

DIFFERENCES AND SIMILARITIES BETWEEN MALE AND FEMALE PRINCIPALS'
LEADERSHIP STYLES IN CATHOLIC SCHOOLS IN SOUTH LEBANON

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Master of Science in Business Strategy

by
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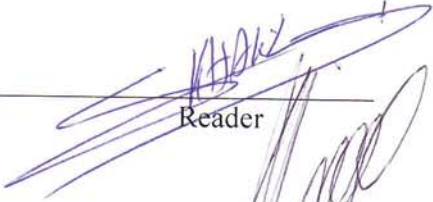
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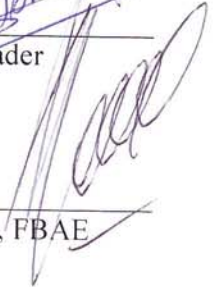
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ABSTRACT

Purpose – The purpose of the study is to investigate the differences and similarities that may exist between female and male principals' leadership styles in Catholic schools in South Lebanon.

Design/methodology/approach – This study used the mixed methods design. More specifically, the study adopted the Explanatory Sequential Design and worked with primary data. It started by collecting and analyzing quantitative data through a survey-based questionnaire, then collected and analyzed the qualitative data through two focus groups. In the first phase, the deductive approach, with a post-positivist position, was used. Then, a factor analysis took place and non-parametric tests were used, notably Mann-Whitney *U* test, since the data was not normally distributed. In the second phase, the inductive approach, with constructivist position, was adopted. Finally, a holistic interpretation of both quantitative and qualitative findings was conducted.

Findings – The current study found some differences between male and female principals in identifying and communicating the school vision and fostering an appropriate model for their teachers. Female principals were able to identify and communicate the school's vision to their associates more effectively than their male counterparts. In addition, female principals were perceived as being able to foster a more appropriate model for their teachers than male principals did. However, no statistically significant differences were noted between male and female principals in 1- Providing their teachers with an individualized support, 2- Providing their

associates with intellectual stimulation and 3- Expecting higher performance from their associates.

Research limitations – The current study faced several major limitations that complicated the collection and analysis of data and sometimes led to the existence of biased answers. First, the small number of participating schools and the teachers' fear of losing their jobs created some potential biased answers. Second, the Lebanese economic and political crisis created many obstacles to the achievement of the study. In addition, the Covid-19 health issue made things even worse as per the live meetings and research methods.

Practical implications – This study shed some lights on the situation of leadership in Catholic schools in South Lebanon. Decision makers were given some recommendations about the traits that should be required when they appoint new principals in their schools. Notably, female principals are recommended because they seem to be more effective in identifying a school vision, articulating it, and providing an appropriate model than male principals do.

In addition, decision makers were advised to motivate the principals they appoint to engage the teachers in self-enhancing programs and sessions, and to provide them with some extra funds to be given to the teachers as extrinsic rewards. This could motivate the teachers to perform better and achieve higher levels of work commitments.

Originality/value – Although the school leadership theme is abundant in literature, none has ever attempted comparing female and male leadership styles in Lebanon, especially in South Lebanon. The originality of the study is that it tackled a rather

virgin ground of investigation. Its value resides in the new lights that it shed on the Catholic schools principals' leadership styles in such diverse Lebanese community.

Keywords – Catholic Schools – Leadership – Vision – Model – Individualized Support – Intellectual Stimulation – Performance – South Lebanon – Principals.

Chapter 1

INTRODUCTION

“It’s a boy”. This sentence relates to the Lebanese and most likely the eastern masculine culture that emphasizes the role of men over the role of women. That is why a parent is always relieved that his/her newborn is a boy, not a girl. In the eastern culture, the role of men in the society is viewed as more important than that of a woman.

Accordingly, women are timidly presented as leaders and/or managers (ministers, deputies, etc.) in the Lebanese political life. This is also explained by the predominance of men on women in assuming leadership roles and responsibilities. Lebanon is not the sole example of gender inequality perspective and the political field is not the only field where women are under-represented.

In fact, education is one of the most interesting fields where women are not seen as leaders but rather followers. For instance, women, in Jordan, are viewed more as teachers in schools than superintendents (Abu-Tineh, 2012). Moreover, in her dissertation, Babcock (1991) explains some reasons that were historically behind the unlikeliness that women occupied leadership position in the education system and states that, among other reasons, women:

“are seen as able to nurture children and follow direction in a tight, bureaucratic, hierarchical structure, but not able to construct or dominate the structure itself” (Babcock, 1991, p. 38)

Consequently, men played leadership roles in the history of education more than women did. Moreover, the current situation shows that educational leading roles are mostly fulfilled by men.

In Lebanon, the specter is not so different. Public and private schools are mostly directed by male principals, who have several female assistants and teachers in their span of control. One of the exceptions is the case of female religious orders. This latter has female leaders as Mother Superior, in addition to some other schools, spread across Lebanon, which are directed by female principals. In this perspective one wonders whether women and men lead differently or similarly in their schools.

Thus, the purpose of this study is to investigate the differences and similarities that exist between male and female school principals' leadership styles in catholic schools in the governorate of South Lebanon. This study aims to explore whether the female leaders manifest the same leading traits than their male counterparts.

Consequently, the uniqueness of this study consists of the place where it will be conducted and the participants from whom the researcher will collect the needed data. The value of the current study is to identify whether male or female principals are more efficient in schools' leadership. Additionally, it may help decision makers in orders and dioceses making convenient decisions about whether to appoint a male or a female principal as their schools' leaders.

1.1 General background about the topic

The current study took place in Lebanon, more specifically in South Lebanon, which is known for its religious diversity and rich history. Therefore, several historical, political and religious aspects affect the role of catholic schools in Lebanon.

The Phoenician history relates that the Phoenicians were one of the first to introduce the alphabet and ship it towards other civilizations (Vance, 1994). From the beginning, the ancestors of the Lebanese people were the precursors of literate civilizations.

Afterwards, several civilizations left their imprints on the Lebanese people. The Arabic language was essentially spread, codified and standardized as a correct language by the Islamic occupation (625 D.C.), where Arabic was established as the official language of the Islamic Empire (Høigilt & Mejdell, 2017).

In 1516, the Ottoman Empire defeated the Mamluk Egyptian army and occupied its lands (Hess, 1973), which included the Lebanese terrain. Consequently, Turkish was introduced to the Lebanese culture and several Turkish words are still nowadays as an integrate part of the Lebanese common tongue (Shalawee and Hamzah, 2018).

Afterwards, the French language started to spread its roots in the Lebanese culture and educational system after the First World War (1918), as explained by Abi Mershed (2010):

“During the mandate over Lebanon (1920 – 1943), French authorities made French an official language alongside Arabic and deemed French-language education compulsory” (Abi-Mershed, 2010, p. 59)

Nowadays, the majority of Lebanese catholic schools adopt the French language as its official language. However, English has already started to become an official language in Lebanon, in public and private schools, according to the General Secretariat of Catholic Schools in Lebanon (GSCS) (2019).

Consequently, the catholic schools in Lebanon are nowadays either switching from French section to English section, or opening new English sections all along with the all-time French sections.

From the political and geographical perspective, Lebanon is distributed into eight governorates (Ministry of Interior and Municipalities Lebanon, 2019). **Table 1** (Appendix A) shows these governorates and the number of catholic schools that exist in each one, according to the General Secretariat of Catholic Schools in Lebanon (2019).

From a religious perspective, Lebanon is a multi-religious country. In fact, 18 official confessions live on its lands and they are grouped into two major religions: Christianity and Islam. The Islamic religion is divided into five main confessions: Shiite, Sunnis, Druses, Ismaili, and Alawites. Christian confessions are much more various, we can count thirteen confessions: Maronite, Greek Orthodox, Melkites, Armenian Orthodox, Armenian Catholic, Syriac Orthodox, Syriac Catholic, Chaldeans, Assyrians, Latins, Protestants, Copt Orthodox and Copt Catholic. (Helwanji, 2005)

Accordingly, the current study is interested in the governorate of South Lebanon, which include several confessions. The study focuses only on the catholic schools in this governorate, which are owned and run by different catholic confessions: Maronite, Melkites and Latin.

As a result of the religious diversity in Lebanon, a multitude of different educational institutions saw the light and contributed to the formation of the Lebanese educational system.

1.1.1 Educational system in Lebanon

The existence of diverse religious groups in Lebanon led to the creation of a diversity of educational institutions. Each institution is either public or private. While public educational entities are owned and directed by the government, private institutions are owned by different religious and lay groups, and directed either by the owner or by an outside party.

Accordingly, in the following paragraphs, the researcher will present briefly the Lebanese educational system distribution, the schools principals' appointment procedures and the schools principals' role in Lebanon.

1.1.1.1 Lebanese Educational system distribution

Helwanji (2005) states that education in Lebanon started to become more structured:

“[...] with the foundation of the school of Hawqa in 1624. Then, the Lebanese synod in 1736 ordered the building of schools in major cities, villages, and monasteries, which led to structural development of the educational Lebanese system. Catholic schools were developed due to the active participation of American missionaries and several European religious orders and congregations during the 18th and 19th centuries that came to the region for missionary purposes.” (Helwanji, 2005, p. 3).

Although some schools in Lebanon are not Lebanese by nationality, the majority follows the Lebanese educational system that was renewed and restructured by the

government in 1997. The Lebanese educational system nowadays is divided as shown in Figure 1 (see Appendix D):

Kinder Garden (3 years), Basic Education (9 years) which is subdivided into three cycles, each is extended on three years and finally the Secondary cycle (3 years). The latter phase has some special features that don't exist in earlier phases. Pupils are free to choose, in the second year, one of two emphases: Humanities or Sciences. Whereas, they are free to choose, in the last year, one of four emphases: Literature and Humanities, Sociology and Economics, Life Sciences, General Sciences.

1.1.1.2 Principal appointment

As mentioned in the previous section, there are two types of schools in Lebanon, public and private. Whereas the principals of public schools are directly appointed by the government, the principals in lay private schools are appointed by the owner of the school.

However, the gender of the principal plays a crucial role in religious schools, especially in catholic schools. The common knowledge indicates that feminine orders appoint female principals (nuns) in their schools and male orders and/or dioceses appoint male principals (monks or priests). Nonetheless, it is observed, recently, that some orders tend to appoint lay people (with no regard to their gender) as principals of their schools because they lack either competent religious people (nuns or monks) or religious candidates.

In both cases, the principals in catholic schools in Lebanon are appointed by the Superior of the order or by the bishop of the diocese. Contrary to the custom of

appointment in public sector, where the principal stays in place until his/her retirement, the principal in catholic schools is appointed for a mandate of three years that can be renewed twice or indefinitely depending on the order of diocese internal legislations.

Consequently, the choice of the principal and his/her personality traits impact the institution where he/she operates. Thus, in the next section, the researcher will discuss some of the principal's roles in the Lebanese educational system.

1.1.2 Principals' role in Lebanon

The role of school principals in general has changed over the decades. It was always influenced by multiple political, cultural, technological and religious factors.

According to Miles (2002), the role of principals has evolved dramatically during the era of after First World War until the early 1990's. He counts eight roles of principals during that era. First, principals acted as value brokers (during the 1920s). Then they were seen as scientific managers during the 1930s. Afterwards, during the 1940s, principals showed the characteristics of democratic leaders. In the 1950s, they were perceived as theory-guided administrators. Moreover, principals started to act as bureaucratic executives in the 1960s and humanistic educators in the 1970s. It is not until the early 1980s that principals started to be seen as instructional leaders and, finally, transformational leaders in the early 1990s.

Even though Miles' description (2002) may be accurate for the European and American worlds, it is not applicable to the Lebanese situation. Helwanji (2005) was able to depict a difference in the principals' role from 1975 until 1990.

In fact, the political disturbance and the civil war during these fifteen bleeding years have forced the schools' principals to act differently and play different roles such as educational, political and religious leaders. According to Helwanji (2005), principals in Lebanon acted as:

“(a) Authoritarian leaders to guarantee the completion of school programs, (b) instructional leaders to fill up the shortage of teachers and coordinators, and (c) creative and transformational leaders to restructure, change, or even move the school location because of security problems and political reasons.” (Helwanji, 2005, p. 9)

In addition, the last decade witnessed a true, ongoing and growing financial crisis in Lebanon, which became worse since the revolution of October 17th (Mroue, 2019). Consequently, the private schools' principals started to act as financial leaders and fund raisers to insure the ability of survival for their schools through the crisis, similarly to American catholic schools as described by Taylor (2018).

1.2 Need for the study

As explained in the previous sections, the appointment of principals in catholic schools is subject to a hierarchy of decision makers. In orders and missionaries, the superior, along with his/her board members, appoint the new principal for a school or extend the mandate for the current one. In dioceses, the decision making process is conferred to the Bishop himself. If he desires, he can consult with his curia for better decision making.

Therefore, the gender issue is essential in these appointments. The female orders will appoint one of them (a nun) as a principal of the school and the male orders (and dioceses) will surely choose one of them (a monk or a priest) to run their schools.

Consequently, the school principal in Lebanon will face several challenges related the principal's gender. In fact, three main challenges face catholic schools' principals and their leadership behavior in the work place:

- The predominance of masculine culture even in religious life. Female nuns are not promoted to hierarchal positions in church, which can create a feeling of self-underestimation or a will of overachieving to equalize and surpass the men's (monks and priests) role in the church. The reaction of the nuns to this discriminatory situation can affect their leadership style, which may differ from their male counterparts, who are not submitted to the same kind of gender pressure.
- After the new educational program in 1997, the expectations of the government started to be higher than ever. Principals in catholic schools faced a new educational and instructional situation and were forced to adopt it and adapt. Moreover, the Church itself leveled up the expectations of the schools' leaders and wanted them to prove that catholic schools were and are still the leaders in education of all times. Goals setting, team work and mission statement started to be more and more essential for the survival of the catholic schools' entity.

Furthermore, the recent financial crisis reigned over the catholic schools' principals and made them rethink their priorities, goals and strategies in their

schools. All these challenges became some kind of pressure on the principals (female and male), and may have made them act differently to survive.

- In schools, nuns and monks (or priests) are constantly challenged to balance their roles as schools' principals or managers and as God's mercy preachers. They continuously ought to make decisions for the well-being of the school that may contradict the Gospel's spirit (instituting severe disciplinary measures at schools, sanctioning or firing teachers, not considering the teacher's personal situations that contradicts the school's well-being, raising tuition fees to meet today's challenges, etc.).

Moreover, several studies in the past have researched the differences of leadership styles between men and women. However, no such study has been attempted in Lebanon. The studies, which have been conducted in Lebanon and have researched the women leadership, tackled different fields such as politics, employment rate and social issues (Kassem, 2013 ; El Asmar, 2004 ; Tlaiss & Kauser, 2019).

Nevertheless, none has researched the differences and similarities of leadership styles between male and female school principals in Lebanon. In addition, to the best of the researcher's knowledge, no previous research has examined the similarities and differences between male and female leadership styles of principals in catholic schools in Lebanon.

1.3 Purpose of the study

The study major aim is to explore the differences and similarities that may exist in the style of leadership between female and male principals of catholic schools in South

Lebanon, and assess the implication of these styles on the teachers' performance and well-being at schools.

The researcher is interested in investigating if there is a difference in leadership styles between males and females in catholic schools in South Lebanon. If so, what are the similarities and differences between male and female principals' leadership styles in catholic schools in South Lebanon? This research question will be elaborated in more depth in Chapter 2.

1.4 Brief overview of all chapters

In the following chapters, the researcher gathers as much information as possible about the topic through a review of literature (chapter 2) to understand what the previous studies have to say about the subject and what are the theories and findings concerning the role of men and women in leadership.

In chapter 3, the researcher elaborates his hypothesis and methods of research. Hence, five hypotheses will be put in place and will be tested through mixed methods strategy using the explanatory sequential design. First, the researcher will start with the quantitative method, which uses the Principal Leadership Questionnaire of Leithwood and Jantzi (1996). Then, the quantitative results will help to design the questions of the qualitative method, which will be formed of two focus groups, in an attempt to explain and better comprehend the quantitative findings. In addition, the researcher will collect primary data while adopting the post-positivist and constructivist approaches throughout the study.

Chapter 4 describes, analyzes, decodes, discusses and interprets the findings of the research in order to be able to support or otherwise reject the hypotheses.

The final chapter (chapter 5) concludes the study, suggests future researches and draws some recommendations concerning the topic.

Chapter 2

REVIEW OF LITERATURE

2.1 State of knowledge in the area of interest

The area of interest of the current study rotates around the school leadership styles. The described subject is a well-researched theme throughout the years. Many studies have investigated the roles of principals in the schools, their leadership styles and their implications on the students' performance, the schools' development and the teachers' well-being and motivation. The following sections attempt to define leadership in general and present the different leadership styles.

2.1.1 What is leadership?

In her investigation entitled *Men vs Women ; Educational Leadership in Primary Schools in Greece : an empirical study*, Brinia (2012) compiled several definitions of leadership from different researchers in different decades. Probably, the most famous quote that researchers lean on to define leadership is that of Eisenhower:

“Leadership is the art of getting someone to do something you want done because he or she wants to do it.” (Brinia, 2012, p. 176).

This definition, as simple as it is, regroups all the understandings of leadership, which are summarized in the capacity and ability of a leader to motivate someone into achieving a goal set by him (the leader). In that same line of thinking, Brinia cites Robbins who states that leadership is:

“The ability to influence a group toward the achievement of goals”
(Brinia, 2012, p. 176).

More elaboration on the topic can be inspired by the definition of Wehrich and Koontz who claim that leadership consists on inspiring others to achieve, willingly and happily, the goals of the organization (Brinia, 2012).

Although, in managerial and business world, leadership has some rigid and objective definitions, in the educational field leadership is perceived in a way that is more subjective. It is, in fact, subject to different points of view such as 1- the nature of the job assumed by the leader (superintendent, principal, coordinator, teacher), 2- the outcomes required from the designated type of leadership (work distribution, student's achievement, principal self-development, teachers empowerment), and 3- the nature of the people with whom the leader is interacting: the school's stakeholders (community representatives, parents, other administrators, community leaders, etc.).

Therefore, educational leadership definitions can vary, even though slightly, from one researcher to another. For instance, according to Barth, leadership is "making happen what you believe in" (Barth, 2001, p. 446).

Even though this definition is short, it has some power inside. In Barth's perspective, leadership starts from within the person. It is that inner belief in one's life that guides his moves toward a desired behavior or goal. Barth's start point is rooted in his belief that *all teachers can and must lead* for the benefit of the school and students (Barth, 2001).

However, Barth thinks that, even though the leadership spirit starts from within, it cannot be realized unless it interacts with others and makes them walk with him/her towards the desired objective.

In this line of thinking, Barth does not identify the job nature of the leader because he thinks everyone within the organization is capable of having the leader's traits and accomplish a leadership mission. For example, the teachers-leaders, at school, that contribute to curriculum design and textbooks selection, can transform, in the mind of Barth, the school dictatorship to democracy, which results in higher students' achievement and fewer disciplinary problems (Barth, 2001).

Moreover, the outcome desired from this kind of behavior reflects on the teachers themselves as well. They become more concerned with the school's life, its missions and the accomplishment of its goals:

“Teachers who lead help to shape their own schools and, thereby, their own destinies as educators.” (Barth, 2001, p. 445).

In this exact context, Barth's definition takes its full meaning. According to him, the principal (leader) of the school inspires the leadership in the others, especially the teachers, to leverage his own leadership outcome: he shares the responsibility of failure with teachers, protect them from their colleagues' criticism and give them credit for success (Barth, 2001).

Nevertheless, it is observed that principals can exert their role of leaders independently from the teachers and even create, either willingly or not, many obstacles to the teachers' empowerment and their leadership improvement. Consequently, it is up to the principal and his leadership style to empower and awaken or otherwise suffocate and weaken the leader in the teachers.

Accordingly, other definitions of leadership are available in literature to complement Barth's point of view. In examining leadership theories, Spillane,

Halverson and Diamond (2001) dared to define school leadership in a broader way.

They said:

“Leadership involves the identification, acquisition, allocation, coordination, and use of the social, material, and cultural resources necessary to establish the conditions for the possibility of teaching and learning” (Spillane et al., 2001, p. 24).

Based on the above definition, leadership can be seen from two different but complimentary perspectives: the nature of the job and the outcome expected (Spillane et al., 2001).

According to Spillane et al. (2001), leadership is the task that is taken by the principal – leader. He/she is responsible for finding and allocating the different resources in order to enhance teaching and learning. These resources can be material (technology, curriculum, books, etc.), cultural (tradition, customs, skills, etc.) and social (relationship, public relations, human resources, etc.).

Regarding the job nature, Spillane et al. (2001) considered the principal as the leader that should collaborate with his/her associates. This consideration indicated a collaborative and transformational leadership extending the leading task from the principal to the teachers and his/her associates, such as assistant principals and curriculum specialists.

This transformational perspective includes in its layers the ability to empower others (Spillane et al., 2001). It creates the opportunity for the teachers to develop in their teaching methods and practices (Bird & Little, 1986). According to Spillane et al. (2001), the definition of leadership enacts the examination of two types of tasks: the

macro (creating the school's vision and mission, setting long term goals, etc.) and *micro* instructional tasks (scheduling, administration of students tests, test results analysis, etc.). Therefore, the way a school's principal implements and monitors these tasks influences the outcome of the students and the performance of the teachers.

All in all, the reader can conclude that all researchers tend to believe that leadership is an art in itself, because it requires certain creativity in ways and manners to be able to convince others and influence them into achieving what the leader sees as vital to the development and survival of the organization.

In contrast, Helwanji, F. (2005) does not limit leadership to the art view, he proclaims that it is also a science, because leadership can be taught and acquired. From this perspective, researchers (e.g. Helwanji, 2005; Brinia, 2012) are inclined to talk about three approaches of leadership perceptions: the traits approach, the behavioral approach and the contingency approach.

2.1.1.1 The traits approach

At the beginning of reflection about leadership (1800 – 1940), the researchers considered that leaders are born not made. Helwanji (2005) and Brinia (2012) walked towards the same conclusion about this approach: the leader's traits are not universal. They adopted Stogdill's (1948) synthesis stating that while leaders in one place demonstrated some traits like intelligence, self-confidence and flexibility (Helwanji, 2005), these latter cannot be generalized for all leaders.

Therefore, the traits approach makes one believe that leaders are born with such traits and non-leaders are born lacking the same desired traits. Afterwards,

researchers started to believe that leadership can be learned, resulting in the rejection of the traits approach and replacing it with the behavioral approach.

2.1.1.2 The behavioral approach

After the synthesis of Stogdill (1948), the eyes and minds were drawn towards the behavioral approach. While the traits theory claims that leaders are born, the behavioral theory focuses on the possibility of learning leadership. Helwanji (2005) argues that, while in the traits era the focus was on what the leaders are, it shifted towards what do leaders do, in the behavioral era. That is why the emphasis started to move from the person of the leader to his/her actions towards the surroundings. Brinia (2012) concluded that this approach divided the leader's responsibilities into two main categories:

- Administrative: which includes organizing, goal setting and controlling.
- Human: which focuses on motivating the associates and managing the conflicts.

This approach did not lead to obtaining consistent results throughout the years, mainly because the focus was always pointed towards the person of the leader, whether the theory treated his/her traits or his/her behavior. The failure was inevitable because none of these two approaches took the surrounding situation of the leaders into consideration (Helwanji, 2005).

2.1.1.3 The contingency approach

Since the 1960's, this approach has been adopted by leadership researchers. The rationale behind the adoption of this theory is that an effective leader is someone

who can take into consideration both administrative and human tasks of leadership and succeeds in a specific situation (Helwanji, 2005).

That leads us to conclude that there is no such thing as universal traits of a leader or commonly accepted behavior of a leader that can be applicable for all situations.

The contingency theory states that a leader is expected to take into consideration all the surrounding situations, such as mutual trust between him/her and the associates, respect for his/her associates' ideas and feelings and coordination with them towards achieving the goals of the organization (Brinia, 2012).

In this model, two different but complementary dimensions are taken into care: the employees' well-fare and the production efficiency. This is viewed as a trade between the leader and his/her associates. The leader provides them with resources and rewards in exchange for productivity and loyalty (Helwanji, 2005), which leads to more effectiveness.

In the same context, Helwanji (2005) assumes that this relationship of exchange between the leader and the associates falls under the category of transactional leadership, which is good but not great. Aiming to greatness, according to Helwanji (2005), needs a bold move into transformational leadership.

Since the subject of the current study is about the principals' leadership in catholic schools, knowing the different types of leadership that can be practiced in schools is crucial. Therefore, in the following section, the researcher presents an overview of the different styles of schools' leadership, going from the basic form of

leadership (managerial leadership) into the most complete form of leadership (integrated leadership).

2.1.2 Schools' leadership

When investigating how researchers perceived leadership, several types of schools' leaderships were present in previous literature. In this section, the researcher attempts to elaborate six of them: 1- Managerial leadership, 2- Political leadership, 3- Instructional leadership, 4- Distributed leadership, 5- Transformational leadership and 6- Integrated leadership.

2.1.2.1 Managerial leadership

The first role of the principal is to be a managerial leader. The principal in Australian state of Victoria, for example is viewed as a Chief Executive Officer (Hallinger & Leithwood, 1998). This role detaches the principal from instruction tasks and suggests that he/she spends the majority of his/her time on managerial tasks (Hallinger & Murphy, 1985), such as preparing the teachers' schedules, classes' schedules, enrollment lists for the ministry of education, determining tuition fees scales, holidays and recruitment/hiring norms, etc.

In the words of Ornstein (1991), the managerial role of the principal is spread into three (among others) major categories: 1- Technical role involving planning, supervising and controlling techniques, 2- Human role regarding the people involved in the school, motivating them and enhancing their skills and abilities and 3- Conceptual role concerning the principal's knowledge in regard to the curriculum, teaching and learning process.

The conceptual role does not involve taking high risk when not interfering with school staff and/or students' improvement, programs development, outcomes enhancement, etc. This role is rather focused on tasks that are clear and direct, less ambiguous and more certain outcome (Hallinger & Murphy, 1985).

Moreover, another study showed that 60 percent of participant secondary school principals in North Carolina view themselves as “general managers”, while 75% of participant elementary school principals in Massachusetts see themselves as “instructional leaders” (Ornstein, 1991). This raised the question whether the secondary school principals are engaged enough in the instructional matters as their elementary school counterparts, due to the size, context and surrounding neighborhood of the schools or not.

2.1.2.2 Political leadership

The second role that a principal can adopt is the political leader. Glasman (1984) identified this role of the principal in his paper in the early 80's. He suggested that a principal ought to interact with his environment forces to be able to present a kind of education that responds to the needs of this environment. This is what makes him a political leader. As such, the principal has to have a relation with all his community players to be able to formulate an educational strategy that takes advantages of the external forces of the environment.

However, away from the interaction with the environment, the school principal is entitled to be aware of the instructional program in his/her school and contribute effectively in its creation.

2.1.2.3 Instructional leadership

The third role of the principal as an instructional leader is frequently mentioned by researchers and, for that matter, frequently researched. Although teachers in some schools cannot portray their principals as embracing the role of instructional leadership and consider that they (the teachers) are more competent to deal with curriculum and teaching methods than their principals, school principals tend to view themselves as instructional leaders more than managers (Ornstein, 1991).

To start with Hallinger and Murphy (1985), the instructional role of the principal is divided into three tasks: 1- Defining the school's mission and communicating it to students and teachers, 2- Managing the instructional program, supervising and evaluating teachers, coordinating the curriculum, 3- Promoting a positive learning climate, providing incentives for teachers and maintaining high visibility at school and among students. This role is a form of direct activities that consume the principal's time but enable him to have less efficient but more effective impact on the students' learning process (Hallinger & Murphy, 1985).

Ornstein (1991) describes ten key traits that school principals should possess to be considered as effective principals as illustrated in Table 2 (see Appendix B).

Additionally, instructional leadership is also considered as having management by goals, as its core foundation. Without setting goals clearly, instructors can undermine the goal pursuit and may be distracted from the school's mission and objectives. Instructional leadership takes into consideration the importance of making explicit goals for the leader's associates and it is able to maintain all the contributors to the student's achievements in fully alert mode towards reaching the set goals (Robinson et al., 2008).

Nonetheless, researchers suggest that instructional leadership, instead of being managerial leadership, managing what exists currently, has to be viewed as a transformational leadership (Hallinger & Leithwood, 1998).

Other researchers expanded the instructional role of the principal even more to include the leader's associates (the teachers) in the educational process evolution (Robinson et al., 2008). Thus, the next paragraphs describe three different types of collaborative leadership: distributed, transformational and integrated leadership.

2.1.2.4 Distributed leadership

Throughout the literature on educational matters, we can detect emphasis on the distributed leadership (Hatcher, 2005) or distributed power. Harris (2004) beautifully describes the distributed leadership as the action of engaging many people in leadership activity. This entails that the role of a principal is focused on engaging all members of the organization in the decision process and school improvement. It is, therefore, a move from hierarchical control to peer control (Hatcher, 2005) allowing the teachers to participate in the school management, mission definition, goals settings and students' outcome evaluation and improvement.

Moreover, other studies extend the distributed leadership to all school stakeholders: administrators, teachers and parents (Heck & Hallinger, 2009). While emphasizing the difference that principals-leaders can make in their schools, Heck and Hallinger (2009) conclude that they cannot do it alone; they need to let the other stakeholders be involved in the schools' leadership to be able to make a difference and improve their academic capacity.

If well implemented, distributed leadership has the power of building internal capacity for improvement and development in a school (Harris, 2004). In the same context, other studies concluded that effective principals tend to share their leadership with teachers and distribute their power and responsibilities among them (Hallinger & Leithwood, 1998; Spillane et al., 2001).

Other researchers state that even though individual attributes of a leader are important in leadership practice, he/she is not all that matters. They need to collaborate with the other associates to define the distributed leadership practice at school (Spillane et al., 2001).

In addition, collaborative leadership has the ability to make stakeholders (especially teachers) involved in the school's progress and students' achievement. Therefore, Heck and Hallinger (2010) assume that collaborative leadership aims to consolidate a shared vision between administrators and teachers, while distributing the leader's roles among a variety of people (2010); which allows teachers to work together and develop their expertise (Harris, 2004).

This movement of shared leadership and responsibility is viewed as essential for the school's improvement (Ornstein, 1991) and as a way of considering the school as a learning community that aims to maximize the outcome achieved by all its components (Harris, 2004), whether they are teachers, administrators or students.

Moreover, a recent research tested the correlation between the distributed leadership and the trust of associates towards the leader. Consequently, a positive correlation was found, which indicates that associates tend to trust their colleagues

and leader more when distributed leadership is practiced in the workplace (Beycioglu et al., 2012).

A major consequence of the implementation of distributed leadership and the empowering of teachers in schools is that teachers become leaders themselves. “I am just a teacher!” will be no longer used as a *moto* by teachers (Barth, 2001); they will participate in the learning process as active change makers and in a word: leaders.

Consequently, distributed leadership, when implemented, has the merit of creating the democracy spirit in schools (Barth, 2001). It is exactly a huge shift from the traditional view of schools managing by “top-down” (Harris, 2004) dictatorship style to a more democratic, collegial and collaborative style of management.

In the terms of Sanson (1973), in theory, the democratic leader is “first-among-equals”. Which is a term borrowed from the ecclesial tradition regarding the post of the Pope as the first among equals, a bishop among other equal bishops. However, Sanson (1973) states that democracy in leadership mandates a certain level of professionalism among the “equals”, the leader’s associates, the teachers. These latter need to be able to perform well in their jobs in order to help the leader in his impossible mission (Barth 2001).

Sanson (1973), afterwards, deny the existence of such a democratic leader, assuming that the leader, willingly or unwillingly, has the power over the teachers and that they used to obey their leader’s orders without questioning. The question that remains is how this principal uses his power to lead his small community for its better future. Thus, transformational leadership is in order.

2.1.2.5 Transformational leadership

Transformational leadership requires a distributed leadership as a start but it goes beyond sharing power and responsibilities to focusing on increasing the school's capacity towards innovation and development (Hallinger & Leithwood, 1998).

In fact, Harris (2004) puts it beautifully when she says that transformational leaders build self-esteem, enhance professional expertise and give their associates the ability to lead towards creativeness and improvement.

Heck & Hallinger (2010) suggest that transformational leadership has the ability to create easier conditions that back up learning and teaching; and it can affect the teachers' instructional expertise positively, which can result in more positive students' achievements. This finding is supported by another study of Marazano et al. in 2005 (cited by Robinson et al., 2008), which established a strong relationship between the students' outcome and the leadership style. It argued that when the leaders empower the teachers and let them have contact that is more direct with the students, these latter perform better at school (Robinson et al., 2008).

In addition, McGregor Burn (mentioned in Robinson et al., 2008) founded the transformational leadership ground and confirmed that this type of leadership inspires the organization's staff to new levels of energy, commitment and values.

In other words, transformational leadership is the king of leadership that influences people and gives them a purpose for their actions. It leads the people to interact with the leaders to change their behavior, mentality and beliefs.

Transformational leadership aims at unleashing energy for the future (Drumm, 2008). Drumm (2008) assumes that educational leadership is in itself more than schooling; it is a process of human growth. It helps pupils to gain more values while acquiring more information. It helps all the other stakeholders (administrators, teachers and parents) to be involved in a process of change and growth. It is a process of development and transformation towards a more positive attitude and behavior.

In the early 90's, Ornstein (1991) was able to see the principal – leader of the school as the one who is capable of introducing the change in the school towards what is better. In matching between individual needs of the teachers and the institutional expectations of the school, the principal creates the school's spirit that aims for change and he/she can deepen the trust between him/her and the associates by infiltrating his/her beliefs, attitudes and values to the school staff.

Finally, in the last two decades, researchers were inclined towards a newly discovered leadership style: integrated leadership.

2.1.2.6 Integrated leadership

A research conducted by Marks & Printy (2003) showed a unique style of leadership called: integrated leadership. It combines the collaborative leadership tasks of instructional leadership between teachers and leaders with the positive effects of transformational leadership applied from leaders on their associates.

According to Robinson et al. (2008), this research suggests that transformational leadership and instructional leadership contribute relatively to a higher integration of associates in the school mission and a higher student's outcome. Thus, they

conclude that transformational leadership, yet necessary, is not enough alone to substitute the effects of instructional leadership.

2.2 Previous research

This section will be devoted to understand the previous findings on the topic of leadership differences between male and female leaders. The focus will be on two main ideas: 1- the inequality between men and women in assuming leadership roles in society and 2- previous findings about the traits that differentiate men from women in leadership styles.

2.2.1 Leadership inequality

The gender equality issue is one of the most debated topics in literature. In the beginning of the third millennium, one could expect that women and men were finally equal in all societal and professional aspects. However, Eagly & Johannesen-Schmidt (2001) noted that men and women were still expected to play predetermined different roles in society, in family and paid employment.

This kind of expectation is derived from the people's gender perception. People expect male and women leaders to act based on their socially perceived sex (Eagly & Johannesen-Schmidt, 2001). Nearly a decade later, things were not very different. Hoyt (2010) indicated that people, in the workplace, prefer to have male boss than female boss, which led to conclude that: "Women are at a leadership disadvantage" (Hoyt, 2010, p. 490).

Hoyt (2010) believes that the gender-based prejudice in leadership is behind the tendency to give men more competence challenging tasks and higher job status than

women. Consequently, people's negative expectations and reactions toward women may lead them to assume less leadership roles than men. Additionally, studies have shown that negative bias toward women in the workplace can be noticed in group tasks and less appreciation for success (Dutton, 2018).

Consequently, inequality in gender created the glass ceiling metaphor (Hoyt, 2010; Chliwniak, 1996). In this metaphor, women in society must overcome multiple obstacles in order to achieve high leadership positions. Nonetheless, men can easily achieve those positions, even in female dominated professions (Hoyt, 2010).

Currently, the situation is no different either. In spite of societal and psychological progress, there is still gender inequality between men and women in assuming leading roles. People still consider that women just lack the needed masculine traits to be leaders, which may push women to act in a masculine way, in order to accomplish the expected leadership traits (Dutton, 2018).

These above observations are to be extended to the education field. Women have been perceived for a long time as mothers and caretakers. Therefore, education has been viewed essentially as a women's profession (Brinia, 2012). This perception is rooted in the gender stereotype prejudice stating that women take care while men take charge (Hoyt, 2010).

Accordingly, for the public, it is established that teaching is embedded to women while managing and leading in education is a male job (Brinia, 2012).

As a result of the above observations, women don't climb the education leadership ladder faster than they do in other professions. In fact, the education field is still a man's world when it comes to principalship or management positions, while women

stick to the role of teachers and caretakers. In Europe, for example, the percentage of female leaders in education is extremely low (Brinia, 2012).

Nonetheless, even though a few women take charge of leadership roles, they, on one hand, show the same leading traits as men, and, on the other hand, imprint their profession with a special leadership style that men are not able to produce (Emmerik et al., 2010).

In the following section, a review of the differences and similarities between male and female leadership styles will be presented.

2.2.2 Similar and different leadership traits

Researchers and studies investigated, through the years, the role of personal traits in leadership. Several studies indicated that men and women demonstrate exactly the same traits in some leadership positions, while several others showed significant differences in the way men and women lead their organizations (Emmerik et al., 2010). Additionally, an extended research showed that traits might play a limited role in the effectiveness of leadership (Hoyt, 2010).

Furthermore, some researchers found that leadership style is not a fruit of gender. For them male and female leaders act the same way and show no (or few) significant differences in their way of leading (Kolb, 1999).

Moreover, in her study of the influence of gender stereotypes on the transformational and transactional leadership styles, Karen Maher (1997) could not find any significant difference.

In the same context, other researchers found that no difference was detected between the performance of men and women on task-oriented leadership style. Additionally, other studies found no statistical differences between some leadership styles of UK managers, such as directive, consultative and participative styles (Oshagbenmi & Gill, 2003).

In the same line of thinking, in educational field, a study done by Babcock (1991) couldn't find any significant difference between men and women in the area of managing the instructional program at schools.

Nevertheless, other researchers discovered some findings that highlight several differences between men and women in leadership styles. In general, women are found to be more caring for others, while men are viewed as more dominant and self-reliant (Hoyt, 2010). More particularly, writers have indicated that women exceeded men performance on both transformational and transactional level (Eagly & Johannesen, 2001).

On the transformational level, women demonstrated ability to transform their associates' self-interest towards the organization's objectives and goals (Rosener, 1990). Moreover, Hoyt (2010) emphasizes more the same idea in explaining that women are generally more transformational than men are. This means that women are more supportive than men when it comes to leading.

On the transactional level, women beat men in presenting more contingent reward for the associates when their performance was good and well appreciated, while men managers were perceived by their raters as absent and uninvolved at critical times (Eagly & Johannesen, 2001).

In the same context, women were found to be more rewarding in their leadership, while men practiced more laissez-faire leadership (Emmerik et al., 2010).

Moreover, in other studies, women were found less hierarchical than men, and more collaborative (Eagly & Johannesen-Schmidt, 2001). They were perceived to be more people oriented (Nelton, 1991) and inclined to help others develop their self-esteem (Eagly & Johannesen-Schmidt, 2001). These studies also found that women could energize their followers more than men do (Brinia, 2012) and attend to the individual needs of their associates (Eagly & Johannesen-Schmidt, 2001). On the communication level, men were found to be less friendly and attentive than women (Watkins, 1996).

Accordingly, for women leaders, it was found vital that the welfare of their associates is well respected. Therefore, female leaders do what they can to enhance the workplace conditions of their associates and make them feel a part of the organization in setting goals and strategies (Rosener, 1990).

In addition, other studies categorized women as leaders more than men. The categorization encompasses the ability of producing a vision, being innovative and formulating strategic thinking (Nelton, 1991).

Furthermore, men and women tend to spend their time differently, have different priorities and derive satisfaction from their work in different ways (Shakeshaft, 1986). Women are inclined to lead in a more democratic way than men (Hoyt, 2010; Eagly & Johnson, 1990), while men are more autocratic and directive (Eagly & Johnson, 1990). Interactive leadership is another aspect of the women's leading

styles (Rosener, 1990). In this style of leadership, women tend to encourage participation, power and information sharing.

In the education field, which is considered a less-masculinized field of operation along with the government and social service organizations, Eagly et al. (1995) argued that women seemed to be more effective than men as leaders, while they were not as much effective as men in areas which are considered more masculinized.

In addition, Babcock (1991), examined the differences between male and female principals in their perception of their instructional leadership behavior. She found that there are significant gender differences in the areas of “Defining the Mission” and “Promoting the School Climate”. She concluded that female principals demonstrated a more significant role than male principals in framing the schools’ goals and communicating them, in providing incentives for teachers and promoting their professional development.

Finally, Hope-Arlene (cited in Brinia, 2012) stated that female head teachers were found using the “power through” and “power within” approaches, rather than “power over” approach. Men, on the other hand, are more associated with power and control over their associates. This conclusion of Hope-Arlene is aligned with what Shakeshaft (1986) noted about women:

“women spend more time with people, communicate more, care more about individual differences, are concerned more with marginal students and teachers, and motivate more” (Shakeshaft, 1986, p. 121)

2.3 Conclusion and research questions

2.3.1 Conclusion

The above literature review was divided into two parts. In the first part, the researcher reviewed the state of knowledge in the area of leadership. He defined leadership, presented the three major approaches of leadership: traits, behavior and contingency approaches; and did a quick review of the types of school leadership: managerial, political, instructional, distributed, transformational and integrated.

In the second part, the literature review tackled two important points concerning the narrower scope of leadership that is of interest to this study. These two themes were the inequality of assuming leadership roles between men and women despite the growing gender equality in other areas; and the similarities and differences that were found by other researchers throughout the years in different fields of expertise between the way men and women lead.

Nonetheless, no previous research has been conducted in South Lebanon concerning the similarities and differences between male and female leadership styles as principals in catholic schools. In the light of the previous research, the researcher has, therefore, concluded that females and males have certain common traits in the way they lead their organizations, but they differ in other areas. This will be identified after the data collection and testing.

2.3.2 Research questions

As was introduced in Chapter 1, the primary research question being posed in this study is: “What are the similarities and differences in male and female principals’ leadership styles in catholic schools in South Lebanon?”. More specifically:

- Do male and female principals' leadership styles differ or concur in Catholic Schools in South Lebanon?
- Who is more effective in identifying and articulating the school vision?
- Is it the male or female who leads by example?
- Who supports his/her teachers more effectively through participative management?
- Who motivates his/her teachers better by providing intellectual stimulation?
- Is it the male or female principal who encourages his/her teachers to show full potential?

Thus, the above mentioned questions will be answered and discussed in Chapters III and IV.

Chapter 3

PROCEDURES AND METHODOLOGY

3.1 Introduction

The main purpose of this study was to investigate the commonalities and differences that may exist between male and female principals' leadership styles in catholic schools in South Lebanon. The literature review led us to draw several research questions concerning the leadership styles of the catholic schools' principals and their implications on the well-being and overall performance of the teachers.

Now, this chapter develops the philosophical position and the reasoning approach of the study. Afterwards, the researcher will develop his hypotheses and elaborate on the methodology used in the study.

3.2 Philosophical Position

Guba and Lincoln (1996) identified four types of paradigms to follow in conducting both quantitative and qualitative researches: Positivism, post-positivism, critical theory and constructivism.

The positivism paradigm argues that reality can be apprehended, measured and known for itself outside of the observer's contribution or the viewer's interaction (Aliyu et al., 2014). This approach is expected to lead the researcher to rather generalize discoveries or conclusions. The existence of bias results is prevented and the researcher cannot influence the reality studied, because they are both independent entities (Guba & Lincoln, 1996).

The importance of that paradigm is that it allows forming objective findings but most importantly repeatable findings (Aliyu et al., 2014), following the cause-effect rigid law, under the umbrella of different rigorous methodologies, such as quantitative analysis (Guba & Lincoln, 1996).

This approach is therefore used in exact sciences like Mathematics and physics, where the human contribution is minim and cannot influence the order of reality. However, human influences are greater and notably considerable when it comes to social sciences. Positivism paradigm appears to be no longer adequate and realities tend not to be apprehended as they truly are (Guba & Lincoln, 1996; Aliyu et al., 2014). Hence, Post-positivism paradigm is conceived.

Post-positivism is a research approach that emerged out of Positivism (Swann, 2001). This paradigm is assumed to be a critical realism (Guba & Lincoln, 1996), which means that the reality can be apprehended but not in a perfect way.

Nonetheless, assuming that the reality is not fully certain in any point of time, there is no reason for seeking the truth (Swann, 2001). The post-positivism asks the crucial question: Are the current findings concurrent with the previous ones?. In that context, post-positivism tries to explain the meaning of people's actions via qualitative methodologies (Guba & Lincoln, 1996).

The third paradigm is critical theory and related ideological positions. In the words of Guba and Lincoln (1996), in this paradigm:

“The investigator and the investigated object are assumed to be interactively linked, with the values of the investigator (and of situated “others”) inevitably influencing the inquiry” (p. 110).

This type of paradigm assumes that the order of things and its apprehension is subject to transformation along the history and needs a dialectical dialogue between the inquirer and the inquired subjects; to transform the misunderstanding realities to more informed ones (Guba & Lincoln, 1996).

Finally, the authors inquire the Constructivism paradigm. In this approach, findings are accumulated through interaction between investigators and investigated subjects (Guba & Lincoln, 1996). The knowledge in this approach is gathered by doing things and getting things done to us, by acting and reacting. Both types of experiences can lead to accumulate knowledge (Fox, 2001). Therefore, no one truth is universal in this approach. In fact, social realities can be conflicting, as a result of human intellects, can be constructed through experience and may change if more complicated and enlightening knowledge is acquired through time (Guba & Lincoln, 1996).

In the study, the researcher uses the explanatory sequential design, which involves the use of both quantitative and qualitative methods. In fact, even though the quantitative method is the most aligned with the positivist paradigm, the knowledge sought in this study is not unique to the field. Several studies were conducted before on male and female leadership styles. Therefore, a post-positivism sense is typically required to be able to see if the current findings concur or differ from the previous ones. Moreover, since the mixed method design encompasses a qualitative method in a second phase, the constructivism approach is essential to the matter as advised by Creswell and Plano Clark (2011):

“Since the study begins quantitatively, the researcher typically begins from the perspectives of post-positivism to develop instruments, measure variables, and assess statistical results. When the researcher

moves to the qualitative phase that values multiple perspectives and in-depth description, there is a shift to using the assumptions of constructivism. The overall philosophical assumptions in this design change and shift from post-positivist to constructivist as researchers use multiple philosophical positions” (Creswell & Plano Clark, 2011, p.83).

3.3 Reasoning Approach

Trochim, cited in Soiferman (2010), identifies two types of approaches: inductive and deductive approach. While inductive approach is a technique that goes from bottom to top, the deductive approach commences with general beliefs or findings and ends up with the most specific individual truth (Soiferman, 2010; Creswell, 2007).

In the educational field, inductive approach tends to push learners to be more responsible for their learning and findings. Grammatical rules, for instance, are not given; they have to be induced by the learners from their use in language (Mallia, 2014). In contrast, the deductive research relies on rules and laws, that are generally known or accepted, then moves down to depict a hypothesis that can either reject or contradict (test) the theory (Creswell, 2009).

In general, inductive approach is more likely to be used in qualitative analysis:

“The logic that the qualitative researcher follows is inductive, from the ground up, rather than handed down entirely from a theory or from the perspectives of the inquirer” (Creswell, 2007, p. 19).

This leaves the deductive approach to be used in quantitative data analysis.

This study uses a mixed method design. Therefore, in the first quantitative phase, it is appropriate to use the deductive approach, and it is convenient, afterwards, in the second phase to use the inductive approach as argued by Tucci (2006).

3.4 Hypotheses

Since the hypotheses are drawn from the research questions that were stated in Chapter 2. In the aim of answering the research questions, the researcher has accordingly developed the following hypotheses after presenting the corresponding rationale as mentioned in Chapter 2, review of literature.

The literature review revealed women as leaders more than men in terms of producing a vision, being innovative and formulating strategic thinking (Nelton, 1991). Hence, the following hypothesis is formulated:

H₁: Female principal leaders identify and articulate a vision for the school more effectively than their male counterparts.

In his dissertation, Penix (1997) cites Hall's three generalizations concerning the behavior differences between males and females in educational institutions. He notes that:

“(a) males were more active than females; (b) males initiated more verbal acts than females ; (c) males exerted more influence than women” (Penix, 1997, p. 61).

These three leadership traits let us assume that men provide a better model for their associates than women, by being more active and more influential. Thus, the following is hypothesized:

H₂: Male principal leaders provide a more comprehensive model for their associates.

Moreover, in the current study, the researcher investigates whether the schools' principals in Catholic schools in South Lebanon show support for their associates' individual needs. In more depth, the study explores whether female principals show individual support towards the teachers more than male principals do. In fact, some studies found women to be people oriented more than men and they are capable to take care of their associates' individual needs more than their male counterparts do. (Eagly & Johannesen-Schmidt, 2001). Accordingly, the following hypothesis is formulated:

H₃: Female principal leaders provide their associates with a more individualized support network.

In addition, a study done by Babcock (1991) found that women played a significant role, more than men principals, in defining the school's goals and providing incentives for teachers, in order to promote their professional development. These findings intercept with those of Shakeshaft (1986) who found that women motivate more than men, which makes them more transformational leaders than their male counterparts (Hoyt, 2010). Therefore, the following is hypothesized:

H₄: Female principal leaders enhance their associates' intellectual stimulation over and above their male counterparts.

Nevertheless, no evidence in literature was found supporting the fact that male and female leaders show any significant differences regarding the transactional leadership. Some researchers claim that men and women act similarly on task-oriented leadership

(Maher, 1997). Others also argue that men and women do not differ in their ways of managing the instructional programs at school (Babcock, 1991). In this line of thinking, male and female principals expect the same performance from their associates. Consequently, the following hypothesis was formulated:

H₅: Both male and female principals expect similar performance levels from their associates.

3.5 Selected variables

3.5.1 The dependent variables

This study used the *Principal Leadership Questionnaire* (PLQ) as conceived by Jantzi and Leithwood (1996). In their study, the authors determined six characteristics of the principal leadership style as described below:

Y₁*: Identifying and Articulating a Vision.

Y₂*: Providing an Appropriate Model.

Y₃*: Fostering the Acceptance of Group Goals.

Y₄*: Providing Individualized Support.

Y₅*: Providing Intellectual Stimulation.

Y₆*: Establishing High Performance Expectations.

Nonetheless, in the present study, the researcher performed a factor analysis (see section 4.2) for the collected data which resulted in four factors that are used as dependent variables. These variables are described below:

Y₁: Identifying and Articulating a Vision and Providing an Appropriate Model.

Y₂: Establishing High Performance Expectations.

Y₃: Providing Individualized Support.

Y₄: Providing Intellectual Stimulation.

3.5.2 The independent variables

The purpose of this study is to identify the differences and similarities between male and female principals' leadership styles. Therefore, the main independent variable of the study is:

X₁: Gender of the school principal.

Nonetheless, for further exploration of the subject, the researcher wants to investigate the influence of several other independent variables on the principal's leadership style. These variables are as follows:

X₂: The size of the school.

X₃: The principal's years of experience in the school.

X₄: The principal's level of education.

X₅: The principal's educational background.

The rationale behind adding these independent variables is exploratory. The researcher wants to investigate whether the latter affect the dependent variables. In fact, when the size of school differs, the span of control of the principal changes accordingly. Hence, the interaction between the principal and the teachers tends to be less personal and more hierarchical. That is why the current study aims to explore the impact of the school size on the interaction of the principal and his/her teachers, which affects his/her leadership style.

Moreover, a French proverb truly declares that “à force de forger, on devient forgeron¹”. This proverb indicates, in the context of the study, that the principal’s years of experience in leading the same school may probably have a positive impact on his/her leadership.

Finally, the researcher desires to study whether the principal’s level of education and his/her educational background affect his/her leadership style at school. Do leaders that are more educated score better? Does the leaders’ educational background have a significant impact on their leadership style?

The literature review has a little feedback on the impact of these variables on the principal leadership style. Consequently, the current study will explore the effect of these variables in catholic schools in South Lebanon and open the door for future research.

3.6 Methodology

In order to answer the research questions and to test the above hypotheses, the researcher intended to use a mixed method strategy following the explanatory sequential design. In addition, the researcher decided to work on primary data that will be collected by him personally.

According to Creswell and Plano Clark (2011), the use of mixed methods is not arbitrary. In fact, mixed methods design requires strong reasons to be implemented in a research study. Accordingly, in the current study, the researcher opted for the mixed methods strategy for complementary reasons.

¹ This French proverb amplifies the power of habitude. It means that when a person does his/her job for a long time, he/she will master the task and perform better year after year.

More specifically, in view of the nature of the study, the primary quantitative method might generate unexpected results. Consequently, another method might be needed to complement, explain and justify or contradict the previous findings. Thus, a complementary qualitative method might be in order, typically the focus group method.

In depth, the sequential explanatory design consists of two different parts: Quantitative followed by qualitative (Creswell & Plano Clark, 2011). In the first part, the researcher starts by collecting and analyzing the numerical data. Afterwards, once the quantitative data analysis is done, the researcher can begin the second part of his study: collecting and analyzing the qualitative data. In addition, Figure 2 (see Appendix E) represents the explanatory sequential design for the current study, that was inspired from the design created by Creswell and Plano Clark (2011). Furthermore, the researcher found no better explanation for the design other than Creswell and Plano Clark's own words (2011):

“the second, qualitative phase builds on the first, quantitative, phase, and the two phases are connected in the intermediate stage in the study” (p. 104).

Furthermore, the researcher opted this approach because the qualitative data analysis might explain the previous numerical findings. In fact, the quantitative results can be better comprehended by investigating the participants' perception in more details (Creswell, 2003).

In the following sections, the researcher will elaborate on the explanatory sequential design approach by detailing first the quantitative method procedures. Then, he will

tackle the second phase of the design by explaining the qualitative phase and its procedures.

3.6.1 Quantitative Method

3.6.1.1 Target Population

The present research focuses on the similarities and differences that may exist in the principals' leadership styles in catholic schools in South Lebanon. Therefore, the research aims to collect data on how the teachers in these schools perceive their principals' leadership styles. Thus, the questionnaire will be distributed among the teachers of these schools.

3.6.1.2 Questionnaire design

The quantitative method uses a survey-based questionnaire (see Appendix G) entitled *Principal Leadership Questionnaire* (PLQ), which was conceived by Jantzi and Leithwood (1996). The researcher has requested the permission to use the questionnaire from the author Dr. Kenneth Leithwood by email and the permission was granted (see Appendix I).

The PLQ is structured upon 24 questions distributed among different leadership traits or subjects, with a 4-point Likert-type scale where *1 = strongly disagree*, *2 = disagree*, *3 = agree*, and *4 = strongly agree*. In addition, three items were added to the PLQ: 1- a fifth scale "*not applicable*" was added to the 4-point scale explained above, 2- the gender of the principal where *1 = Male* and *2 = Female* and 3- the size of the school where *1 = More than 500 pupils*, *2 = Between 250 and 500*, *3 = Less than 250*.

The rationale behind adding the second item is because the current study is specifically concerned about the similarities and differences in leadership styles between male and female principals. The reason behind adding the third item is to be able to detect whether there are any emerging differences in leadership styles between male and female principals when the school size differs.

According to Helwanji (2005), six components define the rationale of the questionnaire (see Table 3 in Appendix C). Specifically, the questionnaire rotates around six important aspects of the leadership style of a principal.

The first aspect, *Identifying and Articulating a Vision*, aims to investigate the principal's ability to conceive, articulate and communicate to the teachers a clear vision of the school.

The second aspect, *Providing an Appropriate Model*, inspects the principal's behavior and ability to set a model to his staff in terms of values and exemplary behavior.

The third aspect, *Fostering the Acceptance of Group Goals*, tackles the ability of the principal to encourage his staff to work as group and to cooperate towards the accomplishment of the school goals as a group.

The fourth factor, *Providing Individualized Support*, is about the degree of personal attention that the principal can give every individual of his/her staff and the degree of care for every member's personal needs and feelings.

The fifth factor, *Providing Intellectual Stimulation*, rotates around the ability of the principal to create an atmosphere of intellectual challenge that aids the

teachers to revisit their assumptions of their work in the school and the possibility of doing it better.

The sixth and last factor, *Establishing High Performance Expectations*, tackles the expectations of the principal expressed to his/her team regarding the high performance, excellence and high quality work.

Because of the nature and the educational background of the targeted population (teachers of catholic schools), the researcher ought to use an Arabic version of this questionnaire (Appendix H). In fact, most of the targeted teachers do not speak or read English well, which may have a negative impact on their understanding of the questions and create confusion in the collected data. Therefore, a translated version of the questionnaire had to be used (see Appendix H). Helwanji (2005) in his dissertation translated the same questionnaire to Arabic and piloted it to ensure the accuracy of the translation. Dr. Helwanji provided his permission to use the translated version of the questionnaire in this study by email (see Appendix J).

Table 4 in Appendix C shows the reliability scores of the PLQ according to the Chronbach's Alpha scale between the original and translated questionnaire. Helwanji (2005) chose randomly 16 participants from middle schools for his pilot study. After cleaning the data, 11 answers remained because the rest had insufficient answers. Then, reliability analysis was conducted using Chronbach's Alpha.

As clarified in Table 4, the translated questionnaire scored high (> 0.7) on all its components on Chronbach's Alpha scale. Therefore, all the factors were reliable.

3.6.1.3 Sample Size

According to the General Secretariat of Catholic Schools in Lebanon (2019), there are currently 332 Catholic schools in Lebanon, which include more than 17,000 teachers. This study concerns the governorate of South Lebanon, where there are 12 Catholic schools, in which 651 teachers were employed in the academic year 2019-2020.

In order to be a representative of the population of South Lebanon, the sample size of the teachers with a confidence level of 95% and margin of error of 5%, is at least 242 respondents. However, because the population in question is not big enough, the researcher decided to distribute the questionnaire for at least 550 participants chosen from the 12 schools included in the study.

3.6.1.4 Data Collection

Firstly, it is important to note that the 12 schools targeted in this research are in reality only 11. In fact, two schools with two different permits coexist in the same building and are led by the same principal. Therefore, the researcher considered these two schools as one, which reduced the number of schools from 12 to 11.

From the gender point of view, these schools have six female principals (one of them leads the two coexisting schools) and five male principals.

Secondly, the researcher contacted all the 11 principals by phone, introduced himself, explained the purpose of his study and the targeted population, and asked for their consent to meet the teachers and school staff during the recess period and distribute the questionnaire.

As a result of the phone calls, three principals refused to participate in the study. One male principal refused because the academic year 2019-2020 was his first year as a principal in the school by the time the study was conducted, and the teachers are not able to judge his leadership style yet. In addition, two female principals (one of them heads the two coexisting schools) just refused to aid in the study.

Consequently, the number of schools participating in the study was reduced to eight. Table 5 (see Appendix C) shows the name of the participating schools, the gender of the principal, the size of the school (number of pupils), number of teachers, principal's years of experience, his/her level of education and his/her educational background.

After contacting the schools' principals and obtaining their consent, the researcher took appointments from each school principal. One day before the appointment, the researcher called the principal to confirm his presence at school the next day at the designated time. The principal notified the teachers and asked them to gather in the designated room at the recess time. Once on site, the researcher was introduced by the principal, who left the room afterwards. Then the researcher, accompanied by an assistant, explained the purpose of the study to the present teachers, the importance of their participation for the accuracy of the results and the anonymity of the participants. Then he distributed the consent form (see Appendix K) and asked them to sign it voluntarily. Later on, the researcher left the room and let his assistant conduct the questionnaire-filling phase in order to reduce the bias because the researcher is a school principal himself. Once the participants filled the questionnaire willingly, the assistant collected the answers

and thanked the participants for their appreciated participation. In addition, the researcher notified the teachers that some of them could be contacted in a later stage to participate in the focus groups.

These steps were repeated in each school. As a result, 550 questionnaires were distributed and 444 answers and consent forms were collected, because 106 teachers refused to participate in the survey.

3.6.1.5 Quantitative Data analysis

Since quantitative studies are essentially based on numerical data gathering, the use of descriptive statistics is important because it reduces and organizes the huge number of numerical observations. To this end, the researcher started with a factor analysis of the entire data set. Then, he included some descriptive statistics in addition to percentages and frequency distributions in diverse forms, such as histogram, pie chart and tables. Furthermore, inferential statistics such as variance analysis, specifically the Mann-Whitney U test, were used in the current study to be able to depict whether leadership styles differ between male and female principals in catholic schools in South Lebanon.

Notably, the Statistical Package for the Social Science (SPSS) software version 25.0 for Windows was used to generate the statistical results.

3.6.2 Qualitative data

3.6.2.1 Target population

After analyzing the findings of the quantitative phase, which are presented in the following Chapter 4, the researcher began the second phase design and implementation. Based on the results of the quantitative data, the researcher

depicted the information that needed to be explained and comprehended by the qualitative phase.

Therefore, two focus groups were sought. Eight teachers, randomly selected from the eight participating schools, formed each focus group. Consequently, two teachers from each school were asked to participate each in a different focus group. The rationale for choosing only one teacher from each school at a time is to minimize biased answers as much as possible. In fact, when two teachers from the same school participate in the same focus group, at least one of them will be intimidated by the presence of the other and will be afraid of expressing his/her opinions freely and unconditionally.

3.6.2.2 Procedures and data collection

After analyzing the quantitative data and based on his personal experience as a school principal and on the PLQ design, the researcher formulated five sets of questions to be asked and discussed in the focus groups.

Later on, the researcher contacted the schools' principals again declaring the commencement of the second phase of the data collection. The schools' principals granted the researcher the freedom to contact whomever he wants.

In fact, the researcher was aware of the possibility of having biased answers if the participating teacher in the focus groups was someone of the principal's in-group. Hence, the researcher was granted the permission to select any two teachers he desired. However, the selection procedure had only one condition: the chosen teachers ought to have had participated in the first phase and completed the survey.

Once the principals' permissions were granted, the researcher contacted two teachers from each school. He, afterwards, fixed a date where he will meet the teachers and discuss the previously prepared questions for the focus group (Appendix P) with them.

However, due to the Covid-19 problematic health issue and the need for social distancing, the researcher had to gather the participants in an online virtual meeting through WhatsApp.

At the beginning of the meeting, the researcher thanked the participants for their presence and their willingly participation in the focus group. Later on, the researcher explained to the participants that their answers will be saved in his research. Furthermore, the researcher took some time to explain to the participants the importance of their participation in clarifying and explaining the results of the quantitative results. In addition, he asked them to be as candid as possible, knowing that their answers will remain confidential. In fact, no one but the researcher himself, the thesis supervisor and reader, can have access to the researcher's notes of groups discussions.

Moreover, both focus groups took approximately 60 minutes. The researcher thanked the participants for their answers and dismissed the meeting.

Finally, the researcher revised all the tapes and drafted the various answers of the questions. In order to be able to separate the answers of teachers that work in schools that are led by female principals from those of teachers belonging to schools led by male principals, the researcher used the following codes to identify each participant:

SF: participant that works in a small school led by a female principal.

MF: participant that works in a medium school led by a female principal.

BF: participant that works in a big school led by a female principal.

SM: participant that works in a small school led by a male principal.

MM: participant that works in a medium school led by a male principal.

BM: participant that works in a big school led by a male principal.

3.6.2.3 Qualitative Data Analysis

By gathering the participants' responses of each question, the researcher tried to stay authentic in translating their answers. However, certain oral comments and/or out of context remarks were deleted since they did not serve in any way the purpose of the study.

Moreover, the researcher separated the answers into two categories: those provided by teachers that have a male principal (Group A) and those provided by teachers that have a female principal (Group B). Then, he organized and analyzed the answers according to the quantitative results, in order to be able to corroborate and/or explain the previous quantitative findings. For more details, please refer to the participants' answers in Appendix P.

3.6.3 Protection of human subjects

To ensure the protection of the human subjects and the anonymity of the answers in the quantitative data gathering, the researcher asked the school principals not to be present when the consent forms and questionnaires were distributed and when the participants filled the questionnaire. The collection took place immediately. Therefore, the principals of the schools did not know the identity of the participants

and their opinions expressed in the questionnaire. Only the researcher, the thesis supervisor and the reader had access to the individual data and names of the participants.

In addition, at the focus groups online meetings, no names were shared and the identity of the participants and the schools where they work remained confidential from each other. The researcher referred to each participant by a code name. Moreover, unless the participants revealed their participation details to their principals, these latter had no idea who the researcher contacted and who, actually, was chosen to participate in the focus groups.

Finally, the approval of the Institutional Review Board at Notre Dame University was sought before any data was collected.

3.7 Conclusion

To sum up, the current study uses the mixed methods strategy that follows the sequential explanatory design. In addition, the study deals with primary data that was collected in two phases. First, the researcher gathered quantitative data through the *Principal Leadership Questionnaire* (Jantzi & Leithwood, 1996). He adopted, therefore, the post-positivist position and a deductive approach. In the second phase, the qualitative data was collected using the focus group technique. In fact, two focus groups were created and the questions were discussed. In this phase, the researcher adopted the constructivist position and the inductive approach.

Accordingly, the researcher drew five hypotheses that will be tested in Chapter 4 using the appropriate statistical tests. Finally, the researcher will analyze, interpret and

combine the data gathered from both methods to come up with a comprehensive understanding of the data as a whole.

Chapter 4

FINDINGS

4.1 Introduction

This chapter will include all the findings and results collected from the current research. First, the researcher will present the factor analysis process. Then, he will test the data for normality. Later on, some useful descriptive statistics concerning the response distribution of the PLQ will be presented. In addition, inferential statistics will take place.

Furthermore, the researcher will analyze the results to be able to define the perspective of the second qualitative phase. Then, the design and the results of the focus groups will be presented in a comprehensive way.

Finally, the holistic discussion of the results will be in order.

4.2 Quantitative data processing

The data collected was processed using the Statistical Package for Social Science (SPSS) software version 25.0 for windows, to generate the statistical results.

At first, an exploratory factor analysis (Principal components with oblique rotation) of the 24 statements was conducted on the PLQ. The Kaiser-Meyer-Olkin (KMO) measure of sample accuracy (0.854) and the Bartlett test of sphericity ($p < 0.01$) indicated that the factor analysis was adequate for the data collected (see Table 6 in Appendix C). Furthermore, Table 7 (Appendix C) shows that significant correlations (> 0.32) existed between some of the extracted factors. This indicated that the factors were correlated with each other (Yong & Pearce, 2013). Consequently, the Direct

Oblimin rotation was adopted because it is considered the most suitable rotation for correlated factors (Brown, 2009).

Accordingly, factor analysis yielded four factors with eigenvalues > 1 , which explained nearly 51% of the variance. The second, third and fourth factors were clearly related respectively to the ability of the principal of *Establishing High Performance Expectations* (PER), *Providing Individualized Support* (IDS) and *Providing Intellectual Stimulation* (STM).

A closer look to the third factor shows that one item (Q4_VIS) that belonged originally to the *vision* statement loaded under this third factor (*Providing Individualized Support* (IDS)). A possible reason that this statement has loaded on IDS is that participants might have misunderstood it. Given that this question investigated whether the principal allows the teachers to act like leaders, participants could have understood that this statement is related to whether their school principal provides them with individual support to awaken the leader in them.

Moreover, a closer look at the first factor demonstrates that different items – that belonged to two components (Identifying and Articulating a Vision (VIS) and Providing an Appropriate Model (MOD)) – loaded under the same factor.

Nonetheless, all the items that belonged to the *Fostering the Acceptance of Group Goals* (GRG) had a loading less than 0.5, therefore they were eliminated. In addition, two items that belonged to the IDS (Q14 & Q15) had a loading less than 0.5 and were also eliminated. Finally, two items (Q2 & Q8) that belonged respectively to VIS and MOD were eliminated because they had loadings less than 0.5.

The 15 items that survived the analysis were subject to a second factor analysis, which resulted in four factors. The resulting factors explained more than 59% of the variance.

Factor 1, entitled “Identifying a vision and fostering a model (VAM)”, comprised five items; Factor 2, termed “Establishing high performance expectations” (PER) comprised three items; Factor 3, called “Providing individualized support” (IDS) comprised four items and Factor 4, entitled “Providing intellectual stimulation (STM) comprised three items. Cronbach’s alpha reliability for VAM was 0.749, for PER was 0.786, for IDS was 0.708 and for STM was 0.657 (Table 8 in Appendix C).

4.3 Normality test

In statistical studies, researchers are able to understand normality via different statistical tests, such as graphical methods, numerical methods and normality tests (Razali & Wah, 2011).

Graphical methods include the Q-Q plot, histogram and box plot. Numerical methods include skewness and kurtosis tests; skewness and kurtosis coefficients can be calculated and interpreted (Joanes & Gill, 1998). In general, a normal distribution has no skewness and no kurtosis. When skewness has a value that is different from zero, the researcher can conclude that his/her data deviates from symmetry (Cain et al., 2017). Accordingly, the more kurtosis value deviates from zero, the more the data deviates from normality (Cain et al., 2017).

Finally, several normality tests are present. However, Shapiro-Wilk test has been found to be the most powerful normality test (Razali & Wah, 2011).

A Shapiro-Wilk's test ($ps < 0.05$) (see Table 9 in Appendix C) shows that the dependent variables VAM, PER, IDS and STM are not normally distributed. Therefore, the normality tests showed that normality assumption has been violated in the current data set. Accordingly, the researcher judged his data to be non-parametric. Consequently, non-parametric tests were in order, notably Mann-Withney U test.

4.4 Descriptive Statistics

4.4.1 Demographic data

In the previous chapter, it was mentioned that the current study included eight schools, four of which are led by female principals and four led by male principals. In addition, the schools' sizes ranged between 153 pupils (Likert scale 3) and 2318 (Likert scale 1). Furthermore, the number of teachers varied accordingly from 27 to 160 teachers. The total number of the prospective participants in the survey was 550 teachers. **Figures 3** and **4** (see Appendix F) represent the gender and size distribution of the population studied.

Figure 3 shows that 50% of the principals in the targeted schools are males and 50% are females, which helps decrease the degree of bias.

In addition, **Figure 4** demonstrates that 50% of the participating schools in the study are big schools (BS) with a number of pupils more than 500, whereas 25% of the participating schools are medium (MS) with pupils' number between 250 and 500; and 25% of the participating schools are small schools (SS) with less than 250 pupils.

Moreover, **Figure 5** (see Appendix F) shows the distribution to the schools according to their sizes and the principal's gender. It is noted that the eight

principals are approximately evenly distributed according to the school size. One principal of each gender leads the small schools and the medium schools, and two principals of each gender lead the big schools.

4.4.2 Responses distribution of the PLQ

The PLQ originally consisted of 24 questions with a four point Likert scale (1 = strongly disagree and 4 = strongly agree) and an added fifth scale Not Applicable (NA). After the principal component analysis, only 15 questions survived the analysis. The remaining questions were used to determine how teachers' perceived their principals' leadership style as described by the four extracted factors (VAM – PER – IDS – STM). Table 10 (Appendix C) shows in percentages the distribution of the responses in each factor. The percentages of each question were calculated based on the frequency of responses to each question (see Appendix L).

As detailed in Table 10, most participants answered Agree or Strongly Agree on all factors which means that they believe that their principals demonstrate strong leadership traits.

To further understand differences in leadership styles based on gender, Table 11 (see Appendix C) exhibits in percentage, the distribution of the responses for each factor between female and male principals. The percentages of each question were calculated and presented in Appendices M and N.

Table 11 shows no evident differences between Male and Female percentages for PER and STM factors. However, slight differences exist between Male and Female principals for IDS factor. Finally, a slightly higher difference is noted between Male

and Female principals for VAM factor, notably in D (8.2 % for males and 2.8 % for females) and SA (40.6 % for males and 47.8 % for females) ratings.

4.5 Analysis of Variances: Mann-Whitney U test

In a first step, a Mann Whitney U test was calculated to compare the rated principals' leadership styles in schools between men and women. Later on, the same test was used with split data across school size, years of experience, principal's level of education and background.

4.5.1 Independent variable: Gender

The Mann-Whitney U test indicated that VAM ($U = 20529$, $p < 0.05$) was statistically significantly higher for female principals ($n=273$, $M_{Rank} = 232.8$) than for male principals ($n=171$, $M_{Rank} = 206.05$). This indicates that female principals are significantly able to identify and articulate the school vision and to provide the teachers with an appropriate model than the male principals. Table 12 (see Appendix C) shows the Mann-Whitney test results.

However, no significant differences in terms of PER ($U = 23228$, $p > 0.05$), IDS ($U = 21201$, $p > 0.05$) and STM ($U = 23061$, $p > 0.05$) were found based on principals' gender. This indicates that female and male principals do not significantly differ in establishing high performance expectations, providing individualized support and providing intellectual stimulation for their teachers.

4.5.2 Gender impact with control Independent Variables

In order to be able to compare the male and female principals' scores in the dependent variables VAM, PER, IDS and STM across the school size (BS – MS – SS), the principal's years of experience (Term 1: less than six years of experience - Term 2: at least six years of experience), his/her level of education (no degree, bachelor, master or Ph.D) and his/her educational background, the researcher did the following:

Step 1: The data was split in SPSS according to the independent variable (e.g. School size).

Step 2: Mann – Whitney U tests were executed to compare male and female mean ranks across all the independent variable groups.

The same steps were repeated for all the other independent variables.

The Mann-Whitney U test indicated that VAM in Medium size schools ($U = 319$, $p < 0.05$) was significantly higher for female principals ($n = 28$, $M_{Rank} = 45.11$) than for male principals ($n = 42$, $M_{Rank} = 29.1$) as presented in Table 13 (see Appendix C).

In addition, as shown in Table 14 (see Appendix C), the Mann-Whitney U test indicated that PER of principals with less than six years of experience (Term 1) ($U = 2698$, $p < 0.05$) was significantly higher for female principals ($n = 116$, $M_{Rank} = 99.24$) than for male principals ($n = 64$, $M_{Rank} = 74.66$).

In addition, the Mann-Whitney U test indicated that VAM of principals with, at least, six years of experience (Term 2) ($U = 6375, p < 0.05$) was significantly higher for female principals ($n = 157, M_{Rank} = 145.39$) than for male principals ($n = 107, M_{Rank} = 113.58$). However, the test indicated that PER of principals with, at least six years of experience (Term 2) ($U = 6849, p < 0.05$) was significantly higher for male principals ($n = 107, M_{Rank} = 146.99$) than for female principals ($n = 157, M_{Rank} = 122.62$).

Furthermore, Table 15 (see Appendix C) shows the Mann-Whitney test results for all dependent variables across the principal's level of education².

The Mann-Whitney U test indicated that PER of principals with a BA degree ($U = 2026.5, p < 0.05$) was significantly higher for female principals ($n = 88, M_{Rank} = 85.47$) than for male principals ($n = 64, M_{Rank} = 64.16$).

Furthermore, the Mann-Whitney U test indicated that a statistically significant difference was found, $ps < 0.05$ in dependent variables VAM and STM between male and female principals who have an Ms degree.

The mean rank of male principals ($n = 42, M_{Rank} = 26.29$) was found lower than the mean rank of female principals ($n = 28, M_{Rank} = 49.32$) for VAM.

However, the mean rank of male principals ($n = 42, M_{Rank} = 41.64$) was found higher than the mean rank of female principals ($n = 28, M_{Rank} = 26.29$) for STM.

² Ph.D. and No degree levels were not computed because the data included only one male principal with a Ph.D. degree and only one female principals with no degree. Thus, comparison was not applicable.

Finally, Table 16 (see Appendix C) shows the Mann-Whitney test results for all dependent variables across the principal's educational background.

The Mann-Whitney U test indicated that VAM of principals who come from an educational background ($U = 2319.5$, $p < 0.05$) was significantly higher for female principals ($n = 56$, $M_{Rank} = 94.08$) than for male principals ($n = 107$, $M_{Rank} = 75.68$).

4.6 Qualitative data processing

In general, the quantitative analysis showed that female and male principals' leadership styles only differ in one factor: VAM. The quantitative data analysis gave numerical evidence to assume the existence of differences in leadership styles between male and female, particularly in providing a school vision and in fostering an appropriate model for their teachers. Nonetheless, no significant evidence was provided to detect any differences between both types of leadership in providing individualized support, providing intellectual stimulation and expecting higher performance.

However, even though the quantitative and numerical results are more robust and reliable than the qualitative data, they only give a general understanding on whether the female principals show different leadership styles than their male counterparts. Therefore, the "how" and "why" of these numerical findings cannot be depicted unless qualitative analysis is put in use. Consequently, the researcher decided to design questions based on his personal experience as a school principal and the PLQ design (see Appendix O) for two focus groups, in order to explain "why" and "how" female and male principals differ or concur in their leadership styles in Catholic schools in South Lebanon.

More particularly, the focus groups questions tackled five areas of leadership styles, as they were identified by the PCA earlier in this chapter: 1- Identify and communicate the school vision, 2- Fostering an appropriate model, 3- Expecting higher performance, 4- Providing individualized support and 5- Providing intellectual stimulation.

In the first round of questions, the researcher tried, basically, to discover whether the teachers were aware of their schools' visions and objectives and how well these latter are articulated by the principals and communicated to the teachers.

In the second phase, the questions aimed to investigate whether the teachers considered their principals as a role model in the education field and encourage them to give examples of how their principals acted as leaders and inspired them to follow their lead.

In the third part, the researcher's purpose rotated around the teachers' perceptions of their schools' channel of communication and their principals' policies. In fact, the researcher was interested in exploring whether the teachers think that their principals consider their opinions seriously, know them personally and welcome them with an actual open door policy.

In the fourth section, the questions had two main purposes. The first was the principals' initiative to provide their teachers with training programs to sharpen their educational and leadership skills. Whereas the second purpose was the principals' disposition to amend the school programs in order to allow their teachers to pursue higher educational level and degrees.

Finally, the last set of questions tackled both intrinsic and extrinsic incentives that school principals were ready to give to motivate their teachers to achieve higher performance expectations.

4.7 Focus Groups highlights

In the current section, the researcher attempts to present general results of each part of the discussion. Nonetheless, the detailed answers and discussions are presented in Appendices P and Q.

4.7.1 Identifying and articulating the school vision

On the first round of discussion, the participants were asked, first, to state their schools' visions and objectives. The answers varied enormously, even from most of the teachers that work in the same school. Some did not know what their schools' visions were, while others confused their school's vision with their school's objectives.

Moreover, whereas most teachers from the first focus group believed that their principals often communicate the school's visions to them, some teachers from the second group said that their schools' visions are not communicated to them.

Furthermore, the teachers from the same school did not state the same school objectives. Nevertheless, nearly all the answers rotated around providing a good level of education for their pupils and raising good and responsible citizens.

Finally, most teachers that work in schools, which have male principals, stated that their principals treated them with respect and that they had lovely attractive

personalities, which demand respect from everyone. In contrast, female principals were perceived by the participating teachers as more caring and considerate to their issues.

All in all, the following points can be highlighted:

- Not all the schools' visions could be accurately identified.
- The schools' objectives were diversified and too broad.
- Male principals commanded respect by their respectful behaviour while female leaders demanded respect by caring to the teachers.

4.7.2 Fostering an appropriate model

In this second set of questions, the researcher discussed with the teachers the principals' behaviour as a model. The teachers in both groups perceived their principals as model. They were able to portray several traits that characterized their principals. In addition, they were all able to state at least one trait that they learned from their leaders.

In general, male principals were perceived as being team players, respectful and wise problem solvers. In addition, while some teachers considered that their female principals led by 'doing' more than 'telling'; other teachers believed that their female leaders are good listeners and treated them with respect.

In contrast, principals were perceived by all the teachers to be innovative in the educational world. In fact, this innovation rotated around two themes: 1- technological advance and 2- training sessions to enhance teaching methods.

4.7.3 Providing Individualized Support

In the third part of the discussion, the participants talked about the personal attention they were getting from their principals. In general, principals were considerate of their teachers' needs for personal time and they listened to the teachers' opinions and took them into consideration. In contrast, a few female leaders were more involved in their associates' personal life than other principals.

Surprisingly, nearly all principals conducted an "open door" policy towards their teachers. The participants expressed their appreciation for their principals because these latter were ready to receive them and listen to what they have to say.

Additionally, two different communication channels appeared in the discussion. Principals, in most cases, practiced the downward communication policy. Orders are set by the administrator and are later on communicated to the teachers. Even though the teachers had the right to give their opinions, the principals might change their decisions. Nevertheless, the lateral communication channel type was also present in the answers. In fact, male principals, in some schools, discussed some decision making processes with the teachers, specifically when they were to decide on the training sessions schedules.

3.7.4 Providing Intellectual Stimulation

In the fourth round of questions, the participants were asked to discuss how they perceive their principals' behavior towards their intellectual stimulation and development.

At first, all principals made their teachers attend several training sessions throughout the year. The prevailing theme of the training sessions was improving the teachers' teaching methods.

Secondly, most of the teachers were convinced that they had the freedom to implement the school program as they see fit in their classrooms. Certainly, the approval of the coordinator or the section director was required in most schools. However, the principals and their administrative teams choose all schools' programs and curricula and the teachers have no say in it.

Moreover, most teachers were motivated by their principals to achieve more levels of education, while their weekly hour distributions were altered accordingly in order to be able to achieve that goal. In that matter, no obvious differences were depicted between male and female principals.

4.7.5 Expecting Higher Performance

In last round of questions, the participants discussed their work performance, and how their principals reacted when they outperformed in their work.

First of all, while a few principals did not use any kind of reward towards their teachers, most of them used intrinsic rewards to encourage their teachers for doing their job well. The participants did not miss to mention some of the sentences they heard from their principals about their work, such as: "good job", "well done", "I am proud of you", etc.

In addition, all teachers believed their principals were satisfied with their performance. Nonetheless, some of the teachers said that they do not meet with their principals for performance evaluation on a regular basis, while others meet with the section directors or the coordinator. The rest meet the principal on a regular basis for evaluation purposes. Consequently, no obvious differences were demonstrated based on the principal's gender.

4.8 Discussion of the findings and hypotheses testing

In this section, the researcher attempts to answer the previously stated research questions (See Chapter 2) by supporting or rejecting the hypotheses drawn in Chapter 3.

In fact, the main research question intended to explore whether female and male principals differ or concur in their leadership styles in catholic schools in South Lebanon. Accordingly, six leadership main traits were proposed to be investigated:

- Articulating the school vision.
- Fostering an appropriate model.
- Fostering group goals acceptance.
- Providing individualized support.
- Providing intellectual stimulation.
- Expecting higher performance.

Nonetheless, after the data collection process and the factor analysis were executed, only four factors (leadership traits) remained as elaborated in Chapter 3:

- VAM: Identifying a vision and fostering an appropriate model.
- PER: Expecting higher performance.

- IDS: Providing individualized support.
- STM: Providing intellectual stimulation.

The reader can note that two leadership traits were joined in one factor (VAM) and that the 'group goals acceptance' trait was eliminated from the study by SPSS. Hence, no hypothesis was drawn concerning this last trait. The researcher was, therefore, unable to formulate any conclusion on whether female and male leadership styles differ (or concur) in fostering group goals acceptance between their associates in catholic schools in South Lebanon.

Furthermore, Mann-Whitney *U* test was calculated in order to test the validity of the hypotheses. Accordingly, for the purpose of this study, four dependent variables were indicated: VAM – PER – IDS – STM; and five independent variables were also identified: Gender, Size of the school, Years of experience of the principal, his/her Level of education and his/her Educational background.

In fact, for the purpose of the study, the researcher outlined one main independent variable: Gender of the principal. However, the other four independent variables were chosen for exploratory purposes. Two main reasons are behind adding them. The first reason is to investigate whether they affect the leadership style of the principal in general. The second reason is derived from the main purpose of the study. These variables are intended to shed more light on the potential differences and/or similarities between male and female principals.

Consequently, the following sections will discuss the main findings and will attempt to reject or fail to reject the hypotheses.

4.8.1 Testing and discussing H₁ and H₂

In this section, the researcher will discuss the quantitative findings and try to explain the results from a qualitative point of view, in order to support or fail to support H₁ and H₂.

As stated above in Chapter 3, H₁ tackled the school's vision and the principal's ability to identify and articulate it to his/her teachers:

H₁: Female principal leaders identify and articulate a vision for the school more effectively than their male counterparts.

In addition, H₂ rotated around the principal's behavior as an appropriate model for his/her associates, therefore:

H₂: Male principal leaders provide a more comprehensive model for their associates

As a first step, it is important to mention that these two hypotheses will be discussed together because the factor analysis yielded one factor (VAM) that merged the results of these two hypotheses.

According to the percentages of answers of the PLQ (Table 10 in Appendix C), the teachers agreed (46.85 %) and strongly agreed (45 %) that their principals are able to identify the school vision and articulate it, and give them an appropriate model to follow. Additionally, in Table 11 (Appendix C), it is clear that female principals scored more than male principals did in VAM, which indicates that female

principals, in general, articulate the school vision and provide their teachers with an appropriate model better than males do.

Moreover, Mann-Whitney U test revealed that the mean rank of female principals was statistically significantly higher for VAM than that of male principals (see Table 12 in Appendix C).

In conclusion, female principals were able to identify and communicate the school vision. Hence, there is sufficient evidence to support H_1 .

Accordingly, female principals were perceived to foster an appropriate model more effectively than male principals do. Thus, there was not sufficient statistical evidence to support H_2 .

More specifically, the researcher hypothesized in H_1 that female principals can articulate a vision for the school better than their male counterparts. In fact, the statistical tests support H_1 , which is aligned with what the literature review revealed (Nelton, 1991; Babcock, 1991). In contrast, the findings of this study did not concur with what Penix (1997) found. In his study, Penix (1997) concluded that males are more influential than females and provide their associates with an appropriate model to follow. In this study, H_2 was not supported, which indicates that female principals are the more influential leaders in schools.

More particularly, the research revealed that female principals are more effective in identifying the school vision and providing an appropriate model than male leaders when:

- They both lead medium schools,
- They both have at least six years of experience in the same school,

- They both have a master degree,
- They both come from an educational background.

The above notes concur with the findings of the focus groups discussions. In fact, most of the participants were able to identify what they believe was the school's vision and expressed their opinions openly regarding their principals' leading style as model. In that, no general differences were found between male and female principals. In fact, participants were able to identify a school's vision and objectives, and they were capable of stating how their leaders acted as models for them and what they learned from their principals.

However, an in depth analysis of the participants' answers highlights some differences, which could explain why the quantitative analysis reported such results.

In fact, in the quantitative phase, the researcher found that female principals in medium schools, who have a master degree and come from an educational background, scored better than their male counterparts did in VAM. This can be explained by the fact that participants, who work in medium schools, where the principal is a female that has a master degree and comes from an educational background, identified exactly the same school vision and objectives. In addition, when they discussed their principal's traits as a model, they also mentioned the same exact traits that made her a good model to follow.

In contrast, the male principal in the other medium school, who had a master degree and comes from an educational background, was not perceived by his teacher as a good leader as the female principal. In fact, participants were not able to mention the same school vision, which indicates that their principal did not identify the

vision and communicate it properly to the teachers. In addition, both participants did not fail to mention that their leader is a strict man. Thus, one may deduce that the teachers in that school did not see in their principal an appropriate model *per se*.

Moreover, the quantitative analysis indicated the existence of differences in leadership styles between male and female principals that have at least six years of experience. The focus groups discussions provided the researcher with some insights into this issue.

In fact, the female principal who fulfilled that criterion was perceived by her teachers to be able to identify the school vision and communicate it often to them. Participants that belonged to that school mentioned the same vision and school objectives, while participants that belonged to male-headed school could not mention the same vision and school objectives.

To sum up, although the differences between male and female leaders, in Catholic schools in South Lebanon in terms of VAM, are minor, they exist. A holistic approach to the focus groups discussions showed that nearly all participants were capable to remember a vision for their schools and actually mention how their principals acted as a model to follow. Nonetheless, some participants that belong to female-headed schools were better and more coherent when discussing their schools' visions and objectives, and were able to identify the same traits that characterized their principals more than the participants that worked in male-headed schools.

In conclusion, two reasons might explain these findings:

- The first reason pertains to the gender of the teachers. In fact, the vast majority of school teachers are women. This might explain why the female leaders are perceived as more effective in identifying the school vision and being a model to follow. In addition, female teachers might relate to their female leader more than they might relate to their male principal. Moreover, female teachers may see their female principal as their role model and may strive to be like her: “If she can do it, I can”. Finally, when female leaders articulate the school vision and objectives, female teachers may pay attention and try to implement it in their classrooms.

- The second reason might relate to what the literature called the “Glass ceiling metaphor” (Hoyt, 2010; Chliwniak, 1996). In this metaphor, women strive to achieve top positions, but they face numerous obstacles before reaching their goals. Therefore, in comparison, female leaders in schools may try to overcome the gender obstacles and succeed in their leadership behavior more than men do. Consequently, female leaders may give enormous attention to their work, identify the school vision with great care, articulate it on every occasion, behave themselves to act with great discipline in front of their associates, do their work as perfect as possible to make themselves an example to follow and take their responsibilities very seriously to inspire others. In contrast, male leaders do not face the same obstacles as women in climbing leadership positions. Therefore, they might let their guards down and do their job with less perfection than women do.

4.8.2 Testing and discussing H₃

In his third hypothesis, the researcher assumed that: Female principal leaders provide their associates with a more individualized support network.

In fact, the quantitative results failed to support this hypothesis. More particularly, 71.8 % of the participants in the survey agreed (47.5%) or strongly agreed (24.3 %) that their principals provided them with individualized support (See Table 10 in Appendix C). In addition, the percentages of answers of the PLQ showed only slight differences between male and female principals (Table 11 in Appendix C).

Moreover, the Mann-Whitney *U* test did not reveal any statistically significant difference between male and female principals in IDS (see Table 12 in Appendix C).

Additionally, IDS did not statistically differ between male and female across any other independent variable as shown in Appendix C (Tables 13 to 16).

Furthermore, the focus groups shed more light on how teachers perceived their principals' individualized support. As clarified earlier in this chapter, participants considered their principals as caring for their need for personal time. Most of the participants said that their principals cared about their opinions and listened to them.

Moreover, the “open door” policy was adopted by all principals without exception. The participants expressed their appreciation for their principals' positive attitude towards them. Accordingly, participants were able to see their principals anytime they wanted, unless the principals were in meetings.

In contrast, in spite of the presence of some shy lateral communication channels, the downward communication channels prevailed in the participant schools. In fact,

principals, both male and female, presented their points of view in meetings, then discussed the teachers' ideas, but rarely changed their opinions or decisions.

All in all, the results of this study did not concur with what the literature revealed in Chapter 2. In fact, previous research demonstrated that female principals were, at all times, more caring and more people oriented (Hoyt, 2010; Nelton, 1991). In addition, the current study did not align with previous research that found women to be more inclined to help others develop their self-esteem than men (Eagly & Johannesen-Shmidt, 2001).

In conclusion, H₃ failed to be supported. Female principals in catholic schools in South Lebanon do not differ than male principals in terms of providing their associates with individualized support. These results might be explained by the fact that the previous studies, mentioned above, were not conducted under the same circumstances of this study.

In fact, in the current research, all male principals were priests. Hence, they might be perceived as "father figures" at their schools: caring and people oriented. Actually, when asked about their principals' behaviors as models, participants answered that their male principals are like "fathers" to their families. In this sense, one might comprehend that priest principals are different from lay principals. The formers might treat their associates as they treat their parishioners, with love, compassion and consideration. Therefore, male and female principals were not found different, in this study, in terms of providing individualized support to their associates.

4.8.3 Testing and discussing H₄

In his fourth hypothesis, as stated previously in Chapter 3, the researcher assumed that female principal leaders enhance their associates' intellectual stimulation over and above their male counterparts.

As a result of the quantitative method, more than 88% of the participants agreed (52.7%) and strongly agreed (35.6%) that their principals provided them with an intellectual stimulation (Table 10 in Appendix C). In addition, no significant difference was revealed between male and female principals as shown in Table 11 and in Table 12 (Appendix C).

Nevertheless, despite the non-existing statistically significant difference between male and female leaders, some differences in mean rank were found when distributing the data across level of education. In fact, male leaders who had a master degree performed better than their female counterparts in STM (Table 15 in Appendix C).

Moreover, the focus groups discussions clarified most of the quantitative results, but no insight was discovered to comprehend why there was a difference in STM between male and female with master degree. In fact, the focus groups revealed that female and male principals in Catholic schools in South Lebanon, in general, behaved similarly in terms of stimulating their teachers intellectually. More specifically, the intellectual stimulation consisted in training sessions to enhance the teaching methods, their French language and their use of technology.

Additionally, most of the principals encouraged their associates to pursue more levels of education, but not all of them were ready to amend the school hourly distribution to aid them achieve more level of education.

Finally, the intellectual stimulation comprised also the teachers' freedom of implementing the schools' program in their class. In fact, the principals trusted their associates and considered them competent enough to implement the program as they see fit. However, no teacher was free to choose what curriculum or program to implement. It is actually a part of the downward communication channels: the program and hourly distribution had to be approved by the coordinator or the principal him/herself before giving the teacher the opportunity to find a personal and suitable way to implement it.

To sum up, the study did not have enough quantitative and qualitative evidences to support H₄. This finding, once more, did not align with several previous researches, which indicated that women stimulated the professional development of their associates more than men (Babcock, 191) and they exceeded men's performance on the transformational level (Hoyt, 2010; Cheaupalakit, 2002). Nevertheless, this study showed the same outputs gathered in recent studies done in business, governmental and military contexts, which indicated that both male and female enacted the same intellectual stimulations to their associates (Arnold & Loughlin, 2013).

At last, an attempt to justify the above results might rotate around the following themes:

- In the last decade, the schooling business *per se* has become fiercely competitive in Lebanon, more than ever. Hence, the schools' principals are

in constant competition with each other to attract more pupils and to present higher level of teaching and values to them. Consequently, to achieve that end, training sessions are always in order. In addition, more degrees and certificates are always welcome because they enhance the school's image and promote its desire for excellency. Accordingly, gender might not play any role in that matter. In fact, both male and female principals ought to engage their schools in the "excellency quest" program and try to be as competitive as possible, or else the school might lose its competitiveness and might be cast out of the education business.

- The second reason that might explain these results is the prevalence of technology, especially in the last decade. More particularly, the spectrum of teaching is changing fast and in order to be up to date, principals have to engage their associates often in technological training sessions. In the eyes of the participants, technology and technological trainings were the core of their intellectual stimulation. Recently, as a result of the Covid-19 pandemic, online courses forced themselves into the educational spectrum. Thus, all teachers in all schools had to undergo training seminars to be prepared for online teaching. Consequently, gender is not a factor in the technological equation. Therefore, the current findings were quasi similar regardless of the principal's gender.

However, one might bring the reader's attention that nor in the PLQ neither in the focus groups discussions, teachers mentioned having done leadership training sessions or communication skills enhancing seminars. The focus always rotated around technology, languages and teaching methods. Although these latter are very

important to education, the former are crucial for one's development. In fact, once the communication and leadership skills of a person are enhanced, the class management and the teaching methods might improve accordingly.

Therefore, a better person is someone whose skills are developed, talents encouraged and self-esteem accomplished.

4.8.4 Testing and discussing H₅

In his last hypothesis, the researcher assumed that male and female principals expect the same levels of high performance from their associates.

First of all, the literature revealed that expecting high performance levels from school teachers is not gendered. The performance levels tackled the ability of leaders to manage the schools' programs and their transactional leadership styles, as elaborated by Maher (1997) and Babcock (1991).

In the same line of thinking, the quantitative results (Mann-Whitney *U*) did not generate any statistically significant differences in mean ranks, between male and female principals in Catholic schools in South Lebanon (Table 12 in Appendix C).

These findings are somehow corroborated with the PLQ percentages, where principals in general were perceived as expecting high performance levels of their associates (95.2 % Agree and Strongly Agree). In addition, male and female principals' percentages for PER were extremely close (See Tables 10 & 11 in Appendix C). This indicates that both male and female principals expect high performance levels from their teachers in order to generate greater outcomes and reach higher educational reputation.

Consequently, there was enough evidence to support H₅. In fact, both female and male principals in Catholic schools in South Lebanon expect the same level of high performance from their teachers.

In order to maintain a clear vision on “how” principals usually expect high performance from their teachers, the focus groups discussions aided to clarify that matter. In fact, participants stressed on the fact that, while most principals are satisfied with their work, they use only intrinsic rewards to praise their job. Phrases like “good job”, “well done” and “I trust your work” were the most repeated sentences by principals to their teachers.

Nonetheless, not all the principals meet with their teachers for evaluation on a regular basis. In fact, while principals in medium and small schools meet their teachers personally for performance evaluation, principals in big schools do not meet the teachers themselves, the evaluation process is taken in charge by the coordinators or the sections directors. Yet, this difference between school size could only pertain to the principal’s span of control. In fact, when the principal’s assistants number increases, his/her personal interaction with the teachers might tend to decrease, especially when the principal’s authority is distributed among his/her direct associates.

Additionally, the quantitative data analysis showed significant differences in male and female attitudes towards teachers’ performance among principals that belonged to the same range of experience. Female principals who had less than six years of experience behaved better than male principals, but male principals who had at least

six years of experience expected higher level of performance from their associates than female leaders (see Table 14 in Appendix C).

Accordingly, the focus groups in depth analysis revealed that female principals with less than six years of experience use intrinsic rewards and show their appreciation for their teachers' work more than male principals, who were perceived less articulated in those matters.

In contrast, the focus groups participants expressed that male principals with at least six years of experience were more supportive and grateful towards their teachers' performance than female principals.

Nonetheless, only female principals with BA degree scored higher than male principals in PER factor (see Table 15, Appendix C). One might understand that when revising the focus groups discussion notes. In fact, male principals with BA degree were perceived less encouraging than female, used less intrinsic rewards and did not appreciate the teachers' work as much as female leaders did.

Overall, although the forensic analysis of the quantitative and qualitative data revealed some minor differences between male and female principals, the general view indicated no significant differences between them. Both male and female principals expected the best performance of their teachers on all levels. As a school principal himself, the researcher presents the following explanations for the findings:

- In recent years, the schooling business has become more competitive than ever. Consequently, parents seek several characteristics to enroll their

children in this or that school. One of these characteristics is teachers' competencies and their high performance. Thus, principals have to always insure that their schools implement the best instructional program of the country, that they give their pupils the best education and achieve the best scores in official exams. None of these can be accomplished unless the school has highly skilled teachers, who do their job as perfect as possible. That might be the reason why principals in Catholic schools strive for perfection in performance regardless of their gender. The ultimate goal for them might be as much as being the best in market with the brightest brand image.

- Moreover, the Lebanese economic system has been falling apart in the last few years. Therefore, the schools, as a part of the Lebanese economic matrix, lost a good part of their yearly earnings. This fact might have resulted in cuts in salaries or in bonuses. Thus, extrinsic rewards, such as benefits, bonuses for better performance, etc., could have been replaced by only some intrinsic rewards. These latter might have become the only way principals, men or women, could reward their associates for outperforming themselves. Consequently, this study could not find differences in PER between male and female principals, because although they might want to motivate their teachers by giving them incentives, they couldn't give but some intrinsic incentives.
- Finally, the schools' principals engaged in the study are actually employees for the schools' owners. Even though they occupy the highest position in the school, they still have to account for their performance to

their “bosses”. Consequently, female and male principals in these schools might be under enormous psychologic and job stress. In fact, principals ought to please their employers with their achievements and school earnings, and they might be obliged to pressure the teachers and motivate them constantly for better performance. This behavior might help them keep their jobs as principals and satisfy the schools owners’ ambitions and goals.

However, neither the quantitative nor the qualitative analysis could tackle the importance of the person-job FIT in leading an organization (Hasham et al., 2012), especially a school. In fact, whereas principals in this study, as revealed by the focus groups discussions, stressed on achievements and expected a permanent higher performance, it slipped their minds that teachers became teachers because they were into social work that involves helping people (Hasham et al., 2012). In this line of thinking, in my opinion, a principal ought, at first, to ensure a suitable work environment to enable the teachers realizing themselves and becoming more job-FIT. Once a teacher finds his/her calling, ambition and self-realization process in their jobs, he/she performs better and achieves the school’s vision, goals and objectives easier and more effectively.

4.9 Conclusions

To sum up, this Chapter focused on two main parts. The first part presented the findings of the mixed methods design. The second part discussed the findings, compared them to previous research and tested the hypothesis elaborated in Chapter 3.

As a result of the discussion, there was enough evidence to support the first and fifth hypotheses, but there was not enough evidence to support the second, third and fourth hypotheses.

Overall, female principals were perceived by their teachers as more effective than men in identifying and articulating the schools' visions as well as in fostering an appropriate model for their associates. However, both males and females were perceived as providing individualized support and intellectual stimulation to their associates and expecting same levels of high performance from them.

In the following and last Chapter, the researcher will attempt to draw some conclusions and recommendations. In addition, limitations of the study and future horizons will be presented as well.

Chapter 5

Conclusion and recommendations

5.1 Introduction

In the previous chapters the researcher introduced the main purpose of the study, which was investigating the differences and similarities that exist between male and female principals' leadership styles in Catholic schools in South Lebanon. Then, he dug into the literature to depict the leadership styles in general and explore the main differences and similarities between men and women, highlighted in previous studies, in order to draw the research questions. Afterwards, he introduced and explained the current research methodology: the mixed method design. Later on, results were presented, analysed and discussed. Consequently, the hypotheses were tested and discussed as well, and the findings were compared to those previously found in the literature.

In this Chapter, the researcher will first elaborate on the several limitations and obstacles that faced the current study. Then, he will expand the research horizons by introducing some future research. At the end, some recommendations to the decision makers will be in order.

5.3 Limitations of the research

The current study faced several major limitations that complicated the collection and analysis of data and sometimes led to the existence of biased answers.

First, only eight of twelve principals of catholic schools in South Lebanon accepted that the researcher distributed the questionnaire to their teachers and conducted the research in their schools. Therefore, the study results may not be applicable to those

non-participant schools in the governorate of South Lebanon. In addition, since there are only 12 catholic schools in the study's geographic area, the participation of these 4 schools may have added some clearer insight to the results and made them more accurate.

Second, to minimize the possible bias in such analysis, the researcher made sure to instruct the participants to take their time and be honest in their responses as much as possible. He also assured them that no one besides him and the thesis supervisor and reader will have access to the responses. However, the data collected might have suffered from some bias in the respondents' answers. In fact, some of the retrieved sheets might have been done with great speed. Such behavior might alter the candidness of the answers and might even create some biased results in the analysis.

Third, the political situation of the country, and the people's revolution that took place in October, made it very difficult to collect suitable data. In fact, the primary population of the study was in Mount Lebanon, where one can find much more Catholic schools and a larger target population of teachers. Yet, the roads were closed and the researcher, in accordance with the thesis supervisor, changed the study's geographical location to South Lebanon, where he lives and where the roads were not blocked. Thus, the population sample shrank enormously and the results came out poor.

Finally, Covid-19 worsened the issues to the research. On one hand, the schools closed their doors starting March 2nd and there was no way to meet the teachers anymore. On the other hand, the focus groups' discussions were not possible to complete via personal meeting. In addition, the online tutoring and the poor internet connection prevented the possibility of gathering eight participants on an online chat

room at the same time. The alternative was to create WhatsApp groups, lead the discussion there, and wait for the teachers to have an internet connection and the time to answer. This process took a long time to complete and generated some difficult answers to interpret.

All these limitations created a tense study atmosphere, which contributed to generate results with some ambiguity and unexplained issues. Therefore, several ideas emerged for possible future studies, which will be presented in the following section.

5.4 Future research

To start, the current study only investigated whether male and female principals differ or concur in their leadership styles at schools in South Lebanon. A broader exploration could encompass a larger population, such as Mount Lebanon or Beirut. Afterwards, a comparative analysis could take place to confront the results of this study and the broader one.

Furthermore, the current study revealed the teachers' perception of their principals, but it did not tackle the implications of such leadership styles on the well-being and self-realization of the teachers. Further studies might investigate the relationship that might exist between the principal's leadership style and the teachers' job satisfaction and self-realization.

Moreover, the leadership literature always talks about the principal BIG FIVE leader traits. These traits are so important for a leader that, without them, a leader might fail his mission. In contrast, having these traits might lead to a successful person and wonderful leader. According to the Big Five Model of Personality Dimension, the leader ought to be: 1- Extrovert, sociable and assertive, 2- Good-natured, agreeable,

cooperative and trusting, 3- Conscientious, responsible, persistent and organized, 4- Emotionally stable, self-confident and calm, 5- Open to new experience, artistic and creative (Hasham et al., 2012). In the light of these traits, a future study might try to investigate the impact of the principals' Big Five qualities on the teachers' satisfaction and work-place well-being. Another possible research might be the impact of the Big Five traits on the students' outcome and the school's development.

Another interesting study might be related to the leadership styles *per se*. As revealed in Chapter 3, the PLQ used in this study explored only the transformation leadership style of the principals. Thus, a future research could explore exactly what type of leadership a principal adopts: transactional, directive, charismatic, integrative, participative, etc... Then, a researcher might compare the male and female principals' leadership styles and their implications on the teachers' performance and students' outcome.

Finally, the current study revealed that principals in South Lebanon only use the intrinsic reward system. As powerful as it can be, an intrinsic reward cannot substitute the extrinsic reward system. In fact, a bonus or a raise on the salary might motivate a teacher as much as a tap on the shoulder or a simple "good job". Thus, it is suggested that future research shed some lights on the effect of intrinsic and extrinsic rewards on the teachers' performance and their work place well-being. In more details, a funded research might do a case study on two schools for two years. The principals could be instructed to use only intrinsic rewards in the first year. The researcher then studies the teachers' satisfaction, performance and well-being. The second year, the instructions might indicate adding some extrinsic rewards to the intrinsic ones. After two years of observation and analysis, the researcher could compare the results from

the two schools and draw some conclusions regarding the impact of the extrinsic reward system on teacher's performance, well-being and satisfaction.

5.5 Recommendations

As explained previously in Chapter 1, the researcher clarified that the main value of this study was to be able to draw some recommendations to the decision makers in schools. The recommendations could aid them to decide whether they appoint a male or a female principal in their schools.

In this line of thinking, a few recommendations are in order.

At first, the study revealed that the principal's gender in Catholic schools in South Lebanon is not very important in deciding whether to appoint a male or a female principal to the school.

However, taking into consideration the holistic results and trusting the teachers' perceptions, female principals did score somehow better than male in VAM. Thus, if decision makers believe that the school vision and providing an appropriate model for the teachers is important to them, the researcher, then, recommend that they appoint female leaders to their schools.

In fact, if a principal in a school is capable of identifying the school vision, he/she may be able also to motivate his/her associates to work towards the vision and embrace it. Accordingly, if the school principal provides his/her associates with an appropriate model to follow, the teachers may perform better, work harder and assume important responsibilities.

Furthermore, the study shed the lights on some characteristics of the principals' methods in providing their teachers with intellectual stimulation. In fact, the stimulation is focused around technological advances and adopting new teaching techniques.

Accordingly, the principals in the participating schools directed their teachers' self-realization towards tiny horizons. What decision makers are recommended to do is to appoint a principal who may encourage teachers to discover their strengths, overcome their weaknesses, adopt suitable leadership traits and become better and successful people.

Regardless of the principal gender, decision makers ought to choose for their schools the person who is capable of accomplishing the Catholic schools' mission. The Catholic school's mission has always been: educating the child to become a better, cultivated and extravert citizen (Patriarchal Maronite Synod, 2006). In order to achieve this mission, the teachers have to become themselves better people.

Thus, the school principal's essential role is to challenge his/her teachers' intellect and stimulate it continuously to form better minds and better people. Therefore, technological training sessions are important, but what is more important is doing class management, leadership, creativity, logic and critical thinking training sessions.

Consequently, this might help the teachers to overcome their fears and weaknesses, to acquire critical minds, and to develop leadership traits. When a teacher becomes a better person, he/she may help educate a child to become a better person as well. All of this is the mission of the Catholic school and is the principal's main job to do. To

sum up, decision makers ought to choose whom they see fit to accomplish this mission and achieve the Catholic school's goals.

Finally, the current study made clear that all the principals treated their teachers respectfully, appreciated their work and gave them several appraisals and intrinsic rewards. As such, this principals' behavior may be good, yet it is not complete. In fact, extrinsic rewards should be at the core of the principal's leadership and the decision makers' strategy.

Hence, the research suggest that decision makers dedicate a small fund to nurture the extrinsic rewards to the teachers when they out-perform themselves. The amount of the reward is not the issue. The issue is giving of the teachers something extrinsic and real so that may aid them to make ends meet. Once the teacher sees that his/her work pays, he/she may work harder, perform better and seek more knowledge and perfection.

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Appendices

APPENDIX A

Distribution of Catholic Schools in Lebanon

Governorate	Number of Catholic Schools
Mount Lebanon	168
North	62
Beqaa	37
Beirut	20
South	12
Baalbek	12
Nabatieh	11
Akkar	10
Total	332

Table 1: Distribution of catholic schools in Lebanon.

Source: General Secretariat of Catholic Schools in Lebanon (2019). Statistics 2018-2019.

APPENDIX B

Ten traits for effective school principals

- 1- High expectations for student achievement.
- 2- Well-articulated curriculum.
- 3- Well-articulated instructional program.
- 4- Clearly defined goals, objectives, and/or standards.
- 5- Maximized learning time.
- 6- Staff development programs.
- 7- A sense of order in the classrooms and school.
- 8- A method for monitoring student progress.
- 9- Incentives or rewards for students and teachers.
- 10- Parental / community involvement.

Table 2: Ten elements for effective school principal

Source: Ornstein, A. (1991). The Principal – As Leader. *American Secondary Education*, 20(2), 18 - 19.

APPENDIX C

Quantitative analysis

Components of the PLQ

Item description	Number of questions	Question N°
Identifying and Articulating a Vision	5	1 – 2 – 3 – 4 – 5
Providing an Appropriate Model	3	6 – 7 – 8
Fostering the Acceptance of Group Goals	5	9 – 10 – 11 – 12 – 13
Providing Individualized Support	5	14 – 15 – 16 – 17 – 18
Providing Intellectual Stimulation	3	19 – 20 – 21
Establishing High Performance Expectations	3	22 – 23 – 24

Table 3: Components of the PLQ

Reliability scores of the PLQ

	N° of Questions	Chronbach's Alpha	
		Original	Translated
Identifying and Articulating a Vision	5	0.88	0.783
Providing an Appropriate Model	3	0.86	0.839
Fostering the Acceptance of Group Goals	5	0.80	0.806
Providing Individualized Support	5	0.82	0.748
Providing Intellectual Stimulation	3	0.77	0.858
Establishing High Performance Expectations	3	0.73	0.757

Table 4: Reliability scores of PLQ

Source: Helwanji, F. (2005). *Principal's Leadership and School Culture in Catholic Schools in Lebanon* (Unpublished doctoral dissertation). University of the Incarnate Word, Texas.

Details of the participating schools in the study

Name of the school	Principal's Gender	N° of pupils	N° of teachers	Years of experience	Level of education	Educational background
Notre Dame – Machmouché	Male	653	56	3	Bachelor	Non-educational
Collège Cadmous	Male	1,123	107	7	Ph.D	Educational
Lycée Saint Nicolas	Male	153	27	2	Bachelor	Non-educational
Lycée Saint Elie	Male	338	54	10	Master	Educational
Collège des Soeurs du Rosaire	Female	214	27	3	Bachelor	Educational
Lycée Notre Dame De Maghdouché	Female	318	27	3	Master	Educational
Ecole Saint Joseph de l'Apparition	Female	1,110	92	2	Bachelor	Non-Educational
Notre Dame de Abra	Female	2,318	160	6	No degree	Non-Educational
			550			

Table 5: Details of the participating schools in the study

KMO and Bartlett's test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.854
Bartlett's Test of Sphericity	Approx. Chi-Square	1869.460
	df	105
	Sig.	.000

Table 6: KMO and Bartlett's test

Component Correlation Matrix

Component	1	2	3	4
1	1.000	.323	.383	-.346
2	.323	1.000	.226	-.274
3	.383	.226	1.000	-.301
4	-.346	-.274	-.301	1.000

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

Table 7: Component Correlation Matrix

Factor analysis of the PLQ

	VAM C α = 0.749	PER C α = 0.786	IDS C α = 0.708	STM C α = 0.657
The principal has:	0.689			
Both the capacity and the judgment to overcome most obstacles	0.729			
Excited faculty with visions of what we may be able to accomplish if we work together as a team	0.705			
Given the faculty a sense of overall purpose for its leadership role	0.701			
Led by "doing" rather than simply by "telling"	0.701			
Symbolized success and accomplishment within the profession of education		0.726		
Insisted on only the best performance from the school's faculty		0.676		
Shown us that there are high expectations for the school's faculty as professionals		0.726		
Not settled for second best in the performance of our work as the school's faculty			0.743	
Made faculty members feel and act like leaders			0.605	
Treated me as an individual with unique needs and expertise			0.621	
Taken my opinion into consideration when initiating actions that affect my work			0.611	
Behaved in a manner thoughtful of my personal needs				0.611
Challenged me to reexamine some basic assumptions I have about my work in the school				0.569
Stimulated me to think about what I am doing for the school's students				0.496
Provided information that helps me think of ways to implement the school's program				0.496

Table 8: Factor analysis of the PLQ.

* C stands for Chronbach

Shapiro-Wilk's test for normality

	Shapiro-Wilk		
	Statistic	df	Sig.
VAM	.958	444	.000
PER	.918	444	.000
IDS	.988	444	.001
STM	.977	444	.000

Table 9: Shapiro-Wilk's test results for VAM, PER, IDS and STM

Percentages of the PLQ factors

Factors	SD	D	A	SA	NA	M	Total
VAM	1 %	4.9 %	46.8 %	45 %	1.1 %	1.2 %	100 %
PER	0.5 %	2 %	36.6 %	58.6 %	0.8 %	1.5 %	100 %
IDS	4.3 %	18.3 %	47.5 %	24.3 %	4 %	1.6 %	100 %
STM	0.7 %	7.6 %	52.7 %	35.6 %	2.1 %	1.3 %	100 %

Where SD = strongly disagree, D = disagree, A = agree, SA = strongly agree, NA = Not Applicable and M = missing.

Table 10: Percentage of PLQ factors

Percentage factors for male and female principals

Factors	Gender	SD	D	SA	A	NA	M	Total
VAM	Males	1 %	8.2 %	47.6 %	40.6 %	1 %	1.6 %	100 %
	Females	0.9 %	2.8 %	46.4 %	47.8 %	1.1 %	1 %	100 %
PER	Males	0.2 %	2.7 %	35.5 %	60.8 %	0.2 %	0.6 %	100 %
	Females	0.7 %	1.6 %	37.2 %	57.3 %	1.2 %	2 %	100 %
IDS	Males	3.8 %	20.5 %	49.5 %	20.9 %	4.1 %	1.2 %	100 %
	Females	4.6 %	16.9 %	46.2 %	26.6 %	4 %	1.7 %	100 %
STM	Males	0.8 %	7.4 %	53 %	37.4 %	0.8 %	0.6 %	100 %
	Females	0.7 %	7.7 %	52.5 %	34.4 %	3 %	1.7 %	100 %

Table 11: Percentage Factors for Male and Female Principals.

	Gender	N	Mean Rank	Mann-Whitney U	Z – value	p-value
VAM	Male	171	206.05	20,529	-2.138	.033
	Female	273	232.80			
PER	Male	171	223.16	23,228	-.086	.931
	Female	273	222.08			
IDS	Male	171	235.02	21,201	-1.627	.104
	Female	273	214.66			
STM	Male	171	220.86	23,061	-.213	.831
	Female	273	223.53			

Table 12: Mean Rank distribution across gender

		VAM		PER		IDS		STM	
		Mean Rank	Sig.	Mean Rank	Sig.	Mean Rank	Sig.	Mean Rank	Sig.
Big School	Male	169.46	0.733	165.40	0.824	173.56	0.363	156.41	0.142
	Female	165.69		167.86		163.49		172.66	
Medium School	Male	29.10	0.001	36.57	0.59	37.55	0.303	36.45	0.632
	Female	45.11		33.89		32.43		34.07	
Small School	Male	19.31	0.552	16.92	0.143	23.92	0.298	24.31	0.237
	Female	21.79		22.89		19.64		19.46	

Table 13: Mann-Whitney U test results for all DV across school size.

		VAM		PER		IDS		STM	
		Mean Rank	Sig.	Mean Rank	Sig.	Mean Rank	Sig.	Mean Rank	Sig.
Term 1	Male	95.67	0.323	74.66	0.002	96.64	0.24	99.97	0.07
	Female	87.65		99.24		87.11		85.28	
Term 2	Male	113.58	0.001	146.99	0.011	137.65	0.365	123.07	0.098
	Female	145.39		122.62		128.99		138.92	

Table 14: Mann-Whitney U test results for all DV across years of experience.

		VAM		PER		IDS		STM	
		Mean Rank	Sig.	Mean Rank	Sig.	Mean Rank	Sig.	Mean Rank	Sig.
BA	Male	82.57	0.147	64.16	0.003	83.37	0.101	80.10	0.39
	Female	72.09		85.47		71.51		73.88	
Ms	Male	26.29	0.000	36.90	0.479	37.26	0.375	41.64	0.002
	Female	49.32		33.39		32.86		26.29	

Table 15: Mann-Whitney U test results for all DV across levels of education.

		VAM		PER		IDS		STM	
		Mean Rank	Sig.	Mean Rank	Sig.	Mean Rank	Sig.	Mean Rank	Sig.
Edu- cational	Male	75.68	0.018	81.96	0.987	85.91	0.144	84.32	0.385
	Female	94.08		82.08		74.53		77.56	
Non edu- cational	Male	148.80	0.382	129.63	0.203	140.30	0.938	139.85	0.898
	Female	138.70		144.35		141.21		141.34	

Table 16: Mann-Whitney U test results for all DV across educational background.

APPENDIX D

Lebanese Educational System

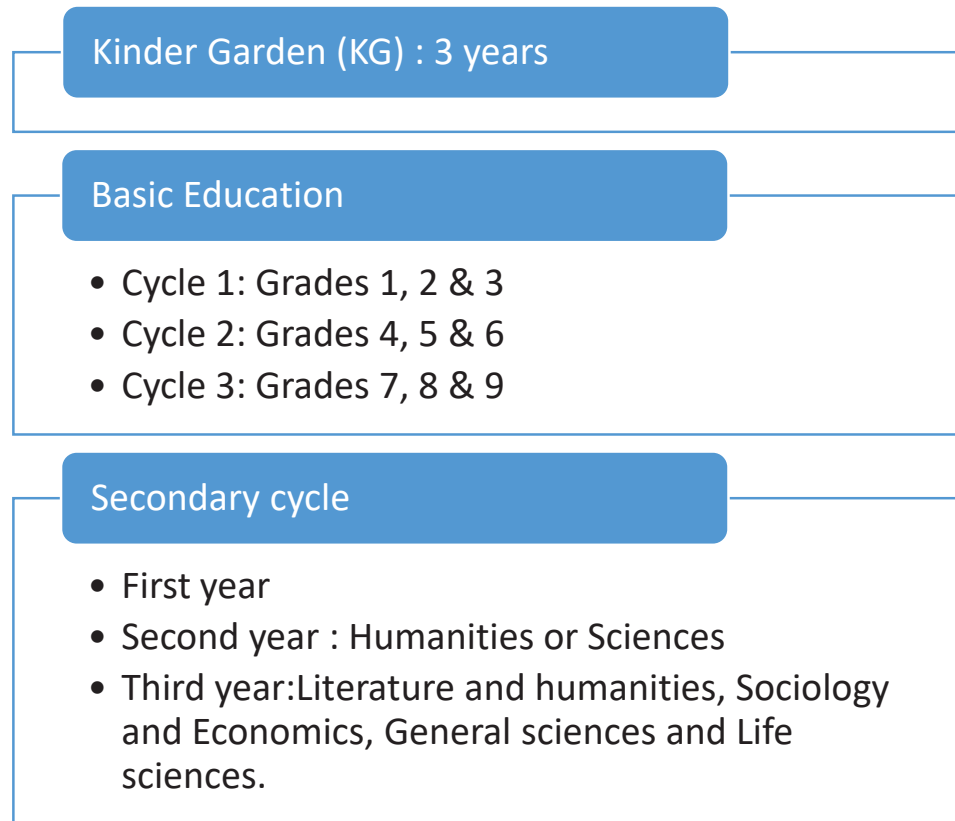


Figure 1: Lebanese educational system.

APPENDIX E

Sequential Exploratory Design

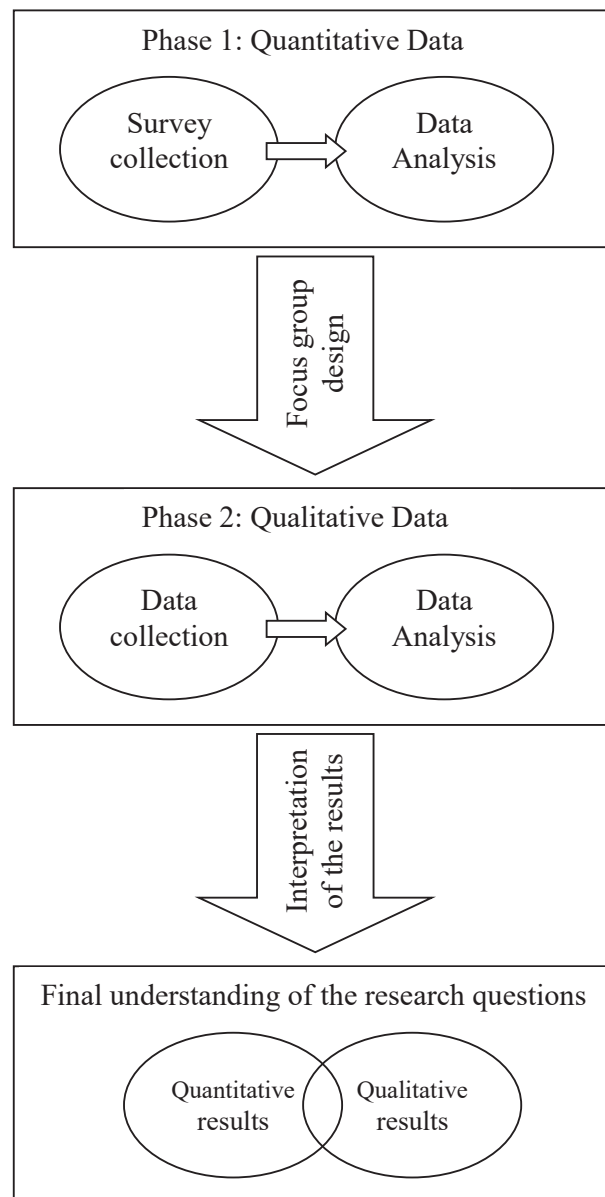


Figure 2: Explanatory sequential design for the current study

APPENDIX F

Population study

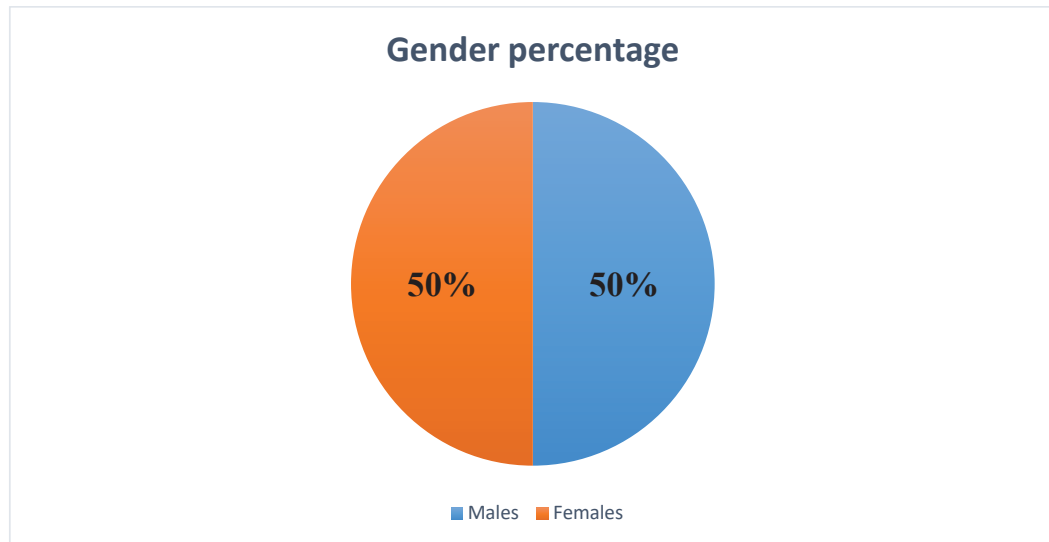


Figure 3: Gender distribution of the participating schools' principals

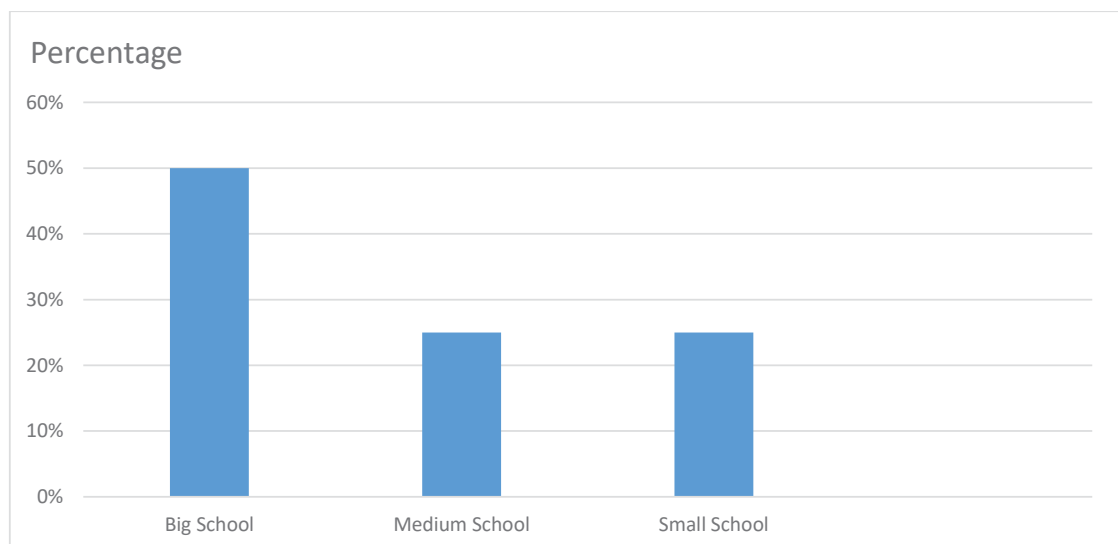


Figure 4: Distribution of the schools according to the school size

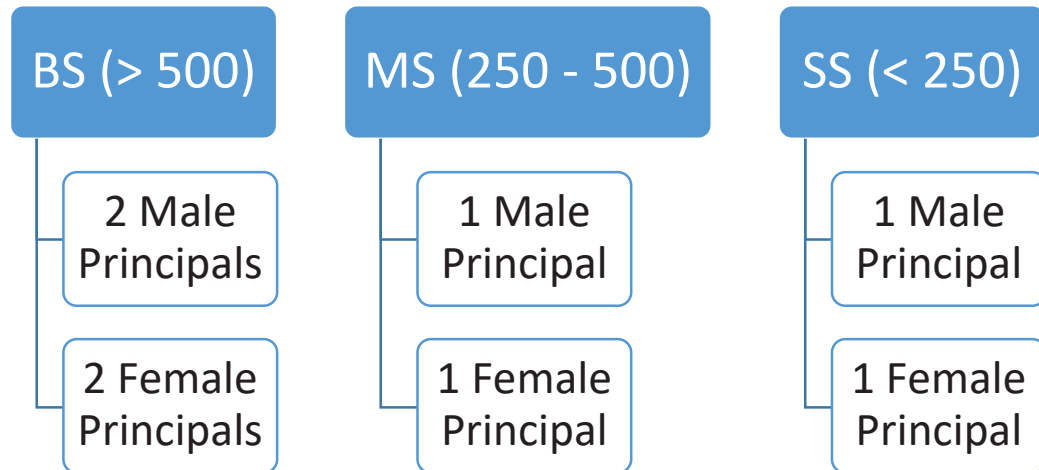


Figure 5: Distribution of the principals according to the school size.

APPENDIX G

Principal Leadership Questionnaire

Please respond by considering how well each statement applies to your principal.

1- Strongly disagree 2- Disagree 3- Agree 4- Strongly agree

The principal has:

		1	2	3	4
1	Both the capacity and the judgment to overcome most obstacles				
2	Commanded respect from everyone on the faculty				
3	Excited faculty with visions of what we may be able to accomplish if we work together as a team				
4	Made faculty members feel and act like leaders				
5	Given the faculty a sense of overall purpose for its leadership role				
6	Led by “doing” rather than simply by “telling”				
7	Symbolized success and accomplishment within the profession of education				
8	Provided good models for faculty members to follow				
9	Provided for our participation in the process of developing school goals				
10	Encouraged faculty members to work toward the same goals				
11	Used problem solving with the faculty to generate school goals				
12	Worked toward whole faculty consensus in establishing priorities for school goals				
13	Regularly encouraged faculty members to evaluate our progress toward achievement of school goals				
14	Provided for extended training to develop my knowledge and skills relevant to being a member of the school faculty				
15	Provided the necessary resources to support my implementation of the school’s program				
16	Treated me as an individual with unique needs and expertise				
17	Taken my opinion into consideration when initiating actions that affect my work				
18	Behaved in a manner thoughtful of my personal needs				
19	Challenged me to reexamine some basic assumptions I have about my work in the school				
20	Stimulated me to think about what I am doing for the school’s students				
21	Provided information that helps me think of ways to implement the school’s program				
22	Insisted on only the best performance from the school’s faculty				
23	Shown us that there are high expectations for the school’s faculty as professionals				
24	Not settled for second best in the performance of our work as the school’s faculty				

Gender of the principal: 1 Male 2 Female

Size of the school: 1 > 500 2 250 – 500 3 < 250

APPENDIX H

Principal Leadership Questionnaire in Arabic

أسئلة حول أسلوب قيادة مدير المدرسة

الرجاء الإجابة أخذاً بعين الاعتبار مدى تناسب هذه البيانات مع أسلوب مديرك (مديرتك) القيادي، وذلك حسب الدرجات التالية ١ - ٢ - ٣ - ٤ - ٥ واضعاً علامة x في الخانة التي تتوافق مع رأيك:

١ - غير موافق بشدة ٢ - غير موافق ٣ - موافق ٤ - موافق بشدة ٥ - لا ينطبق

رقم	السؤال	١	٢	٣	٤	٥
١	يمتلك مدير المدرسة المقدره والحكم الصائب على تخطي العوائق.					
٢	يطلب مدير المدرسة الاحترام من/بين جميع أفراد الهيئة التعليمية.					
٣	يرسم مدير المدرسة للهيئة التعليمية الرؤيا بما يمكن تحقيقه من خلال التعاون المشترك كفريق عمل.					
٤	يجعل مدير المدرسة أفراد الهيئة التعليمية يشعرون ويعملون كأنهم هم المدراء/المسؤولون.					
٥	يساعد مدير المدرسة الهيئة التعليمية على التحسس بشمولية غايتها/أهدافها في دورها القيادي في التربية.					
٦	يمارس مدير المدرسة دوره القيادي "بالعمل" أكثر من "بالقول".					
٧	يبرز مدير المدرسة النجاح والإنجازات ضمن العمل في التربية.					
٨	يوفر مدير المدرسة للهيئة التعليمية نماذج جيدة لكي تتبناها.					
٩	يشرك مدير المدرسة المعلمين/الموظفين/الأهل في عملية تطوير أهداف المدرسة.					
١٠	يشجع مدير المدرسة أفراد الهيئة التعليمية على العمل في سبيل الأهداف نفسها.					
١١	يعتمد مدير المدرسة سياسة حلّ المشاكل مع/بين الهيئة التعليمية لبلورة أهداف المدرسة.					
١٢	يسعى مدير المدرسة إلى توافق الهيئة التعليمية الشامل حول أولويات أهداف المدرسة.					
١٣	يشجع مدير المدرسة أفراد الهيئة التعليمية دورياً على تقييم التقدم في تحقيق أهداف المدرسة.					
١٤	يوفر مدير المدرسة تدريباً متواصلاً لتنمية معرفة ومهارات أعضاء الهيئة التعليمية في المدرسة.					
١٥	يؤمن مدير المدرسة الموارد الضرورية لدعم عملية تنفيذ برنامج/برامج المدرسة.					
١٦	يعامل مدير المدرسة كل معلم/موظف انطلاقاً من حاجاته الفريدة وخبرته.					
١٧	يأخذ مدير المدرسة رأي المعلمين والموظفين بعين الاعتبار عندما يقوم بإجراءات تؤثر على عملهم.					
١٨	يتصرف مدير المدرسة بانتباه بما يخص حاجات الأفراد الشخصية.					
١٩	يساعد مدير المدرسة المعلمين/الموظفين/الأهل ليعيدوا النظر في بعض القناعات الأساسية فيما يتعلق بعملهم في المدرسة.					

					يحضّ مدير المدرسة المعلمين/الموظفين/الأهل على التفكير بما هو خير للطلاب في المدرسة.	٢٠
					يزوّد مدير المدرسة المعلمين/الموظفين/الأهل بمعلومات تساعدهم على التفكير بطرق معيّنة لتنفيذ برنامج/برامج المدرسة	٢١
					يشدّد مدير المدرسة على الأداء الأفضل للهيئة التعليمية.	٢٢
					يتوقّع مدير المدرسة أداءً مميّزاً من الهيئة التعليمية كونهم محترفين.	٢٣
					لا يقبل مدير المدرسة بأقلّ من الأفضل في أداء عمل الهيئة التعليمية في المدرسة.	٢٤

بعد الإجابة على الأسئلة أعلاه، الرجاء تحديد جنس مدير المدرسة وحجم المدرسة عبر وضع علامة x في المكان المناسب فيما يلي:

جنس مدير المدرسة: ١ ذكر ٢ أنثى

حجم المدرسة: ١ أكثر من ٥٠٠ تلميذ ٢ بين ٢٥٠ – ٥٠٠ تلميذ

٣ أقل من ٢٥٠ تلميذ

APPENDIX I

Leithwood Permission E-mail

Re: Permission seeking to use Principal Leadership Questionnaire for Master thesis

KL **Kenneth Leithwood** <kenneth.leithwood@utoronto.ca>
>
Tue 6/4/2019 12:55 PM
You: kleithwood@oise.utoronto.ca

You are welcome to use the survey

Get [Outlook for iOS](#)

From: elia Rizk <malfonoelio@hotmail.co.uk>
Sent: Tuesday, June 4, 2019 4:11:47 AM
To: kleithwood@oise.utoronto.ca; Kenneth Leithwood
Subject: Permission seeking to use Principal Leadership Questionnaire for Master thesis

Dear Dr. Leithwood,

I am Elie Rizk, currently a master degree student at Notre Dame University - Lebanon.

I intend, in my research, to explore the differences and similarities in leadership styles between female and male principals in catholic schools in Mount Lebanon. Thus, I am seeking permission to use your survey, "Principal Leadership Questionnaire", for my thesis work.

If you could grand permission by responding to this email for use in my research, I would be highly appreciative.

I am looking forward to reading from you.

Best regards,

APPENDIX J

Helwanji Permission E-mail

Re: Permission request to use the "Principal Leadership Questionnaire in Arabic"

FH Fadi Helwanji <fadihelwanji@yahoo.com> Thu 8/1/2019 4:06 PM You

Hello Abouna Elie,

You have my permission to use the Principal Leadership Questionnaire in Arabic. All the best on your thesis.

Fadi Helwanji, Ph.D.

Sent from my iPhone

On Aug 1, 2019, at 8:33 AM, elia Rizk <malfonnelio@hotmail.co.uk> wrote:

Dear Father Halawanji,

I, hereby, ask your permission to use the "Principal Leadership Questionnaire in Arabic" that you have translated from English, tested and piloted in Lebanon, in my mater thesis at NDU, intitled: "Differences and Similarities between Male and Female Principals' Leadership Styles in Catholic Schools in Mount Lebanon".

Kindly note that I already have the permission of Dr. Leithwood for the use of his "Principal Leadership Questionnaire".

Best regards,
Father Elie RIZK

APPENDIX K

Participant Consent Form

Consent Statement (Based on *IRB Guidebook*)

Being informed that any particular treatment or procedure may involve risks which are currently unforeseeable; I, [insert name], state hereby that my participation in the research study is voluntary. Any refusal to participate will involve no penalty or loss of benefits to which I am entitled. I may as well discontinue participation at any time without penalty or loss of benefits to which I am entitled.

_____,
Signature(s) of the participant(s)
or guardian

_____,
Signature of the Leading Researcher (LR)

_____,
Signatures of the witnesses (where appropriate)

APPENDIX L

Ratings of each Remaining Question of the PLQ

Frequencies and Percentages Rating of PLQ Surviving Questions

Questions			SD	D	A	SA	NA	M	Total
VAM	Q1	Frequency:	1	18	212	206	5	2	444
		Percentage:	0.2 %	4.1 %	47.7 %	46.4 %	1.1 %	0.5%	100 %
	Q3	Frequency:	4	21	200	207	9	3	444
		Percentage:	0.9 %	4.7 %	45 %	46.7%	2 %	0.7%	100 %
	Q5	Frequency:	3	22	246	161	6	6	444
Percentage:		0.7 %	4.9 %	55.4 %	36.2 %	1.4 %	1.4%	100 %	
Q6	Frequency:	7	27	186	219	1	4	444	
	Percentage:	1.6 %	6.1 %	41.9 %	49.3 %	0.2 %	0.9%	100 %	
Q7	Frequency:	6	21	196	206	3	12	444	
	Percentage:	1.4 %	4.7 %	44.1 %	46.4 %	0.7 %	2.7%	100 %	
PER	Q22	Frequency:	2	5	141	287	1	8	444
		Percentage:	0.5 %	1.1%	31.8 %	64.6 %	0.2 %	1.8%	100 %
	Q23	Frequency:	3	8	172	250	5	6	444
Percentage:		0.7 %	1.8 %	38.7 %	56.3 %	1.1 %	1.4%	100 %	
Q24	Frequency:	2	14	174	244	5	5	444	
	Percentage:	0.5 %	3.2 %	39.6 %	55.5 %	1.1 %	1.1%	100 %	

Frequencies and Percentages Rating of PLQ surviving Questions

Questions			SD	D	A	SA	NA	M	Total
IDS	Q4	Frequency:	32	139	180	58	31	4	444
		Percentage:	7.2 %	31.3 %	40.5 %	13.1 %	7 %	0.9%	100 %
	Q16	Frequency:	18	61	217	128	12	8	444
		Percentage:	4.1 %	13.7 %	48.9 %	28.8 %	2.7 %	1.8%	100 %
Q17	Frequency:	18	83	216	97	22	8	444	
	Percentage:	4.1 %	18.7 %	48.6 %	21.8 %	5 %	1.8%	100 %	
Q18	Frequency:	8	42	230	149	6	9	444	
	Percentage:	1.8 %	9.4 %	51.8 %	33.6 %	1.4 %	2 %	100 %	
STM	Q19	Frequency:	4	46	257	117	14	6	444
		Percentage:	0.9 %	10.4 %	57.8 %	26.4 %	3.1 %	1.4%	100 %
	Q20	Frequency:	2	9	194	230	3	6	444
		Percentage:	0.5 %	2 %	43.6 %	51.8 %	0.7 %	1.4%	100 %
	Q21	Frequency:	4	46	251	127	11	5	444
		Percentage:	0.9 %	10.4 %	56.5 %	28.6 %	2.5 %	1.1%	100 %

M stands for *Missing Data*

APPENDIX M

Ratings of each Surviving Question of the PLQ for Male Principals

Frequencies and Percentages Rating of PLQ Questions for Male Principals

Questions			SD	D	A	SA	NA	M	Total
VAM	Q1	Frequency:	0	13	82	72	3	1	171
		Percentage:	0 %	7.6 %	47.9 %	42.1 %	1.8 %	0.6 %	100 %
	Q3	Frequency:	2	13	74	76	3	3	171
		Percentage:	1.2 %	7.6 %	43.2 %	44.4 %	1.8 %	1.8 %	100 %
	Q5	Frequency:	0	11	98	58	1	3	171
		Percentage:	0 %	6.4 %	57.3 %	33.9 %	0.6 %	1.8 %	100 %
	Q6	Frequency:	5	20	80	63	1	2	171
		Percentage:	2.9 %	11.7 %	46.8 %	36.8 %	0.6 %	1.2 %	100 %
	Q7	Frequency:	2	13	73	77	1	5	171
		Percentage:	1.2 %	7.6 %	42.7 %	45 %	0.6 %	2.9 %	100 %
PER	Q22	Frequency:	0	4	56	110	0	1	171
		Percentage:	0 %	2.3 %	32.7 %	64.4 %	0 %	0.6 %	100 %
	Q23	Frequency:	0	1	66	103	0	1	171
		Percentage:	0 %	0.6 %	38.6 %	60.2 %	0 %	0.6 %	100 %
	Q24	Frequency:	1	9	60	99	1	1	171
		Percentage:	0.6 %	5.3 %	35.1 %	57.8 %	0.6 %	0.6 %	100 %

Frequencies and Percentages Rating of PLQ Questions for Male Principals

Questions		SD	D	A	SA	NA	M	Total	
IDS	Q4	Frequency: Percentage:	14 8.2 %	54 31.5 %	71 41.5 %	15 8.8 %	15 8.8 %	2 1.2 %	171 100 %
	Q16	Frequency: Percentage:	6 3.5 %	29 17 %	86 50.3 %	45 26.3 %	4 2.3 %	1 0.6 %	171 100 %
	Q17	Frequency: Percentage:	5 2.9 %	39 22.7 %	82 48 %	35 20.5 %	7 4.1 %	3 1.8 %	171 100 %
	Q18	Frequency: Percentage:	1 0.6 %	18 10.5 %	99 57.9 %	47 27.5 %	2 1.2 %	4 2.3 %	171 100 %
STM	Q19	Frequency: Percentage:	1 0.6 %	14 8.2 %	103 60.2 %	50 29.2 %	2 1.2 %	1 0.6 %	171 100 %
	Q20	Frequency: Percentage:	0 0 %	5 2.9 %	74 43.3 %	90 52.6 %	1 0.6 %	1 0.6 %	171 100 %
	Q21	Frequency: Percentage:	3 1.7 %	19 11.1 %	95 55.5 %	52 30.5 %	1 0.6 %	1 0.6 %	171 100 %

M stands for *Missing Data*

APPENDIX N

Ratings of each Surviving Questions of the PLQ for Female Principals

Frequencies and Percentages Rating of PLQ Questions for Female Principals

Questions		SD	D	A	SA	NA	M	Total
VAM	Q1	Frequency: 1 Percentage: 0.4 %	5 1.8 %	130 47.6 %	134 49.1 %	2 0.7 %	1 0.4 %	273 100 %
	Q3	Frequency: 2 Percentage: 0.7 %	8 3 %	126 46.1 %	131 48 %	6 2.2 %	0 0 %	273 100 %
	Q5	Frequency: 3 Percentage: 1.1 %	11 4.1 %	148 54.2 %	103 37.7 %	5 1.8 %	3 1.1 %	273 100 %
	Q6	Frequency: 2 Percentage: 0.7 %	7 2.6 %	106 38.8 %	156 57.2 %	0 0 %	2 0.7 %	273 100 %
	Q7	Frequency: 4 Percentage: 1.5 %	8 2.9 %	123 45.1 %	129 47.2 %	2 0.7 %	7 2.6 %	273 100 %
PER	Q22	Frequency: 2 Percentage: 0.7 %	1 0.4 %	85 31.1 %	177 64.8 %	1 0.4 %	7 2.6 %	273 100 %
	Q23	Frequency: 3 Percentage: 1.1 %	7 2.6 %	106 38.8 %	147 53.9 %	5 1.8 %	5 1.8 %	273 100 %
	Q24	Frequency: 1 Percentage: 0.4 %	5 1.8 %	114 41.8 %	145 53 %	4 1.5 %	4 1.5 %	273 100 %

M stands for *Missing Data*

 Frequencies and Percentages Rating of PLQ Questions for Female Principals

Questions		SD	D	A	SA	NA	M	Total
IDS	Q4	Frequency: 18 Percentage: 6.6 %	85 31.1 %	109 39.9 %	43 15.8 %	16 5.9 %	2 0.7 %	273 100 %
	Q16	Frequency: 12 Percentage: 4.4 %	32 11.7 %	131 48 %	83 30.4 %	8 2.9 %	7 2.6 %	273 100 %
	Q17	Frequency: 13 Percentage: 4.8 %	44 16.1 %	134 49.1 %	62 22.7 %	15 5.5 %	5 1.8 %	273 100 %
	Q18	Frequency: 7 Percentage: 2.6 %	24 8.7 %	131 48 %	102 37.4 %	4 1.5 %	5 1.8 %	273 100 %
STM	Q19	Frequency: 3 Percentage: 1.1 %	32 11.7 %	154 56.4 %	67 24.6 %	12 4.4 %	5 1.8 %	273 100 %
	Q20	Frequency: 2 Percentage: 0.7 %	4 1.5 %	120 44 %	140 51.3 %	2 0.7 %	5 1.8 %	273 100 %
	Q21	Frequency: 1 Percentage: 0.4 %	27 9.9 %	156 57.1 %	75 27.5 %	10 3.6 %	4 1.5 %	273 100 %

 M stands for *Missing Data*

APPENDIX O

Focus Group Questions

Part 1: The school vision

- 1- What is your school vision?
- 2- How often do you hear the principal (not the sections directors) repeating the school vision?
- 3- How your principal commands respect from the faculty members?
- 4- What are the school objectives? Give only two objectives.

Part 2: Providing an appropriate model

- 5- How did your principal act as a model? Give an example.
- 6- What did your principal bring in terms of innovation in education? Give a specific example.
- 7- What did you personally learn from your principal? Give an example.

Part 3: Individualized support

- 8- How does your principal react when you are in a need for a personal time from school? Ex: funeral, sickness, appointments, etc.
- 9- How does your principal act in teachers meeting? Does he take your opinion into consideration? Are you heard or does he speak alone?
- 10- Does the principal of your school know about your personal life? Your familial problems? How many children you have? Etc.
- 11- Does your principal have an open door policy?
- 12- What are the channels of communication in the school?

Part 4: Intellectual Stimulation

- 13- How often does your principal make you attend training sessions? If yes, what kind of training did you attend to?
- 14- What is your margin of freedom in implementing the school program?
- 15- Did your principal stimulate you to achieve more level of education?
- 16- Did your principal amend your weekly teaching hours in which way you can have the possibility to pursue higher levels of education?

Part 5: Expecting higher performance

- 17- What incentives (intrinsic and/or extrinsic) does your principal give you when you perform higher than expected? Give an example.
- 18- How often did you find your principal grateful or satisfied with your performance?
- 19- What sentences does your principal use when talking about your performance? Give examples.
- 20- How often do you meet with your principal to talk about your job performance?

APPENDIX P

Focus Groups Answers

Focus Group A

	Q 1	Q 2
BM 1	Education is everybody's right and everybody is equal.	Sometimes
BM 2	Living with the others and accepting their differences, and equality between women and men.	Sure
BF 1	Education and good patriotism.	Yes
BF 2	Education for all.	Yes
MM	1- Everyone has the right to learn. 2- Living together	Always
MF	Education is a right for everyone and taking education into a brighter future	Yes
SM	1- Raising the pupils to become a good citizen. 2- Helping the children to acquire all skills and information	Yes
SF	Charity and living together.	Yes sure

	Q 3
BM 1	Via good personal relationships and his respect for everyone. Our principal knows what he wants and the teachers do not need to be asked for respect.
BM 2	Our principal is a very lovely man. He has an attractive personality that demands respect from everyone
BF 1	1- Giving remarks in a lovely way and discussing the issues with them. 2- Taking their opinions into consideration and caring to their circumstances.
BF 2	She treats everyone equally and makes us feel that she is one of us.
MM	He acts as a father to our teaching family. He is a lovely man and respects every and each one of us.
MF	1- Knowing her legal and administrative responsibility, 2- Her appreciation to the teacher's role, 3- Treating everyone with respect, 4- Listening and solving problems in a positive way, 5- Considering herself as part of the teaching team.
SM	By respecting every one of us.

SF	Being calm and listening.
Q 4	
BM 1	1- Providing a good level of education, 2- giving every pupil a shot for education. Education and value are inseparable.
BM 2	1- Differentiated pedagogy, 2- Equality between men and women.
BF 1	1- Education for all, 2- Preparing good generations to build the country home.
BF 2	1- Education for all, 2- Getting high grades and high success rate.
MM	1- The right to education for all without discrimination, 2- Get the pupils make it to higher educational levels.
MF	1- Building educated, cultivated, and patriotic generations, 2- Providing advanced teaching programs that make the pupils want to learn more.
SM	1- Helping the pupils to acquire all social and civil values, 2- Helping the pupils to acquire the skills that make him effective in their surroundings.
SF	1- Help the pupils to love the school, 2- Help everyone to achieve success.

Q 5	
BM 1	I think I do not need a model to follow at school.
BM 2	Our principal is a modest lovely man. He respects us all. He gives remarks directly to every person with much love without discrimination. His students love him a lot.
BF 1	1- Treating everyone with respect and love, 2- Listening to the other when speaking to her, 3- Resolving problems in a calm way and without rush.
BF 2	She is a lovely person and she always takes our opinions into consideration.
MM	1- He respects the time. 2- He appreciates our efforts. 3- He is strict and compassionate whenever needed. 4- He listens and discusses every opinion.
MF	Showing appreciations and respect and helping when needed.
SM	1- He tries to be as close as possible to every one of us. 2- He makes us participate in the school's administration to motivate us to achieve team goals and the school vision.
SF	She listens to everyone and gives them educational advice.

Q 6	
BM 1	His experience helped him in this area – he distributed the tasks to a bunch of competent and experienced people. He also motivated the teachers to attend different training sessions.
BM 2	Our principal, as being himself a Ph.D. holder in education, has a lot of connection in the educational field. Therefore, he always motivates us to participate in training sessions for new teaching methods.
BF 1	1- Mandatory training sessions to enhance the teaching methods, 2- Equip the school with the most advanced teaching equipment.
BF 2	She always gives us the opportunity to have training sessions to enhance ourselves.
MM	He encourages us to get higher educational levels: CELF-DELF
MF	1- Encouraging the teachers to do several training sessions, 2- Keeping up with those in need for extra help in learning.
SM	Making us do training sessions.
SF	1- training sessions, 2- educational events.

Q 7	
BM 1	I have been more sure about my way of work and my behavior at school.
BM 2	I learned how to be modest and to treat everyone equally. Also I learned to use the power of personality in the right place and to progress in our teaching methods to improve ourselves.
BF 1	Making decision after a long thinking and solving the urgent problems.
BF 2	I learned that the principal does not give orders all the time, but she listens to others' opinions and discusses them.
MM	He is strict for the greater good. But, he likes to make jokes to lighten up the atmosphere sometimes.
MF	1- Openness and accepting the others, 2- Team work to achieve goals.
SM	Not to rush in making decisions.
SF	Being calm and think positive.

Q 8	
BM 1	He lets me go out and he is always interested in the situation in which I am asking the permission.
BM 2	He is a lovely person. He allows us to go out of the school if needed with a proper justification.
BF 1	She lets us go out when we have a funeral. But, for other things we have to take her permission earlier.
BF 2	She always considers every one's circumstances. She never refused our go-out request.
MM	When I need to, I get someone to replace me and then he allows me to get out for some justified reasons.
MF	My principal has high standard morals and she helps everyone who needs her help.
SM	He accepts our excuses but he makes us feel responsible for the lost time of the pupils.
SF	Yes agrees after hearing a justified reason.

Q 9	
BM 1	He listens and cares about the teacher's opinions and discusses them.
BM 2	Our principal is a lovely man. He respects everyone's opinion and sometimes, if the interest of the school is granted, he takes our opinions into consideration.
BF 1	She listens to the teachers' opinions but she doesn't necessarily take their opinion into consideration.
BF 2	She always listens and we discuss the ideas.
MM	He discusses with us every issue in the school and listens to all our suggestions.
MF	She gives her point of view, listens to the others and then make the most suitable decision for the best of the school.
SM	He always takes our opinions into consideration.
SF	She listens and negotiates the ideas in the meeting.

Q 10		Q 11	
BM 1	Yes	Sure	
BM 2	He knows about general issues, not the personal ones.	We need to take an appointment before meeting him.	
BF 1	Yes	Yes	
BF 2	She knows the general issues, not the very personal ones.	Yes	
MM	He knows the general issues.	We need to make appointments.	
MF	She knows the general issues only.	We can see her anytime if she is not out in a meeting.	
SM	No. But he always says that he is ready to listen to our problems.	Yes	

SF	She knows the general issues not the personal ones.	Yes
Q 12		
BM 1	The teachers can say their opinions about the direction orders, but he does not change his decisions often.	
BM 2	The rules are always set by the administration. We discuss some other things that relate to our well-being.	
BF 1	Depends on the decision type.	
BF 2	The communication between the teachers and the principal is through the section director always.	
MM	Some decisions are from top down. Other decisions are discussed literally.	
MF	The orders come sometimes via the principal or via the secretary. The decisions sometimes can be altered on the teachers' request.	
SM	Some decisions are made by the administration and others like training sessions are made upon our suggestions.	
SF	Upward and downward.	
Q 13		
BM 1	He insists on having training sessions.	
BM 2	Yes. Training session to develop our teaching methods.	
BF 1	Yes. 1 - Training sessions that relate to the courses I teach, languages sessions, sessions about developing my skills.	
BF 2	Depends on the course taught.	
MM	Some trainings are optional, others are mandatory.	
MF	I participate in the training sessions that help me develop my teaching methods.	
SM	He just makes me understand the importance of the training session. So, I join.	
SF	Educational training sessions.	

Q 14		Q 15
BM 1	My freedom in applying the school program is respected. I just need not to overcharge the pupils.	Sure
BM 2	I am totally free to find my way in implementing the program that suits most of my pupils	Sure
BF 1	The program is always pre-prepared but we have some freedom in explaining the lesson.	Yes
BF 2	The program is coordinated between the coordinator and the teacher.	Yes
MM	The curriculum is mandatory, but we are free to implement the program as we see fit.	He encourages us to do what is necessary for the curriculum.
MF	Total free to implement the program as I see fit.	Yes sure and she always brings us many different programs that are implemented in other schools.
SM	I have the freedom to implement the program as far as I take the permission of the coordinator before.	Yes
SF	She trusts us and encourages us to be creative in our classrooms under her supervision.	Yes

Q 16		Q 17
BM 1	I have no idea. Never happened to me.	Intrinsic only. He encourages me alone or in front of the teachers.
BM 2	It is better to finish the school day and then go to the university.	Intrinsic incentives or some appreciation certificate.
BF 1	Yes	No extrinsic rewards. Intrinsic rewards in front of the teachers when my pupils get high grades.
BF 2	No	She makes good remarks in front of everyone.
MM	He motivates us to improve ourselves.	He tells us loudly "thank you" phrases and encouragement mottos.
MF	Yes. She knows about my situation and she helps me a lot.	She flatters me in front of my colleagues sometimes.
SM	Yes	No, he does not.
SF	Yes	Intrinsic rewards like sentences.

	Q 18	Q 19	Q 20
BM 1	Very satisfied	He has a sentence for every situation	Rarely
BM 2	Yes, he is satisfied. He always encourages me to continue progressing	He says that I am popular among the pupils and I have suitable ways of teaching.	Sure, always.
BF 1	Yes, but she does not thank me on my job always.	“Her work is organized”, “She makes her pupils like the course”, “Her pupils’ results are great”.	Usually with the coordinator.
BF 2	Yes in general	“Thank you”	Usually we do the evaluation with the director of the section.
MM	Yes, I know that he is satisfied because he always supports me and encourages me.	“I congratulate you on your effort”, “great job”, “Good luck”	Every time we need to meet.
MF	Yes, he is satisfied with my work. She never criticizes me. She just give me some passing remarks.	“Very good”. “Thank you Mr. Great job”.	She sets the meetings according to the pupils’ interest whenever she feels right.
SM	I feel that he is satisfied and he thanks me.	“You are good at your job”.	Yes
SF	Yes in general.	“Good job” “Bravo” “Proud of you”.	Yes most of the time.

Focus Group B

Q 1		Q 2
BM 1	I don't know.	No
BM 2	Technological advance.	Sure
BF 1	Good Education for all and making good citizens.	Yes
BF 2	Being innovative in technology and in teaching methods.	One time a year.
MM	Providing a safe educational environment with a welcoming atmosphere that respects every child without discrimination.	No
MF	Education for all.	Yes
SM	Keeping the family together. Developing the child into a responsible person. Developing the child's confidence in himself.	Always
SF	The vision is not clear until now.	No

Q 3	
BM 1	He is a respectful person and treat us respectfully and acts as a father to all of us. He listens to every point of view.
BM 2	He listens to the teachers and discusses ideas.
BF 1	She demands respect by her silence and dignity. She also discusses the issues with the teachers and converse with them.
BF 2	We treat each other with respect as a family.
MM	He tries to create a familial atmosphere in the school.
MF	She gives us all our rights.
SM	He is a respectful person. He treats us good and he speaks well.
SF	She is calm and a bit retracted to herself.

Q 4	
BM 1	1- Keep the school level high. 2- Developing the pupils talents and skills
BM 2	1- Getting more pupils, 2- preparing a good citizen.
BF 1	1- Beating everyone else, 2- High educational level, to prepare cultured generations to build the country.
BF 2	1- Permanent development of the teachers, 2- The focus is on the education to the values and citizenship.
MM	Using technology to enhance teaching and learning.
MF	1- New methods in order to help the pupils like to learn, 2- Helping the pupils to get more and more culture.
SM	1- Learning the French language to use it, 2- Creating a good citizen in the society.
SF	The objectives are not clear.

Q 5	
BM 1	I respect him a lot. He is a fair person in everything.
BM 2	He listens to the teacher.
BF 1	She is aware of everything and takes her responsibility seriously.
BF 2	She does what she asks us to do before us to be a model to us..
MM	We make decisions as a team not individually as a principal.
MF	1- She takes her responsibility seriously. She never leaves before finishing her job, 2- She helps everybody when they need her in their issues.
SM	He solves problems slowly and tries to give the answers reasonably. I learned that emotional behavior can hurt people.
SF	Her behavior is foggy, not clear, retracted.

Q 6	
BM 1	1- Using the active board, 2- Teaching through technology and while having fun.
BM 2	Being up to date in the educational world.
BF 1	Making us go to excessive training sessions.
BF 2	Training sessions in technology.
MM	Developing the Eyeschool app for online education.
MF	1- Cooperating with old and famous schools, 2- training sessions
SM	1- Training sessions, 2- Educational events to the pupils, 3- Cooperation with the French cultural institute
SF	The school lost its technological update because the principal does not like the computer use

Q 7	
BM 1	We need to be up to date with technology.
BM 2	I learned to be calm, wise and smart in getting what I want from my associates.
BF 1	I learned to be responsible on every level.
BF 2	I learned how to use a different way to deal with every person.
MM	Being positive. Being confident to achieve goals.
MF	I learned how to belong to a big family and support each other.
SM	I learned to respect the others and to solve the conflicts with peace.
SF	I learned to be close to everyone in contrast of my principal behavior.

Q 8	
BM 1	I appreciated his behavior towards me when I lost my mother and when I was going out to pick her to the hospital. He stood by me.
BM 2	He is cooperative.
BF 1	She understands if the request is logical.
BF 2	Yes, she agrees when urgent things come up.
MM	He takes into consideration everyone's circumstances.
MF	She agrees because she knows that is urgent for me.
SM	I can leave if I settled my classes with some other teacher.
SF	She agrees but she never calls to check up on you.

Q 9	
BM 1	He tells us what he wants and then he listens to our point of views.
BM 2	He listens carefully.
BF 1	No discussion in the teachers meetings.
BF 2	We do meetings where ideas are expressed and discussed.
MM	He listens and takes every opinion into consideration.
MF	She listens and discusses the issues.
SM	He presents his point of view, then he listens to our suggestions and takes them into consideration.
SF	She talks a lot.

Q 10		Q 11
BM 1	He does not intervene unless he senses that he needs to.	We need to leave a message or take an appointment because he is not always in his office.
BM 2	No.	Yes
BF 1	In general not the personal issues.	Yes
BF 2	Yes.	Yes
MM	He know some details but not all.	Yes
MF	Yes.	Yes
SM	Yes, he knows my children.	When I need, I ask him.
SF	No.	The problem you don't know if she wants you at the school or not.

Q 12	
BM 1	Downward.
BM 2	Downward.
BF 1	Downward.
BF 2	The decisions are mutual – lateral between the principal and the teachers.
MM	The principal has created a committee of the teachers to communicate with the administration and vice versa.
MF	Upward and downward.
SM	We do not interfere in the administrative decisions. We share the decision making process in other matters
SF	Downward

Q 13	
BM 1	Yes, mandatory. Some trainings are useless but some are useful like how to deal with pupils who have educational problems.
BM 2	Yes.
BF 1	DELF, Teaching related trainings.
BF 2	Yes, mostly technological training and sessions about new teaching techniques.
MM	Training sessions that relate to technology and teaching.
MF	She suggests but does not make us go. Training sessions related to our courses
SM	Yes. 1- Microsoft office, 2- Class management.
SF	Yes. Related to my course.

Q 14		Q 15
BM 1	Not quite.	I don't know.
BM 2	To the max.	Yes.
BF 1	No.	No.
BF 2	We do the plan of work together. Then, I am free how to implement it.	Yes.
MM	Totally free.	Yes.
MF	I am free to implement the way I see fit to make the contents clearer and I coordinate with the other teachers. I also use technology.	Yes.
SM	I am free to teach in the classroom but the program need to be prepared with the coordinator and the section responsible.	Yes.
SF	I am free to implement my own way in the classroom.	No.

Q 16		Q 17
BM 1	Yes, he does allow us to continue our education.	He always expects more when you give more. Our rewards are that we get overloaded with work when we are good at it.
BM 2	Yes.	Intrinsic.
BF 1	Never happened to me.	A smile, "good job".
BF 2	Yes.	"bravo", "thanks", "good job".
MM	Yes.	Intrinsic.
MF	Yes.	Intrinsic especially when preparing an event.
SM	Yes.	Intrinsic.
SF	No answer.	Neither intrinsic nor extrinsic rewards.

Q 18		Q 19	Q 20
BM 1	Yes.	When I meet him and I say that I am overloaded, he smiles and tells me: "they are too young....they don't need much effort".	Once at the end of the year.
BM 2	Yes.	"well done", "good job".	Yes from time to time.
BF 1	Yes, but she does not thank me in person.	No because we do not sit together to talk about my work.	No.
BF 2	Yes.	"special", "ambitious".	Yes.
MM	Yes and he always repeat that he is satisfied in front of everyone.	He always encourages me.	We meet regularly.
MF	Yes and she thanks me.	"You did your job well without my intervention", "you are a lovely person and I can count on you", "no one can help me when needed but you".	Yes.
SM	Sure, always.	"she is on the level of my trust", "she does her job with enthusiasm and organization".	Yes, always.
SF	She is always calm, silent and sceptic.	Nothing.	No.