Being 'overloaded' makes head teachers tired and makes it difficult for them to perform their daily roles successfully. This is made clear in the coded passages below:

> *To be honest with you, sometimes I refuse to attend*
> *developmental programmes because I have so many*
> *responsibilities at my school. (Head teacher 17)*

School head teachers suffer from a difficulty in making decisions because they have no power and they are not prepared well for their positions. The sub-theme of 'no preparation programme for us' arose from this lack of power:

> *I was appointed as a head teacher without any training; I*
> *had no idea about issues which are at the heart of my job, such*
> *as school plans, the school budget and designing the school*
> *timetable. I only gained [experience of] these things through*
> *practice, after being appointed without any pre-service training.*
> *(Head teacher 4)*
> *The only thing that motivated me to engage in administrative*
> *work was that I felt I had a penchant for administrative work*
> *rather than for continuing in a teaching job, regardless of*
> *whether or not I had any administrative qualifications. So*

> *acceptance for the position of headship is not based on your*
> *qualifications. (Head teacher 9)*

'Cultural influence' and 'social commitment' also play crucial roles in terms of either developing heads or preventing them from developing, and were considered as important challenges:

> *In Saudi society, the head's job is seen just as an ordinary*
> *job like that of a teacher. So there is no respect. (Head teacher*
> *11)*
>
> *The nature of our culture doesn't help people to develop*
> *(Head teacher 11)*
>
> *Some heads say they feel shy when they go somewhere and*
> *are asked about their job. The reason for this is that the*
> *Ministry of Education has taken away their powers and they*
> *can't make decisions about the smallest school issues.*
> *Therefore, we need to develop social awareness about the*
> *headship position by considering them as leaders of our*
> *communities and giving them confidence. (Head teacher 4)*
>
> *I think time is a fundamental factor which hinders me in*
> *attending training programmes, since I can't go in the*
> *evenings because of domestic commitments (Head teacher 1)*

The last sub-themes within the major theme of 'barriers' are 'the lack of financial reward' and 'no distinction'. These sub-themes explain the reasons why heads avoid attending training programmes:

> *There is no distinction made between a head who is*
> *successful, and a head who has not attended any training*
> *programmes. (Head teacher 15)*

The overall picture that can be drawn is that there are several political, cultural and contextual obstacles that are preventing heads from developing their professional skills. This major theme of 'barriers' and its sub-themes arose from and are associated with the second major theme of 'solutions' discussed above. One of the main findings that emerged from this major theme of 'barriers' was that there is no support for heads. This will be discussed in more detail under the next major theme 'support'.

5.4.4   The Fourth Major Theme: Support

The fourth major theme to be presented is that of 'support'. Many of the responses were associated with this theme. This theme includes sub-themes which reflect blame regarding a lack of support. The head teachers' responses to this theme indicate the extent to which they receive support, encouragement and assistance from supervisors to satisfy their ongoing professional learning, development and support needs on the one hand and to develop their administrative skills on the other, and the sub-themes include 'initial support', 'not supported', 'lack of standards for supervisors', 'insufficient support' and 'don't ask supervisors' as shown in Figure (23) below.
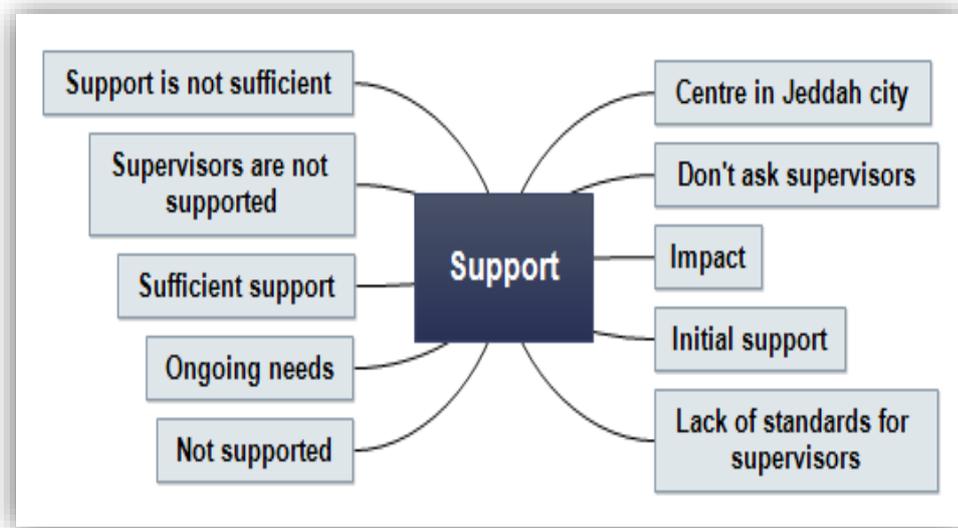
Figure 23 The sub-themes of the fourth theme: Support

The overall view concerning the major theme of support was that the school head teachers were not adequately supported. In their own voices the head teachers expressed their views and claimed that their professional learning, support and development needs were not met by the supervisors, that the supervisor's role is more that of an inspector than that of a developer of their skills, and that there is no specific standard for supervisors to follow in supporting them. In other words, some supervisors when they visit a school will say the school is excellent and the head teacher's administrative skills are successful, while others might claim the opposite is the case for the same head. According to the head teachers, this is the direct result of the absence of any set standard for supervisors to follow, which in turn affects the amount of support the head teachers receive. In addition, the discrepancies between

the head teacher's job and that of the supervisors mean that it is difficult for them to communicate effectively. Thus the supervisors are unable accurately to identify the head teachers' development needs and then to find appropriate development courses for them, and this is one of the 'barriers' to development mentioned under the third major theme discussed above.

Within this major theme, the sub-theme 'not supported', which relates to the amount of support and mentoring they receive from supervisors, was referred to highly negatively.

> *The problem was that nobody visited me after I had completed the programme, and nobody supported, advised or encouraged me when I was in the head's chair. (Head teacher 10)*
>
> *I ordered a computer two months ago for my deputy to write reports, and up until now we have not received it. Imagine what it's like with my deputy not having a computer, so whenever he wants to write anything, he has to come to my office and do it on my computer! How can heads develop under these kinds of conditions? (Head teacher 11)*

The theme of 'support' may be linked to the conflicting directives the heads receive from the supervisors. The head teachers who participated in this study stated that supervisors are appointed on the basis of their experience or because they are acquainted with someone in authority, and not on the basis of their having had any particular qualification:

> *Sometimes the head who has not gone on any developmental programmes is promoted to work as a supervisor because he knows somebody at the Education Administration Centre, and he is benefiting from favouritism. (Head teacher 10)*
>
> *When the supervisors first came to my school, they tried to help me develop, but the problem was that they just made a few comments and they wouldn't tell me how to sort out the problems. So I asked my colleagues and my deputy to help me*

> *because I had never taken part in any training programme.*
> *(Head teacher 12)*

The sub-theme of the 'centre in Jeddah city develops heads' was found to be a crucial factor in terms of developing heads professionally and fulfilling their professional learning and development needs. Thus, the heads talked about the amount of support they needed from the educational administration centre in Jeddah and also mentioned that a gap exists between the supervisors who visit the schools and the training centre. According to the heads, the fact that they do not receive the support they need from the supervisors might be because the supervisors themselves are not adequately supported by the Ministry of Education:

> *Sometimes you want to apply for useful things at your*
> *school to develop teachers and students, you will encounter a*
> *lot of obstacles from the Education Administration Centre and*
> *they will say you are not allowed to do that at your school.*
> *(Head teacher16)*

Fulfilling 'ongoing needs' is another theme developed to identify the extent to which school head teachers receive sufficient support in terms of satisfying their current development needs and developing their administrative skills. The heads said the amount of support they have received for certain learning and support needs differs from supervisor to supervisor because there is no standard for the supervisor's job. They said supervisors only transfer their own experiences, and this is linked to the sub-theme of 'lack of standards for supervisors' discussed above.

> *I don't think my ongoing needs are fulfilled. I think the*
> *supervisor's role aim when he comes is to see how the daily*
> *work is going. This aim means we focus more on how tidy we*
> *can make our schools look. Then, if we have ongoing needs, in*
> *many cases, these are not fulfilled because that will open the*
> *door for further inspection. (Head teacher 13)*

The head teachers try to avoid contacting the supervisors because on the one hand they believe the supervisors are too busy and on the other hand they want to avoid an inspection. While conducting this research I was visiting one of the head teachers and happened to meet one of the educational supervisors by chance. This supervisor only

asked the head about the students' achievements and did not enquire about his professional learning, development and support needs or about any obstacles he might be facing. The supervisor wanted to see the students' homework without going to the classroom and asked the deputy to bring some of the students' books. This is exactly what used to happen when I was a pupil at primary school twenty years ago. Hence, there has been no development in supervision styles:

> *We heads have a common concept among us, which is 'try to solve problems at school by yourselves and don't send us anything unless you have a big problem'. (Head teacher 11)*
> *I receive more support and development from my colleagues [heads] than from official supervisors. (Head teacher 12)*

The overall picture that was obtained of this theme is that there is a lack of support in terms of fulfilling perceived learning, development and support needs. Furthermore, this theme overlaps with the themes discussed above in terms of the link between the challenges to head teachers' development and the 'barrier' of the lack of support they receive from supervisors.

5.4.5 The Fifth Major Theme: Professional learning, Development and Support Needs

This theme includes sub-themes which reflect blame regarding a lack of development and a lack of support. As discussed above, this blame is derived from the fact that there is no official preparatory training specifically for heads. It is evident that active support and a proper system of continuous professional development for head teachers are essential in order to identify what their development needs are, determine which stage they are at, and then enable them to move forward from the stage they have reached.

**Figure 24 The sub-themes of the fifth theme: Professional learning,
development and support needs**

The professional learning, development and support needs theme, as shown in Figure
(24) above, includes sub-themes that outline the development needs of school head
teachers. As perceived by the school head teachers, this theme included various
learning, development and support needs, such as planning, communication skills,
understanding the new regulations coming from the Ministry, using technology in
management, leading schools professionally, time management and crisis
management.

There are a number of coded passages that express the need for support in planning
skills. Many of the heads stated that currently their daily work consists of a series of
unplanned learning to circumstances that arise, and it was this situation that gave rise
to their feeling that training in planning skills was vital:

> *I think that currently essential training has to focus on*
> *planning. (Head teacher 1)*
> *The most important thing is to promote and disseminate a*
> *culture of planning among head teachers. (Head teacher 16)*

The second most important development need identified in this study is categorised
under the theme of 'communication skills'. The heads said that they need development
courses in communication skills because they deal with a wide variety of people, such

as teachers, students, supervisors and students' parents. The need for this particular type of support is a result of the absence of Ministry policy regarding rules which would help heads in their positions, such as giving powers and the authority to make decisions. This was also discussed above as being a 'barrier' to development:

> *Building bridges with teachers will avoid having to resort to using regulations. (Head teacher 11)*

> *Using communication skills might be more helpful to achieving our goals than using regulations. (Head teacher 12)*

The development need that was ranked third was 'understanding the new regulations coming from the Ministry'. The existence of this sub-theme is an indication of the fact that heads currently do their jobs and develop through a process of trial and error. In other words, their jobs by nature consist of reactions to the situations they encounter on a daily basis. Another factor that plays a crucial role in this aspect of the current situation regarding head teachers and their need to understand the new regulations is that of the supervisors and the support they provide:

> *We need to design intensive training programmes about school regulations, because we become head teachers without any preparation and then we don't know how to make decisions about certain things. (Head teacher 7)*

Additional evidence of the urgent need for development and support in this area can be found in the fact that the head teachers who took part in this research discussed this issue during the recent programme:

> *The topics we discussed (on the training programme) were usually about dealing with teachers and students, how to apply school regulations, how to put these regulations into practice, and how to deal with different supervisors. (Head teacher 6)*

> *We sometimes discussed issues like behavioural regulations for students and what are the regulations if a student has a knife or is selling drugs, and what should we do if one of the students attacks another? What should teachers do if a student misbehaves in the classroom? (Head teacher 4)*

Under the major theme of 'Professional learning, development and support needs' the sub-themes of 'using technology in management' and 'dealing with programs such as Noor' emerged. The head teachers claimed there was an urgent need for development and support in these areas. Some heads had been appointed to their positions without any knowledge of technology, which conflicts with the nature of the school head teacher's job as a leader in the 21st century:

> *We need to focus more on how to use technology in management - how we can use programs like Noor and Ma'ref properly, instead of asking our colleagues how they work; how to use new computer programs to support our work. (Head teacher 10)*

Development in 'leadership in schools' and 'management skills' was also stated as being necessary by the head teachers in this research, and they gave several reasons for this: because there are no special courses presented by coaches, there is no official preparation programme and there is an absence of support. The following coded passages illustrate this point:

> *I think we need to have training in leadership. How can a school head lead his school successfully and professionally? (Head teacher 6)*
>
> *We need to obtain training in leadership and in how to apply leadership theories at our schools. (Head teacher 16)*

A few other development and support needs were mentioned by the respondents such as 'time management', 'crisis management' and 'building head teachers' personalities'. School head teachers in Jeddah are overloaded with work, and this is one of the 'barriers' discussed above. Also, the position of head teacher is not valued and not appreciated by society because the heads perform their jobs as operational rather than leaders. Therefore, social awareness plays a crucial role in improving the image of the head teacher's position by offering heads courses on personality building and increasing self-confidence.

> *We usually discussed in the training programme issues like the powers of school head teachers, and problems and obstacles that a head teacher might face. (Head teacher 7)*

We need to build the personalities of head teachers in terms
of their self-confidence. (Head teacher 7)

The overall picture that was obtained of this theme is that there is an urgent need for development in this area. This theme also overlaps with the themes discussed above in terms of the fact that there are no preparation programmes for heads, which was found to be a barrier to their development, there is no support for their development in terms of supervisors identifying their professional learning, support and development needs, and there is a lack of proper training.

5.4.6   The Sixth Major Theme: Management

This major theme reflects the nature of head teachers' routine daily work from morning until afternoon in terms of their actions, delegating and the difficulties they encounter in the daily job. This theme reflects the current situation in Saudi Arabian schools in terms of the distance between management and leadership functions.
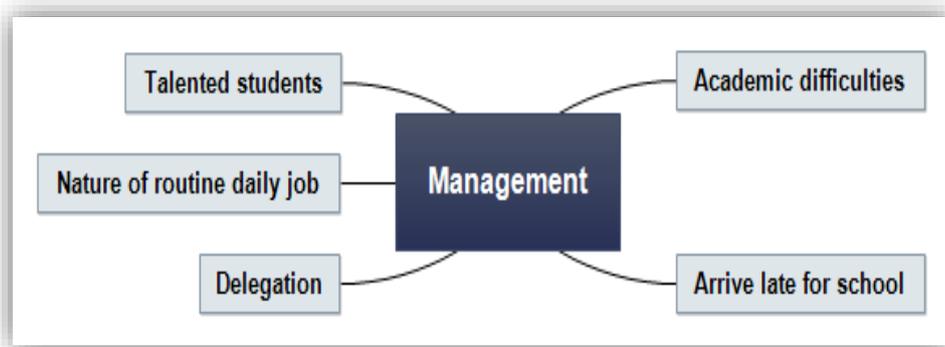
Figure 25 The sub-themes of the sixth theme: Management

This theme, as Figure (25) shows, includes the sub-themes of academic difficulties, arriving late for school, delegation, nature of daily job and talented students. In general, the head teachers responded highly negatively concerning their daily jobs. The heads considered their job to be boring and routine, partly because of the circulars they received constantly from the education administration centre and to which they were obliged to respond. Therefore, as discussed above under the first major theme, participating in the programmes gives the heads an opportunity to change their environment:

> *The main reason a school head will participate in this training programme is to change his daily routine at school. We have a boring daily routine in terms of circulars and an overload of roles and responsibilities. (Head teacher 11)*
>
> *At the moment heads do their jobs and make decisions based solely on their experience and on learning from their mistakes – imagine that! (Head teacher 13)*

Furthermore, one of the obstacles to heads managing their schools successfully is the fact that teachers and students often arrive late for school. This is one of the reasons why the heads claimed they needed development in communication skills. It is in the Ministry's power to do something to alleviate this situation in the first place, by giving head teachers more authority. However, the ministry has not taken any action in this regard. Therefore, the head teachers who took part in this research were concerned about how they could develop under these conditions:

> *The problem at the moment is that the teachers know I don't have any power [over them] if they do something wrong, such as consistently arriving late for school. (Head teacher 15)*

Under this major theme, the sub-theme of 'delegation' was accorded a great deal of importance by the head teachers. They stated that being able to delegate plays a crucial role in terms of allowing them enough time to develop their administrative skills:

> *The problem was that in order for these head teachers to visit that school they had to abandon all their responsibilities at their own schools. So they would come and worry about their schools. So over time head teachers came to believe that this kind of visit was just routine. (Head teacher 16)*

The overall picture obtained for this theme is that school heads are dissatisfied with their jobs in terms of the daily routine they have, their lack of authority and their work overload. All of these factors contribute to making the head teacher more of a manager than a leader. However, the leadership function was rarely mentioned by the head teachers in this research, owing to the fact that officially they are not leaders, as they said. Therefore, the theme of 'leadership' received the lowest number of responses and will thus be discussed last.

5.4.7 The Seventh Major Theme: Communication

The head teachers' responses to this theme illustrate the extent to which school head teachers communicate with other heads, the amount of mutual respect that exists between heads, and whether or not the supervisors' visits are adequate in order first to identify their professional learning, development and support needs and then send them on the appropriate programmes. The reason for creating this theme is that communication plays a crucial role in head teachers' development, the main forms of this development being coaching and mentoring. Coaching and mentoring will not be successful unless heads have successful relationships with other heads and supervisors, and avoid any problems that might arise between them and other heads in respect of competition between schools.
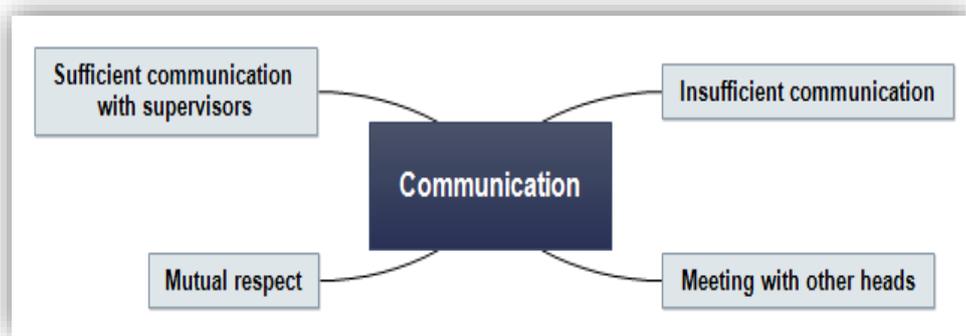
Figure 26 The sub-themes of the major theme: Communication

The 'communication' theme, as Figure (26) above shows, includes sub-themes that indicate the extent of the communication that currently exists between the interested parties. This theme includes the following sub-themes: insufficient communication, meeting with other heads, mutual respect and sufficient communication with supervisors.

'Meeting with other heads' was thus one of the sub-themes created under this major theme, and this provided evidence that the heads are communicating with each other by phone or face to face. These meetings are evidence that, if they need support, heads try not to ask supervisors, as mentioned in the 'support' theme above. However, these meetings and their communications were not purposeful and did not have any specific agenda:

> *We heads have a concept which is called 'don't ask them' (supervisors) if you have a problem because that will open the door for them to come to the school to inspect [not to help]. So we try to contact each other if we need anything. Therefore, we learn from each other by our mistakes, which is unplanned learning. (Head teacher10)*

The sub-theme of 'mutual respect', on the other hand, reflects the amount of respect that exists between the supervisor and the head; if such mutual respect does exist this will lead to better communication and the heads will develop faster:

> *We respect each other greatly. (Head teacher 1)*
> *Yes, absolutely, we respect each other. (Head teacher 12)*
> *We respect each other. He usually advises me and gives me good comments without adopting a negative attitude. (Head teacher 14)*

With regard to determining whether or not this communication is adequate, 12 extracts were found in which the heads stated that their communication with supervisors was adequate, while 11 extracts were found in which they claimed it was inadequate. It is evident from this sub-theme and the 'support' theme discussed above that there is not enough communication in terms of support, fulfilling heads' development needs and ensuring their development. The heads appeared to have more communication with their colleagues (other heads) than with the supervisors:

> *There is communication but it is not beneficial. When you have a need for a mathematics or science teacher they will send these teachers, but when you apply to have another deputy, a writer or any member of the administrative staff, it is difficult to get this need fulfilled. However, if I need something from the Educational Administration Centre, the supervisor, when he comes, will say, please write down what you need in an official letter and send it to the centre yourself. In other words, his role is negative, only to identify what the problems are at the school and send them to the centre without taking any further action. (Head teacher 4)*

> *I don't think we (heads) have sufficient communication. If he (supervisor) contacts me, it is usually by phone. (Head teacher 17)*

The overall picture that can be drawn is that the relationships between the heads themselves are positive because they respect, advise, encourage and support each other. Therefore, the foundations for development exist. Unfortunately, a similar amount of encouragement and active support on the part of the Ministry of Education and the school governors who work under the Ministry, as represented in the role played by the supervisors, is still ineffective in terms of providing support and fulfilling heads' learning needs.

5.4.8   The Eighth Major Theme: Resources

This major theme reflects the differences between schools in terms of facilities and how these differences play a crucial role in the development of school head teachers. The resources available differ between schools and this reflects the current situation in Saudi Arabian schools in terms of the differences between school buildings and facilities, whether they are government or rental buildings.
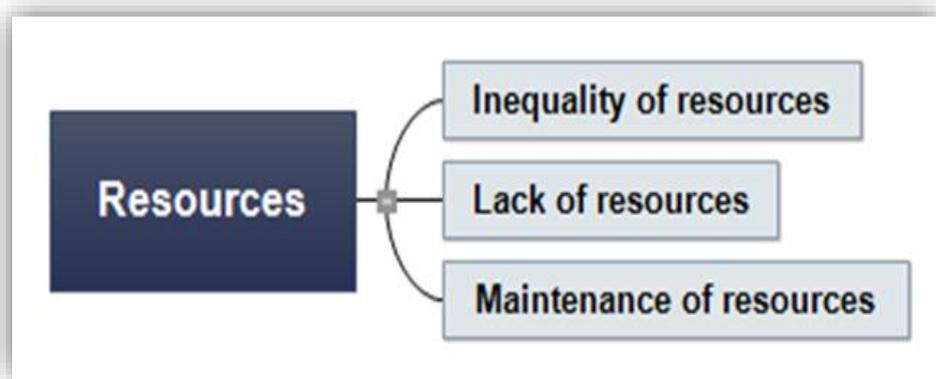
Figure 27 The sub-themes of the major theme: Resources

This theme, as Figure (27) shows, includes the sub-themes of inequality of resources in schools, lack of resources and maintenance of resources. The head teachers responded highly negatively concerning the provision of facilities and resources at their schools. The heads considered this theme to be linked to the major theme of

'barrier' in terms of the difficulty of performing their roles in their schools, and also to the major theme of 'management' in terms of the nature of their daily job as managers. The highest number of responses given by the heads indicated that there is an inequality of resources among schools and that this is affecting their development on the one hand and competition between schools on the other:

> *I ordered a computer two months ago for my deputy to write reports, and up until now we have not received it. Imagine what it's like with my deputy not having a computer, so whenever he wants to write anything, he has to come to my office and do it on my computer! How can heads develop under these kinds of conditions? (Head teacher 11)*

'Lack of resources' was created as a sub-theme, since some heads claimed that this was a problem in several schools:

> *To be honest with you, some heads still can't handle computers and can't do basic things such as dealing with Microsoft Word. (Head teacher 11)*

In addition, the 'maintenance of resources' presented a major challenge and took up a great deal of the head teachers' time in terms of their daily tasks as managers, in addition to the other part of their job which involves spontaneous responses to any problems that may suddenly arise:

> *Sometimes I go to the school with the cleaner at the weekend to clean it, because I can't do it during the week, without any consideration given for overtime. As you can imagine, this is not my job, but the supervisors will blame me if they come to the school and the school is a mess. Sometimes I pay for the cleaner out of my own wallet. As you can see, my work includes maintenance and cleaning. How we can develop our headship skills in this kind of position? How can I raise the level of productivity without any incentives or encouragement in terms of students' achievement? (Head teacher 4)*

The overall picture that was obtained of this major theme is that there is a general lack of resources in schools. This theme also overlaps with the themes discussed above in

that it represents another barrier to the head teachers' development, and also because the Ministry of Education has no clear policy regarding how to deal with this problem of inequality of resources between schools or to provide facilities for schools in rental buildings so that they can keep pace with developments.

5.4.9   The Ninth Major Theme: Leadership

The lowest number of responses was linked to the major theme of 'leadership'. This is also in line with the questionnaire results, where only eight heads out of 48 said that they wanted leadership skills to be included in the development programme (see 5.2.3.3 on p. 110). The other heads did not mention this point and this reflects how the cultural, social and contextual elements prevent the development process, and the way in which heads perceive their role as being that of a manager rather than performing a leadership function, which is also reflected in their knowledge and values. In fact, it appears that no leadership function is being performed in the schools and that there is no practising of different leadership styles and theories. Only 19 coded passages from all the 18 interviews mentioned leadership styles or the need to lead schools professionally. Only one of the 18 interviewees who held a master's degree in educational management talked a great deal about leadership because he had been taught about a number of issues relevant to leadership, while the other heads discussed their work as managers and the obstacles they faced in terms of maintenance.
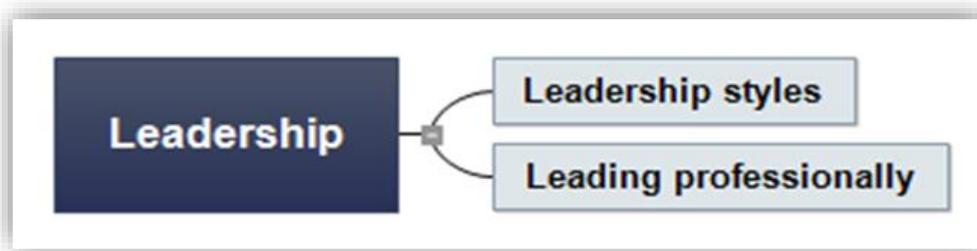
Figure 28 The sub-themes of the major theme: Leadership

The leadership theme, as shown in Figure (28) above, includes sub-themes that outline how the heads perceived leadership. These sub-themes are 'leadership styles' and 'leading professionally'. With regard to 'leading schools professionally', the heads mentioned that the modules taught in the training programmes currently organised for heads did not include the function of leadership in schools, and the heads needed to acquire more leadership skills in order to keep pace with the 21st century trends in

head teachers' development:

> *We need modules to be on subjects such as leadership*
> *practices and how to put leadership theories into practice.*
> *(Head teacher 13)*
>
> *We need to obtain training in leadership and in how to apply*
> *leadership theories at our schools, not the situation we have*
> *now, where we are educational leaders only in name (as*
> *indicated on our office doors). (Head teacher 16)*

The heads also thought it was important to be able to put into practice different 'leadership styles', since, as they stated, they have to be flexible in their daily work in terms of dealing with the diverse problems that arise. As a result of the absence of preparatory programmes for heads, the heads who participated in this research had had no practice in different styles of leadership:

> *We need to learn about new ideas on leadership supervision*
> *and new leadership theories. (Head teacher 16)*

The overall picture of this final major theme is that leadership is not currently being practised in Saudi schools. This is linked to some of the themes mentioned above: for instance, the 'management' theme, where the heads mentioned that the routine nature of their daily job causes them to be disappointed and overloaded and forces them to perform tasks that are irrelevant to their job, such as school maintenance. This theme is also linked to the 'support' theme discussed above, in terms of the lack of support the head teachers receive from supervisors in identifying their professional learning, development and support needs and thus enabling them to perform a leadership function, which in turn is itself linked to the theme of 'Professional learning, development and support needs'.

Finally, this theme is associated with the 'barrier' theme discussed above in terms of the lack of development in leadership. It is clear that all the themes created above are linked to the absence of any official preparation programmes for head teachers and to the fact that later, when they are working at their schools, the heads are suffering from a variety of problems which are making it impossible for them to keep pace with the developments of knowledge in the world of management.

5.4.10   Summary of Qualitative Findings

The findings that emerged from the analysis of the qualitative data indicate that to a great extent the programme they have received is not fulfilling heads teachers' needs. The majority of the heads interviewed claimed that only between 30% and 50% of their needs were being fulfilled. It appears that there are a number of barriers which stand in the way of the development process for school head teachers. The fact that not only are head teachers not properly prepared for the position before taking up their posts, coupled with the fact that having taking up their posts they receive inadequate support from supervisors and not enough help in developing their administrative skills, is an indication that the notion of head teachers' development is not being given the attention it deserves. A variety of factors contribute to this highly undesirable situation; the most obvious of these are the educational policies of the Ministry of Education, which is characterised by a highly centralised educational organisation structure, bureaucracy and an absence of continuous professional development programmes. This is attributed mainly to the lack of support, shortage of staff, lack of preparation, attendance on the training programme not being valued in terms of the heads being given any financial reward, moral support or power to make decisions, and the general lack of respect for and understanding of the importance of the position of head teacher.

With regard to the professional learning, support and development needs which are not being fulfilled and are not being provided for in the training programme, the most important of these was found to be the need for planning skills., communication skills, and there is also an urgent need for professional learning in the use of technology in management, management skills, crisis management and leadership in schools, according to the head teachers who took part in this study. It seems that the head teachers lack basic administrative skills and are unable to reach the level of leadership. This is a result of the fact that there are no preparatory programmes for heads, there is insufficient support from supervisors, and the motivation to engage in any development programme is low because such participation is not valued by the community or by the Ministry of Education. All the above suggest that there is a need for the Ministry of Education to make radical changes in its policy concerning head teachers.

5.5   Summary

This chapter has presented a critical analysis of both the quantitative and qualitative data obtained in the research, and of the statistical findings. Both data sets are important, complementing each other so that one approach compensates the limitations in the other. Both approaches presented number of professional learning, development and support needs in order to answer one of the research questions. The quantitative findings, obtained from the semi-structured questionnaire, represent the head teachers' perceptions of the programme they have received. These quantitative findings aided the design of the qualitative questions (see Appendix 3), such as question 8.

It was found that the programme was poor and that it did not fulfil the head teachers' professional learning, development and support needs in terms of the content. There are a number of challenges facing head teachers when they want to apply to take part in any development programme, such as the absence of preparatory programmes, absence of any financial reward, lack of moral support, shortage of staff, absence of qualified presenters such as coaches and the cultural influence. This is mainly a result of the highly centralised nature of the Saudi education system. However, there was also little support available from educational supervisors and they failed to ask the head teachers whether they needed any help with or training in particular administrative skills.

A number of themes emerged from the qualitative findings which confirm the quantitative figures. For example, the lowest number of the responses in terms of the professional learning, development and support needs was in leadership. This correlated with the quantitative findings as only 8 out of 48 head teachers highlighted that they need learning and development in leadership. Only one contradictory result was found in the questionnaire where, the majority of the participants said that the programme was relevant to their jobs. However, when the inductive approach was applied in the main data collection process and this was created as a sub-theme, the majority of the participants claimed that the training programme was not valued and that it was irrelevant to their jobs in terms of content. Therefore, this result was subjected to analysis using a statistical method called 'Crosstabs'. The finding

concerning this contradictory result was that the head teachers who had more than 15 years of experience claimed that the training programme was irrelevant to their job, while the majority of the participants claimed that the programme was relevant to their jobs, which indicates a relationship between the variable of years of experience and the head teachers' responses to the question about whether or not the training programme was relevant. This result is shown in the table below.

A3 * Years_Experience Crosstabulation

Count

		Years_Experience					
		1-4 years	5-9 years	10-14 years	15-19 years	20 years or over	Total
A3	Strongly disagree	0	0	0	0	3	3
	Disagree	0	0	2	4	0	6
	Neutral	1	1	6	0	0	8
	Agree	3	15	8	0	0	26
	Strongly agree	0	4	0	0	1	5
	Total	4	20	16	4	4	48

Table 41 The relationship between years of experience and question A3 (relevant to their job)

However, this result conflicts with the result obtained from the interviews, where the majority of the head teachers claimed that the programme is not valued because it is irrelevant to their jobs. The only benefit they derived from it was in exchanging their experiences and thoughts and discussing various issues related to their schools with each other, without any positive contribution to the discussion being made by the lecturer.

In Saudi Arabia the job of the head teacher is considered to be more that of a manager than that of a leader in terms of the roles and responsibilities granted to them, because the Ministry of Education is still not attaching enough value and importance to the job, and so there is no competition or incentive among ordinary teachers to become head teachers.

In the following chapter, the findings of the study will be discussed in relation to the findings from the literature review and the conceptual framework of the study, in order that conclusions may be drawn and recommendations put forward.

CHAPTER 6: DISCUSSION AND CONCLUSION

6.1 Introduction

In this chapter, the findings are discussed. In the previous five chapters, the context of the study was described, relevant literature was reviewed to provide a background and rationale for the study, and the conceptual and methodological frameworks of the study and the research findings were presented. A new model for head teacher development and support is proposed. Those aspects of the study that make an original contribution to the field of educational leadership in general and to the field of head teachers' development in particular are then highlighted. Following this, a number of recommendations are made on the basis of the research findings. Finally, some insights are provided into how this study paves the way for further investigation.

As this study is a qualitative-dominant, mixed methods research study that employed a sequential explanatory strategy, the findings from the questionnaire were analysed to inform the design of the questions employed as part of the interview process of the research. The two aspects of the study are not discussed separately, but are intertwined. This is one of the benefits of using a mixed methods approach in social sciences, (Hibberts & Johnson, 2012, cited in Briggs et al., 2012; Johnson & Onwuegbuzie, 2004).

6.2 Head Teachers' Perceptions of the Training They Have Received

Using the Kirkpatrick evaluation model (1994) selected for this study, it is possible to answer the first research question, which is related to the training programme, as follows:

To what extent have the head teachers' experienced training that meets head teachers' development needs, from their perspective?

Reactions:

Table (15) in the previous chapter showed the school head teachers' reactions to the programme were found to be positive. The participants 'Agreed' with all the statements concerning the benefits of the programme.

However, when the inductive approach was applied in the main data collection process (the interviews), this emerged as a sub-theme, with the majority of the participants claiming that the training programme was neither valuable nor useful for their work, and that it was irrelevant to their jobs in terms of content. There thus appeared to be a contradiction between the quantitative and qualitative results which would make it difficult to answer this research question.

Looking back at Table (41) at the end of the previous chapter, it is apparent that the variable of years of experience played a crucial role in terms of determining the usefulness of the programme in the eyes of the participants. Possible explanations for the contradictory results obtained related to this research question are therefore as follows:

- No official preparatory training programme for the position of headship is provided, and therefore the youngest head teachers had never attended a training programme before. It is possible, therefore, that after engaging in such a programme they would feel that it was relevant and useful. On the other hand, the experienced head teachers might have attended many short programmes (e.g. only two or three days) over the course of their careers; hence, they found this programme neither valuable nor useful.

- In addition, possibly because of the nature of Saudi people who tend to be wary of expressing their views in writing, the head teachers were less willing to give frank responses in the questionnaire, and in fact did not answer some of the open-ended questions, whereas in the interviews they felt more relaxed and able to speak frankly.

Generally speaking, with regard to the lowest level of Kirkpatrick's model (reactions), the head teachers found the training programme neither good nor bad. It may therefore be concluded that there are positive aspects to the programme, such as exchanging

ideas and experiences between the head teachers, and there are also negative aspects, such as the poor content and the absence of coaches.

Learning:

The aim of examining this level is to identify the extent to which knowledge and intellectual capability have increased. It could be suggested that Kolb's circle of learning (see 3.4.2 on p. 28-30) does not involve the four stages. Hence, the programme was not entirely effective, and then the learning process reaches the second step because the head teachers are not practising what they have learned from the programme at their schools. In addition, the results of this study indicate that the only positive aspect of the programme, as mentioned by the heads themselves, was the opportunity it offered them to engage in discussion with other heads.

However, a few head teachers said that they learned a few things from their colleagues rather than from the training programme:

> *I have learned skills like listening to others and engaging in dialogue. Furthermore, I learned how to solve problems at my school through our discussion and by hearing about different experiences. (Head teacher 13)*

This suggests the possibility that the professional development of school head teachers might be successfully accomplished through a form of development such as networking. This will be discussed in more depth later in this chapter when the qualitative findings are discussed.

Generally speaking, with regard to the second level of Kirkpatrick's model (learning), it can be claimed that the head teachers did learn from the programme: for instance, how to organise school folders and how to deal with teachers who are absent or who frequently arrive late for school. However, this is not as much as one would expect if the length of the course (3 months) is taken into account.

Behaviour (Transfer):

This level in Kirkpatrick's model was examined using the qualitative data obtained from the interviews, with the aim of determining whether or not the trainees had

applied what they had learned and changed their behaviour when they returned to their original places of work. The school head teachers unanimously agreed that the training programme did not develop their behaviour and they were not practising new things at their schools, as shown in the following extracts:

> *Only that I went back to my school with new energy, but*
> *within a certain period of time everything will be the same as*
> *before in terms of daily routine. (Head teacher 10)*

McCormick and Burch (2008) analysed the aspects of personality that are manifested in behavioural development in order to see which of those aspects would lead to the most progress in developing leadership skills, pointing out that coaching has become a commonly integrated aspect of leadership development programmes. These authors recommend that paying attention to skill weaknesses, performance obstacles, resistance to change and the relationship between personality and behaviour are the most important areas of coaching to include in a leadership development programme. However, none of these issues are taken into consideration by the Ministry of Education in Saudi Arabia in terms of supporting head teachers, as shown in the following extracts:

> *We heads have a common concept among us, which is 'try*
> *to solve problems at school by yourselves and don't send us*
> *anything unless you have a big problem'. (Head teacher 11)*

Results:

Their responses indicated that their reactions regarding the beneficial nature of the programme ranged between 'Neutral' and 'Agree'. However, their levels of learning and their behaviour after taking part in the programme had not developed well and thus appeared to contradict their responses to the interview questions. The absence of any opportunity to do so meant that over time they gradually lost their new-found energy.

As indicated in the figures presented in the two tables (23 and 24) in the previous chapter, most of the head teachers said they would recommend the programme to their colleagues. However, this finding contradicts the findings discussed above, since the

results in Kirkpatrick's model seemed to indicate that the training programme was not useful. One of the head teachers interviewed shed light on this apparent inconsistency:

> *To be honest, if I was asked to attend this training programme with the same content and the same situation, I would attend it, because it is an opportunity to reduce administrative work at my school and to change the daily routine, regardless of the development aims of the training programme. As heads we have a great number of roles and responsibilities at our schools, which make us very stressed. (Head teacher 2)*

Therefore, further investigation is required to determine what motivates head teachers to attend such programmes. The main reason why participants would encourage colleagues to engage in training programme is the value of the development programme. 45 out of 48 head teachers said they needed professional learning and support to develop their management skills, and this is understandable because there is no official management preparation programme for heads when they are appointed. The need for a preparatory programme for head teachers has been accepted worldwide for several years. For example, Cowie and Crawford (2009) examined the nature of the connections between headship preparation, leadership and management, employing a sample of new head teachers employed in Scotland and England, and focusing on the ways in which the headship preparation programme supported new heads and fulfilled their support and development needs. The findings of the current study stand in stark contrast to those of Cowie and Crawford (2009), since unlike head teachers in Scotland and England, in the Saudi educational context heads are appointed without any preparation whatsoever.

Onderi and Croll (2008) examined the prioritisation involved in furthering educational development in Kenya, assessing the nature of organisation and structure in a developing country. The researchers gathered information from a sample of 139 Kenyan teachers (30 secondary head teachers and 109 teachers). The findings of the current study are in line with their findings, which revealed strong desires for in-service development and an overwhelming view that in-service training is valuable.

The length of the training programme is another aspect which may have an influence on how beneficial it is. In this study, one of the head teachers said that:

> *I remember there was a short training programme for teachers who had been appointed to work as deputies. If I compare this short programme with the training programme at the university, I derived more benefit from the short programme because it was held at the training centre in Jeddah, and the staff who presented it were closer to what we need in our schools, even though they were not coaches. (Head teacher 11)*

The above claim regarding the differences in outcomes between these two programmes may be explained in terms of the differences in content and length of the programmes, and also in terms of the differences between the people presenting the programmes and their mode of delivery. The short programmes run at the training centre in Jeddah are presented by supervisors who have previously worked in schools; thus, they are more able to empathise with the emotional and practical problems faced by the head teachers who took part in this study; in contrast, the academic staff who present the course might never have even entered a school or seen first-hand how the education process operates. Moreover, the supervisors who present the Jeddah course are actually colleagues of the head teachers, and therefore may consider them more as their equals; in contrast, the academic staff at the university might be tempted to deal with the head teachers in the same way in which they deal with undergraduate students. Secondly, it is a facet of human nature in general and of the Saudi character in particular to prefer to attend short rather than long-term programmes.

This finding is in line with the findings of Mulkeen (2010), who reported on in-service training in Africa, supporting its value in existing organisations there, with short in-service training programmes deemed to be more appropriate than extended programmes to reach a larger number of head teachers for a more desirable net result. Additionally, shortened in-service training programmes were found to be most flexible; taking into account the wide range of head teachers' learning needs, it was considered to be important that development programmes should be flexible with a menu of

possible contents that can be drawn upon according to participants' learning, development and support needs.

In summary, attending in-service programmes for school head teachers, particularly in Saudi Arabia, is valuable and necessary, because heads need to develop administrative skills such as financial management and managing change. There are two main reasons for this; the absence of preparation programmes for their positions and the absence of any motivation from the Ministry of Education in terms of believing that support and development for head teachers is necessary, as expressed in the following extracts:

> *There were deterrents for teachers around 10 years ago and*
> *they were motivated to do this job. Now, teaching has become*
> *a job for people who are out of work. (Head teacher 14)*

However, three of the 48 head teachers joined the programme without any developmental aims. Therefore, different reasons motivated them to attend these programmes. 34 out of the total of 48 head teachers said they engaged in the programme in order to obtain promotion. Moreover, 30 head teachers participated in this programme for financial reward, and those head teachers considered these programmes as an opportunity to raise their incomes, especially since they only get one opportunity to attend this particular programme in the course of their working life.

The results of this study are also in line with the findings obtained by Alzaidi (2008), who claimed that head teachers in Jeddah are dissatisfied with their low professional status and the low level of official recognition, especially with respect to the absence of financial incentives. Hence, in the absence of financial incentives, in the Saudi context head teachers participate in training programmes for different reasons. An unanticipated finding from this study is that 16 out of the 48 head teachers engaged in the training programme to escape from overload at school and in order to change their daily routine. This shows that their leadership approach is heavily people-centred. This finding from the quantitative data is confirmed by the following extract from the qualitative (interview) data:

> *The main reason a school head will participate in this*
> *training programme is to change his daily routine at school.*

> *We have a boring daily routine in terms of circulars and an*
> *overload of roles and responsibilities. (Head teacher 11).*

That in turn leads to a situation in which it is the culture, beliefs and values of these head teachers which motivated them to attend development programmes, rather than any developmental objectives or as a way of avoiding dismissal, (Day et al., 2001). The fact that the aim of these head teachers in participating in this particular development programme was simply to escape from their schools and the work overload they face daily, rather than attending it with developmental objectives in mind, suggests that they are unlikely to be engaged with either the developmental process and or with the process of change at their schools. This may be seen as a direct result of the absence of professionalism, the lack of social awareness of their roles as leaders of the community and the absence of preparation programmes for aspiring head teachers.

6.2.1   Professional Learning, Development and Support Needs

A discrepancy between the learning, development and support needs of head teachers in the Saudi context and those of head teachers worldwide was identified. In the Saudi context, head teachers are still operational managers, in that they deal with a variety of administrative issues such as designing the school plans, and there is a deficiency in communication skills and a lack of organisation. From the results of studies by Abdulwahhab (1982), Almanee (1988), AlFawzan (1989) and Mosa (1990), and by looking at the development and support needs identified in this study, it can be suggested that the Ministry of Education in Saudi Arabia is not proactive in moving forward initiatives that fulfil head teachers' development and support needs. This can be evidenced in the fact that for over twenty years school head teachers in Saudi Arabia have needed professional learning and support in administrative skills such as planning and staff management. This finding was confirmed by this study, and it was also found that this is a result of the absence of preparation programmes for this position. In Scotland, for example, as mentioned by Woods et al. (2007, 2009), head teachers need development in dispersing leadership, such as coaching and building leadership capacity. The Scottish Qualification for Headship (SQH) addresses these needs. The difference between the situation in Scotland, where heads are trying to

develop their leadership capacities and learn about advanced leadership styles such as transformational leadership, and that in Saudi Arabia, where the principal role of head teachers is still that of an operational manager, is stark. While there is an official Scottish Qualification for Headship in Scotland (SQH), in Saudi Arabia there is no equivalent preparation programme for heads prior to their appointment as head teachers.

This study found that the professional learning, development and support needs of these head teachers were varied. The results obtained for the seven domains identified in the questionnaire, for which the extent of need from a 'high' to a 'low' level was determined, and also the existing literature, demonstrate clearly that the level of the school head teachers' need for support differs for each of the seven domains (Planning= High, Evaluation= High, Staff development= Medium, Meeting students' needs= Medium, Dealing with local community= Medium, Administration and school building= Medium and Communications technology= High).

The overall average level of need for each of the seven domains is in line with findings from Alajaj (2001) and Alsharari (2010) in identifying a high level of need to provide information technologies (IT) in schools and to teach heads how to use them. 21st century head teachers now have to deal with a much greater use of information technology, and it is likely that this use will become even greater in the future (Schrum & Levin, 2013). Developed and developing countries are now paying more attention to the role of IT in management of staff and finance and to enhance learning of both staff and students. As a result, managers need to continue to develop themselves but also to encourage and support their staff to do so. Previous research pointed to the fact that the leader plays a key role as the commander of change, and the tool of continued development (Tatseer, 2005).

The second priority for development identified was in the field of planning and specifically in the area of managing change. The findings of this study coincide with those of AlFawzan (1989) and Mosa (1990). Head teachers have needed development and learning in either strategic or short-term planning for more than twenty years, and the Ministry of Education in Saudi Arabia has yet to enable heads to equip themselves with this skill. This in turn reflects the autocracy that pervades the Saudi context, and

as mentioned by Day et al. (2001), autocracy is completely opposed to autonomy. In other words, it is extremely difficult to change several factors in one go, since the model of change is from top to bottom, which means that any decision will need to come from the Ministry. There is thus a high need for the skills required to manage these changes. The high level of need for planning skills was also confirmed in this study in the interviews and in a number of coded passages mentioned in the previous Chapter.

An interesting key finding was that there was hardly any mention of the need for leadership skills in schools, and this is a result of the absence of the role, function and culture of the leader in Saudi schools, with heads being considered more as operational managers than as actual leaders. In other words, since the head teachers' professional learning, development and support needs in the field of management are still not being met, there is first a need to ensure that these needs are fulfilled; once these needs have been met, it will be necessary to move beyond the field of management skills into the field of leadership.

The professional learning, support and development needs identified in this study focus solely on individuals and this is in contrast with Coldron et al. (2014, cited in Crawford, 2014), who found that senior leaders in England concentrated much more on the school as a whole, and that they found it less important to look into their development needs. This also reflects the difference in their awareness and knowledge in terms of their position in the school.

From the discussion above, and based on the high level of need for learning and development in most of the skills for headship found in this study, the Saudi educational context could be categorised as a classic educational system. The professional skills of Saudi heads are far removed from the competencies which distinguish effective school head teachers listed in the job analysis of Jirasinghe and Lyons (1996), illustrated in Figure (29) below.
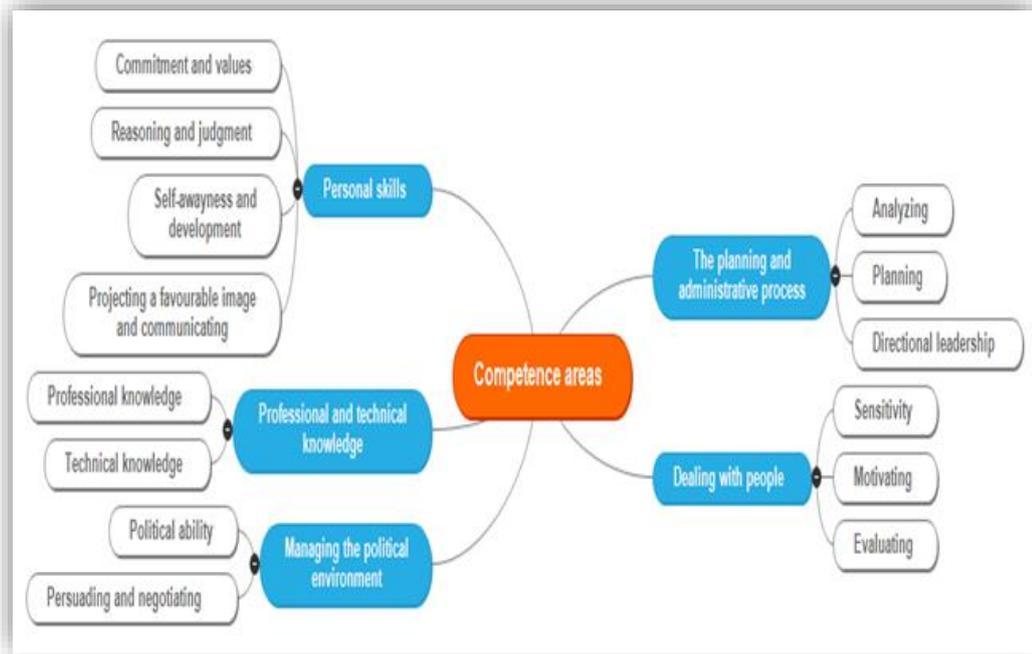
Figure 29 Head teacher management competencies proposed by Jirasinghe and Lyons (1996)

In addition, this study agrees with Day et al. (2001), in respect of the fact that the value of the headship position is overlooked by the community and that it is driven by an individual value system rather than an institutional system. Therefore, the heads manage their schools through combining their skills and incorporating them into their visions, practices and values in their school communities. Jiransighe and Lyons (1996) argue that a competency-led system can underpin recruitment and selection, management development and the appraisal of head teachers. From the competencies shown in the above figure and the development and support needs of Saudi head teachers identified earlier, such as information technology skills, planning skills, communication skills, evaluation and leadership skills, it is apparent that the Saudi head teacher is still not a completely effective school head teacher.

In addition, in answer to the research question:

To what extent have the head teachers' experienced training that meets their development needs, from their perspective?

It is obvious that the professional learning, development and support needs identified in the previous Chapter overlap, and that these needs reflect shared values and beliefs. From the examination of the development and support needs and also from the results of the head teachers' perceptions of the programme presented in the previous Chapter, it can be said that the programme is not fulfilling the head teachers' needs entirely and the professional learning opportunities they would like to receive are still not met. This finding also corresponds with the findings of the study conducted by Alzaidi (2008) who studied the job satisfaction of school head teachers in Jeddah, and found that the heads were dissatisfied with the training programmes in Jeddah, stating that those short programmes did not fulfil their learning and development needs.

In addition, the significant finding is that the content was not found to be useful, in that it included several modules that were irrelevant to the head teachers' jobs. These modules are not the same as those in the NPQH and SQH in England and Scotland respectively, which contain modules that are useful for the head teachers' development; for instance, online learning, face to face events and supported self-study Cowie and Crawford (2009).

6.3   Developmental Barriers

This study found that there are a number of challenges preventing the heads from developing their skills presented on p. 128. These barriers correspond with the dilemmas and tensions identified in the UK, as claimed by Day et al. (2001), who found that the nature of leadership was problematic. The significant obstacles are discussed in depth in the following sections.

6.3.1   Bureaucracy

It is clear that the highly centralised nature of the education system manifests itself in the level of bureaucracy, which leads to failure to respond to head teachers' support needs on the part of the educational administration. The bureaucracy is the natural outcome of the highly centralised organisational structure in Saudi Arabia, which influences the work itself by creating challenging working conditions and a culture that impacts negatively on school change (Williams et al., 2009). This is similar to

Cyprus where isolation and fragmentation have been found to distance schools from policy makers (Orthodoxou, 2010). This sub-theme in the qualitative data was classified within the major theme of barriers and can be linked to the nature of daily routine at the schools contained within the management theme. The 'management' theme was created to include all the heads' daily challenges, such as academic difficulties with students, the late arrival at school of both teachers and students, dealing with talented students, and also their daily routine, in terms of checking lessons and delegating tasks to the deputy head. The enormous number of roles they have to play and their responsibilities within this daily routine demotivate the heads from attending developmental programmes, and thus may be considered as a barrier. This is also unsurprising, since in a city like Jeddah, where the educational administration is in charge of more than 400 schools at different levels, the difficulties that head teachers might face when they apply for assistance or support to meet their schools' needs are substantial. This is discussed further later in this chapter.

Surprisingly, although the Saudi educational bureaucracy tends towards high degrees of conformity, the system is hampered by the absence of clear communication to govern and regulate the relationship between head teachers and officials within the different departments of the educational administration. Contrary to the nature of the system, this factor was found to lead to dissatisfaction in the two different sets of data. This can be attributed to the influence of the Saudi culture, in that individual relationships play a very strong role in this respect. The more people the head teacher knows in the different departments of the educational administration, the more he receives for his school based on favours rather than on the system. This was mentioned by Alzaidi (2008) and confirmed in this study, as shown in the following extracts:

> *Sometimes the head who has not gone on any developmental programmes is promoted to work as a supervisor because he knows somebody at the Education Administration Centre, and he is benefiting from favouritism.*
> *(Head teacher 10)*

The identification of this barrier confirms the finding of Day et al. (2001) that mediation is a significant problem that can sometimes only be resolved through sub-contracting procedures. This bureaucratic model affects the head teachers' motivation,

engagement in development programme and their emotions. Crawford (2009) states that, "stress may be seen as a negative aspect of emotions," and this is what was found in this study in terms of the work overload and the relationships between the heads and the officials. Therefore, Bush (2014) suggests that emotional leadership could be a viable alternative to the bureaucratic model.

6.3.2   The Absence of Preparation Programmes

Head teachers' preparation is regarded in many countries, such as England and Scotland, as a crucial aspect of school development and progression. Cowie and Crawford (2009) pointed out that preparation programmes should have positive outcomes for the heads. The value of the preparation programmes lies in developing the heads' identities, in developing their confidence and in broadening their attitude. The need for similar preparation in the Saudi context is shown in the following extracts:

> *We need to build the personalities of head teachers in terms*
> *of their self-confidence. (Head teacher 7)*

Darling-Hammond et al. (2009) found that middle schools led by recent university graduates made more significant gains in English-language, arts and mathematics after three years when compared to schools led by new principals who were non-academic graduates. This suggests that if principals are well prepared and trained, they will do a better job in leading student improvement. However, in the Saudi context this notion is still neglected, and this was confirmed in this study.

One of the interviewed head teachers suggested that the preparation programme for Saudi heads should be between six to 15 months, which is the same length as the NPQH programme:

> *We need the training to be officially pre-service and*
> *intensive for a year, instead of the current situation in which*
> *the training programme is run in-service. (Head teacher 6)*

6.3.3   Cultural Influence

Gronn (1999) believes that leadership is influenced by society and culture. In Saudi culture, a barrier identified by this study is that the development of head teachers'

knowledge, values and beliefs about leadership development and preparation in Saudi Arabia are neglected. The head teachers interviewed in this study referred to their jobs as those of operational managers rather than leaders, which to a great extent reflects the nature of the culture, indicating the need for the development of the head teachers' perceptions of themselves as leaders. In addition, their contribution to this study focused only on their routine daily work. This is also a result of their culture in terms of the absence of any professional preparation for heads before they take up their posts and of any professional development opportunities after they have started work. This finding corresponds with Day et al. (2001), who propose a people-centred model of 'values-led contingency leadership'. This acknowledges that leadership behaviour is contingent on situation and context, and heads use their own values and beliefs to lead the community (Hallinger & Leithwood, 1996).

Furthermore, the leadership function in schools was barely mentioned in this study, being referred to only a few times by one of the interviewed head teachers, who held a master's degree in Educational Leadership and Management. Just eight out of the 48 heads surveyed in the questionnaire mentioned a desire to learn leadership skills. This was without any indication of interest in learning such leadership styles as inspirational, distributed, transformational or entrepreneurial leadership. In other words, the knowledge and awareness of the position of a leader in a school played a crucial role in developing and changing the culture of the school. Other head teachers, however, as representatives of their communities, are unable to change the culture either in the society at large or at their schools in particular. This is an indirect result of the Ministry of Education's regulations, which are not keeping pace with the worldwide developments in leadership and management functions, as shown in the following extracts:

> *In Saudi society the head's job is seen just as an ordinary job like that of a teacher. So there is no respect. (Head teacher 11)*

As can be seen from this study, the main barrier to developing head teachers is ministry policy (see Table 42) and this reflects the ministry's perceptions of the head teachers' position. The ministry's policy and its perceptions of head teachers as operational managers not leaders has been found across the three decades since studies started in

1981 and is further confirmed in this study. The Ministry of Education is still not willing to pay attention to preparing and developing head teachers in spite of the significant undertaking known as the "Education Development Project". This project is focused solely on building new schools and reducing the number of rented buildings. Individuals are, however, the most important factor in developing communities and school leaders are a vital component through their preparation, support and development skills. This lack of support and development will be discussed in the next section.

6.3.4 The Absence of Professional Development Opportunities and Support

Continuous professional development (CPD) has played an important role in the professionalisation of school leadership, as mentioned by Huber (2013). The responsibilities of head teachers in the 21st century are enormous, in terms of enhancing the quality of their schools, and over the last decade school leadership has become one of the central concerns of various educational systems (Huber, 2010a). In the Saudi context, however, CPD is neglected, as mentioned in the previous Chapter.

The continuation of professional development for head teachers would have a beneficial effect on school conditions and teaching practices. School leaders would be able to connect their schools to sources of sustained and continuous professional development that concentrate on instruction and student outcomes, and that provide opportunities for feedback and assistance in teachers' classrooms, as mentioned by various researchers (for example, Corcoran, 1995; Darling-Hammond & McLaughlin, 1996; Little, 1993). These are the professional learning, development and support needs of head teachers in the city of Jeddah that were identified in this research and that were mentioned earlier in Chapter 5.

One of the important forms of professional development is support for head teachers in terms of their position (organisation level) and as individuals (Margerison, 1991). Head teachers need people to listen to them (Boerema, 2011), to be shown concern for their well-being, and to be given affirmation and encouragement; all of these development needs were found to be neglected in this study. This study produced similar findings to those of Alzaidi (2008), indicating that the support needs of head

teachers in Jeddah are not being adequately fulfilled and that head teachers are dissatisfied with support from their supervisors, as in Cyprus (Orthodoxou, 2010).

This study also found that there was an absence of purposeful cooperation designed to raise the current standard and develop headship skills between heads and supervisors. Although many researchers avoid using Bernstein's theories as a theoretical framework owing to their complexity, in current research into educational issues his theories are frequently used (Cause, 2010). This study applied Bernstein's theories (1971; 2000) to examine the power relations that operate between head teachers and supervisors, classification and framing in schools, and the impact these can have on the head teachers' perceptions of their role and relationships with supervisors and ministry officials. Taking into account Bernstein's concept of classification and the poor relationship between the head teacher and supervisor identified in this study, it can be said that the classification is weak in the Saudi context because the boundaries (the level of communication) between the head teacher and the officials are weak. The power relations that exist behind the communication in pedagogic relationships, however, play a crucial role in framing the school in terms of the degree of the head teacher's autonomy in relation to the supervisor. Therefore, boundary spanning should be considered as a solution across internal and external boundaries in order to develop collaboration (Crawford, 2014). This finding is in line with Alzaidi (2008), who found that the lack of autonomy is linked to the centralised nature of the education system in Saudi Arabia and how a sense of autonomy is an important aspect of self-esteem. Generally speaking, it may be that head teachers in Jeddah are preoccupied with procedural matters because they possess little power to make formal decisions about major school adjustments or policy reforms, a result of weak classification and lack of autonomy. The heads prefer to consult each other and this is a positive indication that heads are able to develop through collaboration, which will be described later in this chapter.

The heads shared their challenges, visions and values through their relationships: by deeds, such as school visits, and by words, as found by Day et al. (2001) in the UK context, in order to raise their self-confidence and to obtain moral support. This

collaborative aspect is considered a new model of leadership and could be formulated in a networking system as a form of development.

The heads recognise that the supervisors themselves are not supported by the Ministry of Education, in terms of either the number of supervisors allocated or the quality and standard of the supervision. This was mentioned by Boerema (2011), who believes that it is important that those who provide this support have experienced the challenges of leadership themselves. In other words, they must have found their own way through their difficulties to establish their identities.

6.3.5   Benefits of a Professional Learning Programme

One of the barriers identified by the heads who participated in this study is that attendance on developmental programmes is not valued in either financial or moral terms. Financial and moral rewards are both key factors in attracting and retaining heads in their jobs (NCTL, 2010a). The lack of attention paid to the position of the head teacher by both the MOE and the community at large has a negative impact on head teachers' sense of power and decision-making ability. Therefore, as found in this study, two head teachers returned to work as normal teachers, and two heads retired after they had completed the programme.

This is a reflection of the negative role of the ministry's policy in terms of supporting the position of the head teachers, first through giving the heads the authority they need to do their jobs, and secondly by fulfilling their professional learning, development and support needs after they have been appointed. In addition, one of the barriers that made the heads reluctant to attend the development programme is the absence of specialists in training and development and of coaches at the training centre in Jeddah.

6.3.6   Social and Contextual influences

The main barriers preventing the heads in Jeddah from developing their management skills stemmed from both inside and outside the school, as found by Day et al. (2001) in UK primary schools. One of these barriers is their 'school commitments'. The heads in Jeddah are required to be at their schools in the mornings (working hours). They are therefore not allowed to attend development courses in the mornings, which is in fact,

as found in this study, when they would like to attend these courses, in order to 'escape' from their schools. As discussed earlier in this chapter, what they would like is to have the opportunity to break the boring daily routine, to escape from their work overload, but the shortage of staff means that they cannot leave their schools. The finding regarding this barrier contradicts that of the study conducted in Scotland by Woods et al. (2007), who mention that a number of head teachers indicated that they did not want to be away from their schools. Moreover, Hutton (2013) found that in Jamaica the duration of the programme was a major challenge, with the heads stating that one year for the training programme was time-consuming and that the programme was crammed, while in England, a year was found to be an appropriate length of time for the NPQH.

The Education Administration Centre in Jeddah forced the heads who took part in this research to attend the courses in the evenings, but according to the results of this study, that time is not convenient for the heads owing to their social and domestic commitments, which is a result of the cultural influence. However, as the heads claimed, even if they did attend these evening courses, this had no positive effect on their jobs: for instance, in moral or financial terms or even in increasing their decision-making power, as illustrated in the following table:

Number	The barrier	Frequency
1	Ministry's policy	162
2	Not valued	136
3	Lack of quality of training	105
4	Unqualified presenters	59
5	Absence of CPD	45
6	Overloaded, no financial reward and, no power and no preparation programme for the position	34
7	Cultural influence	24
8	Time, social and school commitments.	13
9	No moral support	8

Table 42 Summarising the main barriers preventing the heads from developing

Table 42 above summarises the main barriers that are preventing the heads from developing. It is apparent that the ministry's policy plays a crucial role in preventing the heads from developing their skills, and this was mentioned frequently (162 times) in the 18 interviews. The second most influential factor is the fact that the programme is not valued in moral or financial terms. The factor referred to the least number of times in the interviews was the absence of moral support that was affecting their performance.

6.3.7   Facilities at Schools

One of the main negative themes created in this study is 'resources'. This study found that the day of the Saudi head teacher is simply a reflection of Fullan's (1991) statement that the role of head teachers has become dramatically overloaded, complex and unclear over the past decade. This is because their ideal roles are far removed from their actual roles, and because the heads perform tasks that are unrelated to their jobs. The heads in Jeddah city are held responsible for keeping their schools tidy and for the maintenance of resources. The role of head teachers in Jeddah emphasises tasks that should be low priority instead of developing administrative skills, developing teachers and raising students' achievement as stated by Day et al. (2001). There is an overall lack of resources, an inequality of resources between schools and problems associated with maintenance. These factors had caused the heads who took part in this study to become disappointed in terms of the fulfilling of their development needs, as illustrated in the following table:

Number	Resources	Frequency
1	Inequality of resources	9
2	Lack of resources	7
3	Maintenance of resources	7

Table 43 Summary of resource theme and sub-themes

The table above indicates that there is an inequality of resources between schools, and the heads in rental building schools are the main sufferers from a lack of resources. Moreover, the maintenance of resources (equipment used by teachers and students) is another negative aspect. The heads interviewed in this study believe that their role is not that of a leader, but that they are only organisers who have the additional responsibility of keeping the schools tidy, as evidenced in the following extracts:

> *At my school there are no labs at all because my school is*
> *in a rental building, but the Educational Administration Centre*
> *still asks me to examine my students. (Head teacher 3)*

6.4   Shared Values

One of the positive themes found in this study is that of 'communication' with other heads and the high degree of mutual respect that exists between them. The reason the heads needed to obtain solutions to their school problems from each other was found to be related to the lack of help they received from the supervisors. Even if the heads did communicate or have meetings with the supervisors, these rarely had a developmental purpose, such as putting into practice a new style of leadership, but were simply for the sake of exchanging information and maintaining the smooth running of the school. This suggests that the situation arose owing to the absence of a preparation programmes for heads, as discussed earlier. In other words, the role of the 'pedagogic device', to use Bernstein's term (in this case the Saudi MOE) as a 'regulator' is negative, since it fails to maintain a high level of communication between head teachers and officials such as supervisors, and also fails to raise the consciousness of head teachers (Bernstein, 1996).

It is apparent that the head teachers lacked the understanding and leadership culture they need in order to develop their schools as communities, and this is a result of the lack of importance attached to these aspects by the Saudi MOE (the 'pedagogic device'), which does not provide adequate preparation programmes for head teachers. The main purpose of communication is to share their values and the obstacles face daily to try to make proper decisions (Sergiovanni, 2003). This is in line with Begley and Johnson (2003, cited in Crawford, 2014), who say "administrators naturally tend

to opt for employing rational consequences and consensus with grounded values as guides to action and decision-making whenever that is possible" (p. 21). However, the communication that was found to exist between the heads in this study is an indicator that the desire for cooperation exists, and that it might lead to further forms of development such as peer coaching. This subject is discussed later in this chapter.

6.5   Solutions for Development

Professional development should be a lifelong process (Robertson, 2008). The main solutions suggested by the heads in this study focused on the provision of coaches, the possibility of practical development instead of the current theoretical programme, raising social awareness of the position of head teacher, establishing a link between the head's performance and financial reward, networks and preparatory training. Some of these interesting results will be discussed in the next few sections.

6.5.1   Preparation Programmes

Preparation programmes should focus more on helping school leaders to develop themselves and others (Drago-Severson, & Blum-DeStefano, 2014; Darling-Hammond et al., 2009). There is increasing recognition that head teachers have a demanding role, which is distinct from the classroom context. As a result, many countries, such as France, South Africa, the USA and Canada, have set up preparation programmes designed specifically for the particular needs of head teachers (Bush, 2013). This study found that the Saudi context lacks this kind of programme.

Researchers in New Zealand (Bush, 2011; Thomson, 2009; Cardno & Youngs, 2013) found that head teacher preparation programmes had a positive effect on retention. In this study, two heads returned to work as ordinary teachers after they had completed the programme, while another two head teachers retired as a result of the absence of preparation programmes. This finding confirms those of Alzaidi (2008), in that the heads in Jeddah city are dissatisfied with their jobs because of the absence of preparation programmes. The Turkish context is similar to the Saudi context in this respect. However, it was found that in Turkey, teachers are able to evaluate their heads and to confirm whether or not they need to develop their instructional leadership skills

(Gumus & Akcaoglu, 2013), while the Saudi context has nothing similar to this. In addition, according to Darling-Hammond et al. (2009), effective school leaders should be able to incorporate both instructional and transformational leadership styles, , and this does not happen in the Saudi context either. Therefore, Turkish educators have paid more attention to the development process of head teachers and thus in this respect the country is ahead of Saudi Arabia, where the value of such programmes is still being overlooked.

In addition, it is necessary to radically review the current role of head teachers in order to move forward from a management to a leadership focus. There is a need to prepare head teachers for different roles and establish an occupational identity for both leaders and teachers (Crawford, 2014; Draper & McMichael, 1998). This is highly desirable in the Saudi context, because in Saudi Arabia there are only a small number of conditions for nomination to a headship position without any precise job analysis. Therefore, it is possible for two head teachers to discharge their duties in very different ways because they apply their knowledge, and values in the specific cultural context to deal with their roles. The movement from teaching to a formal leadership role requires a period of re-socialisation with children and their parents or restructuring as a way to order and manage their new context (Crawford, 2014) and that period of time could come through preparation programmes, which are neglected in the Saudi context. Another important element of preparing heads for a different role is working more closely with mentors (Browne-Ferrigno and Muth, 2004, cited in Crawford, 2014). As has been seen in this study, such a system does not exist in the Saudi context. Therefore, the heads in the Saudi context suffer from daily challenges and barriers because they are moved into the headship position without any preparation programmes, and the proposed leadership development model (see p. 183) should move from development head teachers as operational managers to developing and supporting the head teachers as real leaders.

6.5.2 Networking

One of the forms of professional learning and development for the head teachers found in this study was the networks that had evolved. The head teachers in Jeddah tend to attend development programmes as part of a network since, there is a gap between the supervisors' job and the heads in terms of support and fulfilling their professional

learning needs. Networking is the most favoured approach of leadership learning for NCTL participants in England (Bush et al., 2007; Earley and Weindling, 2004) because it is 'live learning' and, as Singh (2009) found in Malaysia, has strong potential for the exchange of ideas.

> *In this study, the heads claimed that the benefits they gained from each other were greater than those they gained from both the training programme itself and the lecturers.*

This finding further supports Ng's (2013) suggestion that informal training programmes in Hong Kong, such as sharing ideas and experiences with experienced head teachers, might be more effective than taking formal training. In addition, this finding concurs with Bush's (2008) evidence that the development process is as important as content when designing leadership learning.

6.5.3 Coaching

One of the most advanced forms of professional leadership development is coaching. Crawford and Cowie (2012) found that coaching and mentoring is alternative route towards fulfilling head teachers' needs in Scotland, since SEED (2006) findings indicated that the SQH programme was not meeting head teachers' needs. In this study, it was found that the communication between the head teachers was extremely effective, and that the few learning opportunities they had came from each other, in a similar way to the learning relationship mentioned by Robertson (2008). This suggests that such a form of development, which would involve allocating coaches within the educational sector, would be highly desirable in Jeddah. One of the negative aspects of the programme is that the presenters have an academic approach to their subjects and do not have the type of personality appropriate for coaching. However, the MOE sends the heads to the universities rather than to the training centres, which could be because the Ministry (the 'pedagogic device') believes that the presenters at the university are more effective than the supervisors at the training centre. This view was found in this research to be incorrect. Therefore, the role of the MOE in providing advanced development programmes for the supervisors is negative, since it does not provide continuous development programmes for them either. In addition, the people

who work in the training centre are educational supervisors who hold similar qualifications to the heads, although the heads may have more years of experience. This is typical of what has been mentioned by Lofthouse and Leat (2013) in terms of the influence of the socio-cultural aspect. They claim that "*In fact it seems that many schools try coaching, and nearly as many let it fade. It seems that there is something odd about teacher peer coaching in schools in England and some signs that this may be a wider problem applying to other jurisdictions*" (p.9). This could be a result of the existence of favouritism in making appointments, as mentioned by Alzaidi (2008). The following extracts provide evidence of the need for coaches to train the heads:

> *We need coaches on educational training programmes or even professional people from companies who are qualified to develop our abilities. (Head teacher 1)*
>
> *Training programmes are important, but the problem still centres around the question of who is the person who can teach us new leadership styles. Who can provide both theory and practice? We need qualified people like coaches. (Head teacher 10)*

However, there are other reasons why it may actually be difficult to apply coaching in Jeddah. This was evident in a few of the interviews, as shown in the following extracts:

> *To be honest, I don't know what you mean by coaching (Head teacher 15)*

Despite good communication between heads, two main reasons that applying coaching might be difficult are first, the absence of any infrastructure for this form of development provided by the ministry and second, cultural influences. This concerns both the heads' awareness and their knowledge of coaching, as mentioned by Lord et al. (2008), and in line with Lofthouse and Leat (2013), simply because this kind of development needs a culture which accepts change. Lord et al. (2008) found the main challenge to applying coaching in schools in England was workload pressures, requirements of the coach role, understanding and expectations, commitment of the workforce, the profile of the workforce and the workplace culture. The results of this study confirm Lord's finding that workplace culture plays a crucial role in determining the successfulness of the development process. Furthermore, Lofthouse and Leat (2013) found that the application of cultural historical activity theory provides an

influential analytical tool for understanding the interaction of peer coaching with organisational cultures, particularly through their emphasis on different motives or objects for professional learning. This needs two key components, providing organisations such as the NCTL and others mentioned earlier (see 3.5 on p. 33) in different contexts, and allocating coaches. Generally speaking, the heads claimed that competition between schools might have an adverse effect on cooperation between the heads as trainees. England has benefited from 20 years of development, from the establishment of the Headteacher Leadership and Management Programme (HEADLAMP) in 1994 to the creation of the NPQH programme. This programme has itself had several revisions, and ultimately the focus was placed on diagnostics and self-assessment, a four-day residential workshop, incorporating feedback on the diagnostic instruments, individual coaching and group sessions, follow-up support and coaching and mentoring (Brundrett, 2001). Compared with this, it is apparent that the infrastructure in Jeddah is not ready for this form of development. This leads to the subject of the different amounts of attention accorded to head teachers' development in different countries all over the world, which is discussed in the next section.

6.6 Head Teachers' Preparation and Development Worldwide

Until 1980, no nation in the world had a systematic preparation programme for the headship position (Hallinger, 2003). After this date, the majority of developed countries began to set up pre-service programmes for heads as a result of the belief that the quality of leadership makes a significant difference to student outcomes and to the overall effectiveness of schools. The table and figure below summarise how the head teachers in various countries are prepared and enabled to develop their administrative skills:

Author	Year	Context	Preparation and Development
Mike Cowie	2008	Scotland	A Scottish Qualification for Headship has been established, and the creation of the SQH has its own cultural inflections to meet the needs of the Scottish context and to distinguish it from England

Mark Brundrett and Chrysanthi Gkolia	2008	Greece	The role of the head teacher in Greece is simply to coordinate the activities of teaching staff because heads have not received any training prior to their appointment
Rina Barkol	2008	Israel	Twelve academic institutions offered leadership preparation in order to face the challenges of this position. This happened because the Ministry of Education in Israel believes that the head teacher's role is important for enhancing student outcomes
Allan Walker and Clive Dimmock	2008	Hong Kong	A leadership training and development programme was designed based on international research-based evidence and on the evaluation evidence from a recent Hong Kong Leadership programme. They shifted to designing principles of an effective leadership programme that maximize leader learning
Robinson et al.	2008	New Zealand	A preparation and developmental programme was set up for heads based on the need for enhanced leadership training: a national programme of leadership development emerged, and finally an evaluative tool which seeks to establish the needs of leadership learners working in diverse contexts was created
Bush	2013	England	- National Professional Qualification for Headship (NPQH) was introduced in 1997 by the National College for School Leadership

			- This programme became mandatory in 2009 - In 2012, the programme became optional

Table 44 Head teachers' preparation and development opportunities worldwide
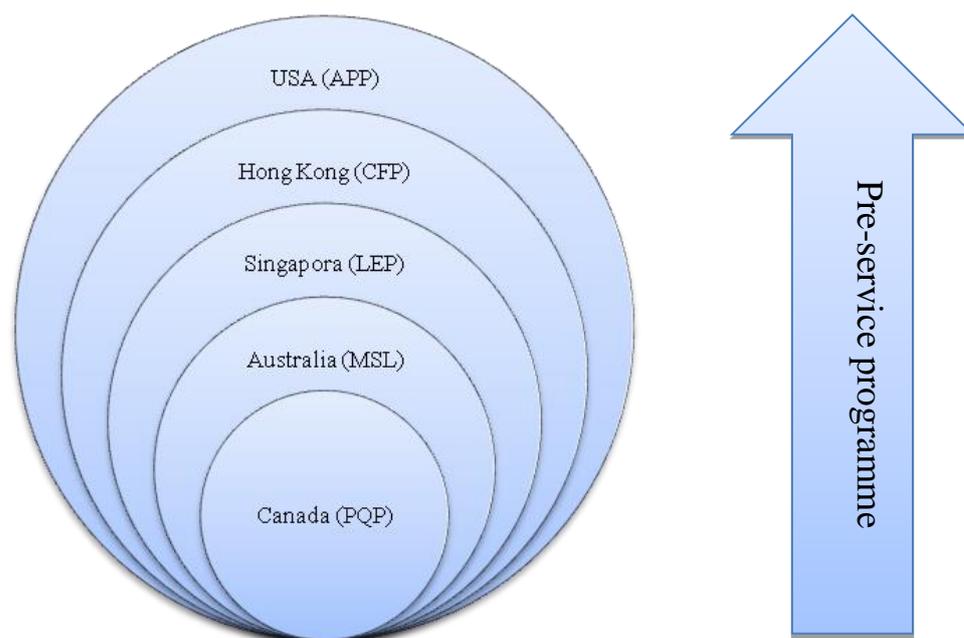
Figure 30 The existence of preparation programmes for head teachers worldwide (Walker et al., 2013)

As may be seen from the table and figure above, the majority of developed countries accord importance to pre-service programmes, regardless of the nature of the context, content, operation and framework, as mentioned in several studies (Burndrett & Crawford, 2008; Bush, 2013; Bolam, 2004; Leithwood & Riehl, 2003b), which state that the local historical and cultural contexts play a crucial role in preparing and then developing heads.

The major facets the contexts above have in common are that:
- There are providers for these programmes and they are supported by the government through the universities and allocated institutions
- These programmes focus on developing heads so they can employ transformational and instructional leadership styles.

Generally speaking, these programmes are derived from research conducted in order to fulfil the needs of the contexts in question and to suit their cultural patterns. Interestingly, the table also shows that in England a fundamental step backward was taken in April 2012 when the NPQH became optional for the position of headship. Therefore, surprisingly, the compulsory status has been dropped and some unqualified heads can be appointed to the position without any preparation programme, in a similar way to the Saudi context. However, the NCTL (the provider) has evolved in terms of developing the content of the programme and bringing it up to the level of a master's degree, while in Saudi Arabia there is no equivalent institution that has been set up to design a leadership preparation programmes. The NCTL in the UK has developed to become the National College for Teaching and Leadership, and this organisation provides all the materials and courses in support of leadership development. I think in spite of this, however, it is a backward step in the UK, as it allows the head teacher to decide whether to participate in the development programme or not. This is useful in contexts where individuals are reluctant to apply for the headship position, such as in Saudi Arabia, because it could be considered a tool to examine whether or not there is an internal motivation to work as a head teacher.

The preceding discussion has shown that most developed countries now acknowledge the importance of the head teacher's position, indicated by their provision of preparatory programmes designed specifically for heads. Many of these programmes also focus on modern leadership styles. In the Saudi context, no such programmes exist. Instead, as found in this study, training is conducted by lecturers at universities, where the courses are predominantly academic. Bush (2013), however, suggests that a preparation programme should be 'a professional qualification, not an academic course'.

One unanticipated finding of this study was that the head teachers in Jeddah tended not to attend the courses at the university owing to the nature of the academic staff (lecturers). This finding is in contrast with the contexts described above and also with the views of Darling-Hammond et al. (2009), who suggest that excellent leadership programmes should demonstrate a positive relationship between universities and districts, and that participants should be enabled to make a connection between the theory they have learned and their own practice when working in their districts.

Therefore, bridging academic knowledge and practical experience is beneficial (Daresh, 2002; Crawford & Cowie, 2012). The reason for this conflicting result would appear to be that although the MOE has provided programmes at universities, these are in-service rather than preparatory programmes, and they have also been designed without any investigation or analysis of the actual professional learning and development needs of head teachers.

According to the Table 44 above, there is a great similarity between the Greek and Saudi contexts, in that both systems are centralised and bureaucratic and there is an absence of preparation programmes. The head teachers in Greece face challenges such as a lack of authority and of decision-making power. The small number of references identified in this study regarding the function of leadership in schools is in line with Gkolia and Brundrett's (2008, p. 47) findings concerning the Greek educational context: "*Although its content covers some important general aspects of organisational development and administration, educational management and leadership are not mentioned*". In Greece, scholars acknowledged the value of development programmes for heads and initially designed a leadership development programme based on their development needs, as mentioned by Barkatsas (1999, cited in Gkolia & Brundrett, 2008). Tazifas (2006, cited in Gkolia & Brundrett, 2008) later explored a new model for head teachers in Greece that would cover most managerial aspects, as shown in the following figure.

Figure 31 Model of management in Greece proposed by Tzifas (2006)

From the model shown above, it can be said that most of the components of the Greek model have also been identified as professional learning, development and support needs in this study. This could be because of the similarity between the Saudi and Greek contexts. Therefore, taking into account the international trend to transfer

educational models (particularly those designed in the UK or USA) from one country to another, making modifications to suit the specific new context, it may be possible to implement the model above in the Saudi context.

The proposed model will be presented in the next section.

6.7   Conclusion to the Discussion

This research has endeavoured to answer the following question:
What are the perceptions of male school head teachers in the city of Jeddah about their professional learning, development and support needs?

This main question was answered through the following sub-questions:
1. To what extent have the head teachers' experienced training that:
    A. Is compatible with new global trends in head teachers' development?
    B. Meets head teachers' development needs, from their perspective?

2. What forms of professional learning, development and support for head teachers may be proposed, based on the head teachers' perceptions regarding the training they have received, and taking into account global trends in head teachers' development programmes?

Figure 32, below, was designed in order to map the use and influence of the conceptual framework of this study in combination with the different components of the research design, with the aim of making it possible to stand back from the data and the immediate results in order to draw conclusions.

A limited number of Saudi studies were found that linked an identification of development needs and an examination of an in-service training programme with global trends

Research proposal and research questions

Literature review

Justifications for the present study

Shortcomings and drawbacks of previous studies

Design the conceptual framework

Methodological approach (sequential explanatory mixed methods)

Identify the perceptions of the training they have received, professional learning, development and support needs, and global trends in head teachers' development

Data analysis

Data collection:

48 questionnaires

18 semi-structured interviews

Proposing a new model for head teacher professional development and support

Figure 32 Mapping the study

The findings of this study confirm the fact that different people have different learning, development and support needs, regardless of the similarity in their working conditions and the context. Also, the data analysis clearly and consistently revealed that the majority of the Saudi school head teachers experienced some form of dissatisfaction regarding the fulfilment of their needs and the challenges that were preventing them from developing their management skills. Generally speaking, it is

the centralised nature of the education system that to a large extent causes the head teachers to feel demotivated about engaging in any professional learning programmes. This centralisation results in a lack of power, lack of support and an absence of preparation programmes, which in turn strongly affect aspects of managing the school environment, and also affect the heads' official relationship with the supervisors in terms of fulfilling their development and support needs.

6.8 Head Teachers' Development in Saudi Arabia
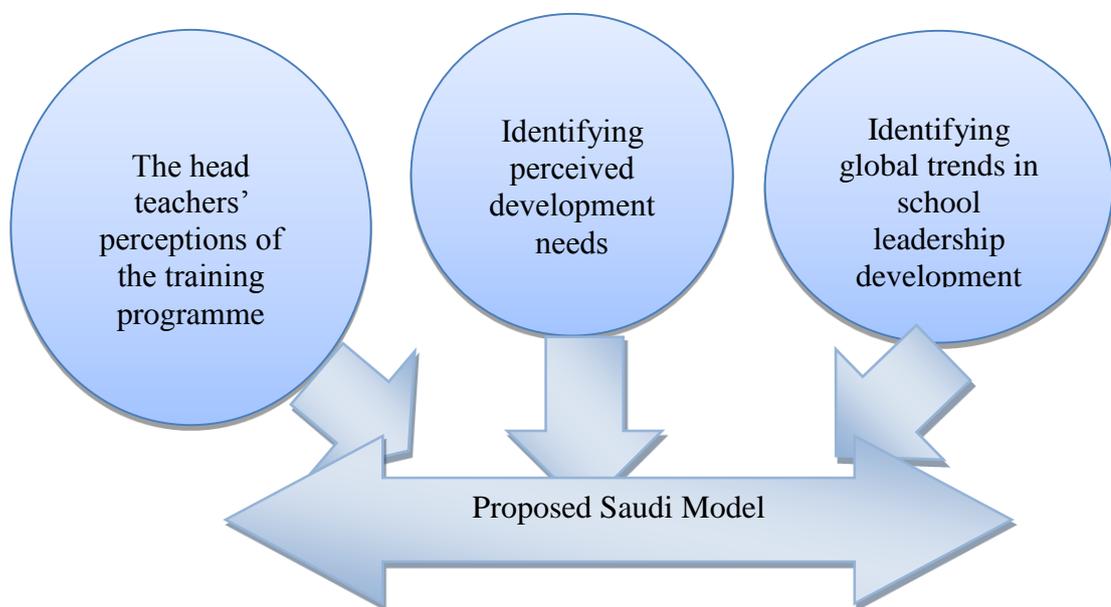
Figure 33 Proposed Saudi Model

Based on the head teachers' perceptions regarding the programme they have received, the professional learning, support and development needs as identified in this research and also based on the examination of the different models for preparing and developing head teachers from different political and cultural backgrounds worldwide discussed above, I here propose a new leadership development model for head teachers in Saudi Arabia. It is hoped this will enable them both to keep pace with 21st century aspirations and meet the criteria of competency in management mentioned earlier. Prior to presenting the proposed new model, however, it will be useful to recap on the programme currently available in Saudi Arabia as shown in the following figure:
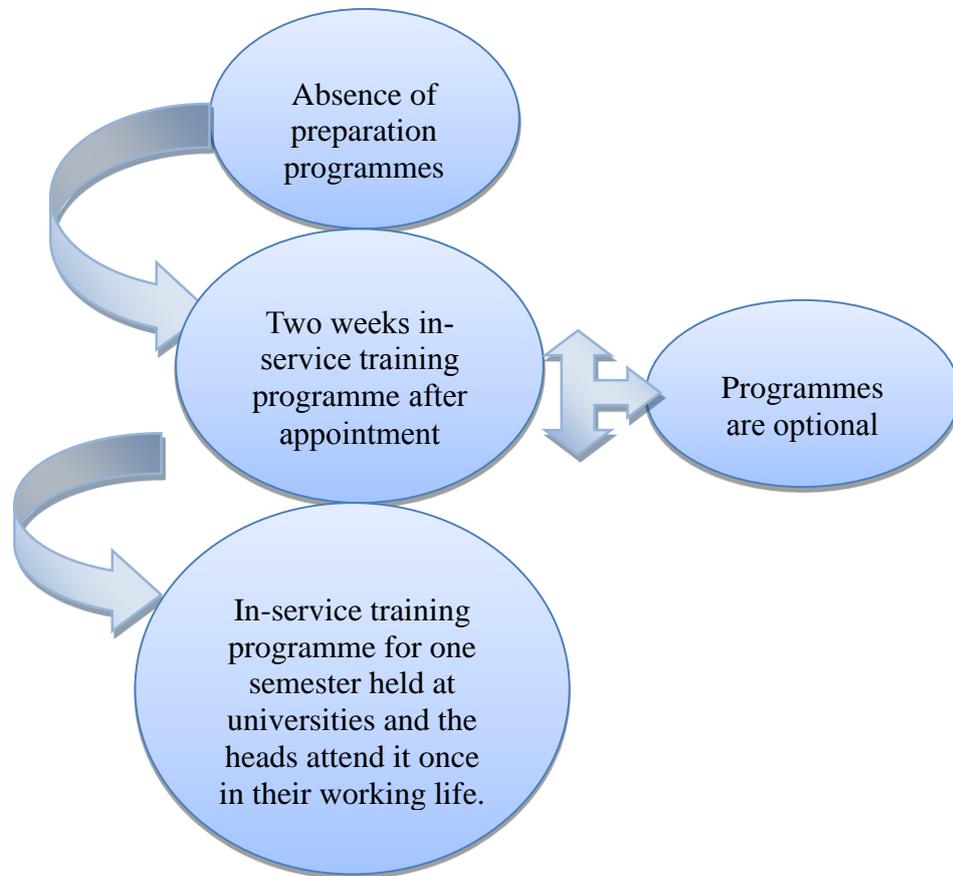
Figure 34 The Current Training Programme for Head Teachers

6.9   Proposed Leadership Development Model for Head Teachers

In order to keep pace with other nations who are endeavouring to create successful leaders in their schools and to make schools successful learning environments, it is essential that I begin with the conditions currently operating in the Saudi context and then move forward based on a prediction of future conditions. Therefore, the proposed model consists of the preparation programme itself and a support scheme.

Before presenting the proposed models, it will also be useful to refer back to the content and the operational system of the current training they have received, as shown in the following figure:
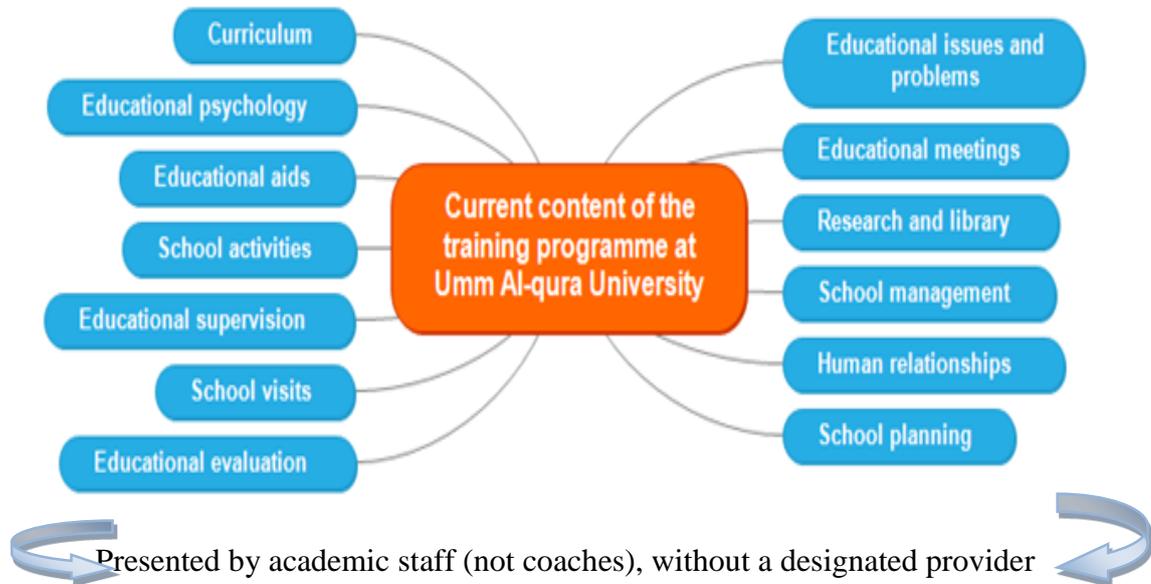
Figure 35 Current content of the training they have received

Looking back at the different models available worldwide, one can see a degree of convergence between some of these models and the professional learning and support needs that were identified in this study from both the qualitative and the quantitative data. Policy makers are keen to produce overall, common models of best leadership practice (Moos, 2013). Therefore, a combination of models could thus be used in order to avoid the weak facets of the current programme and to ensure the high success of the proposed model, in terms of the content and the operational system.

Pre-service training programme allocated for head teachers

Content

Operation

ICT (Information technology)

Educational planning

Communication

Coaches

School visits

Crisis management

Evaluation of teachers' performance

Models of leadership

Practical (not theoretical)

Time management

Legal education framework

Educational management

School culture

Length (one year) as suggested by the head teachers and in line with UK preparation programme

Making decision

Managing change

Support scheme (advanced developmental programme)

Strategic leadership

Instructional leadership

Organisational leadership

Community leadership

Figure 36 The Proposed Leadership Development Model (PLDM)

The figure above is a synthesis of various models adopted from different contexts, taking into consideration differences in culture, values and context. The aim of the Proposed Leadership Development Model (PLDM) is to enable the Ministry of Education in Saudi Arabia to prepare heads initially and then to provide a menu of ongoing development opportunities in order to address the dilemmas and barriers identified in this study. A menu of courses with flexibility in selecting these courses are essential to keep pace with particular culture, context and values.

The PLDM consists of two stages: the early stage is the preparatory programme and includes a number of important administrative skills; it is based on a synthesis of the Greek model and the USA model. The similarity between the Saudi and Greek contexts in terms of the need for communication, evaluation, educational management and models of leadership means that the Greek model can be adopted in Saudi Arabia. In addition, attention to school culture, time management and ICT, which are the foci of the American programme, are highly required in the Saudi context. Two important aspects of the proposed model are first, that the programme is conducted by coaches, and second, that it is practical. The length of the programme, as suggested by the heads in this study, is one year, which is also in line with the length of the NPQH in England. As found in this study, the head teachers need the developmental programme run practically by coaches. This is because in the Saudi context, the people who present these programmes are either academics from the universities or educational supervisors. The study found that lecturers were not useful because they had no idea what was going on in the schools, and educational supervisors had similar qualifications to the head teachers but they had been promoted to do this job because they were more experts. Some were even appointed for favouritism reasons. Hence, the years of experience should be the main variable to present these programmes. Therefore, the heads suggested the best people to present this model were coaches, and the MOE should contract coaches from private sector to do so.

Additionally, the preparation programme suggested above should focus more on transformational learning, which increases cognitive and interpersonal capacities for their own and others' growth. Supporting school leaders' transformational learning involves not just informational learning, which is defined as focussing on what we know, but examining how we learn things; there should also be emphasis on

developing skills. Drago-Severson and Blum-DeStefano (2014) and Drago-Severson (2012) assert that traditional learning is insufficient for 21st century needs.

After the appointment of a head, a support scheme should be established in order to fulfil his future needs and to ensure that he will have a positive influence on both the students' learning and the community at large. As mentioned earlier, the suggested model has been designed and reformed on a similar basis to that in Hong Kong. The Hong Kong model was established based on international research and focuses on the development of advanced leadership styles such as instructional, organisational, community and strategic leadership. The reason for employing the Hong Kong model is that the head teachers need some skills in terms of partnership community, because the community is an important element to achieve a leader's objectives (see Table 20). Therefore, the heads should develop their communications skills to deal with different aspects in the community such as students, parents and teachers. In addition, both organisational and strategic leadership are important in the Saudi context, because as found from this study, the heads need some certain skills such as delegating tasks to staff within the organisation and learning how the strategic plans are established. The two stages above, in this model, could be applied collaboratively within the model because, as found from this study, the heads receive benefits from their colleagues through exchanging their experiences. Therefore, collaboration is the best way to develop head teachers, as discussed at the end of this Chapter.

In the course of a career it is possible to experience four stages; initiation, development, autonomy and then disenchantment (Woods, 2002). Disenchantment may be avoided when professional experience leads to personal development and sense of autonomy and achievement, and evidence of contribution to institutional development and the success of their endeavours. In the Saudi context, as found from this study, it could be said that those in the position of headship reached disenchantment without having progressed through development and autonomy levels. This may result from the absence of motivation, positive enjoyment, emotional involvement or job satisfaction which is important to well-being (Gambles et al., 2006; Bristow et al., 2007; Woods 2002). These aspects of professional engagement are possibly neglected in the Saudi context in terms of a lack of support, the absence of emotional intelligence, and an

unwillingness to attend developmental programmes, as well as a lack of financial, practical and moral support from the Ministry of Education.

The lack of internal motivation for the headship position in this study arose as a result of the fact that the head teachers were unaware of the extent of the responsibilities they would have to take on after being appointed, and of the barriers to performing their role they would encounter. The motivation aspect for the head teachers to remain in their positions is important. As found in this study, the heads in Jeddah have a lack of support, overload, stress and an absence of respect and recognition from the community. This finding concurs with those of Crawford (1997), in that under pressure people need to have professional resilience and a range of strategies to manage challenging situations. The relationship between individuals and the organisational context is a complex one because, if the organisation is well managed, this plays a part in the management of stress felt by staff. When head teachers understand the causes and indicators of stress they will be more skilled at crisis management (as indicated in the PLDM on p. 183).

All these factors lead the heads to address their jobs as a daily routine without strategic development plans or the vision for their school community that might be expected from innovative leadership. NCTL (2010) found that there are four main factors motivating the heads to remain in their positions: strong support, recognition, a sense of achievement, and commitment to the school. This difference is a result of the absence of the preparation programmes on the one hand and of the flat managerial structure that exists in the Saudi context on the other. In the UK, senior and middle leaders are able to motivate their staff because they are already motivated through engaging in an NPQH training programme, while in Jeddah, by contrast the heads need to be encouraged by the MOE to remain in their positions.

The data suggests that in the Saudi context, it is easier to retain leaders than to develop and recruit a new head. As discovered while completing this study, two head teachers returned to work as normal teachers, while two others retired after they had completed the programme. Similar findings were presented by Hartle et al. (2007) and the NCTL (2010c), as plans to develop more leaders need to be balanced with plans to retain the existing successful leaders. This has not been a priority in the Saudi context where

greater attention has been paid to selecting and appointing new heads in schools. The recruitment process for headship positions should include a number of steps not currently evident in the Saudi context (NCTL, 2010c). They include preparation, definition, attraction, selection, appointment, induction and evaluation. The definition step includes identifying the head's and the school's needs. The attraction stage involves creating information about the school and the post that will attract potential head teachers. This study concurs with Alzaidi (2008) in suggesting that the heads were dissatisfied with their financial reward in terms of there being no difference between the head and teacher's salaries. The head teachers noted that the selection stage in the Saudi context is not based on qualifications. Rather, it is based on mediation and favouritism. In addition, on appointment the induction stage comes without any ongoing supervision or support. Finally, this study suggests that the evaluation stage does not exist in the Saudi context due to a lack of supervisors and the nature of the supervisor's job.

One solution that is proposed here is to introduce a system of licencing for four years (similar to the NCTL (2011) in the UK), and at the same time change the current flat managerial structure; thus, the system could have, for example, three levels: team leaders, senior leaders and Saudi Professional Qualification for Headship (SPQH) with differences in the number of the modules taken. The suggested licensing programmes could be as follows:

- *Level 1*: for team leaders, who would correspond to teachers in the current flat managerial structure in Saudi (three selected modules from the PLDM above)
- *Level 2*: for senior leaders, which corresponds to the position of deputy head teacher (four modules from the PLDM above)
- *Level 3*: for SPQH for headship, which corresponds to head teachers (five modules from the PLDM above).

It will not, however, be successful without support provided by the Saudi MOE in the form of policy reforms, particularly in offering financial rewards, moral support and an adequate number of eligible educational supervisors. In addition, all these levels will not be successful without a designated provider who offers these programmes, as is the case with the NCTL in the UK. In addition, the proposed Leadership Development model (PLDM) is not considered successful without flexibility, because

no two schools are the same, and every head teacher and school context has particular professional learning needs, and these needs might vary. Therefore, flexibility plays a crucial role in terms of choosing modules from the PLDM in order to then fulfil the needs of the individual head teacher. The current programme in the Saudi context applies Thorpe and Bennett-Powell's (2014) statement that 'one size fits all' without any flexibility.

The PLDM could be conducted within a university context after all the necessary reforms have been carried out. The centralised nature of the Saudi educational system means that it might also be beneficial to run it in other cities in Saudi Arabia.

However, putting into practice the proposed leadership development model alone might not be beneficial because, one of the barriers to developing the head teachers is the local culture. Therefore, social values, policy, and knowledge should be developed in parallel in order to achieve the head teacher management competencies proposed by Jirasinghe and Lyons (1996) and mentioned earlier in this chapter. Leadership is always concerned with values because school leaders need to know the values of the people that they work with and they how relate to the organisational structures in which they find themselves (Crawford, 2014). Haydon (2007, cited in Crawford, 2014) suggests that "although educational leaders need to look at their own individual values, they also need to look beyond this to the values that are embodied in a particular institution or community context" (p. 20).

In addition, there was evidence that the heads trusted each other enough to work together, through clear collegial value frameworks which were common to all. Communication was good and every head respected the others. There was a strong emphasis on collaboration and participation in decision making because the collegial model builds on shared decision-making (Oord, 2013), and the decisions made on the basis of collaborative deliberation and knowledge acquisition take longer, but are often more effective. This is in contrast to the Saudi context, where top-down decisions can be made quickly but frequently fail in the implementation stage due to a lack of understanding among heads as to how and why decisions have been made, or what problems the change is meant to address. Therefore, the nature of the organisational and individual accountability set by external policy such as that of the MOE was found

to play a negative role, while internal aspirations were found to create ongoing challenges and obstacles. Since the heads in this study did not have the power to make decisions, they simply had to accept and work with the barriers identified; for instance, problems caused by bureaucracy such as the many circulars imposed on them by the Ministry. The heads were continuously involved in the daily routine of managing relationships and facing challenges to provide of their best in a context of policy-driven necessities which were not always universally welcomed. Therefore, the heads were constantly trying to strike a balance between external and internal challenges. The external factors could be values, commitment and purposes, as, for instance mentioned by the following head teacher:

> *We asked the director of the training centre about this and he said he was sorry but he couldn't change the lecturers or the content. We said, but you are a PhD holder and you are professional and younger, why can't you persuade the staff? But he said that the majority of the staff were older than him and that some of them had taught him, so he couldn't persuade them to change anything. Therefore, I think in our context [the Arab world generally] our emotions play a crucial role because we are shy. Hence, I think the policy needs to be changed by giving the director the power to choose members of staff who are professional and open-minded. (Head teacher 14)*

The internal barriers however come from parents, students and teachers. One of the main obstacles encounter the 'people-centred' management model identified in Saudi Arabia, is the ability to communicate and balance between external and internal barriers (Crawford, 2014).

An apt hierarchy that best describes the new model of leadership is that mentioned by Sergiovanni (1992, cited in Day et al., 2001), and this is shown in the following figure.
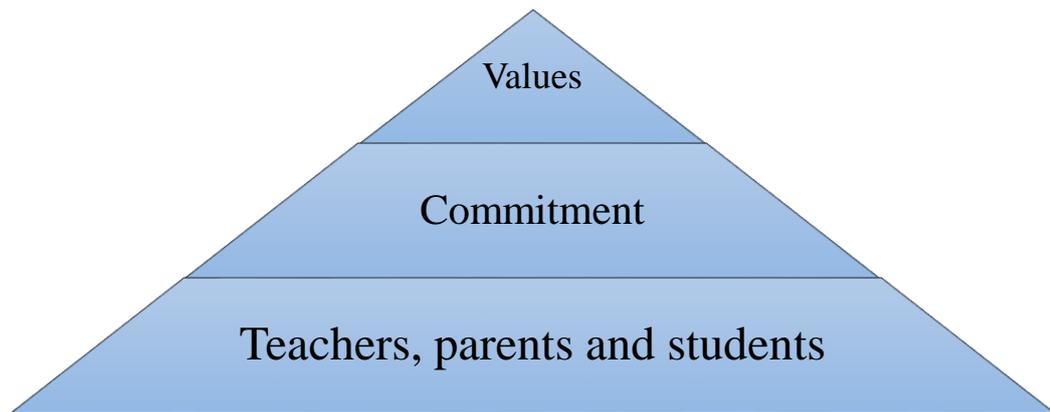
Figure 37 Model of leadership adopted from Sergiovanni (1992)

In this study, it appears that in Jeddah emotional and social relationships provide more powerful motivation and commitment than the extrinsic concerns of transactional leadership in which leaders and followers exchange development needs and services to achieve their goals.

Effective leaders must have the ability to read the particular context or set of circumstances they face. In this regard, the leadership behaviour of the head teachers in Jeddah is contingent on the particular context and situation found in that city. The decisions made by the heads relate directly to their own values and beliefs. Their capacity as leaders to make a difference will, then, depend upon their interpretation of and responses to the constraints, demands and choices that they face. Therefore, different contexts will present different challenges and will require different responses. This situation will lead the head teachers in Saudi Arabia to negotiate the restrictions of both internal and external situations in order to prioritise the opportunities. The concept of leadership proposed here, therefore, has a number of different dimensions which combine to represent the complexity of leadership such as values, integrity and context.

As mentioned earlier in this chapter, and in line with the views of Day et al. (2001), the most important dimension in this new model of leadership is its acknowledgment of the leaders' values and vision. The heads in this study were found to exchange their knowledge through the programme and to share their personal visions and beliefs

systems with each other through direction, words and deeds. This dimension of values-led contingency leadership helped the head teachers to communicate through interpersonal actions and also through institutional policies, programmes, practices and physical environments because communication is central in most challenging leadership context (Crawford, 2014). The heads in this study did display a kind of 'invitational' leadership, as mentioned by Stoll and Fink (1996), in their day-to-day dealings with individuals. One of the findings of this study was that their behaviour with others was based on respect, trust and their beliefs about developing the potential of their staff, which is in line with the findings of Day et al. (2001).

Another significant dimension of effective leadership is related to the context in which it is carried out. The heads in this study received numerous circulars daily from the ministry, and they were also required to respond to demands and challenges both within and beyond their own school context. Therefore, in managing staff and cultural change they had to manage both external and internal environments.

6.9.1 Collaborative leadership is the best way in leading change
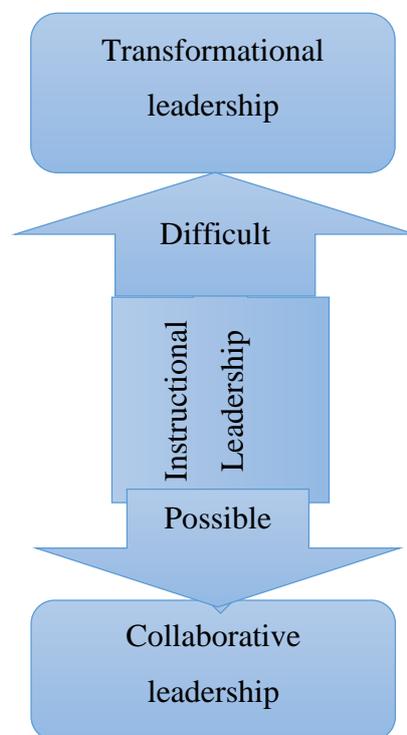
Figure 38 Collaborative leadership in the Saudi context

Figure (38) above illustrates how current instructional leadership in the Saudi context could move to a collaborative leadership model, which may be the appropriate method of ensuring that the schools' vision are achieved, and could be used in the PLDM presented above. Therefore, looking back to the typology leadership and management model adapted by Bush and Glover (2002) (see 3.2.1.4), I could claim that the instructional leadership could be modestly developed to the collaborative or participative leadership. It seems that collaborative leadership through building a strong leadership team and delegating tasks is the optimum way to develop a healthy work context and improve experiences and outcomes for all educators (Drago-Severson and Blum-DeStefano, 2014). Putting their advice into practice could lead to more effective implementation of the daily routines which must be fulfilled to free time for more strategic and dynamic leadership, involving improved relationships and collaborations with other leaders, and colleagues. Coleman (2008) describes collaboration as a leadership strategy:

> *While collaboration is arguably a fundamental and non-negotiable aspect of all leadership activity, the term 'collaborative leadership' itself is relatively new (p. 4)*

Similar findings were found in this study when heads trusted and respected each other. This trust and respect is a good indicator in terms of creating a 'collective sense' and then making the leadership identity focused around development (Haslam et al., 2011). Coleman later states that; "collaborative working is an unavoidable feature of the 21st century school" (2011, p. 296). Hallinger and Heck (2013) found that collaborative leadership had a positive impact on growth in student learning and that it could be a solution to the current problem of results for students who have academic difficulties in the Saudi context and heads need to deal with such issues. Leadership in the Saudi context therefore could facilitate collaborative learning by building a culture of shared values for learning as concur with Orthodoxou (2010). However, the main challenge to collaborative leadership in the Saudi context could be the common belief that the responsibility for leading change and innovation lies with top management and the centralised system. Despite the fact that professional development has been lacking in the Saudi context, what made heads in Jeddah more successful was collaborative learning through exchanging their values, knowledge and experiences at the training programme.

In this collaborative leadership model, distributing tasks between teachers and delegating responsibilities will help to build strong relationships with teachers, and will require rethinking conceptions of power, leadership of learning, investment in staff development and maintenance of positive relationships (Murphy et al. 2009; Harris, 2009b). Data from Schrum and Levin (2013) emphasised that leaders are unable to make changes alone and institutions can hardly be run effectively by one leader (Crawford, 2014). Clearly, in the 21st century, distributed leadership has to take precedence. The need for a change in school culture to put into practice this style is desirable in terms of involving staff in both operational and strategic planning. This would also require a shift in direction at ministerial level. There is no doubt that distributed leadership results in positive effects on both school culture and educational quality (King et al. 1996). Harris (2004) found that the level of success or failure of distributed leadership depends on interpersonal factors such as relationships with teachers. However, some obstacles might appear mainly from teachers who are not involved in any leadership task and those teachers might abuse their new roles. Therefore, overcoming these difficulties will require a combination of strong interpersonal skills on the part of the 'teacher leader' and a school culture that encourages change and leadership from teachers. That, in turn, will lead the head and their deputies to operate as leaders rather than operational managers and be able to be more creative in their vision. Collaborative leadership is the type of leadership required to accomplish change through practising the organisational learning, shared power and institutionalised leadership as recounted by Hickman (2010), and Brundrett (2013a) cited in Brundrett (2013b). In the near future, school leaders and managers should distribute school activities throughout the organisation. This in turn, should lead to the leadership of change, because these have become corporate and shared activities drawing in the skills not only of staff but also of the wider school and community surrounding the school (Brundrett, 2013a, cited in Brundrett, 2013b).

However, transformational leadership is an advanced leadership approach in the Saudi context, because the behaviour of the transformational leadership includes charisma, inspirational motivation, intellectual stimulation and individualised consideration (Bass & Avolio, 1990), and it is difficult to say that this style is easy to practise in the Saudi context regarding the absence of the preparation programmes mentioned in Chapter 2. Hence, the description of people-centred management (see 3.2.4.1) and the

barriers to developing the head teachers identified in this study point to values-led contingency leadership. This study has demonstrated that the heads in Jeddah were concerned more with cultural than structural change because of the values-led approach guided by personal experience as mentioned by Day et al. (2001).

It seems that values are a central factor in effective leadership. Therefore, it is important to pay attention to values, culture and context when shaping professional development needs. Personally, effective heads are those who are able to manage and overcome the barriers identified in this study. The problem as pinpointed in this study is that the current programme focuses upon managerial rather than leadership functions. As a result, the organisers of the programme fail to improve the abilities of the heads to reflect upon their own values and those of the whole school community, and they do not place enough emphasis on developing the range of qualities and skills required, as appropriate for effective leadership.

6.10 Limitations of the Study and Lessons to be learned

The scope of this study was affected by several considerations. Firstly, the study is limited to male head teachers at urban secondary and intermediate schools in Jeddah city. The limitation of dealing with male head teachers alone results from the fact that I was only permitted to collect data from boys' secondary and intermediate schools. This is because there is no co-educational system in the Saudi context. Secondly, the city of Jeddah was chosen as a representative sample because Jeddah is the second biggest city in Saudi Arabia. Thirdly, the time period chosen for conducting the field study for data collection purposes was the second semester in the 2011-2012 school academic year (March-June 2012) for the heads who completed the programme in the first semester (September 2011 to January 2012). Therefore, the data obtained reflect the perceptions of school head teachers during the period September 2011 to July 2012. Finally, the demographic variables of age, school level, qualification and years of experience also limited the scope of this study.

Nevertheless, despite its limitations, it is hoped that the research constructs and contributes to knowledge, addressing gaps that exist in the literature, with the aim of

obtaining a better understanding of head teacher support and development needs for the twenty first century.

There are some lessons to be learned from this study. Firstly, in terms of the applicability of the proposed model suggested in this study for the head teachers in Jeddah, it must be acknowledged that their attitudes are influenced by culture, social values, peer and family pressure, job requirements and other conditions. Secondly, it is important that the proposed leadership model is regularly reviewed since professional learning, development and support needs will change over time and with the needs of different individuals. Thirdly, effective leaders in the Saudi context need to be people who are able to eliminate the challenges and barriers identified and discussed earlier in this chapter, such as bureaucracy, culture, and lack of support. Fourthly, collaborative professional learning is the most promising method of head teacher development in the current conditions.

6.11 Contribution to Research

6.11.1 Theoretical Contribution

The current instructional leadership in the Saudi context could move to a collaborative leadership model more than advanced leadership styles such as a transformational leadership, because the nature of the current context, knowledge, practice, values and culture for the head teachers enable them to be more collaborative based on the current findings. This study performed an in-depth identification of the perceptions of head teachers' professional learning and support needs and then linked it to their perceptions of the programme. This study adds to the body of knowledge by providing the importance of culture, values and context in terms of shaping professional development needs. Furthermore, this study utilised a mixed methods approach in order to re-vision the potential of such development for head teachers. Therefore, the originality of this study lies in both the rationale for the investigation and the novel methodological approach.

6.11.2 Practical Contribution

This study is a fresh contribution to the field, although it has both benefitted from and built upon the work of previous researchers. This work is an original study of educators in the Saudi Arabian system, and proposes a new leadership development model for the head teachers which is applicable both in Jeddah City and in the wider Saudi Arabian context, called PLDM. I am thus satisfied that this is an original study, with potential applicability to Saudi head teachers in particular, but also to other similar contexts in the international field of education such as a Greece or other areas which lack preparation programmes. Furthermore, I suggest that the mixed methods approach used in this research may be useful to other researchers investigating the professional perceptions of participants.

6.11.3 Critical Reflections on the Research

After completing this work, I think re-visioning the development of head teachers in Jeddah (PLDM) is essential for the preparation and development in both the Saudi context and areas similar to this context. However, as leadership development is a multi-faceted process (Crawford, 2014), and because of personal characteristics and the way that people in the organisation believe in you, the social relationship created in the context and the continuality of motivation are important issues in leadership development. Therefore, I think identifying the characteristics of certain values, culture and context are essential in shaping leadership development needs. Hence, identifying an institution's and job needs will add an advantage to the contribution made in this study.

By considering an institution's needs, it is possible to identify the skills, trends and knowledge that would be needed to achieve the desired strategic plans for the institution. Perceived individual needs, which this study has examined, consist of the strengths and weaknesses of the individual and their professional aspirations. However, the needs as they apply to a job should focus on the skills, knowledge and specific abilities that are needed to undertake the job effectively, and for this we would need an accurate job description.

6.12 Research Recommendations

It appears from the findings of this study that overall the training they have received does not fulfil the heads' professional learning, development and support needs entirely. It is also evident that there are serious cultural and contextual obstacles and barriers preventing the heads from developing as leaders. While several explanations have already been discussed, some appropriate recommendations for future development can be put forward. The purpose of these recommendations is to find ways of developing head teachers systematically. Since people spend most of their lives at work, educational policy should be reformed so that head teachers can be retained in their positions. The issue of development and support are therefore relevant and crucial in both organisations and societies, since people should be treated fairly and with respect. The following recommendations are based on the findings of the present study:

- Put into practice the proposed model, because it is designed based on both national and international research

- Establish particular organisations in each city which provide such preparation programmes, similar to those in the contexts mentioned earlier

- Re-train supervisors and allocate coaches for preparing and developing head teachers in order to fulfil their ongoing needs; make provisions for continuing professional development

- Make head teachers more autonomous in their schools, to enable them to avoid the bureaucratic barriers erected by officials

- Establish formal and vertical channels of communication between officials in the different departments of the educational administration, educational supervisors and the head teachers

- Provide schools with a suitable number of administrative staff, or introduce a middle management system schools to change the current flat managerial structure in Saudi to a more hierarchical structure; this will help heads to develop professionally

- Distinguish the position of the head teacher both financially and morally from that of the classroom teacher so that the position becomes competitive

- Establish SPQH, as mentioned in this chapter, in order to consider career development for aspiring head teachers and then intrinsically motivate the head teachers to the headship position.

6.13 Recommendations for Further Research

Recommendations are made in this section for researchers who are interested in investigating preparation and development opportunities in general and for the headship position in particular. Based on the present findings, discussion, and conclusions, the following areas are recommended for future research:

- As with most studies, it is suggested that this study be replicated in other cities in the Kingdom of Saudi Arabia at different universities
- Identify the factors that motivate head teachers, first to engage in developmental programmes and then to remain in their positions. This is because it was found that the position of head teacher is not respected and two of the heads returned back to work as normal teachers after completing the programme
- Include three levels: perceived individuals' needs -the sole focus in this study-, the job needs, and the institutional needs. This will provide an additional advantage to the PLDM established in this study
- Identify how the Saudi culture, context and values could be developed as a positive, rather than a negative factor in the development of head teachers
- A replication of this study using mixed methods for female head teachers in the city of Jeddah by female researchers would help to improve our understanding of gender differences in terms of support and development needs.

6.14 Concluding Comments

In conclusion, having completed this part of the study, I believe all questions to have been fully addressed, and that the study has produced insight and results that will help to address current gaps in knowledge, while aiding thought and further studies in the field of head teachers' professional learning, development and support needs in the city of Jeddah in Saudi Arabia. This study hopes to provoke a reconsideration of the existing status quo, and further studies in the area.

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APPENDICES

Appendix 1: Questionnaire in English

Dear Head Teacher,

You are kindly asked to complete this questionnaire which is designed to:

 a) Investigate head teachers' perception about the training they have received.

 b) Identify the training needs of head teachers of both secondary and intermediate public schools in the city of Jeddah.

This study is a requirement for a PhD in Educational Leadership and Management from the School of Education, Communication and Language Sciences at Newcastle University, United Kingdom.

The questionnaire should not take longer than 15 minutes to complete. The information you provide will be treated with a high level of confidentiality, in order to protect your privacy.

Please fill in the personal information first (your name is not needed).

First part: Personal Information:

Qualification:

Bachelor's degree *__with__* education preparation:

Bachelor's degree *__without__* education preparation:

Master's degree:

Doctor of Philosophy:

Age:

20-29 years:

30-39 years:

40-49 years:

50-59 years:

School Level:

Intermediate School:

Secondary School:

Years of Experience as a School Head Teacher:

1-4 years:

5-9 years:

10-14   Years:

15-19 years:

20 years or over:

Second part: A. Your opinion about the training you have received:

For every item place an 'X' in the scoring box that most closely represents how you feel about the programme.

A.1 **Stimulating**	**Strongly agree**	**Agree**	**Neutral**	**Disagree**	**Strongly disagree**
	○	○	○	○	○

A.1.1. Please comment briefly on why you have given this rating

....

....

A.2 Useful for my work	**Strongly agree**	**Agree**	**Neutral**	**Disagree**	**Strongly disagree**
	○	○	○	○	○

A.2.1 Which parts of the training programme do you feel will be **_most_** useful in your

work?..

....

A.2.2 Which parts of the training programme do you feel will be **_least_** useful in your

work?

....

....

A.3 Relevant to my work	**Strongly agree**	**Agree**	**Neutral**	**Disagree**	**Strongly disagree**
	○	○	○	○	○

A.3.1 Are there any subjects you would like to have been ***included?*** ○ Yes
No ○

Give   examples:

....

Why:

……………………………………………………………………………………………

A.3.2 Are there any subjects that you would like to have been ***omitted***? ○ Yes

No○

Give   examples:

....

Why:

……………………………………………………………………………………………
……………………………………………………………………………………………

A.4 Good discussion	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	○	○	○	○	○

A4.1 Please comment briefly on why you have given this rating

....
....

A.5 Flexible structure	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	○	○	○	○	○

A5.1 Please comment briefly on why you have given this rating

....
....

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
A.6 Well delivered	○	○	○	○	○

A6.1 Please comment briefly on why you have given this rating

....

....

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
A.7 Demanding	○	○	○	○	○

A7.1 Please comment briefly on why you have given this rating

....

....

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
A.8 Well-paced	○	○	○	○	○

A8.1 Please comment briefly on why you have given this rating

....

....

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree

A.9 Good level of practical activities	○	○	○	○	○

A9.1 Please comment briefly on why you have given this rating

....

....

A.10 My objectives achieved	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	○	○	○	○	○

A10.1 Please comment briefly on why you have given this rating

....

....

11) I would recommend the programme to my colleagues   Yes ○   No ○

12) Which of the following professional learning, development and support needs or

areas do you wish to be trained in or to focus on in any future programmes you attend?

professional learning, development and support needs	Level of Needs		
	High	Medium	Low
A. Planning			
1. Educational policy in Saudi Arabia			

2.	Ministry regulations and how to implement them			
3.	The role of head teacher			
4.	Decision-making skills			
5.	Time management			
6.	Managing change			
7.	Preparing the annual school plan			
8.	School budget planning			
9.	Organising and planning school exams			
10.	Chairing meetings			
11.	School discipline policy			
B. Evaluation		High	Medium	Low
1.	Evaluating teachers' performance			
2.	Enabling teachers to evaluate educational settings			
3.	Developing self-assessment			
4.	Evaluating school facilities			
5.	Preparing the annual school report			
C. Staff Development		High	Medium	Low
1.	Delegating responsibilities			
2.	Involving teachers in decision making			

3.	Teacher development (teaching and learning innovation)			
4.	Teacher development (Ministry regulations)			
5.	Induction of new teachers			
6.	Managing staff			
D. Meeting students' needs		High	Medium	Low
1.	Developing national values of students			
2.	Enrichment activities			
3.	Providing appropriate educational challenges for gifted and talented students			
4.	Improving attendance			
E. Dealing with local community		High	Medium	Low
1.	Activating community partnerships			
2.	Parents' and teachers' council			
3.	Communicating information to parents			
4.	Organising community events			
F. Administration and school buildings		High	Medium	Low
1.	Financial matters			

		High	Medium	Low
2.	Assessing and finding solutions for school administrative problems			
3.	Emergency evacuation planning			
4.	Preparing management reports			
5.	Identifying modern educational monitoring methods			
6.	Relationships with other schools			
G. Communications technology		High	Medium	Low
1.	Using modern technology in administration			
2.	Using modern technology in learning enhancement			

13. Please choose only three main factors which motivate you to engage in development or training programmes?

Value of training	
Recognition	
Financial reward	
Gaining promotion	
Escape from overload at school	
Time to rest	

Other (please specify)

……

……

………………

Thank you very much for your cooperation.

Appendix 2: Questionnaire in Arabic

استبانة دراسة بعنوان

إعادة تصور الاحتياجات التطويرية لمديري المدارس في محافظة جده: رؤية جديدة للتعليم الإحترافي من خلال عدسات جديدة

عزيزي مدير المدرسة

بين يديك استبيان تم تصميمه للأهداف التالية :

1) التعرف على وجهة نظر مديري المدارس حول البرنامج التدريبي الفصلي المنعقد

2) التعرف على الاحتياجات التطويرية و التعليمية لمديري مدارس المرحلة المتوسطة والثانوية في مدينة جده.

هذا الاستبيان لن يستغرق أكثر من 15 دقيقة حتى يتم إكماله. المعلومات التي سوف تقدمها سيتم التعامل معها بسرية عالية من أجل حماية خصوصياتك.

هذه الدراسة متطلب للحصول على درجة الدكتوراة في الإدارة والقيادة التربوية من كلية التربية واللغويات من جامعة نيوكاسل في المملكة المتحدة.

لو سمحت أكمل بياناتك الشخصية أولا (كتابة الاسم إختياري).

إعداد الباحث
عبدالله بن عالي القرني

الجزء الأول: البيانات الشخصية

المؤهل

درجة البكالوريوس **مع** الإعداد التربوي.
درجة البكالوريوس **بدون** الإعداد التربوي.
درجة الماجستير.
درجة الدكتوراه.

العمر

20-29
30-39
40-49
50-59

المرحلة الدراسية

المرحلة المتوسطة
المرحلة الثانوية

عدد سنوات الخبرة في المجال الإداري

1-4	
5-9	
10-14	
15-19	
20 أو أكثر.	

الجزء الثاني: أ. وجهة نظرك عن البرنامج المنعقد في الجامعة:

لو سمحت ضع علامة (×) في المربع المناسب والذي تراه يمثل رأيك و شعورك حول البرنامج التدريبي:

	موافق بشدة	موافق	محايد	غير موافق	غير موافق بشدة
1.أ البرنامج كان محفزا	○	○	○	○	○
1.1أ لو سمحت علق لماذا وضعت ذلك الخيار؟					
....					
....					

	موافق بشدة	موافق	محايد	غير موافق	غير موافق بشدة
2.أ البرنامج مفيد لعملي	○	○	○	○	○

A.2.1	أي جزء من البرنامج التدريبي تعتقد أنه كان **مفيد للغاية** في عملك؟
	....
	....
	....
A.2.2	أي جزء من البرنامج التدريبي تعتقد أنه كان **قليل الفائدة** في عملك؟
	....
	....

غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	
◯	◯	◯	◯	◯	3.أ ذو صلة بعملي

هل هناك بعض المواد أو المهارات ترغب في أن **تكون موجودة**؟ نعم ◯		
A.3.1 لا		
اعط امثلة:		
....		
....		
لماذا:		
....		
....		
هل هناك بعض المواد أو المهارات ترغب في أن نعم ◯ لا ◯		
A.3.2 **تحذف من البرنامج التدريبي؟**		
اعط امثلة:		
....		
....		
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....		

لماذا:

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غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	
○	○	○	○	○	4.أ البرنامج كان يستخدم المناقشة بصورة فاعلة
4.1أ لو سمحت علق لماذا وضعت ذلك الخيار؟					

....

....

غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	
○	○	○	○	○	5.أ هيكلة البرنامج كانت مرنة
5.1أ لو سمحت علق لماذا وضعت ذلك الخيار؟					

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غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	
○	○	○	○	○	

				6.أ تم توصيل محتوى البرنامج بسهولة

6.1.أ لو سمحت علق لماذا وضعت ذلك الخيار؟

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....

غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	7.أ البرنامج كان مرغوب
○	○	○	○	○	

7.1.أ لو سمحت علق لماذا وضعت ذلك الخيار؟

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غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	8.أ خطة البرنامج معدة بشكل واضح
○	○	○	○	○	

8.1.أ لو سمحت علق لماذا وضعت ذلك الخيار؟

....

....

غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	
○	○	○	○	○	9.أ البرنامج يحوي مستوى جيد من النشاطات العملية

9.1.أ لو سمحت علق لماذا وضعت ذلك الخيار؟

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                                      ...............................................
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غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	10.أ أهدافي تحققت من خلال هذا البرنامج
○	○	○	○	○	

10.1أ لو سمحت علق لماذا وضعت ذلك الخيار؟

....
....

11) أنصح زملائي بالحصول على هذا البرنامج التدريبي؟ ○نعم   لا ○

12) ماهي الاحتياجات التدريبية التالية التي تتمنى أن تتمرن أو تركز عليها مستقبلا في أي برنامج تدريبي تنوي حضوره؟ الرجاء وضع علامة (   ) في المستوى الذي يناسب احتياجك.

مستوى الاحتياج			الاحتياجات التدريبية
منخفضة	متوسطة	عالية	أ. مجال التخطيط
			1. السياسة التعليمية في المملكة العربية السعودية
			2. أنظمة الوزارة و كيفية تطبيقها
			3. دور مدير المدرسة
			4. مهارات اتخاذ القرار
			5. إدارة الوقت
			6. إدارة التغيير
			7. تحضير الخطة السنوية للمدرسة
			8. التخطيط لميزانية المدرسة
			9. تنظيم و تخطيط إختبارات المدرسة
			10. ترأس الاجتماعات
			11. سياسة ضبط المدرسة

منخفضة	متوسطة	عالية	ب. مجال التقييم	
			تقييم أداء المعلمين	1.
			تمكين المعلمين من تقويم المخرجات التعليمية	2.
			تطوير عملية التقييم الذاتي	3.
			تقييم المرافق المدرسية	4.
			إعداد التقرير السنوي للمدرسة	5.
منخفضة	متوسطة	عالية	ج. مجال تطوير أعضاء المدرسة	
			تفويض المسؤوليات	1.
			مشاركة المعلمين في عملية اتخاذ القرار	2.
			تطوير المعلمين (التدريس والتعليم الابتكاري)	3.
			جعل المعلمين على تواصل مستمر معقوانين الوزارة	4.
			استقبال المعلمين الجدد	5.
			إدارة فريق العمل في المدرسة	6.
منخفضة	متوسطة	عالية	د. مجال احتياجات الطلاب	
			تطوير القيم الوطنية للطلاب	1.
			إثراء الأنشطة الطلابية	2.
			توفير البرامج التعليمية المناسبة للطلاب الموهوبين والمبدعين	3.
			تحسين عملية الحضور	4.
منخفضة	متوسطة	عالية	هـ. مجال المجتمع المحلي	
			تفعيل الشراكة المجتمعية	1.
			تفعيل مجالس المعلمين وأولياء أمور الطلاب	2.
			التواصل والاتصال مع أولياء الأمور	3.
			تنظيم فعاليات المجتمع	4.
منخفضة	متوسطة	عالية	و. مجال الإدارة والمبنى المدرسي	

			الشؤون المالية المتعلقة بالمدرسة	1.
			تقييم وإيجاد حلول للمشاكل الإدارية بالمدرسة	2.
			التخطيط لحالات الإخلاء الطارئة	3.
			إعداد التقارير الإدارية	4.
			التعرف على الأساليب الحديثة في الإشراف المدرسي	5.
			العلاقات مع المدارس الأخرى	6.
منخفضة	متوسطة	عالية	**ز. مجال تكنولوجيا الاتصالات**	
			استخدام التكنولوجيا الحديثة في الإدارة	1.
			استخدام التكنولوجيا الحديثة في تعزيز التعليم	2.

احتياجات تدريبية ترغب أن تتدرب عليها مستقبلا غير موجودة أعلاه ترغب في ذكرها:

....

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....

لو سمحت أختر **3** عناصر ترى أنها هي **السبب** الرئيس في جعلك تلتحق بالبرنامج التدريبي لمديري المدارس بوضع علامة (   ) في المكان المناسب؟

	لأهمية التدريب و قيمته في تحسين أداء العمل
	حتى تكون متميزاً في المجتمع
	للحصول على مكافأة مالية
	الحصول على ترقية وظيفية
	الهروب من الحمل الزائد بالمدرسة
	تعتقد أنه وقت للراحة

عوامل أخرى دفعتك لحضور البرنامج التدريبي غير موجودة أعلاه:

....

....

....

أي إضافات ترغب في إضافتها:

شكرا لحسن تعاونكم ،،،

Appendix 3: The schedule of the semi-structured interview in English

1. What is your name and the name of your school and how many years have you worked as a head teacher?

2. What development is essential for school head teachers?

3. Do you think an in-service training programme is necessary? Why?

4. How do you see the training you have received generally?

5. Did you learn any new things as part of this programme?

6. Since you went back to your school, do you think your behaviour has changed or developed?

7. Did this training programme fulfil your needs? Why? Why not?

8. Based on the questionnaire results:

   - What sort of topic was it useful to discuss and how did the discussions influence your work afterwards?

   - What would you prefer to see in the programme instead of the current situation?

   - What about modules like research and library and educational aids? Why do school heads agree about these modules - what they found most useful, how they have used that knowledge in their work, and how they think these modules should be developed?

   - What do you think about the effectiveness of the lecturers, the usefulness of the content and the appropriateness of the venue within a university

context? Do you have any comments on the possible effects of these factors on the training programme?

9. Do you receive sufficient mentoring, support and development from the Jeddah Educational Administration Centre? In what way? And what are the main obstacles that might affect the development of school heads?

10. Do you think the Educational Administration Centre in Jeddah City aims to develop your skills sufficiently?

11. Are they fulfilling your ongoing needs? If not, in what way?

12. Is there sufficient communication between the mentor and you as head teacher?

13. Is there any mutual respect between the mentor and you as head teacher?

14. Do you believe that mentoring could be considered as a method for developing school head teachers? If yes, what are the benefits?

15. Are there any regular meetings between school head teachers in order to overcome common problems you might face?

16. Do you trust each other? Do you encourage each other? Are you afraid because of the phenomenon of 'school competition'? Does this make you unwilling to work with other schools in terms of developing school head teachers?

17. When you were appointed to work as head teacher, was there any initial support from the Educational Administration Centre with regard to the school and the nature of the role to which you were appointed?

18. What do you consider to be the best methods for developing the abilities of head teachers?

19. What recommendations would you make to the Ministry of Education with regard to developing school heads in terms of the quality of training programmes?

Head teacher 16

What is your name and the name of your school and how many years have you worked as a head teacher?

My name is Mohammed Atiah Alzahri. The name of the school is Althagr secondary school and it is in the district of Alkaldiah. I have been working in education for 17 years overall and in the headship position for 9 years. I got a Master's degree in Educational Management two years ago.

Do you think an in-service training programme is necessary? Why?

There is no doubt about it: an in-service training programme is important, because everything around us is changing, and we need to update our knowledge. Someone who does not update his knowledge will reach the stage of stalemate. Curricula are changing, thinking styles are developing and the Ministry's regulations are also changing. Therefore, heads must develop.

What development and support is essential for school head teachers?

I think the most important thing we need is development in planning, and in particular in strategic planning. The Ministry of Education makes every head devise a plan for his school and we actually have no idea how to do it, because we come to these positions without any official preparation. Therefore, we need essential training in such matters. Currently, the plans are only ink on paper with no application, and [they're only there] to show to people in authority when they ask to see them. The questions that may be asked are: does this head go and put his plan into practice? Does he have a vision and a message? Does he have aims and goals he wants to achieve through this plan? Does he design the programmes necessary to the achievement of his plan? None of these things actually happen; it's all just on paper.

Therefore, the most important thing is to promote and disseminate a culture of planning among head teachers. We need heads to be aware of and believe in the value of planning. Planning mechanisms should be clarified and explained to heads and [they should be taught] how to put their plans into practice properly.

However, the short training programmes which present this issue are not provided by specialists. They are presented by supervisors and people who have been working at the training centre for a long time. Why don't we have training programmes on this matter run by private companies, even if they are not in [the field of] education?

Furthermore, we need to obtain training in leadership and in how to apply leadership theories at our schools, not the situation we have now, where we are educational leaders only in name (as indicated on our office doors).

How do you see the training you have received generally?

There is no doubt that the training programme is important for our work, but frankly it did not live up to our expectations, especially if you take into account the fact that it lasted the whole term [13 weeks]. The contents and subjects in the modules were repeated and very old. Some modules were presented by the lecturers with the same content as 17 years ago when I was doing my bachelor degree. So, nothing new; the

only benefit we heads obtained was in exchanging our experiences between ourselves, and we still keep in touch.

Did you learn any new things as part of this programme?

As I told you, the only thing was that we refreshed our knowledge of our work, and we exchanged a lot of useful ideas from each other's experiences. We didn't get anything new from the training programme.

Since you went back to your school, do you think your behaviour has changed or developed?

I don't think so; I returned to my school with the same situation.

Did this programme fulfil your professional learning and development needs? Why? Why not?

No, because before I decided to attend this training programme, I was hoping to be able to apply and put new ideas into practice at my school. The only benefit was that we met, discussed and exchanged our experiences, but we need training programmes on things like technological issues, how to use technology in administrative work; we need to learn about new ideas on leadership supervision and new leadership theories, and how to put these theories into practice at our schools. None of these important issues were discussed.

I think around 30% of my needs were fulfilled.

Based on the questionnaire results:

- **What sort of topic was it useful to discuss and how did the discussions influence your work afterwards?**

Every leader has his own charisma and every leader has his own style of making a contribution. Therefore, when we meet, we have different solutions to propose depending on our background. The majority of the issues we discussed concerned school problems, and these problems are common [to all of us]. Every head is trying to solve these problems. So you find a head who is an expert, a head who is still young, a head who comes from a rich area, a head who comes from a poor area, a head who comes from a different city, a head who comes from an ideal government school, a head who comes from a private school and a head who comes from a school in a different type of building. We discussed and [attempted to] solve these problems [amongst ourselves]. Usually the issues we discussed involved students' difficulties and lateness on the part of teachers. Some heads brought their own ideas about how to solve these problems, ideas and thoughts which are not in the regulations but which

might be more effective than using regulations. You might lose your relationship with a teacher if you use regulations against him; therefore, we sometimes build a relationship and improve communication instead. Some heads showed us programmes that were already running successfully at their schools. So why don't we apply their successful programmes in our schools too?

- **What would you prefer to see in the programme instead of the current situation?**

I think the most important thing is that the programme does not just consist of lectures. I would prefer it to be workshops instead. I would prefer the programme to be run by the training centre, because the lecturers treated us like undergraduate students.

- **What about modules like research and library and educational aids? Why do school heads agree about these modules - what they found most useful, how they have used that knowledge in their work, and how they think these modules should be developed?**

The names of the modules are fine, and useful, because head teachers need to revise the content of these modules regularly to keep their knowledge up to date. The problem is that the issues presented in these modules are old and they contain nothing new. For example, in the module called educational aids, the lecturer talked about aids that were being used ten years ago and that nobody uses any longer nowadays. I think technology and computers should now be considered the main educational aids for teaching students, but the lecturers still present information like what a board is, what a smart board is or what a projector is.

Therefore, I think the name of this module should be changed to 'educational technology'. I think the titles of the modules are fine, but we need to change the content to content which is relevant and helps us in our jobs [by providing us] with new knowledge.

With regard to the module entitled research and library, this module was irrelevant to my job, but the new curricula are based on research and how students can search for answers to their questions; therefore, if a head has no idea about this, it will be a problem. I think heads need to know something about how books are classified in the library and how they might encourage teachers to allow their students to use the library. However, this module was presented negatively; the lecturer talked about [things like] what a problem is, how to design research questions, how to collect data, how to limit

[the scope of] our studies and how to analyse the data. But I am not doing further studies. We need to know how this module can be oriented towards and used in our schools.

All the modules were fine in name, but the content was really poor and old-fashioned. They presented a lot of theories without [telling us how to] apply these theories in our schools.

- **What do you think about the effectiveness of the lecturers, the usefulness of the content and the appropriateness of the venue? Do you have any comments on the possible effects of these factors on the training programme?**

To be honest with you, I think the university is wrong to adopt this programme. I have noticed that the modules we take on the training programme are taught to undergraduate students at the university with the same content. Imagine that!!! We heads are taking the same modules as undergraduate students! We took these modules 15 years ago and are now repeating them with the same content. What benefits are there to be gained from modules on teaching methods, curricula, school activities and educational aids? Unfortunately, the lecturers repeat the content. For example, in the module called curriculum foundations, the same lecturer presented the same content we were taught 17 years ago - he repeated it on the training programme. So the lecturers stood in the way of my achieving my goals. With regard to the venue, it was well equipped.

The reason I said that we don't need the training programme run at the university is because we don't need lectures and lecturers. We need professional coaches who can develop our daily work. We need coaches in communication, strategic planning, human relationships and how to develop our schools. The lecturers at the university cannot present all these issues. This is what we need. I don't need lecturers on how to design curricula because I will not be designing curricula at my school.

Do you receive sufficient mentoring, support and development from the Jeddah Educational Administration Centre? In what way? And what are the main obstacles that might affect the development of school heads?

I think mentors and supervisors have to be supportive, [they have to be] developers and transmitters of expertise for the institution they are supervising. The current job of mentors and supervisors consists of writing papers and routine daily work, rather

than developmental work in schools. So they do things that are irrelevant to the core purpose of their jobs.

I can't really blame the supervisors if they are unable to support and develop us, because I think that first, they are not well prepared and secondly, they are taken up with doing things unrelated to developing school leaders. So ultimately I don't receive sufficient support.

With regard to obstacles, I think the main obstacle is the huge number of roles and responsibilities [we have], such as routine daily tasks, statistical tasks, entering data into the school's software and documenting tasks in the school files. All these daily tasks lead to a reduction in our motivation to develop, whether or not we have an adequate administrative team at the school.

In addition, the bureaucracy and regulations impose limitations on you. Sometimes you want to apply for useful things at your school to develop teachers and students; you will encounter a lot of obstacles from the Education Administration Centre and they will say you are not allowed to do that at your school.

Furthermore, there is no financial reward and no distinction between a head who is an achiever and a head who has not attended any training programme.

When you were appointed to work as head teacher, was there any initial support from the Educational Administration Centre with regard to the school and the nature of the role to which you were appointed?

I think the people who work at the Education Administration Centre want head teachers who do not ask for help on a regular basis. They want people who can fill the gap and solve the problems that arise at their schools within the confines of the school itself.

Do you think the Educational Administration Centre in Jeddah City aims to develop your skills sufficiently?

I think there is some motivation on the part of the Education Administration Centre, but the methods they use to develop school leaders are useless and the budget allocated for training is insufficient.

Are they fulfilling your ongoing needs? If not, in what way?

If I agree to pay for these needs to be fulfilled myself, they don't mind, but if I ask them to pay the fees, they will refuse. This is the case if I want to develop my skills privately. However, in terms of fulfilling my own ongoing needs, that depends on the relationship with the mentors.

Is there sufficient communication between the mentor and you as head teacher?

I don't think so. He makes routine visits to the school to complete and sign written papers and these meetings are only to follow instructions. So if I don't need anything from him or ask for help, he might not visit me during an entire academic year. To be honest with you, his visits are more inspections than developmental visits.

Is there any mutual respect between the mentor and you as head teacher?

Yes, we respect each other, but the problem is that when he gives any advice, he gives it on the basis of his previous experience at his school. He will say that he did that when he was a head teacher at his school. So he is only transferring his expertise and he is not developing his knowledge. There is nobody developing these supervisors and he can't offer me anything more than his own experience. Sometimes I know what he is going to say because he said the same thing last year. Imagine that!!

Do you believe that mentoring could be considered as a method for developing school head teachers? If yes, what are the benefits?

I think training programmes are more beneficial than mentoring, because mentoring and supervision are allied to the personal opinions and personal experiences of the mentors. So sometimes the mentor and supervisor might give you advice that is inappropriate or difficult to apply at your particular school. He might think that since one piece of advice was useful at another school, it is bound to be useful at my school too. So we don't have a clear standard for mentoring and supervision tasks. You might receive comments from the supervisor about something at your school and he will say you are supposed to do this and this, while when the other supervisor visits the school, he will provide you with completely different comments. So there is no consistency. A training programme would be more beneficial if it were planned according to the needs of head teachers and run by coaches.

Do you think coaching could be successful if it were applied? Do you trust each other? Do you encourage each other? Are you afraid because of the phenomenon of 'school competition'? Does this make you unwilling to work with other schools in terms of developing school head teachers?

This kind of development [strategy] was introduced 5 years ago, but it was limited because the policy makers were not convinced of the value of this form of development. The form it took was for school heads located in one particular district [around 5 heads] to visit one of the schools and then meet the head teacher and discuss

the positive and negative points relating to that school. The problem was that in order for these head teachers to visit that school they had to abandon all their responsibilities at their own schools. So they would come and worry about their schools. So over time head teachers came to believe that this kind of visit was just routine, and usually the head being visited would try to show the visiting heads the positive things about his school to prove that he was the best. This form of development disappeared because it did not have a strong basis and the policy makers were not convinced about it. Therefore, we need some infrastructure for this kind of development to be applied. To be honest with you, we get more support and encouragement from each other than we do from the supervisors. We trust and advise each other. So I don't think the concept of 'school competition' would hinder the application of this form of development. For example, I put all the previous activities I'd done, all my ideas and strategic plans, onto a CD, and I distributed it to all the heads I know and gave a copy to the School Management Department so they could distribute it among all the heads in Jeddah. I think the problem is that heads are not adequately prepared for the position of headship and some of them have nothing to introduce. As the saying goes, 'a person who lacks something can't present it'.

Hence, what we need is to change and develop school head teachers' awareness concerning the usefulness of this form [of development]. To change their opinion, we need to reduce the amount of daily roles and responsibilities they have, fulfil their needs, and give them power to make decisions.

If all that was done, school heads would attend these developmental workshops and they would develop, believe me.

Are there any regular meetings between school head teachers in order to overcome common problems you might face?

We don't have regular official meetings because we are busy. We usually contact each other by phone if we need something and we usually advise each other by phone. We generally see each other when we have an official meeting at the Education Administration Centre.

What do you consider to be the best methods for developing the abilities of head teachers?

The first thing we need to do is to identify what school heads' needs are by using a survey. Then we need to classify these needs. Then every head teacher should be sent

on the training programme he requires. Bear with me, these training programmes must be run by specialists or coaches. To make sure heads develop, we need to design a proper system of continuous professional development for heads based on their needs. We need supervisors who are developed as well. We need a formative assessment to be conducted by the supervisors each term, and then we can get feedback from them on how to develop our schools the following term. This will not happen under present conditions [with supervisors being few in number and always very busy]. We need support from the Ministry of Education in terms of allocating a good budget for training.

If a head teacher only had to do his job, he would be successful. If, on the other hand, he has to do things unrelated to his job, such as cleaning the school and dealing with maintenance issues, this will reduce the amount of energy he has available for development. Therefore, the main thing is to reduce the number of roles and responsibilities he has.

What recommendations would you make to the Ministry of Education with regard to developing school heads in terms of the quality of training programmes?
The first thing would be that they allocate a high budget to training, provide professional coaches and link the training programme to financial reward. If you look at the current situation at the training centre, there are a lot of short programmes run yearly. These programmes are run by amateurs and use old styles of presenting the content. They use the lecture style, while as far as I know a training programme should consist of workshops.

The second thing is that the quality of training programmes needs to be assessed in terms of the extent to which they are fulfilling heads' needs, their appropriateness for use in schools and to what extent [what is learned on the programmes] can be applied in schools. We need things we can use in our schools, not to talk about an ideal situation.

The third thing would be to provide heads with actual powers to develop their schools. We have, as I know, 52 powers, but these are just on paper and we can't actually put them into practice. Thus, these powers are limited.

Appendix 4: The schedule of the semi-structured interview in Arabic

1) في البداية نود أن نعرف ما هو إسمك؟ إسم المدرسة؟ عدد سنوات الخبرة؟

2) ماهي نوعية التدريب التي تراها ضرورية لمديري المدارس؟

3) هل تعتقد أن برنامج التدريب أثناء الخدمة ضروري؟ لماذا؟

4) كيف تقيم البرنامج التدريبي الذي كنت تحضره في جامعة أم القرى بشكل عام؟

5) هل تعلمت أي شي جديد من هذا البرنامج التدريبي؟ أعط أمثلة؟

6) عندما عدت إلى المدرسة، هل ترى أن السلوك الخاص بك قد تغير أو تطور في علاقاتك مع المجتمع المحيط بالمدرسة؟

7) هل هذا البرنامج التدريبي لبى إحتياجاتك؟ لماذا؟

8) بناء على نتائج الاستبيانات:

أ) ما هي أنواع المواضيع التي كانت مفيدة أثناء النقاش وكيف تلك المناقشات أثرت على عملك بعد ذلك؟

ب) ماذا تفضل أن ترى في البرنامج بدلا من الوضع الحالي؟

ج) ماذا عن مواد مثل المكتبة والبحث والوسائل التعليمية والإدارة المدرسية، لماذا مديري المدارس متفقون على تلك المواد، هل ما وجدوه مفيدا أو سيء للغاية، وكيف استخدموا تلك المعرفة في عملهم، وماذا ترى أفضل الطرق التي يجب اتخاذها لتطوير تلك المواد؟

د) ماهي وجهة نظرك حول المحاضرين – المحتوى – المكان الخاص بالدورة التدريبي لمديري المدارس؟ هل لديك أي تعليق بخصوص تلك العوامل و مدى تأثيرها في تطوير مديري المدارس؟

9) هل تتلقى ما يكفي من التوجيه والدعم والتطوير من مركز التدريب في إدارة التعليم بجدة؟ لماذا؟ وماهي أهم المعوقات التي تراها موجودة و تعيق من تطوير مديري المدارس؟

10) هل تعتقد أن مركز الإدارة التربوية في مدينة جدة يهدف إلى تطوير المهارات الخاصة بك بصورة كافية؟

11) هل عندما تحتاج إلى دعم طارئ لحل مشكلة معينة تجد منهم حل أو تلبية لتلك المشكلة الحالية؟ إذا كانت الإجابة بلا ماهي الأسباب؟

12) هل هناك اتصال كاف بين مشرف الإدارة و بينك كمدير للمدرسة؟

13) هل هناك احترام متبادل بين مشرف الإدارة و بينك كمدير للمدرسة؟

14) هل تعتقد أنه يمكن اعتبار التوجيه كوسيلة من وسائل تطوير مديري المدارس؟ إذا كانت الإجابة بنعم، ما هي الفوائد؟ إذا كانت بلا، ماهي الأسباب؟

15) هل هناك أي اجتماعات منتظمة بينك كمدير للمدرسة وبينه من أجل التغلب على المشاكل الشائعة التي قد تواجهها؟

16) هل تثقون في بعضكم البعض؟ هل نشجع بعضنا البعض؟ هل أنت خائف من مفهوم "المنافسة المدرسية"؟ هل هذا يجعلك أحيانا غير مستعد للعمل مع مديري المدارس الأخرى؟

17) عندما تم تعيينك للعمل كمدير للمدرسة، هل كان هناك أي دعم أولي من مركز الإدارة التربوية فيما يتعلق بالمدرسة، وطبيعة الدور الذي سوف تقوم به؟

18) من وجهة نظرك ماهي أفضل الطرق لتطوير قدرات مديري المدارس خاصة في الوقت الحالي؟

<div dir="rtl">

19) ما هي التوصــيات التي تقترحها الى وزارة التربية والتعليم من حيث تطوير مديري المدارس من ناحية نوعية البرامج التدريبية؟

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Appendix 5: The permission from Educational Administration in Jeddah in Arabic version

<div dir="rtl">

ما هي التوصــيات التي تقترحها الى وزارة التربية والتعليم من حيث تطوير مديري المدارس من ناحية نوعية البرامج التدريبية؟

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بسم الله الرحمن الرحيم

المملكة العربية السعودية

وزارة التربية والتعليم

(٢٨٠)

الإدارة العامة للتربية والتعليم بمحافظة جدة

إدارة التخطيط والتطوير

قسم البحوث التربوية

الرقـــم : ٠ ٠ ٢ ١ / ٦ /٠٢

التأريخ : ٨ /٥٠/ ١٤٣٣هـ

المرفقات :

إلـــى : مدير مكتب التربية والتعليم /

مـــن : مديرة إدارة التخطيط والتطوير

بشــأن : تسهيل مهمة المبتعث الباحث/ عبدالله بن عالي القرني

السلام عليكم ورحمة اللّه وبركاته ، وبعد :

بالإشــارة إلى إحالة مـدير عـام التربيـة والتعليم رقم بـدون وتـاريخ بدون المبنيـة على خطـاب المبتعـث الباحـث/ عبدالله بـن عـالي القرني بشـأن طلب تسهيـل مهمتـه في تطبيـق أدوات بحثه بعنوان:"**تقييم الاحتياجات التدريبية لمديري المدارس في مدينة جدة في ضوء الاتجاهات الحديثة المعاصرة في تطوير برامج مديري المدارس**" كمتطلب تكميلي للحصول على درجة الدكتوراه في تخصص الإدارة والقيـادة التربويـة من كليـة التربيـة واللغويـات بجامعـة نيوكاسـل ببريطانيـا . حيـث يرغب في تطبيق أدوات بحثه على مـديري المدارس ووكلائهم بالمرحلة المتوسطة والثانوية ممن حضروا البرنامج التدريبي الفصلي لمديري المدارس المنعقد في جامعة أم القرى . كما تتضمن عينة البحث مشرفي في الإدارة المدرسية . وتشمل أدوات البحث ما يلي:

* الإستبانة؛ ويتم تطبيقهـا في المرحلة الأولى على المديرين ووكلائهم . وقد تبين استيفاء ها ضوابط الوزارة بهذا الخصوص.

* أسئلة المقابلة؛ المستخلصة من نتائج المرحلة الأولى ويتم تطبيقها في مرحلة لاحقة كدراسة حالة على مشرفي في الإدارة المدرسية وعلى المديرين ووكلائهم قيد دراسة الحالة.

نأمل منكم تسهيل مهمة الباحث طرفكم في تعبئة الإستبانة والاستجابة للمقابلة في حينها شاكرين ومقدرين تجاوبكم واهتمامكم بالبحث العلمي.

والسلام عليكم ورحمة اللّه وبركاته

ن/ثابت

نور بنت سعيد باقادر

Appendix 6: The permission from Educational Administration in Jeddah in English version

Kingdom of Saudi Arabia

Ministry of Education

   (280)

Educational Administration Center in Jeddah

Planning and Development Department

Educational Research Department

No: 3D/1/1305

Date: 30/03/2012

Attachment: 0

To/ Educational Administration Director Office

From/ The Director of Planning and Development Department

Issue/ Collecting data for the researcher: Abdullah Ali Alkarni

According to the required letter by Abdullah Alkarni for collecting his data in title: "*An assessment of male school head teachers' training needs in the city of Jeddah taking into account new global trends in head teachers' development programmes*" as a requirement for a PhD in Educational Leadership and Management from the School of Education, Communication and Language Sciences at Newcastle University, United Kingdom. He wants to collect his data from the school head teachers who had completed the training at university context in both secondary and intermediate levels. The research methods will be used are:

- Questionnaires as a first data collection for the head teachers and we could claim that the questionnaire met the regulations by the Ministry of Education.
- Interviews with the head teachers as a second data collection in order to find deeper answers for his research question.

Therefore, we wish to ease the tasks for the researcher to collect the questionnaires and conduct the interviews and we thank and appreciate your cooperation in scientific research.

NOOR BENT SAEED BAGHADR

Appendix 7: The roles and responsibilities of male head teachers in the Saudi educational context

1. A head teacher should have a comprehensive understanding of the objectives of schooling at secondary level and an awareness of all aspects of the character of students, in accordance with the general educational policy of the Kingdom. <u>A head teacher is responsible for:</u>

2. The supervision and monitoring of school utilities and equipment and for organising and preparing them for utilisation: for instance, place of worship, laboratories, learning resource centre, school meals, activities hall, playground, air and water cooling system, classroom organisation and student distribution.

3. The preparation of the right educational environment for the building and development of the students' character in various aspects.

4. Supervising and monitoring teachers by means of class observation and the inspection of their duties and activities.

5. Making necessary preparations for the beginning of the school year, the preparation of school working plans, timetable organisation, the distribution of work and school activity programmes among teachers, the formation of school councils and committees and the monitoring of their activities.

6. Assessing staff performance precisely and objectively in accordance with the rules and regulations, with supporting evidence for such assessment.

7. Collaborating with educational supervisors and facilitating the carrying out of their duties, including monitoring the execution of their recommendations, and taking the initiative to invite the educational supervisor to the school whenever that is deemed necessary.

8. Contributing to the teachers' professional development through the identification of their training needs and by proposing appropriate programmes.

9. Strengthening the relationship with parents by inviting them to become acquainted with their children' progress, behaviour and achievements, and discussing the difficulties facing them.

10. Consolidating the school's social role and opening avenues of cooperation and integration between the school and parents and other parties who are able to contribute to the achievement of the school aims.

11. Participating in meetings and in training programmes organised by the educational administration or by specialised educational supervisors.

12. Organising meetings with school staff to discuss educational and organisational aspects, thereby ensuring that all members of staff assume their full responsibilities. Writing up the decisions and following up the execution of any action.

13. Supervising the counselling and guidance programmes in the school and any follow-up programmes of school activities, and evaluating the extent to which they have achieved their goals.

14. Informing school staff about the circulars, directives, rules and regulations issued by the competent authorities and discussing them with them in order to put them into practice

15. Supervising the school examinations in accordance with the rules and regulations. Following up the results of the exams, analysing them and taking appropriate decisions in light of this analysis.

16. Monitoring school catering to ensure the efficient and hygienic organisation of its activities.

17. Inspecting school premises and equipment, ensuring safety and cleanliness and keeping a written record of the condition of the buildings and maintenance works, and informing the educational administration of any problem related to building safety.

18. Monitoring the school morning assembly and directing the daily work, ensuring its regulation and overcoming any obstacles. Ensuring that each individual member of the school staff is doing his job.

19. Submitting a report at the end of every school year to the educational administration, including what has been achieved during the year, in addition to what school management regards as significant, and offering their views on how to develop the work at the school.

20. Responding to incoming mail from the educational administration with particular attention paid to the accuracy of the information.

21. Preparing the deputy head teacher to take over the responsibilities of the head teacher whenever that proves necessary.

Appendix 8: The Conditions for Nomination for the Position of Male Deputy Head Teacher

These conditions are listed in the general boys' educational administration circular as follows:

- The nominee should be the holder of a university degree in the case of primary, middle and secondary schools, with preference being shown to those who have been teacher-trained.

- The nominee should have at least four years' experience as a teacher, and should have obtained an excellent result in his annual assessment report over the last three years as decided by the head teacher.

- The nominee should be recommended by the school head teacher, the subject educational supervisor and the department of school management.

- The nominee must pass a personal interview and a written exam which has been prepared for the purpose of the appointment.

Appendix 9: The conditions for nomination of head teacher

These conditions are set out in the general boys' educational administration circular as follows:

➢ The nominee should be the holder of a university degree in the case of primary, middle and secondary schools.

➢ The nominee should have at least four years' experience as a deputy head teacher, and should have obtained distinction in the annual assessment report over the last three years.

➢ The nominee must pass a practical ICT test.

➢ Preference is shown to nominees who hold a diploma from the school head teacher training programme.

➢ The nominee must take the initiative to nominate himself and must pass the personal interview.

Appendix 10: T-test and analyses of variance (ANOVA) results:

Variance in the sections and domains of the questionnaire which may be attributed to the School Level variable:

Axis		Level	N	Mean	Std. Deviation	df	T value and Sig.
The head teachers' perceptions of the training they have received		Intermediate School	32	33.81	7.00	46	0.26
		Secondary School	16	33.31	4.09		
Professional learning, development, and support needs	**Planning**	Intermediate School	32	27.56	4.62	46	1.88
		Secondary School	16	25.06	3.68		
	Evaluation	Intermediate School	32	12.56	2.06	46	3.43**
		Secondary School	16	10.38	2.13		
	Staff Development	Intermediate School	32	13.78	2.77	46	0.75
		Secondary School	16	13.19	2.17		
	Meeting students' needs	Intermediate School	32	9.53	1.78	46	1.29
		Secondary School	16	8.81	1.91		
	Dealing with local community	Intermediate School	32	9.41	1.81	46	0.69
		Secondary School	16	9.00	2.13		
	Administration and school buildings	Intermediate School	32	13.88	2.84	46	0.52
		Secondary School	16	13.44	2.50		
	Communications technology	Intermediate School	32	5.53	0.92	46	0.91
		Secondary School	16	5.25	1.18		
Total development and support needs		Intermediate School	32	92.25	13.04	46	1.93
		Secondary School	16	85.13	9.67		

* P- Value (0.05), ** P- Value (0.01).

Variance in the sections and domains of the questionnaire which may be attributed to the <u>Qualification</u> variable:

Axis		Source of Variance	Sum of Squares	df	Mean Square	F And Sig.
The head teachers' perceptions of the training they have received		Between Groups	202.0	2	101.01	2.89
		Within Groups	1571.0	45	34.91	
Professional learning, development, and support needs	**Planning**	Between Groups	21.8	2	10.89	0.54
		Within Groups	909.7	45	20.22	
	Evaluation	Between Groups	6.1	2	3.06	0.56
		Within Groups	244.6	45	5.43	
	Staff Development	Between Groups	14.2	2	7.12	1.08
		Within Groups	297.4	45	6.61	
	Meeting students' needs	Between Groups	0.6	2	0.31	0.09
		Within Groups	157.3	45	3.50	
	Dealing with local community	Between Groups	10.8	2	5.40	1.51
		Within Groups	160.7	45	3.57	
	Administration and school buildings	Between Groups	1.2	2	0.58	0.08
		Within Groups	344.3	45	7.65	
	Communications technology	Between Groups	0.5	2	0.26	0.25
		Within Groups	47.3	45	1.05	
Total development and support needs		Between Groups	30.1	2	15.07	0.09
		Within Groups	7187.1	45	159.71	

* P- Value (0.05), ** P- Value (0.01).

Variance in the sections and domains of the questionnaire which may be attributed to the <u>Age</u> variable:

Axis		Source of Variance	Sum of Squares	df	Mean Square	F And Sig.
The head teachers' perceptions of the training they have received		Between Groups	38.6	2.00	19.29	0.61
		Within Groups	1734.4	45.00	38.54	
Professional learning, development, and support needs	**Planning**	Between Groups	13.8	2.00	6.90	0.34
		Within Groups	917.7	45.00	20.39	
	Evaluation	Between Groups	27.6	2.00	13.81	2.79
		Within Groups	223.0	45.00	4.96	
	Staff Development	Between Groups	27.5	2.00	13.76	2.18
		Within Groups	284.2	45.00	6.32	
	Meeting students' needs	Between Groups	18.7	2.00	9.34	3.02
		Within Groups	139.2	45.00	3.09	
	Dealing with local community	Between Groups	11.6	2.00	5.80	1.63
		Within Groups	159.9	45.00	3.55	
	Administration and school buildings	Between Groups	25.1	2.00	12.53	1.76
		Within Groups	320.4	45.00	7.12	
	Communications technology	Between Groups	2.9	2.00	1.46	1.46
		Within Groups	44.9	45.00	1.00	
Total development and support needs		Between Groups	750.5	2.00	375.26	2.61
		Within Groups	6,466.7	45.00	143.71	

* P- Value (0.05), ** P- Value (0.01).

Variance in the sections and domains of the questionnaire which may be attributed to the <u>Years of Experience</u> as a School Head Teacher variable:

Axis		Source of Variance	Sum of Squares	df	Mean Square	F And Sig.
The head teachers' perceptions of the training they have received		Between Groups	157.3	4	39.34	1.05
		Within Groups	1615.6	43	37.57	
Professional learning, development, and support needs	**Planning**	Between Groups	106.0	4	26.51	1.38
		Within Groups	825.4	43	19.20	
	Evaluation	Between Groups	34.6	4	8.65	1.72
		Within Groups	216.1	43	5.02	
	Staff Development	Between Groups	2.7	4	0.67	0.09
		Within Groups	309.0	43	7.19	
	Meeting students' needs	Between Groups	5.0	4	1.24	0.35
		Within Groups	153.0	43	3.56	
	Dealing with local community	Between Groups	1.0	4	0.25	0.06
		Within Groups	170.5	43	3.97	
	Administration and school buildings	Between Groups	13.4	4	3.36	0.44
		Within Groups	332.1	43	7.72	
	Communication technology	Between Groups	6.4	4	1.59	1.65
		Within Groups	41.5	43	0.96	
Total development and support needs		Between Groups	414.6	4	103.64	0.66
		Within Groups	6802.7	43	158.20	

* P- Value (0.05), ** P- Value (0.01).