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Hana Ali Alhelali

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United Arab Emirates University

College of Education

Foundations of Education Department

Master of Education Program

**IMPROVING THE SELECTION OF PUBLIC SCHOOL PRINCIPALS IN AL
AIN EDUCATION OFFICE**

By

Hana Ali Alhelali

A Thesis Submitted to

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In Partial Fulfillment of the requirements

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2014

UNITED Arab Emirates University
College of Education
Foundations of Education Department
Master of Education Program

THESIS TITLE

IMPROVING THE SELECTION CRITERIA OF PUBLIC SCHOOL
PRINCIPALS IN AL AIN EDUCATION OFFICE

Hanaa Ali Al Helali

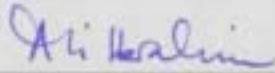
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Dr. Ali S. Ibrahim

THESIS COMMITTEE CHAIR



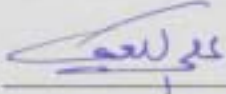
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24/6/2014

DATE

Dr. Ali Al Kaabi

THESIS COMMITTEE MEMBER



SIGNATURE

24/6/2014

DATE

Dr. Shaikah Al-Taneiji

THESIS COMMITTEE MEMBER



SIGNATURE

24/6/2014

DATE

ABSTRACT

This study aimed to investigate the perceptions of principals, vice principals, and teachers on selection criteria and recruitment procedures for Al Ain public school principals. The study was guided by three research questions and used the quantitative research method. Data for this study were collected through a questionnaire divided into three sections. The first section included demographic information of participants. The second part included 48 items about recruitment and selection, which measure agreement or disagreement of participants over the items in the five components. These components were application requirements, selection responsibility, selection methods, selection criteria, and recruiting procedures. The third part included an open-ended question eliciting participants' suggestions for improving the recruitment and selection of school principals. The questionnaire was sent to Al Ain public schools, and was completed by 550 male and female participants of principals, vice principals, and teachers. The means and standard deviations were used to describe the perceptions of school principals, vice principals, and school teachers on the five components mentioned above. Then, statistical analysis (i.e., means and standard deviations) was used for describing the perceptions. The Mann-Whitney Test was used to find out whether perceptions of participants differed according to gender and the Chi-Square test was used to find out whether perceptions differed according to position and cycle. The results of the study showed general agreement of participants on the five components of recruitment and selection. Interestingly, agreement fluctuated on some items such as the language requirement, who should have responsibility for selection, and duration and conditions of recruitment. Regarding gender, the study found that male and female participants in the sample generally had not had significant differences in their views about the five components but

there were difference on individual items. Regarding position, the study found that principals, vice principals, and teachers had significant differences in their views. Teachers reported highest agreement scores while the principals reported the lowest agreement scores for all the five sections of recruitment and selection. According to school cycle, the study found significant differences in the application requirements and selection responsibility components. Cycle 3 participants reported highest scores for those sections. The study concluded with some recommendations for policy and practice.

DEDICATION

This thesis is lovingly dedicated to my Father and Mother who encouraged me throughout. I also dedicate it to my husband for his patience when I was busy and during the time I spent to accomplish this study as well as being busy in my career.

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I'd like to thank all those people during the development of this thesis, by reviewing parts of the thesis, by general feedback, or by other assistance. I would like to thank Allah first and forever. I would like to express my gratitude to Dr. Ali Ibrahim for being an outstanding advisor and excellent professor. His constant encouragement, support, and invaluable suggestions made this work successful. I am deeply indebted to my committee members Dr. Ali Al Kaabi and Dr. Shaikah Al-Taneiji for reviewing my thesis and providing valuable feedback. To my committee members: your comments and suggestions have helped make this thesis considerably better than it might have been.

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Finally, I am deeply and forever indebted to my parents for their love, support and encouragement throughout my entire life. I am very grateful to my husband for reviewing my thesis and providing valuable feedback. And most of all for my supportive, encouraging, and patient husband Mohammed whose faithful support during the final stages of this MBA is so appreciated. Thank you.

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CHAPTER ONE: INTRODUCTION

Background

A central element of most definitions of leadership is that it involves a process of influence (OECD, 2001a). According to O'Brien (2008), leadership implies a capacity to make decisions, to set a direction with and for a group of people (p. 3). At the core of most definitions of leadership are two functions: providing direction and exercising influence (Leithwood, 2003).

Bush and Glover (2003) define leadership as a process of influence leading to the achievement of desired purposes. It involves inspiring and supporting others towards the achievement of a vision for the school which is based on clear personal and professional values. Caldwell, Leithwood, and Murphy (2003) define management as the implementation of school policies and the efficient and effective maintenance of school activities. Kotter (1996, p. 11) offers an even more succinct definition. He indicates that leadership is concerned with establishing direction, aligning people, motivating and inspiring, while management involves planning and budgeting, controlling and problem solving, and organizing and staffing.

The importance of leadership in leading organizations is emphasized in many writings. Simply leadership is considered one of the most important factors for the success of any organization (Thody, 2000). Coles and Southworth (2005) argue that in the field of education, effective leadership is critical to a school's success because "the quality of leadership can make a difference between a school which struggles and one which strives for the highest levels of attainment, between a school where pupils and staff

are pulling in different directions and one where everyone collaborates and works towards a shared purpose" (p. 17).

O'Brien (2008) argues that effective school leaders possess "the capacity to generate a vision with associated objectives and can provide a map or means of how to achieve the mission" (p. 35). Sergiovanni (2001) argues that it "is not by chance that some leaders are more effective than others, even when all are faced with similar demands and constraints" (p. 2). He argues that effective leaders have a better understanding of how the worlds of schooling and school leadership work. They have their skills of getting people connected to each other, to their work, and to their responsibilities.

Research shows that the school principal has a significant impact on student achievement and the knowledge, skills, and dispositions that a principal brings to the leadership of a school affect nearly all facets of the learning environment (New Schools Venture Fund, 2008). School culture, teacher quality and retention, staff professional development, student behavior, and parent satisfaction are all influenced by the principal (p. 5). Effective school leadership is essential to improve the efficiency and effectiveness of schools. Leadership can contribute to improve student learning by shaping the conditions and climate in which teaching and learning occur (OECD, 2008).

In Ontario (2001), Begley & Johansson, 2003, and Walker, Begley & Dimmock, 2000, researchers developed profiles of school leaders with a comprehensive image of effective leadership and identified the key functions. All three profiles incorporate descriptors of effective practice relating to three common key dimensions: management of school culture, instructional leadership, and organizational management. These

researchers provided growth strands for school leadership to show that school principals have changed. Growth strands described and identified by the writing teams described school leadership practices in their respective countries. The growth strands described in the profiles show that school principals' practices have changed over five dimensions: from a tendency towards reactive responses to proactive responses; from reliance on personal preferences in decision making to a focus on consensus, to an outcomes-based focus, and to sensitivity to and accommodation of multiple environmental influences; from rigid adherence to fixed procedures to procedural flexibility, and to conceptual fidelity; and from in-school focus to interschool focus to school within a greater community focus; and from limited repertoire to a broad repertoire of strategies (Begley, 2008, p. 28-29).

In line with these changes, the roles and responsibilities of school leaders have expanded and intensified. Given the increased autonomy and accountability of schools, leadership at the school level is more important than ever (OECD, 2008, p. 4). In today's climate of heightened expectations for more student achievement, principals are pressured to improve the quality of teaching and the learning of students. Principals are seen to play a vital and multifaceted role in setting the direction for schools as positive and productive workplaces for teachers and vibrant learning environments for students (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005, p. 8).

What can be inferred from this change in the profiles and images of school principals is that selection of new school principals should also change. The change in principals' work necessitates selecting schools leaders who possess certain personal qualities and professional skills, which means there should be a change in the criteria for

selecting school principals. Huber and Pashiardis (2008) argued that “direct changes in the educational system have a particularly strong impact on the school leader’s role” (p. 176). In addition, in most countries, the tasks and structures of schools and of the education system are changing. These changes strongly influence the leadership of schools. For these reasons, it is essential to select suitable principals for school leadership positions. They added “there is broad international agreement about the need for school leaders to have the capacities needed to improve teaching, learning, and pupils, development and achievement” (p. 176).

Problem statement and purpose of study

As countries seek to adapt their education systems to the needs of 21st century, the expectations for school leaders have changed profoundly. Many countries have made schools more autonomous in their decision making while adopting at the same time standards and accountability requirements and demanding that schools adopt new research-based approaches to teaching and learning (OECD, 2008).

The emirate of Abu Dhabi is undergoing significant transformation as it is quickly becoming a major global economic player. The Abu Dhabi vision is to produce a society that is confident in its growing role as a world’s economic center. The root of turning this vision into a reality lies at the heart of quality education (ADEC, 2010, p.1). School leaders have a very important and considerable role to carry out this vision. They play a vital role in implementing the new educational model that has been developed in order to enhance the academic experience and educational quality of our schools (ADEC, 2010).

The increased accountability demands at the Abu Dhabi Education Council, changes in assessment, monitoring of data, and competitive orientation have forced

school leaders to redefine their roles to respond to new expectations. The expanding roles of school leaders make the selection process of principals a critical function in placing effective principals in schools (Cavazos & Ovando, 2012).

In 2011, ADEC initiated its new school model (NSM). All Abu Dhabi schools should be transformed to the NSM in 5 years. The NSM is a new approach to learning that will confront existing challenges in the public school sector to drive tangible and specific improvements in education delivery. It is intended as a comprehensive foundation for learning that will enable desired student outcomes by developing major components of the educational experience: teaching quality, learning environment, school leadership, and parental involvement (ADEC, 2011, p. 3).

Champan (2005) argues that "quality schools require quality leadership and quality leadership cannot be assumed without a coherent, integrated, consequential, and systematic approach to leadership recruitment" (p. 1). Anderson (1991) draws the attention to the fact that the selection process is central in hiring the most capable principals but unfortunately, many districts recruit and select principals in a haphazard fashion, often overlooking the most capable candidates.

A study for (Clark, Martorell and Rockoff 2009) found that the number of years a principal was an assistant principal had no bearing on how effective he or she was as a principal. In the U.A.E, the current system of promoting a vice principal into the position of a principal is not enough to provide the education system with effective leaders who are able to lead school improvement and student learning.

Therefore, the purpose of this study was to investigate the selection criteria of public school principals in Al Ain Education Office. This was achieved by reviewing and

identifying the best international criteria and practices in the selection of school principals and investigating the perceptions of principals, vice principals, and teachers on those selection criteria and recruitment procedures. It was hoped that the study could give policy makers some recommendations to help them formulate and improve school principals' selection and recruitment policies and procedures.

Research questions

This study attempted to answer the following questions:

1. What are the perceptions of school principals, vice principals, and teachers on school principals' selection and recruitment in Al Ain public schools?
2. Did the perceptions of school principals, vice principals, and teachers differ based on position, gender, and cycle?
3. How could the selection and recruitment of school principals in Al Ain public school be improved?

Significance of study

The current study focuses on identifying effective selection criteria for school principal and recruiting approaches. It will also highlight teachers' and administrators' perceptions on the proposed selection criteria, giving them voice into this important issue. Findings from this study will help educational policymakers to improve the selection criteria and procedures of school principals. Further, they can lead to improving training and preparation programs in the UAE universities. The researcher think that the most important thing about this study is the current school principals qualifications, selection criteria, selection methods and recruitment procedures should be modify based on the

changes in Abu Dhabi Education system. Results of this study could help ADEC to identify areas of strength and weakness in selecting and recruiting school principals.

Scope and limitation of study

This study conducted in Al Ain public schools. The Questionnaire administrated to both male and female public schools for school principals, vice principals, and teachers. The findings of this study highlight the perceptions of the principals, vice principals, and teachers in Al Ain Public schools. The results cannot be generalized to other government schools in the country or to private schools.

Definition of terms

School leadership.

School leadership can encompass people occupying various roles and functions such as principals, deputy and assistant principals, leadership teams, school governing boards and school level staff involved in leadership tasks (OECD, 2008, p.18).

ADEC.

The Abu Dhabi Education Council (ADEC) is the educational authority for the emirate of Abu Dhabi, the largest emirate of the United Arab Emirates and the home of the country's capital city. Organized in 2005 by the UAE's president Sheikh Khalifa bin Zayed Al Nahyan, ADEC is responsible primarily for the management and administration of the emirate's public schools.

Selection.

Selection is a process of choosing the best person for a particular job. In other words, it is the process of determining a successful applicant to get the job offer from among those who have applied for the job (Bose, 2006).

Recruitment.

Recruitment is an activity of getting interested applicants and providing a pool of prospective employees so that the management can select the right person for the job from this pool (Bose, 2006. p. 207).

Organization of study

This study is organized in five chapters. The first chapter introduces the topic of study, states the problem of study, research questions, significance of study, scope and limitation, definition of terms, and organization of study. The second chapter presents the literature review of school leadership, recruitment and selection of school principals, public school in the UAE, and current system of public school principal selection in Abu Dhabi. The third chapter describes the methodology of the study. It includes the research method, instruments, population and sampling, and data analysis techniques. Chapter four presents the findings of the study. Chapter five provides analysis and discussions, conclusion, and recommendations for policy, practice, and research.

CHAPTER TWO: LITERATURE REVIEW

Introduction

The purpose of this study was to determine and improve criteria used to select and recruit school principals for public schools in Al Ain Educational office. This study reports perceptions of school principals, vice principals, and school teachers about current and suggested selection and recruitment criteria and procedures. This chapter describes the school leadership, characteristics of school leader, school principal, recruitment and selection of school principals, criteria for selection of school principals, international experience about selection and recruiting.

School leadership

Much of the literature highlights the importance of school leadership in successful education reform and that better preparation of principals is an essential element of school improvement (Mulkeen, Chapman, DeJaeghere & Leu, 2007). Pont, Beatriz, Nusche and Moorman (2008). School leadership can encompass people occupying various roles and functions such as principals, deputy and assistant principals, leadership teams, school governing boards and school-level staff involved in leadership task(OECD, 2008, P. 18). Hashim, Razikin, Yusof, Rashid, and Hassan (2010) argued that "School leadership is vital in providing the focus and direction of schools" (p. 2). In fact, school leadership is the most significant school-related contributor to what and how much students learn at school (Leithwood, Louis, Anderson, & Wahlstrom. 2004).

The Interstate School Leaders Licensure Consortium (ISLLC) standards are comprised of six function areas that describe and define strong leadership: (a) setting a shared vision of learning; (b) developing a school culture and instructional program that

supports student learning and staff professional growth; (c) ensuring effective organizational management, which includes resources for a safe, efficient, and effective learning environment; (d) collaborating with members of the faculty and community, responding to the diverse interests and needs of the community, and securing community resources; (e) acting in an ethical manner with integrity and fairness; and (f) understanding, influencing, and responding to the political, social, legal, and cultural contexts (Council of Chief State School Officers, 2008).

Leadership involves steering organizations by shaping other people's attitudes, motivations and behaviors; management is more closely associated with maintenance of current operations (Bush and Glover, 2003). In addition, Louis and Miles (1990) also distinguish between 'management', referring to activities in the administrative and organizational areas, and 'leadership' referring to educational goals and to inspiring and motivating others. Dimmock (1999) provides a distinction between school leadership, management and administration while also recognizing that responsibilities of school leaders often encompass all three: irrespective of how these terms are defined, school leaders experience difficulty in deciding the balance between higher order tasks designed to improve staff, student, and school performance (leadership), routine maintenance of present operations (management) and lower order duties (administration).

The major difference in managers and leaders is that managers are concerned with directing and leaders are concerned with influencing (Crow, Matthews, & McCleary, 1996; Turnbull et al., 2009). Educational leadership includes "administrative tasks like, for example, managing resources or planning and coordinating activities as well as tasks concerning the quality of leadership, such as promoting a cooperative school culture in combination with a high degree of collegiality, developing perspectives and promoting a

shared school vision, and stimulating creativity and initiatives from others” (Huber, Pashiardis, 2008, p. 179). According to Portin et al., (1998), leadership deals with areas such as supervising the curriculum, improving the instructional programs of the school, working with staff, and building a close relationship with the community. While, management, includes factors such as supervising the budget, maintaining the school buildings and grounds, and complying with educational policies and acts (p. 5).

Characteristics of effective school Leaders

Given the manifold tasks and responsibilities of school leadership, as well as the necessary competencies, school leaders might be propagated as a kind of ‘multifunctional miracle beings’ (Huber, 2004). Bennis (cited in Castallo et al., 1992) found six common characteristics of effective leaders: (a) ability to develop and communicate a vision, (b) ability to communicate, (c) persistence, (d) consistency, (e) focus, and (f) empowerment. Studies in some the Organization for Economic Cooperation and Development (OECD) countries have shown that how school leaders are effect on student attendance: The role of school leader: among OECD countries, 93% of students attend schools whose leaders ensures that teachers’ work reflects the school’s educational goals; over 86% of students attend schools whose leader takes the initiative to discuss a problem teachers may have in their classrooms; half of students attend schools whose leader observes classes; 61% of students attend schools whose leader considers exam results when making decisions regarding curriculum development; and over a quarter of OECD students attend schools whose leaders who are unexpectedly absent (OECD, 2012, P.18) . From this we can conclude that, the new characteristic for school principals are: ensure that teachers’ work reflects the school’s educational goals, discuss a problem teacher, observes classes,

considers exam results when making decisions regarding curriculum development, and take over lessons from teachers. On the other hands, the new characteristic for school leaders are communication, cooperation, coalition building. As decentralization of educational decision making is implemented in a variety of forms, the implications for school leaders vary accordingly (OECD, 2004). So, decentralization requires school leaders to engage more in communication, cooperation and coalition building (OECD, 2008). Leithwood et al. (2006) outline four core practices of effective leaders: setting directions, developing people, redesigning the organization, and managing the instructional program.

- **Setting direction:** This means developing shared goals, monitoring organizational performance, and promoting effective communication
- **Developing people:** This means enabling teachers and other staff to do their jobs effectively, offering intellectual support and stimulation to improve the work, and providing models of practice and support.
- **Redesigning the organization:** This means creating a productive school culture, modifying organizational structures that undermine the work, and building collaborative processes.
- **Managing the instructional program:** providing resources to support collaborative instructional practice and supporting staff in their classroom use of the most effective instructional that have an impact on student learning.

As more countries grant greater autonomy to schools such as in designing curricula and managing resources to raise achievement, the role of the school leader has grown far beyond that of administrator (Schleivher, 2012). School leaders can define the

school's educational goals, ensure that instructional practice is directed towards achieving these goals, observe and evaluate teachers, suggest modifications to improve teaching practices, shape their professional development, help solve problems that may arise within the classroom or among teachers and liaise with the community and parents. They are also in a position to provide incentives and motivate teachers to improve the quality of instruction (Hallinger, and Heck, 1998). The OECD comparative review of school leadership suggests that an important role for school leaders is that of collaborating with other schools or communities around them (2012). Figure below shows how a few countries have defined the roles of school leaders:

| Leadership academy, Australia | Ontario School Leadership Framework | National Professional Qualification, England |
|--|--|--|
| <ul style="list-style-type: none"> • Strategic leadership • Instructional leadership • Human resource management • Organizational development • Change management • Aspects of lifelong learning • administrative | <ul style="list-style-type: none"> • setting direction • building relationships and developing people • developing the organization • leading the instructional program • securing accountability | <ul style="list-style-type: none"> • shaping the future • leading learning and teaching • developing self and others • managing the school • securing accountability • strengthening community |

OECD 2012, P. 20

From the table, there is a common features and an agreement on roles of school leader among three associations that leader supposed to leading the instructional program, developing people, developing the organization, and securing the accountability.

School principal

One consistent finding in the research literature on effective schools is that good schools have good leadership. Chubb and Moe (1990) suggest that one of the most

important factors in effective schools is the principal. They argued that effective schools seem to be headed by principals who have a clear vision of where they are going, who are knowledgeable enough about teaching to help teachers and students work toward desired ends, and who are able to protect schools from the kinds of demands that make it difficult for schools. On the other hands, "In schools where achievement was high and where there was a clear sense of community, that the principal made the difference" (Karier, 1985, p. 219). Similarly, Edmonds (1982) and Lezotte (1991) reported that effective schools have effective principals, and without them the schools will underperform.

Research indicates that school principals heavily influence teacher working conditions and affect the ability of districts to attract and retain talented teachers (DeAngelis, Peddle, & Trott, 2002; Regional Educational Laboratory Midwest, 2008). In fact, the single most powerful force for improving school effectiveness and for achieving excellence in education is the school principal (Anderson, 1989; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Sykes, King, & Patrick, 2002). A professional school principal is the educational leader and manager of a school, and he/she is responsible for the performance of all people under his direction (Botha, 2004). Research findings indicate that school principals are one of the most powerful determinants of the overall quality and effectiveness of schools (Daresh, 1998). Also, research findings describe the principal as the guiding light for effective schools and the leader of school improvement (DuFour & Eaker, 1988; Sackney, 1991; Steller, 1988).

Literature on school reform suggests that principals play a critical role in the success of strategies to improve teaching and learning (Mulkeen, Chapman, DeJaeghere & Leu, 2007). That means "the knowledge they have of good teaching and learning

practices, the leadership they provide for the school and community, and the ongoing support they give to teachers are all elements important to implementing successful school reforms” (Leu, Mulkeen, David & Joan, 2005, p. 62).

Principals should also be less administrative and more orientated toward being educational leaders in the sense of being experts in teaching and learning, and in establishing an environment that facilitates this (Botha, 2004). In essence, “the principal’s role in the new educational dispensation represents a balance between instructional leadership and management” (Portin et al., 1998, p. 5). Gorton et al. (1988) suggest that a good principal appear to require highly developed professional and personal skills. Professional skills include planning of curriculum, instruction, evaluation, organization, financial management, and political processes. Personal skills include leadership, communication, and group processes (pp. 197- 198).

Mathibe (2007) found that schools in the present-day need highly qualified principals who can create not only an environment for effective teaching and learning, but also who can market school in the outside community (p. 14). This view is in line with the thinking that schools should be led by skilled personnel who have the appropriate training and credentials for school leadership and management. The workload of school principals is becoming more and more unmanageable, and many principals lack the time for and an understanding of their leadership task (Caldwell, 2002; Edwards, 2002; Budhal, 2000).

Anderson (1991) concluded that the role of the principal is probably one of the most influential positions affecting school effectiveness. He thinks that “although better preparation, selection, induction, and evaluation of school leaders will not provide a total

solution to educational problems, it offers an important beginning” (p. 112). Anderson found that “an effective preparation process based on a clear view on the principal’s role, combined with better recruitment, selection, induction, and evaluation techniques, can help revitalize schools” (p. 112). Thus, developing, selecting, and supporting school leader is key to providing with an excellent education. For that all, we see the role of principals become more complex and required from them more tasks. So, the policy maker should be taking on consideration the importance of principal recruitment and selection. It should have policies and strategies that ensure that qualified individuals are recruited and selected to be principals.

Given these realities, principal selection, development and evaluation has been the subject of much attention and research in recent years (New Schools Venture Fund, 2008). Selecting the right people to develop for leadership roles is a process worthy of investing time and money up front, to ensure candidates are a good fit for the principal role. It is important for an organization to begin with a clear understanding of the requisite skill set and talents necessary for a principal to be successful.

Studies of Leithwood et al. (2004) and Hallinger (2005) also found that a principal constitutes a key role in student performance and concluded that school principals tend to impact student learning through their influence on teachers and structures. These studies have shown that the principal is a link to student achievement, which heightens the importance of selecting the right principal for every public school.

Recruitment and selection of school principals

Effective recruitment and selection of school principals continue to be one of the most challenging human resource tasks in educational organizations (McCarthy, 1999;

Pounder & Young, 1996; Pounder & Merrill, 2001). By recruiting high quality school principals, schools become more effective and, therefore, the goal of excellence is more attainable (Lezotte & Peterson, 1991; Renihan, 1999; Sackney, 1991). Further, French and Rumbles (2010) argue that "recruitment and selection has an important role to play in ensuring work performance and positive organizational outcomes" (p. 169). Due to the importance of recruitment and selection of school principals, in 1992, a special report from the National Association of Secondary School Principals called for "all stakeholders to unite in a rational attack on the common problems associated with the recruitment, identification, selection, preparation, and development of school administrators" (p.34). Chapman (2005) show that "quality schools require quality leadership and quality leadership cannot be assumed or acquired without a coherent, integrated, consequential, and systematic approach to leadership recruitment, retention, and development" (p. 1).

According to Ashok Khurana, Parveen Khurana and Hira Lal Sharma (2010), "Recruitment therefore is a process of searching for prospective employees and motivating them to apply for the job" (P. 65). Bose (2006) define recruitment as an activity of getting interested applicants and providing a pool of prospective employees so that the management can select the right person for the right job from this pool. She says, "As recruitment stimulates people to apply for jobs, it is a positive process; it precedes the process of selection" (p. 206).

After recruitment of the candidates, selection of suitable employee is made. According to Bose (2006), the selection leads to employment of workers. It is a process of choosing the best person for a particular job. In other words, it is the process of offering jobs to one or more candidates from among those who have applied for the jobs

in the concern (p. 210). Selection is a discriminatory process wherein suitable applicants are provided employment and unsuitable applicants are rejected (Ashok Khurana, Parveen Khurana and Hira Lal Sharma, 2010).

Bratton and Gold (2007) differentiate between the two terms of recruitment and selection. Recruitment is the process of "generating a pool of capable people to apply for employment to an organization" (p. 239). Selection is the process by "which managers and others use specific instruments to choose from a pool of applicants a person or persons more likely to succeed in the job(s), given management goals and legal requirements" (p. 239).

On the other hand, Chandra Bose (2006) shows that recruitment is a positive process because its aim is to create a large pool of applicants for the jobs a concern, and it is a simple process. Selection establishes a contractual relationship between the employer and the worker, and it is a negative process, as its aim is to ensure the employment of competent people for the available jobs, and it is a complex process.

In many African countries, the mechanism for recruiting teachers to become principals is unsystematic and not necessarily based on professional criteria (Mulkeen, Chapman, DeJaeghere, Leu, 2007). UNESCO (1996) notes that education systems nearly everywhere are managed poorly and administered inefficiently. It argued that many school principals are poorly prepared for the task and they need comprehensive training programs in educational planning, administration, leadership and management. Mulkeen, Chapman, DeJaeghere, Leu (2007), believe that "The weakness of school leadership is often reinforced by the mechanisms for the selection of school principals" (p. 38). The dominant tradition has been to recruit from within the teaching profession, often as a

reward for good performance, long years of service, or ideological compatibility with the existing political orientation of government (Dadey & Harber 1991).

Pilbeam and Corbridge (2006) provide a useful overview of potential positive and negative aspects noting that:

The recruitment and selection of employees is fundamental to the functioning of an organization, and there are compelling reasons for getting it right. Inappropriate selection decisions reduce organizational effectiveness, invalidate reward and development strategies, are frequently unfair on the individual recruit, and can be distressing for managers who have to deal with unsuitable employees (p. 142).

The recruitment, selection, and development of school principals are matters of great importance for all school systems because effective educational leadership is absolutely vital to bringing about improvements and advances in all those activities, institutions, and processes that foster the provision of education and students (Chapman, 2005).

Recruiting and selecting capable candidates for school leadership positions may be the most important task facing decision makers in the next few years (Anderson, 1991). Unfortunately, the processes and standards by which many principal preparation programs traditionally screen, select, and graduate candidates are often ill-defined, irregularly applied, and lacking in rigor (National Policy Board for Educational Administration [NPBEA], 2002). As a result, many aspiring leaders are too easily admitted into and passed through the system on the basis of their performance on academic coursework rather than on a comprehensive assessment of the knowledge, skills, and dispositions and experiences needed to successfully lead schools (NPBEA, 2002). In a study conducted by Graham (1997) involving over 500 elementary, middle and senior high school principals, more than two-thirds (68%) considered themselves to

be general managers, while only one-fourth (25%) perceived themselves as instructional leaders. As a result, an increasing number of districts are creating intense support systems for principals to build the skills they need to effectively lead schools (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005). OECD (2012) argued that leadership programs can have a substantial impact on how schools work and on the quality of the school. For example in England, research on the impact of leadership-development programs shows that schools whose leader participated in the National College for School Leadership's development program improved more quickly than others. The results show that "43% of schools with a leader who had been certified with a National Professional Qualification for Headship showed an improvement in their overall performance rating between 2005 and 2008, compared with only 37% of non-NPQH-led schools" (P.24).

A study with data from the United States found that better-trained school leaders recruit, select and retain teachers with stronger academic backgrounds, especially in schools in low-income areas, which leads to better student outcomes (Baker & Cooper, 2005). If an effective recruitment process is in place and qualified candidates found, future personnel and selection problems would be minimized and future high achievers or innovative leaders would be attracted to the school system (Tekeste, 1996). It has been demonstrated that "well-designed recruiting programs result in greater employee commitment, higher productivity, and higher quality of work" (Castetter, 1992, p. 112). According to the National Association of Secondary School Principals (ERS, 1999), the selection of school administrators needs to be based on "qualities of leadership rooted in established knowledge, skills and professional growth that result in dedication to good instructional practice and learning" (p. 100). It means that an appointee should already

"have established his or her credentials or shows promise of performing as a leader once in the post" (p.101).

The selection process is the key activity wherein decisions are made about which personnel will fill positions that become vacant. Selection requires a position-matching plan designed to link available personnel with the position requirements (Tekeste, 1996). Selection procedures and interviews are usually structured around information relating to the work history of the candidates, their education and training, present social adjustment, mental ability, motivation, and maturity (Tekeste, 1996). The purposes of selection as outlined by Castetter (1992) is to "fill existing vacancies with personnel who meet established qualifications, appear likely to succeed on the job, will find sufficient position satisfaction to remain in the system, will be effective contributors to unit and system goals, and will be sufficiently motivated to achieve a high level of self-development" (p. 147).

Ten strategies were suggested to help school districts develop strategic plans for recruitment and selection of administrators (Anderson, 1988). They included:

1. Develop written policies.
2. Develop specific selection criteria.
3. Identify the specific opening in vacancy announcements.
4. Create a pool of qualified candidates.
5. Recruit widely.
6. Involve a broad base of people in screening and selection.
7. Train those who select principals.

8. Use multiple means of assessment.
9. Consider varied information sources about candidates.
10. Help the new principal succeed at the job.

Chapman (2005) argued that “the most controversial area associated with principal recruitment and selecting is that concerned with the setting of standards for educational leadership, the selection of candidates for leadership programs, and the licensure/certification of leaders” (p. 11). There are those who argue that the presence of standards and mandatory requirements creates hurdles that function as disincentives for people who might otherwise consider applying for leadership positions. Others argue that the determination and assessment of standards and certification is necessary in order to enhance professionalism and ensure quality.

Criteria for selection of school principals

The case study prepared by New School Venture Fund (2008) found that “selecting the right people to develop for leadership roles is a process worthy of investing time and money up front, to ensure candidates are a good fit for the principal role” (p. 6). It is important for an organization to begin with a clear understanding of the requisite skill set and talents necessary for a principal to be successful. Developing specific selection criteria is one of the most important processes for selecting highly qualified school principals. Additionally, an effective recruitment and selection procedure produces positive feelings in the selection committee (Baltzell & Dentler, 1992; Marshall & Grey, 1992).

Chapman (2005) argues that there are significant differences among countries with regard to approaches to the identification of people with leadership capacity and the provision of pre-service development. In a small number of countries it is believed that incoming principals require the completion of a university course in leadership and administration and certification and licensure to become practicing principals. While in many other countries people believe that pre-service training programs at university are not necessary and that adequate preparation for leadership is on-the-job experience (p. 19).

For example, in the United States, a Master's degree in Educational Administration remains a common requirement in most states in applying for a leadership position (Hillman, 1992 cited in Wong, 2004). In Ontario, Canada prospective school leaders have to follow the Principal Qualification Program PQP offered by ten universities in Ontario (Huber & West, 2002). Hong-Kong, prospective principals should acquire a certification for principalships (CFP) in order to meet requirements for the specific position, while serving principals are required to undergo a continuous development program for about 50 hours per year during a three-year cycle.

Huber and Pashiardis (2008) work on Recruitment and Selection focuses on the important issue of the selection of educational leaders. The authors argue that the importance of this process has been underscored by recent findings which indicate that school leadership is critical to its success. They describe and critically present an analysis of different issues of principal recruitment and selection for preparation and development programs. Moreover, Huber and Pashiardis believe that direct changes in the educational system have a particularly strong impact on the school leader's role. In most countries,

"the tasks and structures of schools and of the education system are changing. These change processes strongly influence the leadership of schools" (p. 176). It is essential to select and develop suitable or effective individuals for school leadership positions. It is essential also to develop appropriate selection procedures and criteria for school leaders.

International experience about selection and recruitment

This section offers an overview of current literature practices to select and recruit school leaders in developed countries. We include examples from Europe, Asia, Australia and North America. This overview is international drawn from experience and a synthesis of existing literature from "the recruitment and selection of school leaders" chapter of Huber and Pashiardis (2008). The overall approach and organization of recruitment and selection will be presented in this section. This gives an indication of how the processes are organized and help in building a framework for the international experience.

In England's decentralized organized education system, the responsibility for the selection lies with the schools. Altogether, the selection and appointment procedure of school leaders can be divided in the following seven phases: Continuous Preparation, Defining of Need, Attraction, Selection, Appointment, Induction, and Evaluation (NCSL, 2006). The selection procedure starts with long listing and the applicants will be invited to interviews. According to the results of interviews a short listing selection is made. The next step, the applicants chosen take part in an assessment center and the selection process is finalized after the assessment center. Teachers aspiring to headship take part in a training program and development program, the National Professional Qualification for Headship (NPQH), in order to qualify for application. From 2009, it will be mandatory to

have completed NPQH prior to appointment to a first headship as a prerequisite. The applicants have to meet further requirements (Eurybase, 1996): Qualified teacher status, adequate teaching experience, appropriate management knowledge and skills, and a deputy head teacher experience. After that, various selection methods are employed to screen the candidates: panel interviews by the committee, presentations by the applicants, psychological tests, reference checks, and finalizing interviews.

The assessment center as a method to find suitable candidates was introduced in 1990. An assessment center is a diagnostic tool for determining the presence and strength of leadership skills. Participants engage in an integrated system of realistic school-based simulations designed to generate responses to problem situations and behaviors similar to those required for success in principal positions. Assessors are selected from a pool of talented individuals who have school leadership experience and training in the assessment process. It has been found that the assessment center is a valuable tool for identifying leadership potential (NASSP, 2002). According to Schneider (1997) the objective of assessment center is to gain evidence for the actual capacity and competencies of candidates with regard to the criteria described in the National Standards or formulated by the schools. It is a development model with twelve competencies, which can be grouped into four areas:

- Administrative competencies: problem analysis, judgment competences, organizing competence, decision making competence.
- Interpersonal competencies: leadership potential, empathy, stress resilience.
- Communicative competencies: oral and written communication.
- Personal versatility: a broad range of interests, motivation, educational value.

The candidates taking part in the AC go through four to six position-related exercises: discussing a case; working on tasks related to every day occurring situation; analyzing individual position problems and presenting the results; watching a video of a lesson and discussion of the professional development plan of the teacher; analyzing a current study on education and instruction in schools. The selection criteria depend on leadership and management skills, expertise in teaching and learning, NPQH qualification finished; an understanding of budgeting and finances; experience in collaboration with community and former school leadership experience.

In Germany centralized selection process in most federal states. The selection and appointment of a school leader lies within the responsibility of the ministry for education. In a publication of the German School Leader Association (ASD, 2005) of a pool of applicants is regarded as a relevant condition for a successful selection and appointment procedures. A new school leader is required to have teaching experience in the respective school type; good results in previous performance assessments; and completion of a qualification program. Moreover, additionally qualifications are an advantage, like, experience as a deputy school leader and in leading teams.

After the applications have been received, the first step of selection method is general check of the results of the regular official performance assessment by superiors. Additional selection methods are classroom observation and analysis, chairing of conference and interviews. In all federal states, the professional performance of the applicant is assessed on evaluation of achievements as a teacher and the criteria for the final selection remain mostly unclear.

In Singapore, the overall approach is highly centralized by the ministry of Education (MOE). The ministry is in charge of the selection, training, and development of school leaders. As a prerequisite for a school leader position, the preparatory program Diploma in Educational Administration (DEA) was a requirement. And, the mandatory prerequisite is participation in the 'Leader in Education Program' (LEP). In the selection procedure, applicants are invited to interviews upon the recommendation of the district superintendent. The main criteria for the selection are their academic achievement, their teaching experience, and their evaluation reports. The school leaders should at least hold a Master's degree. The final decision regarding the appointment is made by the Board of Education.

Singapore use a planning model, continuously assessing teachers for different leadership positions and providing them with the opportunity for training (Mourshed, Chijioke and Barber (2010); OECD, 2011a). Future school leaders are chosen from successful teachers already in the education system. Successful potential school leaders are selected to attend the management and leadership in schools program at Singapore's National Institute for education, based on interviews and leadership-situation exercise. Once accepted, aspiring school leaders can attend the four-month executive leadership training. Potential vice principals attend a six-month leader in Education program. Candidates in both programs are paid during their training. Only 35 people are selected for the executive leadership training each year.

The overall approach in Australia is decentralized appointment by school. Central administration was reduced and schools were given more self-management, by which school committees were delegated an increased level of responsibility. Principal of a

merit-based selection process highly emphasized. Applicants are expected to have taken part in one of the development programs and to hold the Certificate of School Leadership. However, this is not a mandatory requirement for appointment to school leadership positions. All teaching staff are free to apply. Within the frame of merit based selection, classic selection methods are applied. The written applications are considered. References are checked and the support of external consultants is used. Also, the applicants are invited to an interview by the panel.

In the United States, distinctive decentralization responsibility lies with the schools. The teachers must obtain an adequate university degree as a prerequisite to getting teaching license. In general, the prerequisite for the application of teachers for a leadership position as a principal is a Master's degree in Education, Educational Leadership, Educational Administration, and principal license. Additionally, applicants must have taken the respective courses, have professional experience, and have passed a special test or an assessment center interview. About the selection methods applied, there is supposed to be an analysis of the curriculum vitae, a sequence of interviews, tests for licensing, answers to written questions test, reference checks. The assessment center method came into play in the United States in the 1950s as a tool for personnel selection.

Roza et al. (2003) state that human resources draw on different criteria of selection, defined as years of teaching experience and leadership competences. The goal of New Leaders - a national non-profit organization that develops school leaders and designing leadership policies and practices for school systems across the United States is to improve student achievement by recruiting, selecting, training and supporting outstanding school leaders while also working with partner school systems to create the conditions

that will enable these leaders to succeed once on the job. All 50 states require that public school principals be certified. While certification requirements vary from state to state, they usually involve accumulation leadership, of academic credits in education courses (National Association of State Directors, 1991). Many states require a master's degree in education, typically in education administration, and it is now common for persons who pursue careers in administration to acquire PhD or EdD degrees (National Policy Board, 1989).

In Canada, the process of attracting and preparing the right people begins before there is a vacancy to be filled. Potential candidates for school leader need to have an undergraduate degree; five years of teaching experience; certification by school level; two specialist or additional honor specialist qualifications (areas of teaching expertise) or a master's degree, and completion of a Principal's Qualification Program (PQP), offered by Ontario universities, teachers' federations and principals' associations, which consists of a 125- hour program with a practicum (OECD, 2012).

In Denmark is introducing a "taster" course for aspiring school leaders (Moos, 2011). Teachers who may want to have a leadership position can begin to understand the different components of becoming a school leader through a "taster" course offered by local school districts or municipalities. Participants take part in one or more modules of a Leadership Diploma of Education. The course consists of theoretical assignments, case studies, personal reflections, discussions with a mentor about career opportunities, personal strengths and area for development, and networking. Participants must also conduct a project in their own school. Those who want to continue can attend a two-year

Diploma in Leadership course that includes seminars on economy, personal leadership, coaching, strategy implementation, change-management and problem-solving.

In the Netherlands, training institutes offer orientation courses to allow teachers interested in leadership functions to discover whether they have the required capabilities. School boards, upper-school managers and school leaders are asked to select candidates from their own schools. After participating in a two-day training course on various leadership topics, candidates draw up personal development plan based on a competence analysis. Orientation toward management then offers further training for candidates who are interested and suitable (OECD, 2012). The Netherlands is one of the few countries having introduced the recruitment of school leaders from outside education (OECD, 2008, p. 162).

In some countries, while having a qualification is not mandatory, it may be actively encouraged. For example, in Finland, school leaders are encouraged to have a Certificate in Educational Administration or sufficient knowledge of education administration before applying for a leadership post. New Zealand, which has a highly decentralized school system, established four development initiatives for school leaders: an induction program for first-time school leaders; an electronic network for sitting school leaders (LeadSpace); development centers for school leaders (Principals' Development Planning Center); and guidelines on professional development for school leaders (OECD, 2012, p. 27).

Many countries offer pre-service leadership-preparation programs that often lead to a university degree or specialized qualification. The education ministries in France and

Korea offer such programs to groups of pre-selected candidates who will become school leaders after the training. In countries, these programs are offered in partnership with universities, local municipalities or other providers. Spain recently made participation in such programs mandatory; and country's regional governments are responsible for providing the training (OECD, 2012).

This section has drawn on a recent comparative international study which describes current practice from around the world and identifies commonalities and differences. According to the case study of countries, some central similarities and differences can be highlighted on how school leaders are selected and recruited.

First, the overall approach of school leader selection ranges from a distinctive decentralized one (as in England and the USA) to a centralized one (As in German and Singapore). Second, a prerequisite for applying for a school leadership position in most countries is having a teaching license and some experience of teaching. Further prerequisites, range from range from relying mostly on the previous performance and of the candidates as teachers, as in Germany, or their participation in a preparatory training course, to completion of a more extensive development program concluding with a certificate or a license, as is the case in England and the United States. Third, the selection methods applied differ widely. While in Germany the emphasis is put on formal criteria indicating abilities, in Singapore they rely solely on interviews. Although a great variety of methods are used in the England and the United States, interviews, however, seem to be indispensable.

The selection process

The selection process involves certain steps. Each step should help in getting additional information about the applicant to facilitate decision-making (Bose, 2006). The objective of the selection process is to hire individuals who will be successful on the job (Rebore, 2009).

Bose (2006) identified steps in selection procedure are: receipt of applications, scrutiny of applications, preliminary interview, and selection test, checking of references, employment interview, medical examination, placement and orientation. Rebore (2009) in selection chapter argued that the selection process should be implemented through a series of steps that will minimize the chances of hiring individuals who are inadequate performance. He described these steps are as follows: Write the job description; Establish the selection criteria; Write the vacancy announcement and advertise the position, Receive applications; Select the candidates to be interviewed; Interview candidates; Check references and credentials; Select the best candidates; Implement the job offer and acceptance; Notify unsuccessful candidates.

A written job description is the end product of a process that is commonly referred to as "job analysis". The job description is an outline providing specific details concerning a job and the minimum qualifications necessary to perform it successfully. The second step in the selection procedure is to establish the criteria against which the candidates will be evaluated to determine who will be offered the job. Selection criteria delineate those ideal characteristics that, if possessed by an individual to the fullest extent possible, would insure the successful performance of the job. The use of selection criteria

also can become a method for quantifying the expert opinions of those who will interview candidates. The candidate with the highest score should be offered the position first.

The advertisement should be viewed as an integral part of the selection process. It is based on the job description and should provide potential candidates with sufficient information to make a decision on whether to apply for the position (p.128). As the applications are received, they should be dated and placed in a designated file folder. This will provide a method of monitoring the incoming applications for a vacancy. After the deadline for receiving applications has been reached, a master list is should be compiled with the names, addresses, and telephone numbers of those who have applied. One very effective method is to send a postcard to each applicant stating that the application has been received and listing a date by which individuals will be selected for interviews. Screening the applications is the fifth step in the selection process. It is initiated to identify those applicants who are to be interviewed for the position.

Interviewing candidates is a responsibility shared between the human resources department and other district employees. It is important to include not only those who will supervise the new employee but also others who have expert knowledge about the duties which will be performed by the successful candidate. An interview is essentially "a conversation between two or more individuals conducted to generate information about the candidate" (p.138).

Checking references and credentials, the seventh step in the selection process, has pro-found implications. A candidate's "Credentials" include such as a college or university transcript, administrator or teacher certification document, and a physician's

verification of health. Selecting the best candidate who appears best qualified and who scored the highest against the selection criteria. Once the candidate accepts the offer, employment may commence at a mutually acceptable time. The final step in the selection process is to notify the unsuccessful candidates.

In the United Arab Emirates, the study of Al-Taneiji (2012) show that the current criteria used by the Ministry of Education to promote school vice principals to the school principal position in UAE schools. The candidates must already be at the level of vice principal or subject supervisor. They must have:

- A bachelor's degree.
- Three years of experience teaching in K-12 schools.
- An 'excellent' performance record in the last year and a 'very good' performance record in the previous two years.
- An International Computer Driving License (ICDL).
- A minimum score of 500 in the Test of English as a Foreign Language (TOEFL) or a score of 5 in the International English Language Testing System (IELTS). (Ministry of Education, 2008).

Based on Al-Taneiji (2012) study results, a list of proposed criteria and procedures has been developed such as: at least two years of experience as vice principal in a school, a 'very good' performance record in the previous two years, getting at least 80 points out of 100 in the personal interview, Got an 'excellent' in the evaluation of the first trial year, basing interview questions on the school principal's competencies, responsibilities and future roles, consulting school community (such as teachers, students, and parents) as part of the promotion process, presenting a written proposal on leading a school.

Abu Dhabi Education Council (ADEC)

The core purpose of the principal is to provide professional leadership and management for a school, and to promote a secure foundation from which to achieve high standards in all areas of the school's work (ADEC, 2010). Therefore, "the principal is the leading professional in the school. The principal provides leadership and direction, enabling a shared vision for the school, and ensures that it is managed and organized to meet its aims and targets" (ADEC, 2010, p. 1). To gain this success a principal must establish high quality education by effectively managing teaching and learning to realize the potential of all staff and students. Principals must establish a culture that promotes excellence, equality and high expectations of all staff and students (ADEC, 2010).

Abu Dhabi is going through a drastic reform of its education system. The Abu Dhabi Education Council (ADEC) is very excited to introduce a new approach to teaching and learning – the New School Model. The goal of this new approach is to improve student learning experiences and to raise the academic outcomes of Abu Dhabi students to an internationally competitive level necessary to achieve the Abu Dhabi Economic Vision 2030.

ADEC (2011a) conducted a survey study to identify the roles of school principal and responsibilities. As educational leaders, school principals manage, guide and evaluate the learning and teaching process in their respective schools. To bring this process into success, "they carry out multiple activities, set, implement and follow up their school operational plans, evaluate their teachers' performance, monitor their students' academic achievement and ensure they are learning in a safe physical environment promoting values of responsibility, mutual respect and teamwork" (p. 2). Moreover, principals serve

as a key liaison between the plans and directions of Abu Dhabi Education Council (ADEC) on one hand and parents, students, teachers and community on the other hand (ADEC, 2011).

The opinions of Abu Dhabi public school teachers on their principal's instructional leadership are presented. Teachers were largely in agreement that their principals were instructional leaders, as nearly 70 percent of them agreed or strongly agreed that the principal set clear vision for the school, set high standards for both teaching and learning, understood student learning, and supported teachers' professional development (ADEC, 2009). In the survey of Abu Dhabi Public School Teachers (2009), the second section of survey asked teachers to mark the extent to which they disagreed or agreed with each of the statements provided regarding the school principal. The mean scores for the items are moderately high. However, a large proportion of teachers give the "disagree" or "strongly disagree" voice. For example, "12.60% disagree with the statement that principals set high standards for teaching; 11.32% disagree with the statement that "principals understand how children learn"; and 12.13% disagree with the statement "the principal sets high standards for student learning"" (p. 23).

In another study, School leadership, school as work place and teacher satisfaction: a structural equations model, (2011b) by ADEC investigated the level of teacher satisfaction in Abu Dhabi public schools. The study identifies the main determinants of teacher satisfaction, the items related to school leadership, school as workplace, and teacher and school features affecting teacher satisfaction. The result of this study show that "with regard to school leadership, teachers are more satisfied with regard to the

“principal’s school organization”, but less satisfied with regard to the principal’s “leadership in teaching and learning” and their own “influence on school policy” (p. 3).

As leaders in schools, principals and vice principals perform an essential role in enacting ADEC’s vision of providing Abu Dhabi students with a world class education. Leader role in leading teachers, other school staff and students and their families through ongoing educational improvements is necessary to achieve this vision (ADEC, 2010).

There is a New School Model in Abu Dhabi Education Council required from school principal new roles and challenges. The objectives of the NSM are to: foster a child-centered learning environment; Develop Arabic and English language abilities, critical thinking and cultural and national identity and to standardize the curriculum, pedagogy, resources and support across all ADEC schools. The NSM has a strong emphasis the development of both the “leaders of learning” and the teachers to support students in achieving their best. Principals are also encouraged to invite and include parents as partners in their child’s education, as parents are keenly interested in their children’s success (ADEC, 2012). The Abu Dhabi Educational Council (ADEC) focuses on developing the educational system in the Emirate of Abu Dhabi in line with the highest international standards by developing and implementing innovative initiatives and plans. So, based on the needs of the NSM, it the most important thing to focus more on the selection of new school principals.

Professional Qualifications for Principals

According to ADEC, Principals recruited to manage and lead schools in the Emirate of Abu Dhabi must meet or exceed the following qualifications (ADEC, 2010):

- Master’s degree from a recognized university.
- Recognized Teaching Qualification

- Minimum of 5 years continual teaching experience, preferred 7 years plus, including teaching management experience.
- Recognized qualification in Educational Leadership
- Minimum IELTS (Academic) 6.5
- Bilingual Arabic/English preferred

There are another important qualification and prerequisites must need to focus on and included such as good results in previous performance assessments, principal license, complete training and development program, and educational administration (Huber & Pashiardis, 2008). There is no clear criteria and procedures for how the recruitment and selection for school principals are applied. Abu Dhabi Education Council not identify the selection responsibility, selection criteria, selection methods, and the recruitment procedures. This study show how can improve the selection process according to previous international experiences; there is new modern selection procedures and process for school principals. The expanding role of school leaders make the selection process of principals a critical initial function in placing effective principals in schools, and superintendents have an important responsibility in such a process. Principals have always played an important role in education; however, the recent focus on improving academic achievement for all students has increased the urgency to select the best possible candidate. Previous research reports that effective principals bring certain competencies to the position. Understanding the competencies or the sum of knowledge, skills, and attitudes of effective principal is only powerful if those are considered and assessed when selecting a principal for a school (Cavazos, Ovando, 2012).

In this Section, the researcher summarizes the criteria of school principal selection in different countries as table below.

Comparative table of criteria of school principal around the world

| | |
|-----------|---|
| ADEC | <p>Master degree and teaching qualification.</p> <p>Have a qualification in Educational Leadership.</p> <p>English certificate (IELTS).</p> |
| MOE | <p>Must be vice principal or supervisor.</p> <p>Bachelor degree and teaching experience.</p> <p>Have IELTS & ICDL and an excellent performance record.</p> |
| Canada | <p>Have an undergraduate degree; years of teaching experience</p> <p>Have master degree, completion of a Principal's Qualification Program (PQP).</p> |
| USA | <p>Have teaching license.</p> <p>Master's degree Educational Leadership; Principal license.</p> <p>Have passed a special test or an assessment center interview.</p> |
| Australia | <p>Principal of a merit-based selection process highly emphasized.</p> <p>Have a Certificate of School Leadership.</p> <p>All teaching staff are free to apply.</p> |
| Singapore | <p>Diploma in Educational Administration (DEA)</p> <p>Participation in the 'Leader in Education Program' (LEP)</p> <p>Academic achievement, teaching experience, evaluation reports.</p> <p>The school leaders should at least hold a Master's degree</p> |
| Germany | <p>Have teaching experience; good results in previous performance assessments; and completion of a qualification program.</p> <p>Additionally qualifications are an advantage, like, experience as a deputy school leader and in leading teams.</p> |
| England | <p>Applicant take part in NPQH training program,</p> <p>Have teaching experience, management knowledge and skills, head teacher experience.</p> |

CHAPTER THREE: METHOD

The purpose of this study was to describe the perceptions of school principals, vice principals, and school teachers on the criteria used to select and recruit school principals for public schools in Al Ain Education Office. This study also aims to improve the selection and recruitment criteria and procedures. This chapter describes the methodology, population, sampling, the instrument, validity and reliability, procedures, ethical consideration and limitation and delimitation.

Research design

For the purpose of this study, a quantitative method approach was used as the appropriate research approach. Gay et al., (2009) asserted that quantitative research is “a collection and analysis of numerical data in order to describe, explain, predict, and control phenomena of interest” (p. 7). A quantitative method were used in conducting this study because it maintain control over contextual factors that may interfere with the data collection and identify a sample of participants large enough to provide statistically meaningful data (Gay et al., 2008). In addition, the researcher have little personal interaction with the participants they study.

A questionnaire was built to collect quantitative data on the degrees of participants' agreement on the questionnaire items. It also included open-ended questions to get their viewpoints on the ways in which the selection and recruitment of school principals can be improved.

The population of the study

To obtain the number of the population, a list of all Al Ain public schools was obtained from the Abu Dhabi Education Council website. The population of the study consists of principals, vice principals, and teachers in Al Ain public schools. Abu Dhabi public schools are categorized to different cycles: KG, Cycle 1(Grade 1-5); Cycle 2 (Grade 6-9); and Cycle 3 (Grade 10-12), and common cycles.

According to *Online Statistical Reports* (2012), the number of public school staff in Al Ain Education Office is 98 principal, 101 vice principal and the number of teachers is 4846. Table 1 below describes the number of public school staff by role and cycle.

Table 1

Number of public school staff by role and cycle

| Staff role | KG | Cycle 1 | Cycle 2 | Cycle 3 | common | Total |
|-----------------|-----|---------|---------|---------|--------|-------|
| Principals | 13 | 27 | 17 | 11 | 30 | 98 |
| Vice principals | 6 | 33 | 24 | 15 | 23 | 101 |
| Teachers | 566 | 1357 | 798 | 635 | 1490 | 4846 |
| Total | 585 | 1417 | 839 | 661 | 1543 | 5045 |

ADEC. (2012). *Online Statistical Reports*

Sampling and participants:

The researcher used stratified sampling technique to select a representative sample of different schools and participants. Gay et al (2009) argued that “when a research goal is to compare the behavior of participants from different subgroups of the population, stratified sampling is the best approach” (p.127). Stratified sampling is “the process of strategically selecting a sample in such a way to guarantee desired representation of relevant subgroups within the sample” (Gay et al, 2009, p. 138). The stratified random sampling is to divide population into separate levels, or strata and

randomly sample from the separate strata. That means, random sampling is done from each subgroup. In stratified sampling, the population to be sampled is divided into groups (strata), and then a simple random sample from each strata is selected. For example, a school could be separated into cycles. These would be the 'strata'. Selecting participants by "simple random and stratified random sampling are most commonly used in survey research" (Gay et al. 2009, p. 181).

Proportional stratified sampling

Proportional stratified sampling is the process of selecting a sample in such a way that identified subgroups in the population are represented in the sample in the same proportion in which they exist in the population. Gay et al. 2009 note that using proportionally sized groups requires accurate information about the size of each group. And "if this information is not available, proportional group studies are not recommended" (Gay et al. p. 128).

The general rules determine the sample size if the population size is around 5000 ($N= 5000$), 10% will be adequate and more confident with a sample of 500 (Gay et al, 2009). The population is 4846 teachers in Al Ain. The desired sample size is 10 % of the 4846 teacher or 484 teachers. It was found that 500 teachers would be an appropriate sample for this study.

Gay and Airasian (2000) also suggested that for a smaller population, say $N=100$ or fewer, there is little point in sampling; survey the entire population. For that, the researcher selected all school principals and vice principals as the sample. The schools

were divided according to gender into two groups, and according to cycle into five groups: Cycle 1, Cycle 2, Cycle 3, Common Cycle, and KG.

Teachers sampling

The researcher used proportional stratified sampling. First, the researcher identifies the population of teachers in public schools. Then, the population to be sampled was divided into five strata (KG, Cycle 1, Cycle 2, Cycle 3, and Common cycle). Then, the researcher identifies the desired sample of teacher (500).

The Table 2 shows the desired sample of teachers for each cycle. For example, the number of teachers in Cycle 1 is 1357 that is mean the percentage of teacher is 28% from the total population. After that, the researcher identify the desired Cycle 1 teachers number by take 28% for desired sample (500) that is mean the desired Cycle 1 number is 140.

Table 2

Desired number of teachers:

| Cycle | Number of teachers | Percentage | Desired number |
|---------|--------------------|------------|-----------------------|
| Cycle 1 | 1357 | 28% | 140 |
| Cycle 2 | 798 | 16% | 80 |
| Cycle 3 | 635 | 13% | 65 |
| Common | 1490 | 31% | 155 |
| KG | 566 | 12% | 60 |
| Total | 4846 | 100% | 500 Desired sample |

After that, the researcher calculates the desired sample of female and male teachers as table 3 show.

Table 3

The number of female and male sample

| Cycle | Pop | Sample | Pop. female | Pop. male | S. female | S. male |
|---------|------|--------|-------------|-----------|-----------|---------|
| Cycle 1 | 1357 | 140 | 1193 (88%) | 164 (12%) | 123 | 17 |
| Cycle 2 | 798 | 80 | 430 (54%) | 368 (46%) | 43 | 37 |
| Cycle 3 | 635 | 65 | 395 (62%) | 240 (38%) | 40 | 25 |
| Common | 1490 | 155 | 776(52%) | 714(48%) | 80 | 75 |
| kg | 566 | 60 | 566 (100%) | 0 | 60 | 0 |
| Total | 4846 | 500 | 3360 | 1486 | 346 | 154 |

To calculate the number of desired school, the researcher identifies the number of public school then the researcher calculate the number of desired female and male schools as table 4 and Table 5 below show.

Table 4

Public Schools (2012/2013)

| Cycle 1 | Cycle 2 | Cycle 3 | Common | KG | Total |
|---------|---------|---------|--------|----|-------|
| 31 | 18 | 11 | 32 | 19 | 111 |

Table 5

Desired number schools

| Cycle | Female schools | Male schools | Desired female schools | Desired male schools | Total desired number |
|---------|----------------|--------------|------------------------|----------------------|----------------------|
| Cycle 1 | 17 | 14 | 5 | 2 | 7 |
| Cycle 2 | 10 | 8 | 3 | 3 | 6 |
| Cycle 3 | 6 | 5 | 3 | 2 | 5 |
| Common | 15 | 17 | 4 | 4 | 8 |
| KG | 19 | 0 | 4 | 0 | 4 |
| Total | 56 | 44 | 19 | 11 | 30 |

The population of vice principals were 101, the teachers 4846; and the principals were 98 (ADEC 2012). The sample size of vice principal was 101; and teachers was 500; and principals was 98. After receiving the questionnaires from participants, the response rate for vice principals was 73%, teachers 85%; and principals 62% (Table 1).

The highest response rate was from teachers and the lowest response rate was from principals. The total targeted sample size 699 and 550 was returned, so the total response rate was 80% as Table 6 shows.

Table 6

| <i>Response rate</i> | Vice principals | Teachers | Principals | Total |
|----------------------|-----------------|----------|------------|-------|
| Population | 101 | 4846 | 98 | 5045 |
| Sample size | 101 | 500 | 98 | 699 |
| Returns | 74 | 424 | 61 | 559 |
| Response rate | 73% | 85% | 62% | 80% |

Demographic information of the participants

One hundred seventy eight of the participants were males and 381 females. Three hundred twenty three of the participants had more than 10 years and 118 of participants had experience between 4-6 years, ninety seven participants had 7-10 years of experience, and there were only 21 participants with experience between 1-3 years. Table 7 presents general demographic information on the participants.

Table 7

Participants' Demographic Characteristics

| | Independent Variables | N | Percent |
|--------------|-----------------------|-----|---------|
| Gender | Male | 178 | 31.8% |
| | Female | 381 | 68.2% |
| Current job | Vice principal | 74 | 13.2% |
| | Teachers | 424 | 75.8% |
| | Principals | 61 | 10.9% |
| Experience | 1-3 years | 21 | 3.8% |
| | 4-6 years | 118 | 21.1% |
| | 7-10 years | 97 | 17.4% |
| | More than 10 years | 323 | 57.8% |
| School cycle | Cycle 1 | 169 | 30.2% |
| | Cycle 2 | 95 | 17.0% |
| | Cycle 3 | 77 | 13.8% |
| | Common | 163 | 29.2% |
| | KG | 55 | 9.8% |

The instrument

The researcher developed a questionnaire as an instrument. The questionnaire was developed for principals, vice principals, and teachers (See Appendix A for English version and Appendix B for Arabic version). It was developed to cover three parts:

- First Part: This part of questionnaire asked participants for demographic data (gender, current job, years of experience, school cycles).
- Second Part: This part contains the closed-ended questions about the selection and recruitment process of school principals based on the review of the literature.
- Third part: this part of the questionnaire included the open-ended questions.

The items of the questionnaire related to selection and recruitment of School principals were measured using a 5 point Likert scale. A Likert scale requires an

individual to respond to a series of statements by indicating whether he or she strongly agrees (SA), agrees (A), undecided (U) or neutral (N), disagrees (D), or strongly disagrees (SD). Each response is assigned a point value (positive statement) from a score 5 to 1. The researcher used Likert scale type questions to know the opinions of the respondents regarding the research questions. Likert-type questions mean that the interpretation is represented by a range of responses where strongly disagree is (1.0-1.79), disagree is (1.8-2.59), neutral is (2.6-3.39), agree is (3.4-4.19), and strongly agree is (4.2-5.00).

The researcher developed a list of items and factors from the literature review. These items were organized into five sections: application requirements, selection responsibility, selection methods, selection criteria, recruitment procedures. Some of the items, developed from other studies and modified to satisfy the purpose of the study. In addition, the researcher developed some suggestion criteria and procedures created by Shaikah Al-Taneiji (2012) in her study which the study title is “Developing promotion criteria and procedures for school principals in the United Arab Emirates”.

Table 8

Distribution of questionnaire items

| Dimensions | Items |
|--------------------------|-------|
| Application requirements | 1-12 |
| Selection responsibility | 13-21 |
| Selection methods | 22-33 |
| Selection criteria | 34-41 |
| Recruitment procedures | 42-48 |

A total of 48 statements of closed-ended items were developed with one open-ended question that was included in the end of questionnaire. The closed questions were divided into five dimensions as Table 8 shows.

Validity

Validity refers to the degree to which a test or a questionnaire measures what it is supposed to measure and, consequently, permits appropriate interpretation of scores (Gay, 2009, p. 154). The content validity of the questionnaire was established by referring to a jury of six specialists in the field of educational leadership from the College of Education at United Arab Emirates University in the UAE. This jury judged the relevance of the instrument to the study, the suitability of each item to its subscale, and the wording of items. The expert evaluators provided some modification to the statements. In a joint session with the advisors, suggestions for improvement were discussed and changes made. Then, after reaching the final draft of the questionnaire in Arabic, the researcher gave the questionnaire to two Arabic teachers to revise, judge its clarity, and to validate the language. The copy was finally reviewed and approved by the advisor.

Reliability

Reliability means "the degree to which a test consistently measures whatever it is measuring" (Gay, 2009, p. 158). According to Field (2005), reliability is the degree to which an assessment tool produces stable and consistent results (Field, 2005). Fifty participants participated in a pilot test that was conducted to test the reliability of the questionnaire before distributing it to all participants. The *Cronbach Alpha* coefficient was calculated in order to assess the reliability of the questionnaire on the sample in the

pilot test. It was calculated for each of the five scales separately and also for all statements together in the questionnaire. Table 9 summarizes reliability results of the pilot sample.

Table 9

Cronbach Alpha Coefficients in Pilot Testing

| Questionnaire section | Number of items | Cronbach's Alpha |
|--------------------------|-----------------|------------------|
| Application requirements | 12 | .807 |
| Selection responsibility | 9 | .790 |
| Selection methods | 12 | .798 |
| Selection criteria | 8 | .847 |
| Recruiting procedures | 7 | .796 |
| All items | 48 | .924 |

As the table shows, all coefficients for the pilot test results are above 0.7 for both the sub-sections and the overall questionnaire, which indicates a high reliability.

Data collection procedures

The first step to collect data was to contact Abu Dhabi Education Council by a letter that explains the title and purpose of the study and ask for permission that allows the researcher to gather data from the public schools. The Research Office sent electronic approval by email to all principals of public schools in Al Ain Education Office (see Appendix D). The second step was to prepare a list of school names in Al Ain Education Office by gender and cycle. The questionnaires were distributed among schools selected as the sample. For the principals and vice principals, the researcher send the

questionnaire to all Al Ain public schools by email and send a copy of questionnaire to all schools by regular mail. A cover letter was attached to each questionnaire and the letter outlined the purpose of the study, assured confidentiality and anonymity, and explained the voluntary nature of participations (see Appendix B). Participants were given one to two weeks to complete the questionnaire. The researcher distributed the teacher questionnaire and collected them by visiting each school.

Data analysis

After collecting the questionnaire, the data were coded and entered into SPSS for analysis and responses to an open-ended question were entered into one MS Word file. In order to answer research question one, which was: to what are the perceptions of school principals, vice principals and teachers on school principals' selection and recruitment in Al Ain public schools, descriptive analysis with means, cumulative means and standard deviations were used. To answer research question two which was: did the perceptions of school principals, vice principals, and teachers differ based on position, gender, and cycle, a Mann-Whitney analysis and Chi-Square test were conducted. As for qualitative data, all answers collected from the open-ended question were transcribed into one MS Word file. Qualitative analysis was performed in addition to some statistical analysis. This included reorganizing data, reading, obtaining main themes, and describing.

Ethical considerations

The researcher was aware of the ethical considerations that arise when one conducts research that includes participants. To ensure that ethical issues were taken into account, first the researcher wrote letters seeking permission to conduct the research to Abu Dhabi Education Council. In this way, participants had the freedom to make an

informed decision about whether or not to participate in the study. Moreover, participants were assured that all the information they provided would remain confidential. This means that the participants have been informed about the aims of the research and that their participation was voluntary. The researcher ensured that no harm occurs to these voluntary participants. When the survey booklet was distributed to the participants, the cover letter was attached; the letter excluded any request for identifying information. Finally, the researcher observed the rights of authors cited in the study and endeavored to report the findings with fairness and accuracy.

Limitation

There were some difficulties in getting access to schools to collect data. First, the researcher had to undergo complex procedures to have ADEC approval and the approval took approximately three months. Some school principals did not respond and were not cooperative with the researcher. Some refused to take the questionnaire because they did not receive the email from ADEC and some principals said that the approval was not official. Many principals were busy and they said they did not have time to complete the questionnaire. Finally some participants did not take the questionnaire seriously some ignored the open-ended question. All of these posed limitations to the study.

This thesis is limited only to Al Ain public schools, so the results cannot be generalized to all UAE schools. In addition, private schools in Al Ain were excluded from this study. Moreover, the data analysis was limited to the respondents and the variables that were presented in this study. Participant teachers may not have been able to honestly answer the questions especially the ones that draw on their school principals' qualifications and some of the ways to improve their selection.

CHAPTER FOUR: FINDINGS OF THE STUDY

The purpose of this study was to determine and improve criteria used to select and recruit school principals for public schools in Al Ain Education Office. This study reported on the perceptions of school principals, vice principals, and school teachers about current and suggested selection and recruitment criteria and procedures. This was done by answering three questions:

1. What are the perceptions of school principals, vice principals, and teachers on school principals' selection and recruitment in Al Ain public schools?
2. Did the perceptions of school principals, vice principals, and teachers differ based on position, gender, and cycle?
3. How could the selection and recruitment of school principals in Al Ain public schools be improved?

The following are the findings of statistical analysis of data collected through the questionnaire.

First Research Question

What are the perceptions of school principals, vice principals, and teachers on school principals' selection and recruitment in Al Ain public schools?

In order to answer this question, a description of styles in statistical terms (i.e. means and standard deviation) was carried out for the perceptions related to the five sections of selection and recruitment: application requirements, procedures and

responsibilities for selection and recruitment, selection methods, selection criteria, and recruitment procedures.

The application requirements section is measured through twelve items in the questionnaire. Those items are 1-12 in the questionnaire. The following are the means and standard deviations of those items in Table 10.

Table 10

Applicant Requirements

| Item | statement | Mean | SD |
|-------------|---|-------------|-----------|
| 1 | The applicant should have a university qualification (bachelor). | 4.76 | .654 |
| 2 | The applicant should have a master degree in educational leadership from a recognized university. | 4.14 | 1.064 |
| 3 | The applicant has recognized qualification in teaching. | 4.65 | .590 |
| 4 | The applicant has average score of at least 6.5 in academic IELTS test. | 3.39 | 1.299 |
| 5 | The applicant has continuous experience in education at least five years. | 4.66 | .655 |
| 6 | The applicant should have experience as a school vice principal. | 4.42 | .935 |
| 7 | The applicant has international license for driving computer ICDL. | 4.50 | .821 |
| 8 | The applicant, who has previous experience in a management field, can apply for principal job. | 3.71 | 1.225 |
| 9 | The teacher can apply for school principal job if he completes all applicant requirements. | 4.26 | .956 |
| 10 | The applicant should complete a training program for preparing school principals. | 4.51 | .700 |
| 11 | The applicant should get a school principal license. | 4.20 | .910 |
| 12 | The applicant should show the last three reports of the annual performance evaluation. | 4.14 | .888 |

As can be seen from Table 10, the item with the highest mean in the application requirements section is "The applicant should have a university qualification (bachelor)". This could represent the most important application prerequisite and professional qualification for school principal with the mean of "4.76", which is the measure for "strongly agree" on the Likert scale. Other items have high means ranging from 4.2 to 4.66, which are measures designating "strongly agree" on the Likert scale. The item with lowest mean in the application requirements is "the applicant has average score 6.5 at least in academic IELTS test". The mean of this item is "3.39", which is the measure for "neutral" on the Likert scale. This means that participants are not sure if the language requirement is really needed. The participants also show a somewhat low degree of agreement on the statement "the applicant, who has previous experience in a management field, can apply for principal job". This could mean that they prefer school principal to have experience in an educational field more than in a general business field.

The procedures and responsibility of selection and recruitment section are measured through nine items in the questionnaire. Those items are numbers 13-21. The following are the means and standard deviations of these items.

Table 11

Procedures and responsibilities for selecting and recruiting

| Item | statement | Mean | SD |
|------|---|------|-------|
| 13 | The responsibility lies on Abu Dhabi Education Council. | 4.13 | .934 |
| 14 | The responsibility lies on the Education Office. | 3.65 | 1.065 |
| 15 | The responsibility lies on the Council and Office together. | 4.12 | 1.008 |
| 16 | The responsibility lies on the Office and school together. | 3.59 | 1.129 |
| 17 | The school administration council should participate in selection. | 3.61 | 1.164 |
| 18 | The teachers should participate in selection of school principals. | 3.59 | 1.209 |
| 19 | The parents should participate in selection of school principals. | 3.03 | 1.187 |
| 20 | The students should participate in selection of school principals. | 2.57 | 1.237 |
| 21 | The selection should be done from an outside office like a recruiting office. | 2.45 | 1.281 |

Table 11 demonstrates that items from 13 to 18 in this category are above 3.39, which indicates agreement on the items. The item with the highest mean is “The responsibility lies on Abu Dhabi Education Council” with a mean of 4.13. That means the participants prefer the Council to recruit and select school principals. They also agreed that “the responsibility [can be placed] on the Council and Office together” with a mean of 4.12. They are not much favor of having the responsibility lie on the Education Office alone or the Office and the school. The least item of responsibility is “The selection should be done from an outside office like a recruiting office” with a mean of 2.45. Participants agree that “the teachers should participate in selection of School principals.

The table 11 shows that the mean of responses in question 19 is (3.03), which indicates that the participants are undecided on whether the parents should participate in the selection of school principals. Participants disagreed that students should participate in the selection of school principals or that a recruitment office can take this responsibility.

The selection method is the third section measured by the questionnaire. It is measured through twelve items in the questionnaire, 22-32. The following are the means and standard deviations of these items.

Table 12

| <i>Selection methods</i> | | Mean | SD |
|--------------------------|--|------|-------|
| Item | Statement | | |
| 22 | The applicant should be interviewed by a specialized educational/administrative committee. | 4.67 | .513 |
| 23 | The candidate should present himself and his educational administrative experience and leadership vision. | 4.39 | .789 |
| 24 | The candidate should undergo a psychological test. | 4.09 | 1.035 |
| 25 | The committee should evaluate the personal characteristics of the candidate. | 4.57 | .640 |
| 26 | The candidate should be able to observe, analyze, and evaluate a lesson. | 4.67 | .556 |
| 27 | The candidate should be selected only based on the personal interview. | 2.80 | 1.210 |
| 28 | The candidate should sit down for a written exam. | 3.73 | 1.102 |
| 29 | The candidates should be chosen according to recommendation letters. | 3.55 | 1.068 |
| 30 | The candidate's CV should be analyzed. | 4.17 | .730 |
| 31 | The candidate should present a research paper about improving school leadership, which should be evaluated by a specialized committee. | 3.85 | .983 |
| 32 | The candidates should present a project about school improvement plan. | 4.06 | .908 |
| 33 | The candidate should be evaluated practically and professionally at a specialized assessment center. | 3.88 | 1.020 |

As shown in table 12, the items with the highest means are "The applicant should be interviewed by a specialized educational administrative committee" and "The candidate should be able to observe, analyze, and evaluate a lesson". These could be the

most important points in the selection process since the mean of these items is 4.67, which is the measure for "strongly agree" on the Likert scale. Other items have high means ranging from 3.55 to 4.57, which mean general agreement for these selection methods. However, the participants were not decided with the statement "the candidate should be selected only based on the personal interview", as the mean 2.80 which is the measure for neutral on the Likert scale.

The selection criteria section is measured through eight items in the questionnaire. Those items are numbers 34-41. The following are the means and standard deviations of these items.

Table 13

Selection Criteria

| Item | statement | Mean | SD |
|------|---|------|------|
| 34 | The candidate should fulfill all required conditions. | 4.55 | .614 |
| 35 | Candidates should have the most continuous years of experience in education and management domains. | 4.32 | .855 |
| 36 | Candidates should have the highest degree in annual evaluation reports. | 4.14 | .896 |
| 37 | One selection criterion is the candidate's excellent achievement in teaching and leadership. | 4.42 | .642 |
| 38 | One selection criterion is English language proficiency. | 3.98 | .925 |
| 39 | Candidates should have good computer skills. | 4.43 | .635 |
| 40 | Short-listed candidates should have the highest qualifications. | 4.14 | .943 |
| 41 | Candidates should have at least 85% at the personal interview. | 4.22 | .775 |

As shown in Table 13, all statements had means in the range of "agree" to "strongly agree" on the Likert scale with standard deviations of less than 1. This indicates participants agreed on the selection criteria. The item with the highest mean is "The candidate should fulfill all required conditions", which the mean of 4.55 indicating participants' strong agreement on this item. The least item means is "One selection criterion is English language proficiency", with the mean is 3.98. However, this selection criterion is still in the agreement range of the scale.

The last section of recruitment and selection in this study was the recruiting procedures section, measured using seven statements in the questionnaire, numbered 42-48. The following are the means and standard deviations of these items.

Table 14

| <i>Recruitment procedures</i> | | | |
|-------------------------------|--|------|-------|
| Item | Statements | Mean | SD |
| 42 | The recruitment of school principals should be based on permanent contract until retirement. | 3.35 | 1.244 |
| 43 | The recruitment of school principals should be based on a contract limited by a certain time. | 3.50 | 1.079 |
| 44 | The contract should be terminated if the principal did not perform his job effectively according to the annual evaluation. | 3.90 | 1.018 |
| 45 | There should be a testing/probation period for new principals. | 4.15 | .766 |
| 46 | The principals should pass a continuous improvement program for a specific number of hours after recruitment. | 4.21 | .771 |
| 47 | There should be a number of evaluation visits during the first testing year after recruitment. | 4.36 | .672 |
| 48 | The principal should sit for regular tests every three years. | 4.01 | .958 |

As can be seen from Table 14, the item with highest mean in selection procedures is that "there should be a number of evaluation visits during the first testing year after recruitment". This is the most important suggestion of the recruiting procedures, since the mean of 4.36, the measure for "strongly agree" on the Likert scale, and the standard

deviation is less than 1. Four important statements with surprising results are worth mentioning. Participants were neutral on the statement "The recruitment of school principals should be based on permanent contract until retirement". At the same time, they agreed on the item of a having principal hired on a time-limited contract, "The recruitment of school principals should be based on a contract limited by a certain time" since the mean is 3.5. Further, they were in favor of terminating the contract of a school principal should he/she is not performing effectively, "The contract should be terminated if the principal did not perform his job effectively according to the annual evaluation". The mean score for this statement is 3.9. Finally, they agreed that principals should be hired on a probation period with a mean score of 4.15.

By ranking all of the statements of all five sections of recruitment and selection (see appendix E, Table 1), the perceptions of school principals, vice principals, and teachers on school principals' selection and recruitment in Al Ain public schools can be summarized in the following manner (see Table 15). This summary is based on the means in the strongly agree category. The applicant should have a university qualification (bachelor), interviewed by a specialized educational administrative committee, should be able to observe, analyze, and evaluate a lesson, should have continuous experience in education for five years and a recognized qualification in teaching, should fulfill all required conditions, and complete a training program for preparing school principals. The committee should evaluate the personal characteristics of the candidate as well.

Table 15

Ranking of highest seven items of recruitment and selection of school principals

| Item | Section | Statements | Mean | SD |
|------|--------------------------|--|------|------|
| 1 | Application requirements | The applicant should have a university qualification (bachelor). | 4.76 | .654 |
| 22 | Selection methods | The applicant should be interviewed by a specialized educational/administrative committee. | 4.67 | .513 |
| 26 | Selection methods | The candidate should be able to observe, analyze, and evaluate a lesson. | 4.67 | .556 |
| 5 | Application requirements | The applicant has continuous experience in education at least five years. | 4.66 | .655 |
| 3 | Application requirements | The applicant has recognized qualification in teaching. | 4.65 | .590 |
| 25 | Selection methods | The committee should evaluate the personal characteristics of the candidate. | 4.57 | .640 |
| 34 | Selection criteria | The candidate should fulfill all required conditions. | 4.55 | .614 |

In contrast, table 16 shows the six tasks of the recruitment and selection section that is least preferred by participants. This classification is based on the means scores in the neutral and disagree categories. It was found that means participants did not approve of selection to be done in an outside office like a recruitment agency, they did not want students to participate in the selection, or that the interview should be the sole criterion

for selection. They were neutral on parents participating in the selection process, and on the contract being offered for life, and on IELTS score.

Table 16

Ranking of least six items of recruitment and selection of school principals

| Item | Section | Statements | Mean | SD |
|------|----------------------------|---|------|-------|
| 21 | Procedures, responsibility | The selection should be done from outside office like recruiting office. | 2.45 | 1.281 |
| 20 | Procedures, responsibility | The students should participate in selection of school principals. | 2.57 | 1.237 |
| 27 | Selection methods | The candidate should be selected only based on the personal interview. | 2.80 | 1.210 |
| 19 | Procedures, responsibility | The parents should participate in selection of school principals. | 3.03 | 1.187 |
| 42 | Recruitment procedures | The recruitment of school principals should be based on permanent contract until retirement | 3.35 | 1.244 |
| 4 | Application requirements | The applicant has average score of at least 6.5 at least in academic IELTS test. | 3.39 | 1.299 |

Second research question:

The second research question was: Did the perceptions of school principals, vice principals and teacher differ based on gender, position, and cycle?

Gender

In order to answer the first part of the question, Mann-Whitney tests were performed for the five sections of recruitment and selection of school principals in the study and for each of the 48 items. This is to check for differences in the responses of participants according to the gender.

Applying the Mann-Whitney test for differences according to gender showed that males and females in the sample did not have significant differences in their views about the five sections of recruitment and selection of school principals, as shown in Table 17. The results are clarified in Appendix E Table 1 ..

Table 17

Mann-Whitney Test Statistics^a of Sections of Recruitment and Selection

| | Mean 1 | Mean 2 | Mean 3 | Mean 4 | Mean 5 |
|---------------------------|-----------|------------|------------|-----------|-----------|
| Mann-Whitney U | 33806.500 | 33369.500 | 33429.000 | 31442.000 | 33554.500 |
| Wilcoxon W | 49737.500 | 106140.500 | 106200.000 | 47373.000 | 49485.500 |
| Z | -.058 | -.304 | -.270 | -1.392 | -.200 |
| Asymp. Sig. (2-tailed) | .954 | .761 | .787 | .164 | .841 |

a. Grouping Variable: GENDER

As shown from Table 2 to Table 6 in Appendix E, the results reveal that there are no significant differences in how males and females responded to items 1-12 (Application requirements), 13-21 (Responsibility), 22-33 (Selection methods), 34-41 (Section criteria), and 42-48 (Recruitment procedures). Appendix E (Table 7 - Table 11), show that males and females reported approximately same means in those items.

On the other hands, using Mann-Whitney test, item number 13 that belongs to the "Procedures and Responsibility for Selection and Recruitment" section show that there is a significant difference between male and female participants in "The responsibility lies on Abu Dhabi Education Council" item, see Table 3 in Appendix E. Male participants reported higher mean compared with female participants which means that the differences lie with the males. In addition, the items 25 and 26 that belong to the "Selection methods" section show that there is a significant difference between males and females in "The committee should evaluate the personal characteristics of the candidate" and "The candidate should be able to observe, analyze, and evaluate a lesson", see Table 4 in Appendix E. Female participants reported highest means while the male participant reported the lowest means for those items which means that the differences lie with the females.

Finally, the item number 38 that belong to the "Selection Criteria" section show that there is a significant difference between males and females in "One selection criterion is English language proficiency" see Table 5 in Appendix E. Also, female participant reported higher mean than male participants for this item which means that the differences lie with the females.

Position

In order to answer the second part of the question, Chi-Square tests were performed for the five sections of recruitment and selection of school principals in the study and for each of the 48 items. This is to check for differences in the responses of participants according to the position.

Applying the Chi-Square test for differences according to position showed that principals, vice principals, and teachers in the sample have significant differences in their views about the five sections of recruitment and selection of school principals, as shown in Table 18. Teachers reported highest scores while the principals reported the lowest scores for all the sections of recruitment and selection. The results are clarified in Appendix E Table 12 "Ranking of Means of all recruitment and selection sections".

Table 18

Chi-Square Test Statistics^{a,b} of Recruitment and Selection

| | Mean 1 | Mean 2 | Mean 3 | Mean 4 | Mean 5 |
|-------------|--------|--------|--------|--------|--------|
| Chi-Square | 17.562 | 27.580 | 21.075 | 8.628 | 15.551 |
| df | 2 | 2 | 2 | 2 | 2 |
| Asymp. Sig. | .000 | .000 | .000 | .013 | .000 |

a. Kruskal Wallis Test

b. Grouping Variable: POSITION

As shown from Table 13 to Table 17 in Appendix E, the results reveal that there are significant differences in how principal, vice principals and teachers responded in items 1-12 (Application requirements), 13-21 (Responsibility), 22-33 (Selection methods), 34-41 (Section criteria), and 42-48 (Recruitment procedures). Appendix E,

Table 18-22 show that teachers reported highest means compared with vice principals and principals in those items meaning that the differences lie with the teachers.

On the other hands, using Chi-Square test, the following items show that there is no significant difference among principals, vice principals, and teachers according to position, see Table 13-Table 17 in Appendix E.

Section 1: 1, 3, 5, 7, 10, and 11

Section 2: 13, 14, 15, 21

Section 3: 22, 23, 24, 26, 28, 29, 30

Section 4: 35, 36, 37, 41

Section 5: 46, 47

School cycles

In order to answer the third part of the question, Chi-Square tests were performed for the five sections of recruitment and selection of school principals in the study and for each of the 48 items. This is to check for differences in the responses of participants according to the school cycles.

Applying the Chi-Square test for differences according to school cycles showed that cycle 1, cycle 2, cycle 3, the common cycle, and KG participants in the sample have significant differences in their views about the first and second section while there are no significant differences in third, fourth, and fifth sections of recruitment and selection of school principals, as shown in Table 19. Cycle 3 participants reported highest scores for all the sections of recruitment and selection for school principals. The results are clarified in Appendix E Table 23 "Ranking of Means of all recruitment and selection Section".

Table 19

Chi-Square Test Statistics^{a, b} of Recruitment and Selection

| | Mean 1 | Mean 2 | Mean 3 | Mean 4 | Mean 5 |
|-------------|--------|--------|--------|--------|--------|
| Chi-Square | 14.041 | 10.874 | 5.799 | 3.482 | 9.155 |
| df | 4 | 4 | 4 | 4 | 4 |
| Asymp. Sig. | .007 | .028 | .215 | .481 | .057 |

a. Kruskal Wallis Test

b. Grouping Variable: SCHOOL CYCLE

As shown from Table 24-28 in Appendix E, the results reveal that there are some significant differences according to school cycles in their views in items 1-12 (Application requirements), 13-21 (Responsibility), 22-33 (Selection methods), 34-41 (Section criteria), and 42-48 (Recruitment procedures). Appendix E, Table 29-33 show that cycle 3 reported highest means compared with other cycles in those items meaning that the differences lie with the cycle 3. On other hands, using Chi-Square test, the items show that there is a significant difference among principals, vice principals, and teachers according to school cycle, see Table 24-28 in Appendix E.

Section 1: 12

Section 2: 17 and 18

Section 3: 25, 28, and 32.

Section 4: no significant difference

Section 5: 44

Third research question

The third question was: How could the selection and recruitment of school principals in Al Ain public school will be improved? To answer this question, answers to the open-ended question were summarized, put into themes, and synthesized.

According to participants' suggestions, recruitment and selection of public school principals can be improved through different aspects: application prerequisites (qualification and requirements), overall approaches, selection methods, selection criteria, and recruitment procedures.

One hundred ninety five participants out of 550 answered the open-ended question. Most participants, who constituted 60% of all respondents, provided suggestions that stressed improving the "Application Requirements". Most of them focused on the idea that an applicant should be a local, from United Arab Emirates, have a university degree, should have experience in teaching at least of 7 years, is proficient in English language, has experience as a school vice principal, has a principal license, a master's degree in leadership, graduate study in school management, academic IELTS certificate, management experience, field experience, behavior certificate (police clearance), PHD in educational management is given a priority, and teachers can apply for a principal job if they meet the other requirements.

According to participants, various suggestions were made to improve the "overall approach" of recruitment and selection of school principals. Most suggestions were pointed at considering the opinions of teachers through a "survey" when selecting the principal.

Other suggestions focused on participation of schools in selection such as the following areas: "schools should have a role in selection", "participation of teachers in selection", "the responsibility should lie on the Education Office", "consider the opinion of the applicant school where he/she worked".

The participants had various ideas to help improve the "selection methods" and increase the quality to select the qualified applicant. These suggestions focused on the following methods: personal interview, written test, recommendation letters, asking the applicant problem solving questions, English test and computer test, school leadership test, reviewing the previous experiences and achievements of the applicant, and psychological test. Another suggested methods was to run personality traits test to measure personality characteristics and to discover personality disorders such as responsibility taking, ability to lead, fair treatment of people, managerial thinking or mind-set, respecting others, self-confidence, honesty, trusting others, and assessing some leadership traits such as: being visionary and visible. 20 % of participants mentioned that the Jury selection committee is a key factor affecting "selection methods". They suggest that this should be a shared committee from the educational office, school principal, human resource personnel, and UAEU leadership faculty, and administrative supervisors.

Most participants stressed that clear "selection criteria" are essential section in selection and recruitment of school principals. According to participants, various suggestions were made to improve the "selection criteria" section. These suggestions focused on the following areas: they preferred the candidate to have more qualification and more experience, has the one with more leadership, scientific and educational efficiency, has a clear vision in school development, has social intelligence, at least very

good in Bachelor and excellent in Master, has an extensive experience in training and teachers assessment, and has get training courses

According to participants, "Recruitment procedures" can be improved by recruiting the applicant on a probation period for at least one year and having periodic continuous monitoring for principal performance by the education office and specialists. In addition, the teacher think that it is better to recruit the principal for a certain cycle where he/she has previously worked in the same cycle. For example, a KG teacher or vice principal should recruited as KG principal.

CHAPTER FIVE: DISCUSSION AND RECOMMENDATIONS

This study aimed to investigate the perceptions of principals, vice principals, and teachers to on the recruitment and selection of school principals in Al Ain Education Office. Another purpose was to improve the recruitment and selection process by providing suggestions by the study participants. Chapter four presented the perceptions of principals, vice principals, and teachers and attempted to answer the three research questions. This chapter provides a discussion of the results of the study according to each of the three research questions. It also presents recommendations for research and practice based on the findings of the study.

Discussion of Research Question One

This study revealed that according to the participants' perceptions of recruitment and selection, there is an overall agreement among participants in Al Ain public schools about selection and recruitment as viewed through the questionnaire items. This finding can be justified by the fact that based on Hao (2013), the recruitment and selection of qualified school principals have become imperative issues. He say the recruitment and selection of school principals "should be considered as a great importance for all school systems because cadres of qualified and experienced principals are the core factor for school development" (p. 1). Hao found that the recruitment of effective school principals has become an increasingly concerning matter in educational systems around the world. This topic has been studied in developed countries for years such as in America.

The Research shows the important role of school principals in school improvement and educational systems. As Elmore & Burney (2000) found that in the

field of education, choosing an effective school principal is one of the most significant decisions that a superintendent or school board can make. However, many school districts report that recruiting and selecting new school principals is challenging (Clifford, 2012). Thus, the findings indicate that the participants feel the importance of the need for sound recruitment and selection processes. This general feeling goes in alignment with the calls for improving the selection of school principals with an aim to hire the most qualified candidates. Chapman (2005) argued that the change of the principal's role has influenced the work satisfaction of principals and had an effect on recruitment and selection.

According to the participants' perceptions of recruitment and selection, participants seem to have good awareness of the fact that recruiting and selecting the most qualified is not an easy task. Elmore & Burney (2000) conclude that choosing a new leader is not an easy task for any organization, and the increased demand for high-quality principals in schools requires districts to select school principals who are prepared to use contemporary leadership approaches to improve teaching, learning, and organizational performance. In fact, effective recruitment and selection of school administrators continue to be one of the more challenging human resource tasks in educational organizations (McCarthy, 1999; Pounder & Young, 1996; Pounder & Merrill, 2001). This awareness was obvious as the responses of participants show that they rated the "Application Requirements" very highly at 4.278 and the "Selection Criteria" at 4.275.

In agreement with the literature, the results indicated that it is not easy to reach a consensus on the selection criteria and who is responsible for recruitment. In fact, Chapman (2005) argue that "the most controversial area associated with principal recruitment and development is that concerned with the setting of standards for

educational leadership, the selection of candidates for leadership programs, and the licensure/certification of leaders" (p.11).

This was obvious from the study findings which indicated that participants were asking for stronger selection criteria on one side and were not decided on some other components. For example, while there was a high agreement on having a university degree, they did not see the language requirement as highly important, they were even neutral on this item—indicating an implicit refusal of it. So many teachers, vice principals, and principals were outspoken about this. Some claim that the language is not so much needed in managing the school. This findings is concurrent with Al-Taneiji (2012) study which participants considered that passing the IELTS was an unnecessary criterion that should be used by the MOE for promotion. However, with the new developments and the abundance of foreign teachers and experts in Abu Dhabi schools, the researcher can argue that there should be a language requirement. Another important point was their low agreement ($M=3.71$) on the suggestion item that some applicants who never have had experience in education but at the same time have had experience in managing other institutions could apply for a principal position. This finding can be seen in light of the culture of education. While it is acceptable for non-educationists to apply for and perhaps run schools successfully, this has not been part of the education scene in the UAE and this participants' refusal is justified.

Which organization is responsible for carrying out the process of selection yielded interesting results. The item with the highest mean is "The responsibility lies on Abu Dhabi Education Council". This means that the participants prefer the Council to recruit and select school principals. This can be understood in light of the fact that the selection

process in the UAE is centralized. The MOE and ADEC are the two entities that take the responsibilities for hiring teachers and principals. In fact, participants' low agreement on having only Al Ain Education Office to take the responsibility of recruitment and selection is justified by a few ideas. First, several studies suggest that many school districts may not select the best candidates. One explanation is that some districts might use inadequate screening and selection techniques (Anderson, 1991). But beyond the inefficiency factor, participants might have thought that when recruitment and selection is done locally (by the local office), that might open a door for manipulation or selection based on relationships. Therefore, they seem to trust the central office more.

All participants also agreed that "The responsibility [can be placed] on the Council and Office together"—a clear indication of their desire to have more than one entity decide on recruitment and selection. An interesting finding was that they did not approve of having an agency to do the selection. Again, this has not been part of the education culture or for fear that the business-like method is not working for education, as they might think. Further, participants did not agree to have students' opinions considered when selecting the school principal. This is another new concept to the UAE culture and therefore disagreement is understandable. However, it seems that the responses of participants in this study are still conditioned by the actual selection process. In other words, they mostly agreed on those items which reflect what happens in the country and were conservative about agreeing on new items derived from international literature and best practices.

When it comes to the issue of how an applicant is selected, all participants were more open in their responses. In fact, their answers to this section voice a call for more

care in the way or method or selection. For example, they were not agreeing on the idea that the interview should be used as the sole criterion for selection. This gives an indication that the interview alone is not providing schools with effective principals. Their agreement on items which emphasize the composition of the committee to include experts and that the candidate should be able to observe, analyze, and evaluate a lesson is understandable. Now the system of education in the UAE is changing and the roles of principals are expanding. One role is to become an instructional leader and in fact one standard for managing ADEC schools is leading teaching and learning (ADEC, 2011a). Therefore, their high agreement on these items calls into question the ability of current principals to do their roles as instructional leaders or at least voice the need to have new principals who can play such a role.

The findings of the study show that generally, the participants agreed on all "Selection Criteria" statements. The overall agreement on the selection criteria is justified since they constitute nearly all what is used by ADEC in its selection of new principals.

Perhaps the most interesting and surprising findings in the study are those of the last section of the closed questionnaire items—recruitment procedures. In fact, this section presents new and perhaps shocking questions to the study participants. However, more shocking were their responses. For example, while participants were neutral to have principals hired for life, they agreed more on having them hired for contracts that are limited by time. This finding gives us two messages. First, as the current system hires principals on a life contract, participants prefer more a limited-time contract. Second, while principals' contracts are not limited by time in ADEC schools, still they are

evaluated and should keep high performance. It is understandable why some participants were with having a life-term contract since this provides job stability.

Another interesting finding was that they agreed on terminating the contract of a school principal if they are not effective according to the annual evaluation. They agreed to hire principals with a probation period and to reevaluate his/her performance every three years. These three findings tell clearly about the desire of participants to have the most effective principals, especially at this time of change.

The images provided by the findings either through the most agreed upon items or the most disagreed upon items indicate a high level of awareness and commitment of the participant to raise the bar for future selection of school principals. They give ADEC clear criteria that should be considered. Two of the aspects that should be considered are completing a training program for preparing school principals and evaluating the personal characteristics of the candidate in addition to professional qualifications. These two opinions can be seen in light of the additional requirements in many countries and also at the UAE. For example, in the UK, principals have to pass through an assessment center which examines their interpersonal skills, leadership solving problems, actual school problems, and evaluation of instruction (Schneider, 1997).

Discussion of Research Question Two

The results of the study showed that in general there is no significant difference between male and female participants' perceptions about recruitment and selection which indicates that they agreed on most of the items of the questionnaire in the five sections. This result is in agreement with the study of Daniels and Macdonald (2005) who found no grounds for differences in opinions of teachers regarding selection criteria. In fact,

they argue that the laws prohibiting discrimination on grounds of gender, disability, sexual orientation and religion expressly outlaw discrimination throughout the process of recruitment and selection and this could be the reason for the seamless agreement for males and females. They add, selection should be on the basis of candidates' relevant experience, skills, qualifications, knowledge and talent, and should be based on factual evidence.

However, the results showed differences among female and male participants in some important aspects of the selection and recruitment processes that are closely connected to the culture and history of the education system in the UAE. For example, there is a significance difference between females and males on who should take the responsibility. Interestingly, the results show that males strongly agree with centralized selection (with a mean of 4.3) compared to females who still agree, but in a lesser degree (the mean is 4.00). The researcher could interpret this result in light of the culture which gives males more central control over family and society matters. In other words, the UAE gives importance to the role of the male figure in sustaining the family and society and thus this would have affected the perceptions of male participants in the study.

Female participants were also more open to the items, which recommends new selection criteria or methods—giving evidence that they are less strict or less centralized in their thinking about the processes of selection and recruitment. For example, female participants agree more than males over the items "The committee should evaluate the personal characteristics of the candidate" and "The candidate should be able to observe, analyze, and evaluate a lesson". These items belong to the "Selection methods." They also saw more need to have English proficiency as one criterion more than the agreement

shown by male participants. The fact that the male sample has more Arab respondents while the female sample included more Emirati citizens than non-Emirati citizens could have led to this result. In other words, when the sample has more citizens, they are receptive of having the language as one criterion because the Emirati citizen believe that school principal need to can communicate with the foreign teachers, vice principals, cluster manager, and foreign inspector or visitors.

A statistical significant difference was found in the perceptions of the participants when position is considered. Teachers reported the highest means while the principals reported the lowest means for all the sections of recruitment and selection. This is understandable since teachers wanted to see more clear and comprehensive criteria and selection methods and procedures to ensure that if they apply, the process will yield better results. In addition, their perceptions might come as a result of their lived experience and the non-declared opinion that the principals should be more effective than they really are. Another difference in perceptions according to position was that of who is responsible for selection and recruitment. While the principals and vice principals expressed higher degrees of agreement on that "The responsibility lies on the Council and Office together" the teachers agreed more with the responsibility lying on Abu Dhabi Education Council. While the researcher can argue that administrators prefer an approach that considers a centralized and decentralized system perhaps due to the changes that are happening in the system, teachers trusted more the centralized selection method. Again, issues of trust and efficiency can be provided as justifications of this result.

According to school cycles, the study found that cycle 1, cycle 2, cycle 3, cycle 4, common cycle, and KG participants in the sample have significant differences in their

views about the application requirements and the overall approach of selection (whether centralized or decentralized). At the same time, there were no significant differences in selection method, selection criteria, and recruitment procedures. With regard to application requirements, the difference can be justified by mentioning that participants see a need to have more requirements when the cycle is moving in the way from KG to grade 12. This might be reasonable since that leading a Cycle 3 school is not as leading a KG school and therefore participants voiced more requirements for later cycles. While there were differences in the approach to selection whether it should lie with the central office only or have it done by local participation cannot be justified beyond the culture of the system. As students move to later grades, perhaps participants see a need for more centralized selection. Finally, the culture of the system also accounts for having no differences in perceptions based on the cycle when it comes to statements such as having students participate in the selection of principals or do the recruitment through a recruitment agency.

Discussion of the third question

The qualitative finding related to the suggestions for the improvement of recruitment and selection of school principals provided in-depth details about the development. The study showed high agreement on the need to improve the recruitment and selection of school principal. The open-ended questions gave evidence that there are some limitations which can be improved with the suggestions of participants. The study highlighted important suggestions to enhance and improve recruitment and selection. Most participants provided suggestions that stressed improving application requirements and qualifications of prospective school principals. In particular, the applicant should be a

local, have a university qualification, should have experience in teaching, mastery of English language, experience as school vice principal, and master's degree in leadership. In fact, these are already the requirements for applying for the position in ADEC. The repetition by participants of these indicates their importance. Adding to these already-in-place requirements, some participants suggested enhancing the application requirements through asking principal to get a leadership license, graduate studies in school management (maybe beyond the masters as they suggested having a PHD), academic IELTS certificate, and management experience. One interesting suggestion was to have a behavior certificate (i.e., a police declaration) which is actually is already in place but is not required at the time of application. Another interesting and perplexing requirement was that they did not mind that teachers can apply for the principal job if they meet other requirements. This is ironic since one of the requirements is to have some experience as a vice principal. They are not against having highly qualified teachers who, the researcher assumes, demonstrate leadership potential and perhaps have already practiced teacher leadership roles to apply for the principal position. This is not new since some countries like Germany creates a pool of those teachers and provide them with suitable training as a kind of preparation for them as future principals.

The researcher did not observe any instances of contradiction between the perceptions as measured by the questionnaire items and the answers to the open-ended questions. The fact that the open-ended questions come at the close of the questionnaire might have led participants to some of the suggestions they made. The researcher considers this as one limitation in the study design. Shadowing the closed-ended questions with open-ended questions did not give new and innovative ideas toward the

improvement of the selection and recruitment of school principals. One other reasons might be that the questionnaire items were comprehensive enough to cover many ideas which otherwise could have been presented by the participants. Overall, the responses indicate that the open-ended question and closed-ended question findings of this study support each other. The findings are reasonable because the job of a school administrator in today's society covers a wide range of situations and requires a variety of skills. Research has shown that administrators deal with many kinds of problems during a typical day, and that much of their work is carried out face to face with parents, students, teachers, and other administrators. The tendency of the findings for more demands on the issue of selection is justified by the change that happens in Abu Dhabi education system and even worldwide. As some research has indicated the work of school principals can be characterized by brevity, fragmentation, and variety (McKinney & Garrison, 1994), which calls to better methods, criteria, and procedure for selection.

Recommendations

Based on the results of the study, the following are recommendations for practice in order to improve the recruitment and selection of school principals in Al Ain public schools and perhaps in ADEC schools given that the selection is still done centrally.

- ADEC should develop written criteria and procedures for systematic recruitment and selection of principals. Policy makers need to develop written policies that declare the commitment to hiring the most capable principals. Before the policy makers can decide upon a selection process, its members must first agree on their aims. Once members have agreed upon goals, they can decide the specific criteria to be used when they start looking for a principal.

- Consider the fact that recruitment and selecting should not only be seen as a centralized activity.
- Develop specific selection criteria that encompass all the duties and skills required in the school principal.
- Attract and focus on highly quality candidates and selecting the best even if they are teachers. This can be done by good planning. Teachers can be given the opportunity to develop their leadership capacity by provided needed professional development and by supporting them to attend leadership preparation programs.
- ADEC can keep short lists and utilize continuous recruitment activities to establish a pool of strong candidates for future leadership positions.

Recommendations for Further Research

- Further research should be conducted using qualitative methods to provide an in-depth understanding of the recruitment and selection of Al Ain public school principals and others schools in the country.
- A study could be conducted to link the recruitment and selection of principals with teachers' satisfaction or student achievement levels.
- A more in-depth investigation could be conducted with human resources division based on their actual practices as compared to their written recruitment and selection policies.
- Finally, the study can be replicated in other Emirates in order to establish the generalization of the results.

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Second: Recruitment and selection

Directions: The following are statements describing the recruitment and selection of school principal. Read each statement carefully and put (√) in front of the choice that describes your opinion.

| Statement | | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--------------------------|---|----------------|-------|---------|----------|-------------------|
| | | 5 | 4 | 3 | 2 | 1 |
| Application requirements | | | | | | |
| 1 | The applicant should have a university qualification (bachelor). | | | | | |
| 2 | The applicant should have a master degree in educational leadership from a recognized university. | | | | | |
| 3 | The applicant has recognized qualification in teaching. | | | | | |
| 4 | The applicant has average score of at least 6.5 in academic IELTS test. | | | | | |
| 5 | The applicant has continuous experience in education at least five years. | | | | | |
| 6 | The applicant should have experience as a school vice principal. | | | | | |
| 7 | The applicant has international license for driving computer ICDL. | | | | | |
| 8 | The applicant, who has previous experience in a management field, can apply for principal job. | | | | | |
| 9 | The teacher can apply for school principal job if he completes all applicant requirements. | | | | | |
| 10 | The applicant should complete a training program for preparing school principals. | | | | | |
| 11 | The applicant should get a school principal license. | | | | | |
| 12 | The applicant should show the last three reports of the annual performance evaluation. | | | | | |

| Statement | | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---------------------------------|---|----------------|-------|---------|----------|-------------------|
| | | 5 | 4 | 3 | 2 | 1 |
| Selecting responsibility | | | | | | |
| 13 | The responsibility lies on Abu Dhabi Education Council. | | | | | |
| 14 | The responsibility lies on the Educational Office. | | | | | |
| 15 | The responsibility on the Council and Office together. | | | | | |
| 16 | The responsibility on the Office and school together. | | | | | |
| 17 | The school administration council should participate in selection. | | | | | |
| 18 | The teachers should participate in selection of school principals. | | | | | |
| 19 | The parents should participate in selection of school principals. | | | | | |
| 20 | The students should participate in selection of school principals. | | | | | |
| 21 | The selection should be done from an outside office like a recruiting office. | | | | | |

| Statement | | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--------------------------|---|----------------|-------|---------|----------|-------------------|
| | | 5 | 4 | 3 | 2 | 1 |
| Selection methods | | | | | | |
| 22 | The applicant should be interviewed by a specialized educational/ administrative committee. | | | | | |
| 23 | The candidate should present himself and his educational administrative experience and leadership vision. | | | | | |
| 24 | The candidate should undergo a psychological test. | | | | | |
| 25 | The committee should evaluate the personal characteristics of the candidate. | | | | | |
| 26 | The candidate should be able to observe, analyze, and evaluate a lesson. | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 27 | The candidate should be selected only based on the personal interview. | | | | | |
| 28 | The candidate should sit down for a written exam. | | | | | |
| 29 | The candidates should be chosen according to recommendation letters. | | | | | |
| 30 | The candidate's CV should be analyzed. | | | | | |
| 31 | The candidate should present a research paper about improving school leadership, which should be evaluated by a specialized committee. | | | | | |
| 32 | The candidates should present a project about school improvement plan. | | | | | |
| 33 | The candidate should be evaluated practically and professionally at a specialized assessment center. | | | | | |

| Statement | | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---------------------------|---|----------------|-------|---------|----------|-------------------|
| | | 5 | 4 | 3 | 2 | 1 |
| Selection criteria | | | | | | |
| 34 | The candidate should fulfill all required conditions. | | | | | |
| 35 | Candidates should have the most continuous years of experience in education and management domains. | | | | | |
| 36 | Candidates should have the highest degree in annual evaluation reports. | | | | | |
| 37 | One selection criterion is the candidate's excellent achievement in teaching and leadership. | | | | | |
| 38 | One selection criterion is English language proficiency. | | | | | |
| 39 | Candidates should have good computer skills. | | | | | |
| 40 | Short-listed candidates should have the highest qualifications. | | | | | |
| 41 | Candidates should have at least 85% at the personal interview. | | | | | |

| Statement | | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|------------------------------|--|----------------|-------|---------|----------|-------------------|
| | | 5 | 4 | 3 | 2 | 1 |
| Recruiting procedures | | | | | | |
| 42 | The recruitment of school principals should be based on permanent contract until retirement. | | | | | |
| 43 | The recruitment of school principals should be based on a contract limited by a certain time. | | | | | |
| 44 | The contract should be terminated if the principal did not perform his job effectively according to the annual evaluation. | | | | | |
| 45 | There should be a testing/probation period for new principals. | | | | | |
| 46 | The principals should pass a continuous improvement program for a specific number of hours after recruitment. | | | | | |
| 47 | There should be a number of evaluation visits during the first testing year after recruitment. | | | | | |
| 48 | The principal should sit for regular tests every three years. | | | | | |

Third: open-ended question

How could the selection and recruitment of school principals in Al Ain public schools be improved?

1.....

2.....

3.....



جامعة الإمارات العربية المتحدة

كلية التربية

قسم أصول التربية

ماجستير التربية (قسم القيادة التربوية)

العام الدراسي 2012 / 2013

تحسين عمليّة اختيار مديري مدارس العين الحكومية التابعة لمجلس أبوظبي للتعليم

الأستاذ الفاضل/ الأستاذة الفاضلة

الشكر الجزيل لكم على المشاركة بكمال هذه الاستبانة التي تهدف إلى جمع بيانات ومعلومات عن المعايير والشروط المطبقة لاختيار وتعيين مديري المدارس التابعة لمجلس أبوظبي للتعليم ، وهي جزء من دراسة لاستكمال متطلبات درجة الماجستير في التربية بجامعة الإمارات. ونتمنى أن يسهم هذا البحث في تحسين عملية اختيار المديرين لما لهذا الموضوع من أهمية. تستهدف هذه الاستبانة مديري ومساعدي مديري المدارس والمعلمين في مدارس العين الحكومية.

تستغرق هذه الاستبانة 15 دقيقة لإتمامها، الرجاء إعطاء هذه الاستبانة الاهتمام الكافي والإجابة عن جميع الأسئلة بمصداقية وبعد تفكير. كن على ثقة أن المعلومات المعطاة لن يتم البوح بها و سوف تستخدم فقط للأهداف الأكاديمية لهذا البحث. في حالة وجود أي استفسار يمكن مراسلتي عبر البريد الإلكتروني التالي:

200007005@uaeu.ac.ae

شاكرين لكم حسن تعاونكم

الباحثة/ هناء علي الهلالي

الجزء الأول: معلومات تعريفية

اختر ما يتوافق معك بوضع إشارة * في المربع المقابل

- الجنس
- أنثى ذكر
- الوظيفة الحالية
- معلم مساعد مدير مدير
- عدد سنوات الخبرة
- 6 - 4 سنوات 3 - 1 سنوات
- أكثر عن 10 سنوات 10 - 7 سنوات
- نوع المدرسة التي تعمل بها
- حلقة ثانية حلقة أولى
- حلقة مشتركة حلقة ثالثة
- رياض أطفال

الجزء الثاني: عملية اختيار وتعيين مديري المدارس

التعليمات: تدور فقرات الاستبانة حول مدى موافقتك أو عدم موافقتك، على العناصر المقترحة لعمليّة تعيين واختيار مديري المدارس. الرجاء اختيار واحد من التصنيفات الخمسة التالية لكل عبارة. الاختيارات هي: (موافق بشدة = 5، موافق = 4، غير متأكد = 3، غير موافق = 2، غير موافق بشدة = 1).

| غير موافق بشدة | غير موافق | غير متأكد | موافق | موافق بشدة | انعبارات |
|--|-----------|-----------|-------|------------|--|
| 1 | 2 | 3 | 4 | 5 | |
| أولاً: متطلبات التقدم (المؤهلات المهنية لمديري المدارس) | | | | | |
| | | | | | 1 يشترط أن يكون المتقدم لوظيفة المدير من الحاصلين على مؤهل جامعي (بكالوريوس). |
| | | | | | 2 أن يكون المتقدم حاصلًا على درجة الماجستير في القيادة التربوية من جامعة معترف بها. |
| | | | | | 3 أن يكون المتقدم حاصلًا على مؤهل في التدريس معترف به. |
| | | | | | 4 أن يكون المتقدم حاصلًا على معدل 6.5 كحد أدنى في امتحان الأيلتس الأكاديمي. |
| | | | | | 5 أن يكون المتقدم لديه خبرة متواصلة في مجال التعليم لا تقل عن خمس سنوات. |
| | | | | | 6 لا بد أن يكون المتقدم قد شغل منصب مساعد مدير مدرسة. |
| | | | | | 7 أن يكون المتقدم حاصلًا على الرخصة الدولية لقيادة الكمبيوتر ICDL |
| | | | | | 8 يمكن لمن لديه خبرة عمل سابقة في مجال الإدارة أن يتقدم لمنصب مدير مدرسة. |
| | | | | | 9 من حق أي معلم إذا استوفى الشروط التقدم لوظيفة مدير مدرسة. |
| | | | | | 10 يجب على المتقدم أن يكون قد اجتاز برنامج تدريبي لتأهيل قادة المدارس. |
| | | | | | 11 أن يكون المتقدم قد حصل على رخصة مدير مدرسة (بعد اجتيازه لاختبار في القيادة المدرسية من جهة معتمدة). |
| | | | | | 12 أن يقدم أحدث ثلاث تقارير لتقييم الأداء السنوي. |

| غير موافق بشدة | غير موافق | غير متأكد | موافق | موافق بشدة | انعبارات |
|---|-----------|-----------|-------|------------|---|
| 1 | 2 | 3 | 4 | 5 | |
| ثانيا : إجراءات ومسؤوليات الاختيار والتعيين | | | | | |
| | | | | | 13 أن تكون مسؤولية الاختيار والتعيين من صلاحيات مجلس أبوظبي للتعليم. |
| | | | | | 14 أن تقع مسؤولية الاختيار والتعيين على عاتق المكتب التعليمي. |
| | | | | | 15 أن تقع المسؤولية على المجلس والمكتب التعليمي معا. |
| | | | | | 16 أن تكون المسؤولية على المكتب التعليمي والمدرسة معا. |
| | | | | | 17 أن يشارك مجلس إدارة المدرسة في عملية اختيار مدير المدرسة. |
| | | | | | 18 أن يشارك المعلمون في عملية اختيار مدير المدرسة. |
| | | | | | 19 أن يشارك أولياء الأمور في عملية اختيار مدير المدرسة. |
| | | | | | 20 أن يشارك الطلاب في عملية الاختيار عن طريق الانتخاب. |
| | | | | | 21 أن يتم اختيار المديرين من جهة خارجية كمكتب توظيف. |
| ثالثا: طرق الاختيار | | | | | |
| | | | | | 22 يجب عمل مقابلة من قبل لجنة إدارية تربوية متخصصة. |
| | | | | | 23 يجب على المرشح أن يعرّف نفسه ورؤيته التربوية والإدارية والقيادية من خلال عرض تقديمي. |
| | | | | | 24 أن يخضع المرشح لاختبار نفسي. |
| | | | | | 25 تقييم السمات الشخصية للمرشح مثل الأمانة، مهارات الاتصال والمرونة والذكاء العاطفي وقناعاته. |
| | | | | | 26 يشترط أن يكون المرشح قادراً على ملاحظة حصة دراسية وتحليلها وتقييمها. |
| | | | | | 27 أن يتم الاختيار من خلال المقابلة الشخصية فقط . |
| | | | | | 28 أن يخضع المرشح لامتحان تحريري والإجابة على أسئلة مكتوبة. |

| غير موافق بشدة | غير موافق | غير متأكد | موافق | موافق بشدة | العبارات |
|--|-----------|-----------|-------|------------|--|
| 1 | 2 | 3 | 4 | 5 | |
| | | | | | 29 أن يكون من طرق الاختيار فحص خطابات التوصية للمرشح. |
| | | | | | 30 أن يتم تحليل السيرة الذاتية للمرشح. |
| | | | | | 31 أن يقدم المرشح ورقة بحثية عن القيادة المدرسية تقيم من قبل لجنة متخصصة. |
| | | | | | 32 أن يقدم المرشح مشروع لتطوير المدرسة. |
| | | | | | 33 أن يتم تقييم المرشح عملياً ومهنياً من قبل مركز تقييم متخصص. |
| رابعاً: معايير الاختيار والمفاضلة | | | | | |
| | | | | | 34 أن يكون المرشح قد استوفى جميع شروط التقدم. |
| | | | | | 35 يفضل الحائزين على العدد الأكثر من سنوات الخبرة المتواصلة في مجال التعليم مع خبرة في مجال الإدارة. |
| | | | | | 36 يفضل المرشح الحاصل على التقدير الأعلى من تقارير التقييم السنوية. |
| | | | | | 37 من معايير الاختيار انجازات المرشح المتميزة في مجال التدريس و القيادة. |
| | | | | | 38 من معايير الاختيار إجادة اللغة الانجليزية. |
| | | | | | 39 يفضل من يجيد استخدام الكمبيوتر. |
| | | | | | 40 يفضل عند الاختيار من لديه مؤهلات أعلى. |
| | | | | | 41 أن يحصل على 85% في المقابلة الشخصية. |

| العبارات | | | | | |
|-------------------------------|-----------|-----------|-------|------------|--|
| غير موافق بشدة | غير موافق | غير متأكد | موافق | موافق بشدة | |
| 1 | 2 | 3 | 4 | 5 | |
| خامسا: اجراءات التعيين | | | | | |
| | | | | 42 | ينبغي أن يكون تعيين مديري المدارس بعقد دائم حتى سن التقاعد. |
| | | | | 43 | ينبغي أن يتم تعيين مديري المدارس على أساس العقد المحدد بفترة زمنية. |
| | | | | 44 | أن يتم فسخ العقد المحدد بفترة زمنية إذا لم يؤد المدير عمله بفاعلية حسب التقييم السنوي. |
| | | | | 45 | يجب أن يكون هناك فترة اختبار تجريبية للمديرين الجدد |
| | | | | 46 | على المدير أن يجتاز برنامجا تطويريا مستمرا لعدد ساعات محددة بعد التعيين. |
| | | | | 47 | أن يكون هناك مجموعة من الزيارات الميدانية في السنة التجريبية الأولى من التعيين. |
| | | | | 48 | أن يخضع المدير إلى اختبارات دورية كل ثلاث سنوات. |

الجزء الثالث: الأسئلة المفتوحة

من فضلك اكتب ثلاث مقترحات لتحسين وتطوير عمية اختيار مديري المدارس الحكومية التابعة لمجلس أبوظبي للتعليم.

.....

.....

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شكرا على جهودكم


2012/05/24

الأستاذ القائل/ مدير مكتب العين التعليمي/ مجلس أبوظبي للتعليم المحترم
تحية طيبة، وبعد...

بداية بطلب لنا أن نقدم لكم بأطيب تحياتنا متمنين لكم كل التوفيق والنجاح في الارتقاء
بالعملية التعليمية التعلّمية، هذا وفي إطار التعاون بين مجلس أبوظبي للتعليم وكلية التربية بجامعة
الإمارات العربية المتحدة، نود إعلامكم علماً بأن المائدة/ هـاء معهد الهلالي، مسجلة في برنامج
الماجستير تخصص القيادة التربوية، وتقوم بإعداد بحث بعنوان: المعايير والشروط المحيطة بتعيين
والاختيار معراء المدارس التابعة لمجلس أبوظبي للتعليم*
من ضمن متطلبات الماجستير.
لذا نرجو التكرم بالموافقة على تسجيل ميمتها البحثية.
شاكركم ومفكرين حسن تعاونكم.

هذا وتفضلوا بقول قائل التوبة والتغير،

منسق برنامج الماجستير
أ.د. محمد أحمد عبد الدايم



Tel: 971 3 713 6261- 713 6221- Fax: 971 3 713 6930

P.o.Box: 17651 U.A.E

<http://www.fedu.uaeu.ac.ae/graduateprogram>

From: School Operation
Sent: Thursday, April 18, 2013 9:50 AM
To: Al Ain Education Zone Principals
Cc: ADEC Research

Subject: تسهيل مهمة باحثة: هياء على محمد حسى الهلالى

السادة مديري ومديرات المدارس الحكومية - العين الأفاضل

يطيب لنا أن نهدىكم أطيب التحيات.

فى إطار دعم مجلس أبو ظبى للتعليم للبحث والباحثين، فإنه يسعدنا إعلامكم بموافقة المجلس على موضوع الدراسة المقدمة من الباحثة المذكورة أعلاه بعنوان: معايير اختيار وتعيين ومدراء المدارس فى منطقة العين التعليمية

لذا يرجى تسهيل مهمة الباحثة فى الحصول على المعلومات المطلوبة للدراسة المشار إليها.

وشكرا

APPENDIX B: STATISTIC TABLES

Gender

Mann-Whitney Test

Table 1: Ranking of Means of all Recruitment and Selection Sections

| | GENDER | N | Mean Rank | Sum of Ranks |
|---------------------------------|--------|-----|-----------|--------------|
| APPLIED REQUIRMENTS | MALE | 178 | 279.42 | 49737.50 |
| | FEMALE | 381 | 280.27 | 106782.50 |
| | Total | 559 | | |
| SELECTING RECRUITING PROCEDURES | MALE | 178 | 283.03 | 50379.50 |
| | FEMALE | 381 | 278.58 | 106140.50 |
| | Total | 559 | | |
| SELECTION METHODS | MALE | 178 | 282.70 | 50320.00 |
| | FEMALE | 381 | 278.74 | 106200.00 |
| | Total | 559 | | |
| SELECTIONG CRITERIA | MALE | 178 | 266.14 | 47373.00 |
| | FEMALE | 381 | 286.48 | 109147.00 |
| | Total | 559 | | |
| RECRUITING PROCEDURES | MALE | 178 | 278.01 | 49485.50 |
| | FEMALE | 381 | 280.93 | 107034.50 |
| | Total | 559 | | |

Table 2: Test Statistics^a

| | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | PQ9 | PQ10 | PQ11 | PQ12 |
|------------------------|--------|------------|-------|--------|-----------|-----------|--------|-----------|--------|------------|-------|-----------|
| Mann-Whitney U | 32127 | 31885.500 | 32914 | 31517 | 32862.500 | 33419.500 | 32069 | 33828.500 | 32015 | 32554.500 | 32934 | 31790.000 |
| Wilcoxon W | 48058 | 104656.500 | 48845 | 47448 | 48793.500 | 49350.500 | 104840 | 49759.500 | 104786 | 105325.500 | 48865 | 47721.000 |
| Z | -1.523 | -1.229 | -.702 | -1.381 | -.763 | -.320 | -1.222 | -.047 | -1.170 | -.880 | -.592 | -1.282 |
| Asymp. Sig. (2-tailed) | .128 | .219 | .483 | .167 | .446 | .749 | .222 | .963 | .242 | .379 | .554 | .200 |

a. Grouping Variable: GENDER

Table 3: Test Statistics^a

| | Q13 | Q14 | Q15 | Q16 | Q17 | Q18 | Q19 | Q20 | Q21 |
|------------------------|------------|------------|-----------|------------|-----------|-----------|-----------|-----------|-----------|
| Mann-Whitney U | 28866.000 | 32549.000 | 33828.000 | 33196.500 | 33250.000 | 33173.500 | 33863.000 | 32641.000 | 31798.000 |
| Wilcoxon W | 101637.000 | 105320.000 | 49759.000 | 105967.500 | 49181.000 | 49104.500 | 49794.000 | 48572.000 | 47729.000 |
| Z | -3.048 | -.804 | -.049 | -.415 | -.383 | -.427 | -.027 | -.736 | -1.220 |
| Asymp. Sig. (2-tailed) | .002 | .421 | .961 | .678 | .702 | .670 | .979 | .462 | .222 |

a. Grouping Variable: GENDER

Table 4: Test Statistics^a

| | Q22 | Q23 | Q24 | Q25 | Q26 | Q27 | Q28 | Q29 | Q30 | Q31 | Q32 | Q33 |
|------------------------|----------|----------|-----------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|
| Mann-Whitney U | 33578.50 | 33515.50 | 33729.000 | 30406.00 | 30734.00 | 32704.000 | 31601.500 | 33367.000 | 33001.000 | 31681.000 | 33040.500 | 32252.00 |
| Wilcoxon W | 106349.5 | 49446.50 | 106500.00 | 46337.00 | 46665.00 | 105475.00 | 104372.50 | 106138.00 | 105772.00 | 104452.00 | 105811.50 | 48183.00 |
| Z | -.232 | -.248 | -.108 | -2.338 | -2.236 | -.701 | -1.363 | -.317 | -.573 | -1.332 | -.525 | -.983 |
| Asymp. Sig. (2-tailed) | .817 | .804 | .914 | .019 | .025 | .483 | .173 | .751 | .567 | .183 | .600 | .326 |

a. Grouping Variable:

Table 5: Test Statistics^a

| | Q34 | Q35 | Q36 | Q37 | Q38 | Q39 | Q40 | Q41 |
|------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Mann-Whitney U | 32103.000 | 33192.500 | 31211.000 | 31316.000 | 30133.000 | 32087.000 | 33628.000 | 30878.500 |
| Wilcoxon W | 48034.000 | 49123.500 | 47142.000 | 47247.000 | 46064.000 | 48018.000 | 49559.000 | 46809.500 |
| Z | -1.184 | -.446 | -1.627 | -1.639 | -2.266 | -1.152 | -.170 | -1.860 |
| Asymp. Sig. (2-tailed) | .237 | .656 | .104 | .101 | .023 | .249 | .865 | .063 |

a. Grouping Variable: GENDER

Table 6: Test Statistics^a

| | Q42 | Q43 | Q44 | Q45 | Q46 | Q47 | Q48 |
|------------------------|------------|------------|-----------|-----------|-----------|-----------|-----------|
| Mann-Whitney U | 31993.000 | 33113.000 | 33033.500 | 30989.500 | 32717.000 | 32741.500 | 33197.000 |
| Wilcoxon W | 104764.000 | 105884.000 | 48964.500 | 46920.500 | 48648.000 | 48672.500 | 49128.000 |
| Z | -1.108 | -.467 | -.522 | -1.812 | -.736 | -.734 | -.429 |
| Asymp. Sig. (2-tailed) | .268 | .640 | .602 | .070 | .462 | .463 | .668 |

a. Grouping Variable: GENDER

Table 7:Ranks section 1

| | GENDER | N | Mean Rank | Sum of Ranks |
|----|--------|-----|-----------|--------------|
| 1 | MALE | 178 | 269.99 | 48058.00 |
| | FEMALE | 381 | 284.68 | 108462.00 |
| | Total | 559 | | |
| 2 | MALE | 178 | 291.37 | 51863.50 |
| | FEMALE | 381 | 274.69 | 104656.50 |
| | Total | 559 | | |
| 3 | MALE | 178 | 274.41 | 48845.00 |
| | FEMALE | 381 | 282.61 | 107675.00 |
| | Total | 559 | | |
| 4 | MALE | 178 | 266.56 | 47448.00 |
| | FEMALE | 381 | 286.28 | 109072.00 |
| | Total | 559 | | |
| 5 | MALE | 178 | 274.12 | 48793.50 |
| | FEMALE | 381 | 282.75 | 107726.50 |
| | Total | 559 | | |
| 6 | MALE | 178 | 277.25 | 49350.50 |
| | FEMALE | 381 | 281.28 | 107169.50 |
| | Total | 559 | | |
| 7 | MALE | 178 | 290.34 | 51680.00 |
| | FEMALE | 381 | 275.17 | 104840.00 |
| | Total | 559 | | |
| 8 | MALE | 178 | 279.55 | 49759.50 |
| | FEMALE | 381 | 280.21 | 106760.50 |
| | Total | 559 | | |
| 9 | MALE | 178 | 290.64 | 51734.00 |
| | FEMALE | 381 | 275.03 | 104786.00 |
| | Total | 559 | | |
| 10 | MALE | 178 | 287.61 | 51194.50 |
| | FEMALE | 381 | 276.44 | 105325.50 |
| | Total | 559 | | |
| 11 | MALE | 178 | 274.52 | 48865.00 |
| | FEMALE | 381 | 282.56 | 107655.00 |
| | Total | 559 | | |
| 12 | MALE | 178 | 268.10 | 47721.00 |
| | FEMALE | 381 | 285.56 | 108799.00 |
| | Total | 559 | | |

Table 8:Ranks

| | GENDER | N | Mean Rank | Sum of Ranks |
|-----|--------|-----|-----------|--------------|
| Q13 | MALE | 178 | 308.33 | 54883.00 |
| | FEMALE | 381 | 266.76 | 101637.00 |
| | Total | 559 | | |
| Q14 | MALE | 178 | 287.64 | 51200.00 |
| | FEMALE | 381 | 276.43 | 105320.00 |
| | Total | 559 | | |
| Q15 | MALE | 178 | 279.54 | 49759.00 |
| | FEMALE | 381 | 280.21 | 106761.00 |
| | Total | 559 | | |
| Q16 | MALE | 178 | 284.00 | 50552.50 |
| | FEMALE | 381 | 278.13 | 105967.50 |
| | Total | 559 | | |
| Q17 | MALE | 178 | 276.30 | 49181.00 |
| | FEMALE | 381 | 281.73 | 107339.00 |
| | Total | 559 | | |
| Q18 | MALE | 178 | 275.87 | 49104.50 |
| | FEMALE | 381 | 281.93 | 107415.50 |
| | Total | 559 | | |
| Q19 | MALE | 178 | 279.74 | 49794.00 |
| | FEMALE | 381 | 280.12 | 106726.00 |
| | Total | 559 | | |
| Q20 | MALE | 178 | 272.88 | 48572.00 |
| | FEMALE | 381 | 283.33 | 107948.00 |
| | Total | 559 | | |
| Q21 | MALE | 178 | 268.14 | 47729.00 |
| | FEMALE | 381 | 285.54 | 108791.00 |
| | Total | 559 | | |

Table 9:Ranks

| | GENDER | N | Mean Rank | Sum of Ranks |
|-----|--------|-----|-----------|--------------|
| | MALE | 178 | 281.86 | 50170.50 |
| Q22 | FEMALE | 381 | 279.13 | 106349.50 |
| | Total | 559 | | |
| | MALE | 178 | 277.79 | 49446.50 |
| Q23 | FEMALE | 381 | 281.03 | 107073.50 |
| | Total | 559 | | |
| | MALE | 178 | 281.01 | 50020.00 |
| Q24 | FEMALE | 381 | 279.53 | 106500.00 |
| | Total | 559 | | |
| | MALE | 178 | 260.32 | 46337.00 |
| Q25 | FEMALE | 381 | 289.19 | 110183.00 |
| | Total | 559 | | |
| | MALE | 178 | 262.16 | 46665.00 |
| Q26 | FEMALE | 381 | 288.33 | 109855.00 |
| | Total | 559 | | |
| | MALE | 178 | 286.77 | 51045.00 |
| Q27 | FEMALE | 381 | 276.84 | 105475.00 |
| | Total | 559 | | |
| | MALE | 178 | 292.96 | 52147.50 |
| Q28 | FEMALE | 381 | 273.94 | 104372.50 |
| | Total | 559 | | |
| | MALE | 178 | 283.04 | 50382.00 |
| Q29 | FEMALE | 381 | 278.58 | 106138.00 |
| | Total | 559 | | |
| | MALE | 178 | 285.10 | 50748.00 |
| Q30 | FEMALE | 381 | 277.62 | 105772.00 |
| | Total | 559 | | |
| | MALE | 178 | 292.52 | 52068.00 |
| Q31 | FEMALE | 381 | 274.15 | 104452.00 |
| | Total | 559 | | |
| | MALE | 178 | 284.88 | 50708.50 |
| Q32 | FEMALE | 381 | 277.72 | 105811.50 |
| | Total | 559 | | |
| | MALE | 178 | 270.69 | 48183.00 |
| Q33 | FEMALE | 381 | 284.35 | 108337.00 |
| | Total | 559 | | |

Table 10: Ranks

| | GENDER | N | Mean Rank | Sum of Ranks |
|-----|--------|-----|-----------|--------------|
| Q34 | MALE | 178 | 269.85 | 48034.00 |
| | FEMALE | 381 | 284.74 | 108486.00 |
| | Total | 559 | | |
| Q35 | MALE | 178 | 275.97 | 49123.50 |
| | FEMALE | 381 | 281.88 | 107396.50 |
| | Total | 559 | | |
| Q36 | MALE | 178 | 264.84 | 47142.00 |
| | FEMALE | 381 | 287.08 | 109378.00 |
| | Total | 559 | | |
| Q37 | MALE | 178 | 265.43 | 47247.00 |
| | FEMALE | 381 | 286.81 | 109273.00 |
| | Total | 559 | | |
| Q38 | MALE | 178 | 258.79 | 46064.00 |
| | FEMALE | 381 | 289.91 | 110456.00 |
| | Total | 559 | | |
| Q39 | MALE | 178 | 269.76 | 48018.00 |
| | FEMALE | 381 | 284.78 | 108502.00 |
| | Total | 559 | | |
| Q40 | MALE | 178 | 278.42 | 49559.00 |
| | FEMALE | 381 | 280.74 | 106961.00 |
| | Total | 559 | | |
| Q41 | MALE | 178 | 262.97 | 46809.50 |
| | FEMALE | 381 | 287.95 | 109710.50 |
| | Total | 559 | | |

Table 11: Ranks

| | GENDER | N | Mean Rank | Sum of Ranks |
|-----|--------|-----|-----------|--------------|
| Q42 | MALE | 178 | 290.76 | 51756.00 |
| | FEMALE | 381 | 274.97 | 104764.00 |
| | Total | 559 | | |
| Q43 | MALE | 178 | 284.47 | 50636.00 |
| | FEMALE | 381 | 277.91 | 105884.00 |
| | Total | 559 | | |
| Q44 | MALE | 178 | 275.08 | 48964.50 |
| | FEMALE | 381 | 282.30 | 107555.50 |
| | Total | 559 | | |
| Q45 | MALE | 178 | 263.60 | 46920.50 |
| | FEMALE | 381 | 287.66 | 109599.50 |
| | Total | 559 | | |
| Q46 | MALE | 178 | 273.30 | 48648.00 |
| | FEMALE | 381 | 283.13 | 107872.00 |
| | Total | 559 | | |
| Q47 | MALE | 178 | 273.44 | 48672.50 |
| | FEMALE | 381 | 283.06 | 107847.50 |
| | Total | 559 | | |
| Q48 | MALE | 178 | 276.00 | 49128.00 |
| | FEMALE | 381 | 281.87 | 107392.00 |
| | Total | 559 | | |

Kruskal-Wallis Test

Table 12: Ranking of Means of all sections

| | JOB | N | Mean Rank |
|---------------------------------|----------------|-----|-----------|
| APPLIED REQUIRMENTS | VICE PRINCIPAL | 74 | 286.30 |
| | TEACHER | 424 | 290.63 |
| | PRINCIPAL | 61 | 198.46 |
| | Total | 559 | |
| SELECTING RECRUITING PROCEDURES | VICE PRINCIPAL | 74 | 231.11 |
| | TEACHER | 424 | 299.80 |
| | PRINCIPAL | 61 | 201.68 |
| | Total | 559 | |
| SELECTION METHODS | VICE PRINCIPAL | 74 | 280.49 |
| | TEACHER | 424 | 292.67 |
| | PRINCIPAL | 61 | 191.32 |
| | Total | 559 | |
| SELECTIONG CRITERIA | VICE PRINCIPAL | 74 | 253.45 |
| | TEACHER | 424 | 291.01 |
| | PRINCIPAL | 61 | 235.66 |
| | Total | 559 | |
| RECRUITING PROCEDURES | VICE PRINCIPAL | 74 | 249.66 |
| | TEACHER | 424 | 294.43 |
| | PRINCIPAL | 61 | 216.50 |
| | Total | 559 | |

Table 13 Test Statistics^{a,b}

| | Q1 | PQ | PQ3 | PQ4 | PQ5 | PQ6 | PQ7 | PQ8 | PQ9 | PQ10 | PQ11 | PQ12 |
|-------------|-------|--------|-------|--------|------|--------|-------|--------|--------|------|-------|-------|
| Chi-Square | 1.223 | 29.590 | 2.422 | 18.529 | .961 | 30.829 | 3.294 | 15.829 | 47.537 | .812 | 4.730 | 6.040 |
| df | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Asymp. Sig. | .543 | .000 | .298 | .000 | .619 | .000 | .193 | .000 | .000 | .666 | .094 | .049 |

a. Kruskal Wallis Test

b. Grouping Variable: JOB

Table 14: Test Statistics^{a,b}

| | Q13 | Q14 | Q15 | Q16 | Q17 | Q18 | Q19 | Q20 | Q21 |
|-------------|------|-------|-------|-------|--------|--------|--------|--------|-------|
| Chi-Square | .044 | 3.398 | 2.690 | 6.330 | 36.747 | 74.701 | 16.575 | 14.074 | 5.870 |
| df | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Asymp. Sig. | .978 | .183 | .261 | .042 | .000 | .000 | .000 | .001 | .053 |

a. Kruskal Wallis Test

b. Grouping Variable: JOB

Table 15: Test Statistics^{a,b}

| | Q22 | Q23 | Q24 | Q25 | Q26 | Q27 | Q28 | Q29 | Q30 | Q31 | Q32 | Q33 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| Chi-Square | 3.670 | 1.273 | 3.211 | 7.815 | 1.947 | 8.079 | 4.444 | 2.947 | 1.202 | 17.392 | 22.396 | 30.645 |
| df | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Asymp. Sig. | .160 | .529 | .201 | .020 | .378 | .018 | .108 | .229 | .548 | .000 | .000 | .000 |

a. Kruskal Wallis Test

b. Grouping Variable: JOB

Table 16: Test Statistics^{a,b}

| | Q34 | Q35 | Q36 | Q37 | Q38 | Q39 | Q40 | Q41 |
|-------------|-------|-------|-------|-------|-------|-------|--------|-------|
| Chi-Square | 7.798 | 1.095 | 5.715 | 4.272 | 6.736 | 9.721 | 11.252 | 3.176 |
| df | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Asymp. Sig. | .020 | .579 | .057 | .118 | .034 | .008 | .004 | .204 |

a. Kruskal Wallis Test

b. Grouping Variable: JOB

Table 17: Test Statistics^{a,b}

| | Q42 | Q43 | Q44 | Q45 | Q46 | Q47 | Q48 |
|-------------|--------|--------|--------|--------|------|-------|--------|
| Chi-Square | 19.092 | 20.925 | 27.985 | 15.985 | .336 | 1.764 | 19.191 |
| df | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Asymp. Sig. | .000 | .000 | .000 | .000 | .845 | .414 | .000 |

a. Kruskal Wallis Test

b. Grouping Variable: JOB

Table 18Ranks

| | JOB | N | Mean Rank |
|----------------------------|----------------|-----|-----------|
| PRINCIPAL QUALIFICATION | VICE PRINCIPAL | 74 | 291.88 |
| | TEACHER | 424 | 277.46 |
| | PRINCIPAL | 61 | 283.21 |
| | Total | 559 | |
| PQ | VICE PRINCIPAL | 74 | 248.14 |
| | TEACHER | 424 | 297.92 |
| | PRINCIPAL | 61 | 194.12 |
| | Total | 559 | |
| PQ3 | VICE PRINCIPAL | 74 | 284.24 |
| | TEACHER | 424 | 282.74 |
| | PRINCIPAL | 61 | 255.84 |
| | Total | 559 | |
| PQ4 | VICE PRINCIPAL | 74 | 242.80 |
| | TEACHER | 424 | 295.72 |
| | PRINCIPAL | 61 | 215.89 |
| | Total | 559 | |
| PQ5 | VICE PRINCIPAL | 74 | 292.36 |
| | TEACHER | 424 | 277.37 |
| | PRINCIPAL | 61 | 283.29 |
| | Total | 559 | |
| PQ6 | VICE PRINCIPAL | 74 | 329.43 |
| | TEACHER | 424 | 261.77 |
| | PRINCIPAL | 61 | 346.72 |
| | Total | 559 | |
| PQ7 | VICE PRINCIPAL | 74 | 277.36 |
| | TEACHER | 424 | 284.66 |
| | PRINCIPAL | 61 | 250.84 |
| | Total | 559 | |
| PQ8 | VICE PRINCIPAL | 74 | 278.91 |
| | TEACHER | 424 | 290.82 |
| | PRINCIPAL | 61 | 206.11 |
| | Total | 559 | |
| PQ9 | VICE PRINCIPAL | 74 | 255.62 |
| | TEACHER | 424 | 300.73 |
| | PRINCIPAL | 61 | 165.45 |
| | Total | 559 | |
| PQ10 | VICE PRINCIPAL | 74 | 293.09 |

| | | | |
|------|----------------|-----|--------|
| | TEACHER | 424 | 277 40 |
| | PRINCIPAL | 61 | 282 21 |
| | Total | 559 | |
| | VICE PRINCIPAL | 74 | 275 03 |
| PQ11 | TEACHER | 424 | 286 30 |
| | PRINCIPAL | 61 | 242 23 |
| | Total | 559 | |
| | VICE PRINCIPAL | 74 | 319 50 |
| PQ12 | TEACHER | 424 | 273 04 |
| | PRINCIPAL | 61 | 280.48 |
| | Total | 559 | |

Table 19 Ranks

| | JOB | N | Mean Rank |
|-----|----------------|-----|-----------|
| Q13 | VICE PRINCIPAL | 74 | 278.77 |
| | TEACHER | 424 | 279.68 |
| | PRINCIPAL | 61 | 283.70 |
| | Total | 559 | |
| Q14 | VICE PRINCIPAL | 74 | 298.86 |
| | TEACHER | 424 | 273.28 |
| | PRINCIPAL | 61 | 303.82 |
| | Total | 559 | |
| Q15 | VICE PRINCIPAL | 74 | 294.23 |
| | TEACHER | 424 | 274.23 |
| | PRINCIPAL | 61 | 302.82 |
| | Total | 559 | |
| Q16 | VICE PRINCIPAL | 74 | 253.43 |
| | TEACHER | 424 | 289.33 |
| | PRINCIPAL | 61 | 247.42 |
| | Total | 559 | |
| Q17 | VICE PRINCIPAL | 74 | 225.00 |
| | TEACHER | 424 | 302.18 |
| | PRINCIPAL | 61 | 192.58 |
| | Total | 559 | |
| Q18 | VICE PRINCIPAL | 74 | 210.34 |
| | TEACHER | 424 | 311.13 |
| | PRINCIPAL | 61 | 148.16 |
| | Total | 559 | |
| Q19 | VICE PRINCIPAL | 74 | 238.18 |
| | TEACHER | 424 | 295.15 |
| | PRINCIPAL | 61 | 225.41 |
| | Total | 559 | |
| Q20 | VICE PRINCIPAL | 74 | 237.34 |
| | TEACHER | 424 | 294.01 |
| | PRINCIPAL | 61 | 234.40 |
| | Total | 559 | |
| Q21 | VICE PRINCIPAL | 74 | 257.41 |
| | TEACHER | 424 | 288.93 |
| | PRINCIPAL | 61 | 245.34 |
| | Total | 559 | |

Table 20 Ranks

| | JOB | N | Mean Rank |
|-----|----------------|-----|-----------|
| | VICE PRINCIPAL | 74 | 286.45 |
| Q22 | TEACHER | 424 | 283.16 |
| | PRINCIPAL | 61 | 250.21 |
| | VICE PRINCIPAL | 74 | 296.84 |
| Q23 | TEACHER | 424 | 278.25 |
| | PRINCIPAL | 61 | 271.72 |
| | VICE PRINCIPAL | 74 | 292.91 |
| Q24 | TEACHER | 424 | 282.23 |
| | PRINCIPAL | 61 | 248.87 |
| | VICE PRINCIPAL | 74 | 294.12 |
| Q25 | TEACHER | 424 | 284.00 |
| | PRINCIPAL | 61 | 235.08 |
| | VICE PRINCIPAL | 74 | 294.03 |
| Q26 | TEACHER | 424 | 280.01 |
| | PRINCIPAL | 61 | 262.93 |
| | VICE PRINCIPAL | 74 | 292.59 |
| Q27 | TEACHER | 424 | 285.45 |
| | PRINCIPAL | 61 | 226.86 |
| | VICE PRINCIPAL | 74 | 277.49 |
| Q28 | TEACHER | 424 | 285.95 |
| | PRINCIPAL | 61 | 241.68 |
| | VICE PRINCIPAL | 74 | 285.93 |
| Q29 | TEACHER | 424 | 283.58 |
| | PRINCIPAL | 61 | 247.90 |
| | VICE PRINCIPAL | 74 | 284.31 |
| Q30 | TEACHER | 424 | 281.97 |
| | PRINCIPAL | 61 | 261.06 |
| | VICE PRINCIPAL | 74 | 268.95 |
| Q31 | TEACHER | 424 | 292.45 |
| | PRINCIPAL | 61 | 206.88 |
| | VICE PRINCIPAL | 74 | 253.72 |
| Q32 | TEACHER | 424 | 295.51 |
| | PRINCIPAL | 61 | 204.05 |
| | VICE PRINCIPAL | 74 | 222.80 |
| Q33 | TEACHER | 424 | 300.13 |
| | PRINCIPAL | 61 | 209.46 |

Table 21 Ranks

| | JOB | N | Mean Rank |
|-----|----------------|-----|-----------|
| Q34 | VICE PRINCIPAL | 74 | 257.70 |
| | TEACHER | 424 | 289.04 |
| | PRINCIPAL | 61 | 244.20 |
| | Total | 559 | |
| Q35 | VICE PRINCIPAL | 74 | 268.68 |
| | TEACHER | 424 | 283.64 |
| | PRINCIPAL | 61 | 268.41 |
| | Total | 559 | |
| Q36 | VICE PRINCIPAL | 74 | 300.11 |
| | TEACHER | 424 | 282.24 |
| | PRINCIPAL | 61 | 240.03 |
| | Total | 559 | |
| Q37 | VICE PRINCIPAL | 74 | 283.00 |
| | TEACHER | 424 | 284.63 |
| | PRINCIPAL | 61 | 244.16 |
| | Total | 559 | |
| Q38 | VICE PRINCIPAL | 74 | 240.47 |
| | TEACHER | 424 | 288.52 |
| | PRINCIPAL | 61 | 268.72 |
| | Total | 559 | |
| Q39 | VICE PRINCIPAL | 74 | 245.84 |
| | TEACHER | 424 | 290.68 |
| | PRINCIPAL | 61 | 247.18 |
| | Total | 559 | |
| Q40 | VICE PRINCIPAL | 74 | 264.12 |
| | TEACHER | 424 | 290.71 |
| | PRINCIPAL | 61 | 224.80 |
| | Total | 559 | |
| Q41 | VICE PRINCIPAL | 74 | 254.90 |
| | TEACHER | 424 | 285.99 |
| | PRINCIPAL | 61 | 268.82 |
| | Total | 559 | |

Table 22Ranks

| | JOB | N | Mean Rank |
|-----|----------------|-----|-----------|
| Q42 | VICE PRINCIPAL | 74 | 260.15 |
| | TEACHER | 424 | 271.65 |
| | PRINCIPAL | 61 | 362.15 |
| | Total | 559 | |
| Q43 | VICE PRINCIPAL | 74 | 277.41 |
| | TEACHER | 424 | 292.58 |
| | PRINCIPAL | 61 | 195.72 |
| | Total | 559 | |
| Q44 | VICE PRINCIPAL | 74 | 251.02 |
| | TEACHER | 424 | 297.52 |
| | PRINCIPAL | 61 | 193.40 |
| | Total | 559 | |
| Q45 | VICE PRINCIPAL | 74 | 245.30 |
| | TEACHER | 424 | 293.72 |
| | PRINCIPAL | 61 | 226.75 |
| | Total | 559 | |
| Q46 | VICE PRINCIPAL | 74 | 275.70 |
| | TEACHER | 424 | 281.96 |
| | PRINCIPAL | 61 | 271.61 |
| | Total | 559 | |
| Q47 | VICE PRINCIPAL | 74 | 285.39 |
| | TEACHER | 424 | 282.37 |
| | PRINCIPAL | 61 | 257.01 |
| | Total | 559 | |
| Q48 | VICE PRINCIPAL | 74 | 249.21 |
| | TEACHER | 424 | 294.95 |
| | PRINCIPAL | 61 | 213.44 |
| | Total | 559 | |

Table 23:Ranks

| | SCHOOL CYCLE | N | Mean Rank |
|-----------------------|---------------------------------|---------|-----------|
| APPLIED REQUIRMENTS | CYCLE 1 | 169 | 277.54 |
| | CYCLE 2 | 95 | 289.36 |
| | CYCLE 3 | 77 | 334.81 |
| | COMMON | 163 | 252.48 |
| | KG | 55 | 276.22 |
| | Total | 559 | |
| | SELECTING RECRUITING PROCEDURES | CYCLE 1 | 169 |
| CYCLE 2 | | 95 | 296.59 |
| CYCLE 3 | | 77 | 309.42 |
| COMMON | | 163 | 250.80 |
| KG | | 55 | 309.56 |
| Total | | 559 | |
| SELECTION METHODS | | CYCLE 1 | 169 |
| | CYCLE 2 | 95 | 275.54 |
| | CYCLE 3 | 77 | 318.77 |
| | COMMON | 163 | 272.94 |
| | KG | 55 | 288.57 |
| | Total | 559 | |
| | SELECTIONG CRITERIA | CYCLE 1 | 169 |
| CYCLE 2 | | 95 | 263.33 |
| CYCLE 3 | | 77 | 303.60 |
| COMMON | | 163 | 272.01 |
| KG | | 55 | 293.35 |
| Total | | 559 | |
| RECRUITING PROCEDURES | | CYCLE 1 | 169 |
| | CYCLE 2 | 95 | 276.76 |
| | CYCLE 3 | 77 | 324.84 |
| | COMMON | 163 | 262.88 |
| | KG | 55 | 299.60 |
| | Total | 559 | |

Table 24 Test Statistics^{a,b}

| | Q1 | Q2 | PQ3 | PQ4 | PQ5 | PQ6 | PQ7 | PQ8 | PQ9 | PQ10 | PQ11 | PQ12 |
|-------------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| Chi-Square | 827 | 7.296 | 2.773 | 5.128 | 4.192 | 7.360 | 5.302 | 9.411 | 7.008 | 2.574 | 5.746 | 13.608 |
| df | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Asymp. Sig. | .935 | .121 | .597 | .274 | .381 | .118 | .258 | .052 | .135 | .631 | .219 | .009 |

a. Kruskal Wallis Test

b. Grouping Variable: SCHOOL CYCLE

Table 25: Test Statistics^{a,b}

| | Q13 | Q14 | Q15 | Q16 | Q17 | Q18 | Q19 | Q20 | Q21 |
|-------------|-------|-------|-------|-------|-------|--------|-------|-------|-------|
| Chi-Square | 1.305 | 4.364 | 5.850 | 7.743 | 9.786 | 11.022 | 3.837 | 4.094 | 4.694 |
| df | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Asymp. Sig. | .861 | .359 | .211 | .101 | .044 | .026 | .429 | .393 | .320 |

a. Kruskal Wallis Test

b. Grouping Variable: SCHOOL CYCLE

Table 26: Test Statistics^{a,b}

| | Q22 | Q23 | Q24 | Q25 | Q26 | Q27 | Q28 | Q29 | Q30 | Q31 | Q32 | Q33 |
|-------------|------|-------|-------|--------|-------|-------|--------|-------|------|-------|-------|-------|
| Chi-Square | .953 | 8.759 | 1.916 | 11.462 | 6.605 | 1.208 | 12.213 | 6.365 | .693 | 1.152 | 9.809 | 3.751 |
| df | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Asymp. Sig. | .917 | .067 | .751 | .022 | .158 | .877 | .016 | .174 | .952 | .886 | .044 | .441 |

a. Kruskal Wallis Test

b. Grouping Variable: SCHOOL CYCLE

Table 27: Test Statistics^{a,b}

| | Q34 | Q35 | Q36 | Q37 | Q38 | Q39 | Q40 | Q41 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Chi-Square | 7.113 | 3.184 | 1.189 | 7.846 | 3.734 | 1.447 | 1.621 | 8.589 |
| df | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Asymp. Sig. | .130 | .528 | .880 | .097 | .443 | .836 | .805 | .072 |

a. Kruskal Wallis Test

b. Grouping Variable: SCHOOL CYCLE

Table 28: Test Statistics^{a,b}

| | Q42 | Q43 | Q44 | Q45 | Q46 | Q47 | Q48 |
|-------------|------|-------|--------|-------|-------|-------|-------|
| Chi-Square | .330 | 7.631 | 10.556 | 4.086 | 9.335 | 3.593 | 6.648 |
| df | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Asymp. Sig. | .988 | .106 | .032 | .394 | .053 | .464 | .156 |

a. Kruskal Wallis Test

b. Grouping Variable: SCHOOL CYCLE

Table 29: Ranks

| | SCHOOL CYCLE | N | Mean Rank |
|-----|--------------|-----|-----------|
| Q1 | CYCLE 1 | 169 | 282.87 |
| | CYCLE 2 | 95 | 284.12 |
| | CYCLE 3 | 77 | 273.79 |
| | COMMON | 163 | 276.15 |
| | KG | 55 | 284.15 |
| | Total | 559 | |
| Q2 | CYCLE 1 | 169 | 273.04 |
| | CYCLE 2 | 95 | 290.65 |
| | CYCLE 3 | 77 | 317.40 |
| | COMMON | 163 | 265.56 |
| | KG | 55 | 273.40 |
| | Total | 559 | |
| Q3 | CYCLE 1 | 169 | 281.86 |
| | CYCLE 2 | 95 | 278.22 |
| | CYCLE 3 | 77 | 293.27 |
| | COMMON | 163 | 268.40 |
| | KG | 55 | 293.15 |
| | Total | 559 | |
| Q4 | CYCLE 1 | 169 | 279.91 |
| | CYCLE 2 | 95 | 266.56 |
| | CYCLE 3 | 77 | 308.01 |
| | COMMON | 163 | 267.62 |
| | KG | 55 | 300.96 |
| | Total | 559 | |
| Q5 | CYCLE 1 | 169 | 293.86 |
| | CYCLE 2 | 95 | 272.85 |
| | CYCLE 3 | 77 | 287.49 |
| | COMMON | 163 | 270.48 |
| | KG | 55 | 267.47 |
| | Total | 559 | |
| Q6 | CYCLE 1 | 169 | 294.31 |
| | CYCLE 2 | 95 | 283.58 |
| | CYCLE 3 | 77 | 290.93 |
| | COMMON | 163 | 271.06 |
| | KG | 55 | 241.02 |
| | Total | 559 | |
| PQ7 | CYCLE 1 | 169 | 262.74 |

| | | | |
|------|---------|-----|--------|
| | CYCLE 2 | 95 | 293.89 |
| | CYCLE 3 | 77 | 295.19 |
| | COMMON | 163 | 277.70 |
| | KG | 55 | 294.61 |
| | Total | 559 | |
| | CYCLE 1 | 169 | 287.89 |
| | CYCLE 2 | 95 | 291.22 |
| | CYCLE 3 | 77 | 307.96 |
| PQ8 | COMMON | 163 | 250.34 |
| | KG | 55 | 285.15 |
| | Total | 559 | |
| | CYCLE 1 | 169 | 285.17 |
| | CYCLE 2 | 95 | 292.58 |
| | CYCLE 3 | 77 | 306.06 |
| PQ9 | COMMON | 163 | 259.04 |
| | KG | 55 | 268.01 |
| | Total | 559 | |
| | CYCLE 1 | 169 | 277.74 |
| | CYCLE 2 | 95 | 266.59 |
| | CYCLE 3 | 77 | 300.12 |
| PQ10 | COMMON | 163 | 281.81 |
| | KG | 55 | 276.57 |
| | Total | 559 | |
| | CYCLE 1 | 169 | 277.38 |
| | CYCLE 2 | 95 | 295.28 |
| | CYCLE 3 | 77 | 306.84 |
| PQ11 | COMMON | 163 | 262.81 |
| | KG | 55 | 275.01 |
| | Total | 559 | |
| | CYCLE 1 | 169 | 274.17 |
| | CYCLE 2 | 95 | 296.75 |
| | CYCLE 3 | 77 | 325.29 |
| PQ12 | COMMON | 163 | 253.42 |
| | KG | 55 | 284.35 |
| | Total | 559 | |

Table 30: Ranks

| | SCHOOL CYCLE | N | Mean Rank |
|-----|--------------|-----|-----------|
| Q13 | CYCLE 1 | 169 | 277.14 |
| | CYCLE 2 | 95 | 269.74 |
| | CYCLE 3 | 77 | 275.95 |
| | COMMON | 163 | 290.05 |
| | KG | 55 | 282.41 |
| | Total | 559 | |
| Q14 | CYCLE 1 | 169 | 283.16 |
| | CYCLE 2 | 95 | 291.99 |
| | CYCLE 3 | 77 | 300.90 |
| | COMMON | 163 | 262.32 |
| | KG | 55 | 272.73 |
| | Total | 559 | |
| Q15 | CYCLE 1 | 169 | 284.77 |
| | CYCLE 2 | 95 | 284.69 |
| | CYCLE 3 | 77 | 292.88 |
| | COMMON | 163 | 257.87 |
| | KG | 55 | 304.79 |
| | Total | 559 | |
| Q16 | CYCLE 1 | 169 | 281.55 |
| | CYCLE 2 | 95 | 289.74 |
| | CYCLE 3 | 77 | 299.56 |
| | COMMON | 163 | 254.24 |
| | KG | 55 | 307.37 |
| | Total | 559 | |
| Q17 | CYCLE 1 | 169 | 285.93 |
| | CYCLE 2 | 95 | 296.61 |
| | CYCLE 3 | 77 | 285.00 |
| | COMMON | 163 | 250.42 |
| | KG | 55 | 313.75 |
| | Total | 559 | |
| Q18 | CYCLE 1 | 169 | 273.72 |
| | CYCLE 2 | 95 | 310.66 |
| | CYCLE 3 | 77 | 298.95 |
| | COMMON | 163 | 252.62 |
| | KG | 55 | 300.95 |
| | Total | 559 | |

| | | | |
|-----|---------|-----|--------|
| Q19 | CYCLE 1 | 169 | 276.83 |
| | CYCLE 2 | 95 | 290.23 |
| | CYCLE 3 | 77 | 282.58 |
| | COMMON | 163 | 265.92 |
| | KG | 55 | 310.18 |
| | Total | 559 | |
| Q20 | CYCLE 1 | 169 | 275.19 |
| | CYCLE 2 | 95 | 266.36 |
| | CYCLE 3 | 77 | 302.58 |
| | COMMON | 163 | 273.95 |
| | KG | 55 | 304.65 |
| | Total | 559 | |
| Q21 | CYCLE 1 | 169 | 274.23 |
| | CYCLE 2 | 95 | 296.35 |
| | CYCLE 3 | 77 | 306.20 |
| | COMMON | 163 | 266.82 |
| | KG | 55 | 271.88 |
| | Total | 559 | |

Table 31: Ranks

| | SCHOOL CYCLE | N | Mean Rank |
|-----|--------------|-----|-----------|
| Q22 | CYCLE 1 | 169 | 285.41 |
| | CYCLE 2 | 95 | 271.25 |
| | CYCLE 3 | 77 | 274.10 |
| | COMMON | 163 | 280.90 |
| | KG | 55 | 284.10 |
| | Total | 559 | |
| Q23 | CYCLE 1 | 169 | 278.01 |
| | CYCLE 2 | 95 | 286.08 |
| | CYCLE 3 | 77 | 320.35 |
| | COMMON | 163 | 263.35 |
| | KG | 55 | 268.47 |
| | Total | 559 | |
| Q24 | CYCLE 1 | 169 | 282.24 |
| | CYCLE 2 | 95 | 289.81 |
| | CYCLE 3 | 77 | 284.86 |
| | COMMON | 163 | 266.84 |

| | | | |
|-----|---------|-----|--------|
| | KG | 55 | 288.37 |
| | Total | 559 | |
| | CYCLE 1 | 169 | 273.57 |
| | CYCLE 2 | 95 | 276.56 |
| Q25 | CYCLE 3 | 77 | 311.50 |
| | COMMON | 163 | 261.57 |
| | KG | 55 | 316.23 |
| | Total | 559 | |
| | CYCLE 1 | 169 | 274.43 |
| | CYCLE 2 | 95 | 262.97 |
| Q26 | CYCLE 3 | 77 | 292.07 |
| | COMMON | 163 | 278.37 |
| | KG | 55 | 314.45 |
| | Total | 559 | |
| | CYCLE 1 | 169 | 283.98 |
| | CYCLE 2 | 95 | 291.32 |
| Q27 | CYCLE 3 | 77 | 267.71 |
| | COMMON | 163 | 276.33 |
| | KG | 55 | 276.32 |
| | Total | 559 | |
| | CYCLE 1 | 169 | 254.67 |
| | CYCLE 2 | 95 | 273.02 |
| Q28 | CYCLE 3 | 77 | 323.67 |
| | COMMON | 163 | 292.44 |
| | KG | 55 | 271.87 |
| | Total | 559 | |
| | CYCLE 1 | 169 | 278.95 |
| | CYCLE 2 | 95 | 262.45 |
| Q29 | CYCLE 3 | 77 | 318.16 |
| | COMMON | 163 | 271.92 |
| | KG | 55 | 284.04 |
| | Total | 559 | |
| | CYCLE 1 | 169 | 280.83 |
| | CYCLE 2 | 95 | 270.53 |
| Q30 | CYCLE 3 | 77 | 288.32 |
| | COMMON | 163 | 279.83 |
| | KG | 55 | 282.67 |
| | Total | 559 | |
| Q31 | CYCLE 1 | 169 | 276.55 |
| | CYCLE 2 | 95 | 274.71 |

| | | | |
|-----|---------|-----|--------|
| | CYCLE 3 | 77 | 293.32 |
| | COMMON | 163 | 283.83 |
| | KG | 55 | 269.72 |
| | Total | 559 | |
| | CYCLE 1 | 169 | 268.86 |
| | CYCLE 2 | 95 | 260.72 |
| Q32 | CYCLE 3 | 77 | 324.13 |
| | COMMON | 163 | 276.71 |
| | KG | 55 | 295.49 |
| | Total | 559 | |
| | CYCLE 1 | 169 | 274.41 |
| | CYCLE 2 | 95 | 271.55 |
| Q33 | CYCLE 3 | 77 | 306.08 |
| | COMMON | 163 | 272.83 |
| | KG | 55 | 296.52 |
| | Total | 559 | |

Table 32: Ranks

| | SCHOOL CYCLE | N | Mean Rank |
|-----|--------------|-----|-----------|
| | CYCLE 1 | 169 | 284.38 |
| | CYCLE 2 | 95 | 270.84 |
| Q34 | CYCLE 3 | 77 | 301.21 |
| | COMMON | 163 | 261.96 |
| | KG | 55 | 306.15 |
| | Total | 559 | |
| | CYCLE 1 | 169 | 269.94 |
| | CYCLE 2 | 95 | 272.32 |
| Q35 | CYCLE 3 | 77 | 303.71 |
| | COMMON | 163 | 283.16 |
| | KG | 55 | 281.62 |
| | Total | 559 | |
| | CYCLE 1 | 169 | 280.09 |
| | CYCLE 2 | 95 | 277.25 |
| Q36 | CYCLE 3 | 77 | 292.75 |
| | COMMON | 163 | 272.45 |
| | KG | 55 | 288.96 |

| | | | |
|-----|---------|-----|--------|
| | Total | 559 | |
| | CYCLE 1 | 169 | 278.51 |
| | CYCLE 2 | 95 | 277.54 |
| Q37 | CYCLE 3 | 77 | 277.57 |
| | COMMON | 163 | 267.43 |
| | KG | 55 | 329.49 |
| | Total | 559 | |
| | CYCLE 1 | 169 | 287.49 |
| | CYCLE 2 | 95 | 270.23 |
| Q38 | CYCLE 3 | 77 | 304.12 |
| | COMMON | 163 | 270.09 |
| | KG | 55 | 269.48 |
| | Total | 559 | |
| | CYCLE 1 | 169 | 276.70 |
| | CYCLE 2 | 95 | 286.62 |
| Q39 | CYCLE 3 | 77 | 279.14 |
| | COMMON | 163 | 273.91 |
| | KG | 55 | 297.95 |
| | Total | 559 | |
| | CYCLE 1 | 169 | 284.51 |
| | CYCLE 2 | 95 | 269.71 |
| Q40 | CYCLE 3 | 77 | 291.58 |
| | COMMON | 163 | 272.86 |
| | KG | 55 | 288.85 |
| | Total | 559 | |
| | CYCLE 1 | 169 | 289.94 |
| | CYCLE 2 | 95 | 247.64 |
| Q41 | CYCLE 3 | 77 | 309.06 |
| | COMMON | 163 | 273.86 |
| | KG | 55 | 282.87 |
| | Total | 559 | |

Table 33:Ranks

| | SCHOOL CYCLE | N | Mean Rank |
|-----|--------------|-----|-----------|
| Q42 | CYCLE 1 | 169 | 277.75 |
| | CYCLE 2 | 95 | 275.34 |
| | CYCLE 3 | 77 | 287.06 |
| | COMMON | 163 | 282.53 |
| | KG | 55 | 277.56 |
| | Total | 559 | |
| Q43 | CYCLE 1 | 169 | 262.64 |
| | CYCLE 2 | 95 | 266.59 |
| | CYCLE 3 | 77 | 306.86 |
| | COMMON | 163 | 282.14 |
| | KG | 55 | 312.56 |
| | Total | 559 | |
| Q44 | CYCLE 1 | 169 | 267.19 |
| | CYCLE 2 | 95 | 291.78 |
| | CYCLE 3 | 77 | 318.15 |
| | COMMON | 163 | 260.50 |
| | KG | 55 | 303.40 |
| | Total | 559 | |
| Q45 | CYCLE 1 | 169 | 283.70 |
| | CYCLE 2 | 95 | 273.26 |
| | CYCLE 3 | 77 | 299.57 |
| | COMMON | 163 | 265.18 |
| | KG | 55 | 296.78 |
| | Total | 559 | |
| Q46 | CYCLE 1 | 169 | 263.87 |
| | CYCLE 2 | 95 | 273.75 |
| | CYCLE 3 | 77 | 295.20 |
| | COMMON | 163 | 276.51 |
| | KG | 55 | 329.45 |
| | Total | 559 | |
| Q47 | CYCLE 1 | 169 | 271.98 |
| | CYCLE 2 | 95 | 283.58 |
| | CYCLE 3 | 77 | 295.82 |
| | COMMON | 163 | 270.88 |
| | KG | 55 | 303.34 |
| | Total | 559 | |
| Q48 | CYCLE 1 | 169 | 274.49 |

| | | |
|---------|-----|--------|
| CYCLE 2 | 95 | 279.17 |
| CYCLE 3 | 77 | 318.77 |
| COMMON | 163 | 266.65 |
| KG | 55 | 283.64 |
| Total | 559 | |

ABSTRACT IN ARABIC

خلاصة البحث

سلطت هذه الدراسة الى تقصي وجهة نظر مديري ومساعدي مديري المدارس والمعلمين عن معايير الاختيار واجراءات التعيين لمديري مدارس العين الحكومية. استرشدت الدراسة بثلاثة أسئلة بحثية واستخدمت طريقة التحليل الكمي. حيث تم جمع البيانات من خلال استبانة مكونة من ثلاثة أقسام. شمل القسم الأول المعلومات الديمغرافية للمشاركين، وشمل القسم الثاني على 48 فقرة حول جوانب التعيين والاختيار الخمسة والتي تقس مدي موافقة أو عدم موافقة المشاركين حول الفقرات في الجوانب الخمسة. وكثفت هذه الجوانب: متطلبات التقدم، مسؤولية الاختيار، طرق الاختيار، معايير الاختيار، واجراءات التعيين. أما القسم الثالث فقد شمل سؤال حول مقترحات المشاركين لتحسين تعيين واختيار مديري المدارس. أرسلت الاستبانة إلى مدارس العين الحكومية، حيث بلغ عدد المشاركين في الاستبانة 550 من مديري ومساعدي ومعلمين من الذكور والإناث. استخدمت الباحثة المتوسط الحسابي والاحصاء المعياري لوصف تصورات مديري المدارس ومساعديهم ومعلمي المدارس على الجوانب الخمسة. كما استخدمت الباحثة اختبار مان-ويتني لمعرفة ما إذا كانت تصورات المشاركين تختلف حسب نوع الجنس واختيار كاي-سكوير حسب نوع الوظيفة والحقبة الدراسية. وأظهرت نتائج الدراسة موافقة عامة للمشاركين على جوانب الخمسة للتعين والاختيار. ومن المثير للاهتمام، تقببت الآراء على بعض الفقرات مثل متطلب اللغة الإنجليزية، مسؤولية الاختيار، مدة وشروط التعيين. ومن ناحية نوع الجنس، وجدت الدراسة أن المشاركين من الذكور والإناث في العينة عموماً لم يكن لديهم اختلافات كبيرة في وجهات النظر حول الجوانب المقترحة ولكن كان هناك اختلاف على الفقرات الفردية. وبشأن نوع الوظيفة، بينت الدراسة وجود اختلاف كبير في وجهات النظر بين مديري ومساعدي والمعلمين لصالح المعلمين. حيث سجل المعلمون أعلى الدرجات بينما سجل المديرين أقل الدرجات الموافقة على الجوانب الخمسة للتعين والاختيار. وتبعاً للحقبة الدراسية، وجدت الدراسة اختلاف كبير في وجهات النظر في جانبي متطلبات التقدم ومسؤولية الاختيار لصالح المشاركين في مدارس الحقبة

120-130

جامعة الإمارات العربية المتحدة

كلية التربية

قسم أصول التربية

برنامج الماجستير

تحسين اختيار مديري المدارس الحكومية التابعة لمكتب العين التعليمي

رسالة مقدمة من الطالبة

هناء علي محمد حسن الهلالي

إلى

جامعة الإمارات العربية المتحدة

استكمالاً لمتطلبات الحصول على درجة الماجستير في التربية

القيادة التربوية

2014

